Facilitator's Guide for

Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships

December 2017

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Jill Norton
I-Fang Cheng
Abt Associates

In collaboration with
The School District of Philadelphia's Office of Strategic Partnerships

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INTRODUCTION

This Facilitator's Guide was designed to complement *Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships*—a toolkit that provides a framework, tools, and resources to guide thoughtful conversations and decisions to establish successful partnerships.

It is designed as a step-by-step guide for facilitators who will deliver training workshops to introduce and encourage the use of the *Partnering for Student Success* toolkit by district staff, school leaders, partnership coordinators, teachers and school staff, and partner organizations engaged in school-based partnerships.

ABOUT *PARTNERING FOR STUDENT SUCCESS*

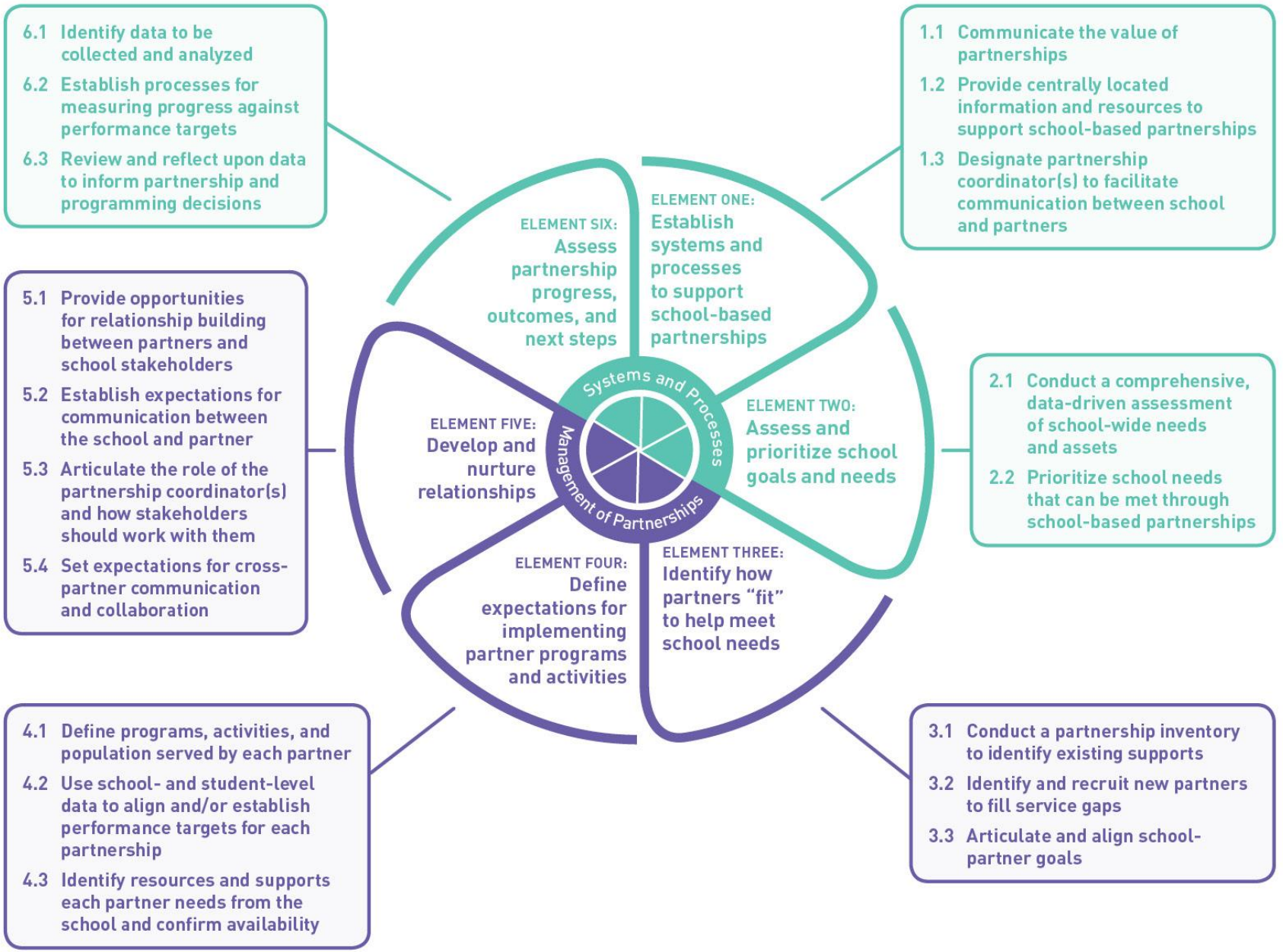
Regardless of partnership type, there are systems and processes that districts, schools, and partner organizations can adopt to establish, support, and manage partnerships in ways that maximize their impact on student success.

The toolkit is structured around six elements associated with developing and maintaining successful school-based partnerships:

1. Establish systems and processes to support school-based partnerships
2. Assess and prioritize school goals and needs
3. Identify how partners "fit" to help meet school needs
4. Define expectations for implementing partner programs and activities
5. Develop and nurture relationships
6. Assess partnership progress, outcomes, and next steps

Elements One, Two, and Six relate to systems and processes for partnership planning, whereas Elements Three, Four, and Five relate to management of partnerships. Exhibit 1 (reproduced from page 3 of *Partnering for Student Success*) provides an overview of these six elements of successful school-based partnerships.

Exhibit 1: Elements of School-Based Partnerships



UNDERSTANDING THIS FACILITATOR'S GUIDE

Following the organization of *Partnering for Student Success*, this Facilitator's Guide is organized into training modules—one for each of the six elements discussed in depth, plus an Overview module that describes the school-based partnership framework and introduces all six elements in less detail.

Each module in this Facilitator's Guide includes three sections:

- **Module Overview** offers an "at a glance" view of the purpose, length, and activities for the module. The "Module Overview" section provides a recommended amount of time for delivering the training module, but facilitators can modify or omit certain activities to align with the amount of time available for each training session.
- **Suggested Facilitation Process** provides a step-by-step overview of the materials, activities, and discussions of an individual training module. Facilitators can modify the facilitation process to meet the needs of their training participants.
- **Slide Overview & Talking Points** includes a table of the slides and notes pages from the module's PowerPoint. The table includes a range of time recommended for each slide (and accompanying activities), and also includes notes about which activities are optional.

Accompanying each module are electronic training materials, including PowerPoint slides, activities and handouts, a reflection guide, and a feedback form. These materials are available in a downloadable folder for each module. Facilitators can provide printed or electronic copies of these materials to their training participants.

The Facilitator's Guide uses two sets of icons so facilitators can quickly identify the *audience* and/or *type of activity* described in the Guide (Exhibit 2). One set *(left)* identify the stakeholders who are critical to partnership success; these icons match icons used in *Partnering for Student Success*. The other set *(right)* represent speakers, resources, tips, and activities used within the training modules.

Exhibit 2: Icons used in this Facilitator's Guide

Stakeholders who contribute to partnership success	Speakers, resources, tips, and activities within training modules
School District	Facilitator
School Leader	Small Group Discussion
Partnership Coordinator	Whole Group Discussion
Teachers and School Staff	Modification Tip for Facilitator
Partner Organization	Session Objectives
	Reflection
	Resources

DELIVERING THE TRAINING

Training facilitators delivering the *Partnering for Student Success* modules can be experienced trainers or professional development leaders, but do not need to be. They can be district or school staff; or they can be staff from partner organizations, municipal agencies, or any other entity involved in school-based partnerships. **What's important is that facilitators understand and believe in the importance of taking intentional steps to establish and maintain successful partnerships**. Any real-life experiences or examples with partnerships can be incorporated to enhance the trainings they deliver.

Once facilitators familiarize themselves and feel comfortable with *Partnering for Student Success* and the materials in this Guide, they should be equipped to deliver training, including adapting its content and materials to their local context and audiences. The trainings as outlined in this Guide offer a balance of presentation, discussion, and reflection activities. Their overall objective is to support participants' understanding of the roles and responsibilities that must be fulfilled to ensure systems and processes for partnership planning and management are established and maintained.

Facilitators who know their audience well should feel free to replace the modules' suggested activities and/or discussion questions with locally relevant activities or questions. **If training participants work together or know one another well, facilitators can adapt the training materials to foster a community of practice amongst them.** Gathering for trainings on multiple modules would allow participants to develop a rapport as a group over time. Facilitators can also encourage the use of technologies such as Google or Facebook to encourage participants to continue their collaboration beyond the training sessions.

Facilitators may decide to offer trainings for single-stakeholder groups (school-based staff only or partners only, for example) or mixed-stakeholder groups (school and partner staff combined, for example).

To foster the most comprehensive understanding of how to use *Partnering for Student Success*, participants should be encouraged to attend a training for each of the six elements featured in the toolkit and its strategies for building effective school-based partnerships. However, just as there are many different types of partnerships and partnership stakeholders, audiences will differ in their level of interest in receiving training. Not all audiences will need or be interested in receiving six separate training modules. Depending on their role within a school, district, or partner organization, some audiences may need to participate in only the introductory Overview module, whereas others will want to dive more deeply into the six individual training modules. **Facilitators should consider their audience's needs when deciding which training module(s) to offer, and in which sequence.**[1]

GETTING STARTED

Before planning a training, facilitators are encouraged to review all materials contained in the Overview module. To determine the best starting place for trainings for their target audience, facilitators can use the Partnership Needs Assessment activity (see Appendix 0 of this Facilitator's Guide for its five role-based assessment forms).[2]

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1. Attendees of training on the Overview module who then attend training on subsequent individual modules may find the content to be repetitious. To address this, facilitators can decrease the amount of time spent reviewing sub-elements within each training module and increase the amount of time spent on activities and discussions, which focus more on application of the suggested strategies within each element.

2. The Partnership Needs Assessment activity has two purposes: (1) to help facilitators decide where to begin to focus their training; and (2) to help attendees of training on the Overview module determine which sections of *Partnering for Student Success* they want to focus on, either in self-study or in future training. As appropriate, facilitators also can use the assessment activity with attendees of trainings that focus on Elements One through Six.

FREQUENTLY ASKED QUESTIONS

Q: Who should use this Guide?

A: Anyone interested in providing support to strengthen school-based partnerships can use this Facilitator's Guide to plan and develop training. Facilitators might include district or school staff, staff from organizations that partner with schools, or members of community-based agencies. The materials in this Guide were designed to be user-friendly for individuals with varying levels of experience with partnerships and/or with planning and delivering training.

Q: Who should be invited to participate in trainings on how to use *Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships*?

A: Any individual working in a school, district, partner organization, or community-based agency involved in school-based partnerships can attend trainings to learn about the strategies, tools, and resources included in *Partnering for Student Success.* Decide whether to offer trainings to single-stakeholder audiences (school staff only or partner staff only, for example) or to mixed-stakeholder audiences (school and partner staff combined, for example).

Q: What materials do I need for each training module?

A: Review the "Module Overview" and "Suggested Facilitation Process" sections of each training module in the Facilitator's Guide. Each "Slide Overview & Talking Points" section offers a condensed version of that training's PowerPoint slides and slide notes. The "Module Overview" section also briefly summarizes the materials and participant handouts needed for each training. For some activities, the Facilitator's Guide provides links to video and other materials available online. If you do not have internet access in the training room, you are encouraged to download the videos and to print or otherwise provide participants with screenshots of web-based materials. Handouts can be shared with participants electronically if you are unable to provide printed copies.

Q: Do training participants need a copy of *Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships*?

A: It is helpful for participants to have their own copy of the toolkit for each training session they attend, but not necessary. (The training PowerPoints provide all the critical content.) If resources are scarce, consider asking participants to download the toolkit in advance onto their laptop or other mobile device (from http://www.abtassociates.com/Reports/2016/Toolkit-Partnering-for-Student-Success-A-Practical.aspx) or to bring their own printed copy. Another option is for you to provide copies of only those pages of the toolkit relevant to your particular training session.

Q: What do the icons in the "Slide Overview & Talking Points" section mean?

A. The icons tell you, for each PowerPoint slide, who is speaking and what type of activity is taking place. The same icons appear on the slides themselves, and a key is provided in Exhibit 2.

Q: Can I modify or replace materials in the training modules?

A: Yes! The training materials in each module are meant to serve as a guide as you plan and deliver the training. The PowerPoint slides and activity handouts in the Facilitator's Guide are available in electronic formats that you can edit to meet your and your training participants' needs. The suggested video clips, case studies, and role play discussions can easily be replaced with local examples of school-based partnerships.

Q: How much time do I need to deliver a training module?

A: The "Module Overview" of each training module lists an estimated amount of time to deliver its content and activities. Some modules are 60-75 minutes in length; others are 75-90 minutes. The "Slide Overview & Talking Points" section of each module also recommends timing for each slide and activity, listing some activities as "optional." Use this information to adjust how much time you dedicate to each activity, as well as the total time needed for the training session. During training sessions, be flexible and respond to the questions and needs of your participants; you can adjust the amount of time spent on any activity depending on their levels of interest and engagement.

Q: Do the training modules need to be offered in a specific sequence?

A: You can deliver the training modules in any order you think is best, depending on the needs and goals of your participants. If participants have only enough time to attend one training session, deliver the Overview module. Then if they have more time later, you can deliver the remaining six modules in sequence, starting with Element One and ending with Element Six; or you and your participants can train next on the Element you think aligns best with current needs. The Partnership Needs Assessment activity (slide 18 in the Overview module) is a helpful tool to determine which training module is the best place to start with a particular group of stakeholders.

Q: What is the best way to prepare to deliver a training module?

A: When scheduling training sessions, build in enough preparation time so you feel confident and equipped to effectively deliver the training in a way that meets the session objectives (see slide 3 in the "Module Overview" section of each training module for its objectives). You should start by reviewing the Overview module to decide which training module(s) best meet your participants' needs and in what sequence. Then familiarize yourself with the corresponding section(s) in *Partnering for Student Success*, as well as the content and materials in the Facilitator's Guide for each module. At this time, you also must decide whether you are going to modify any of the materials to meet those needs and/or to fit the time available. Each "Module Overview" section lists the materials and participant handouts needed for that training session. You also can use the "Slide Overview & Talking Points" section to practice your delivery and flow of content.

Q: Is there anything I need to do after a training?

A: If you promised participants you would provide them with additional information or materials, make sure you take the time to provide them. At the end of the training session you should have had participants complete Feedback Forms. Review those now to determine whether participants have remaining needs you may be able to address, either through one-on-one follow-up or future trainings. These forms also can provide helpful feedback for you, as you reflect on your own facilitation style and what worked well—or did not work so well—during the training session.

OVERVIEW OF PARTNERSHIP GUIDE

MODULE OVERVIEW

Overview of *Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships*	
Introduction	
The purpose of this module is to provide a high-level overview of the *Partnering for Student Success* Guide. Participants will learn about the purpose, design, and uses of the Guide. At the end of this module, participants will complete a needs assessment to help them choose which Element(s) to focus on more closely in future training. This module will help Facilitators get familiar with all sections of the Guide before delivering any modules. The module is also appropriate for audiences who only have 75-90 minutes to learn about the Guide.	
Materials	**Time**
☐ *Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships* ☐ Chart paper ☐ Markers ☐ Pens / pencils for participants	75-90 minutes
Participant Handouts	
☐ Slide Handouts ☐ *Partnerships Needs Assessment* Form (Appendix 0) ☐ *Overview Module Activity Frequency Checklist* handout (Appendix 0) ☐ *Overview of Partnership Guide Feedback Form* (Appendix 0)	
Slides	
Main Presentation: • Slide 1- Overview of the Partnership Guide (Title Slide) • Slide 2- Welcome and Introductions • Slide 3- Session Objectives • Slide 4- Why Create a Guide for Partnerships? • Slide 5- What Does the Guide Include? • Slide 6- Elements of School-Based Partnerships • Slide 7- Element One: Establish Systems and Processes to Support School-Based Partnerships • Slide 8- Element Two: Assess and Prioritize School Goals and Needs • Slide 9- Element Three: Identify How Partners "Fit" to Help Meet School Needs • Slide 10- What's Happening in Your District? ***(Skip this slide if you only have 75 minutes)*** • Slide 11- Element Four: Define Expectations for Implementing Partner Programs and Activities • Slide 12- Element Five: Develop and Nurture Relationships • Slide 13- Element Six: Assess Partnership Progress, Outcomes, and Next Steps • Slide 14- What Have You Experienced? ***(Skip this slide if you only have 75 minutes)*** • Slide 15- Stakeholder Roles and Responsibilities • Slide 16- Discussion Questions • Slide 17- Toolboxes and Resources • Slide 18- Needs Assessment and Next Steps • Slide 19- Final Thoughts and Feedback	

SUGGESTED FACILITATION PROCESS

1. **Before Session Begins**

- Prepare all meeting materials and handouts
- Display title slide (Slide 1)
- Distribute PowerPoint slide handouts

2. **Welcome and Introductions (Slide 2)**

- Introduce facilitator and participants
  - Use chart paper to record participant responses re: one thing they would like to learn more about regarding supporting school-based partnerships
  - *Note: If participants are familiar with one another, consider an alternative icebreaker question, such as "What is one question you would like answered from today's session?" or "What is the greatest challenge you have faced in your work with school-based partnerships?"*

3. **Session Objectives (Slide 3)**

- Review session objectives
  - Ask if participants have questions

4. **Explain Why the Partnerships Guide Was Created (Slide 4)**

- Review key findings from 2016 study of partnership coordination in Philadelphia

5. **Review What the Guide Includes (Slide 5)**

- Briefly explain the sections included in the Guide

6. **Introduce Elements of School-Based Partnerships (Slide 6)**

- Describe sources used to develop the Guide
- Point out how the "pinwheel" graphic includes elements related to systems and processes, as well as management of partnerships
- Note the pinwheel is not linear and allows for multiple "entry points" to learning about how to support effective school-based partnerships

7. **Introduce Element One: Establish Systems and Processes to Support School-Based Partnerships (Slide 7)**

- Briefly list sub-elements on the slide

8. **Introduce Element Two: Assess and Prioritize School Goals and Needs (Slide 8)**

- Briefly list sub-elements on the slide

9. **Introduce Element Three: Identify How Partners "Fit" to Help Meet School Needs (Slide 9)**

- Briefly list sub-elements on the slide

10. **Ask Participants What Is Happening in Their District(s) (Slide 10)**

- *Skip this slide if you only have 75 minutes*
- Ask participants to think about the three questions listed under the first bullet:

  Does the district or school(s) you work in:
  - *have any of the suggested systems and processes in place to support school-based partnerships?*
  - *conduct needs assessments to assess and prioritize school goals?*
  - *identify how partners "fit" to meet school needs?*

- Ask participants to answer the next two questions:
  - *If so, which efforts are working well? Which could be improved?*
  - *If not, what could you do to put any of the suggested practices in place?*
- Invite participants to share their answers and record on chart paper

11. Introduce Element Four: Define Expectations for Implementing Partner Programs and Activities (Slide 11)

- Briefly list sub-elements on the slide

12. Introduce Element Five: Develop and Nurture Relationships (Slide 12)

- Briefly list sub-elements on the slide

13. Introduce Element Six: Assess Partnership Progress, Outcomes, and Next Steps (Slide 13)

- Briefly list sub-elements on the slide

14. Ask Participants What They Have Experienced with Partnerships (Slide 14)

- *Skip this slide if you only have 75 minutes*
- Ask participants to answer the following questions:

  Think of a partnership you have been involved in:
  - *Were there clear expectations for implementing partnership activities, including school and partner needs?*
  - *What opportunities were there for school and partner staff to communicate and develop relationships? For partners to interact with each other?*
  - *How were the outcomes of the partnership measured? Which data were available for review?*
- Invite participants to share their answers and record on chart paper

15. Provide Overview of Stakeholder Roles and Responsibilities Charts (Slide 15)

- Explain each section includes a table of roles and responsibilities for different stakeholders
- Introduce icons for each stakeholder
- Explain the Guide was developed with feedback from members of each stakeholder group

16. Provide Overview of Discussion Question Charts (Slide 16)

- Explain readers can continue to follow their icon and view general conversation topics and specific questions that can be used in stakeholder conversations

17. Provide Overview of Toolbox Charts and Appendices (Slide 17)

- Briefly provide examples of types of resources available in toolbox charts
- Explain many resources are available in the Appendices, in addition to having hyperlinks

18. Allow Participants to Complete Needs Assessment Activity and Identify Next Steps for Training (Slide 18)

- Distribute the *Partnership Needs Assessment* handout
- Ask participants to fill out the *Partnership Needs Assessment* based on their role/position (school leader, school staff, partner organization, etc.)
  - Instruct participants to place a checkmark in each box that describes their current partnerships
- After completing the *Partnership Needs Assessment*, ask participants to select which Element(s) they would like to learn more about
- Based on the Element(s) they would like to learn more about, ask participants to assess how frequently their district/school/organization completed the suggested activities *within the past 12 months*
- They can do this on the *Overview Module Activity Frequency Checklist* handout
- *If participants work in the same school or organization, have them complete the* Partnership Needs Assessment *together*

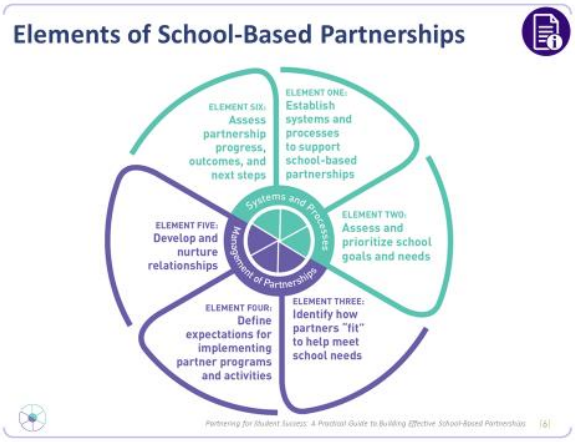
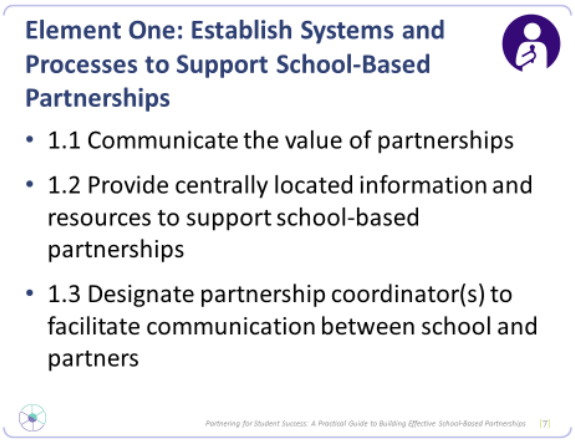
19. Final Thoughts and Feedback (Slide 19)

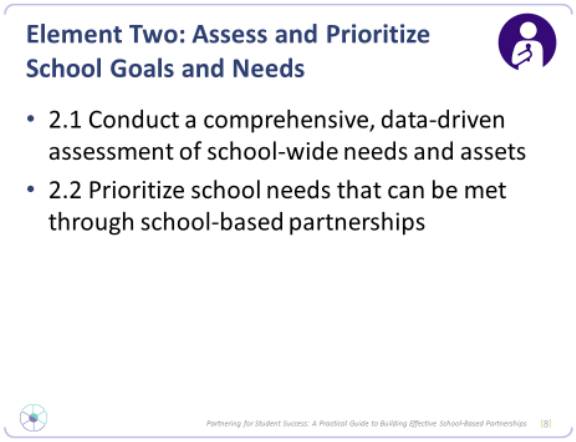
- Answer participant questions
- Ask who else might benefit from this training, and how participants might be able to share information
- Distribute *Introduction to Partnership Guide Feedback Form*
- Collect completed *Introduction to Partnership Guide Feedback Forms* from participants

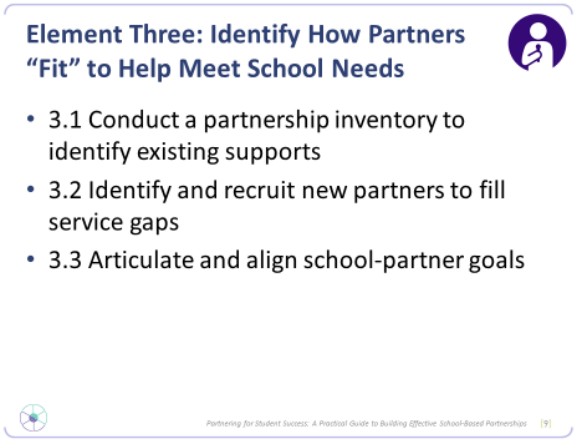
SLIDE OVERVIEW & TALKING POINTS

Slides for Overview of Partnership Guide		
Slide #	**Slide Image**	**Talking Points**
1	Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships Overview of the Partnership Guide 	• Greet participants as they arrive • Distribute PowerPoint slide handout If you modify the slides, remember to re-number the slides (here and in the PowerPoint file)
2 5-7 min.	**Welcome and Introductions** • Who are you? • What school or organization are you from? • What is your role? • What is one thing you would like to learn more about regarding school-based partnerships?	• Introduce yourself • Ask each participant to answer the four questions on the slide • Record participant responses about what they want to learn on chart paper *Note: If participants are familiar with one another, consider an alternative icebreaker question, such as "What is one question you would like answered from today's session?" or "What is the greatest challenge you have faced in your work with school-based partnerships?"*
3 3 min.	**Session Objectives** • Participants will learn about: ▪ the purpose and audience for the Guide; ▪ how the Guide is designed and formatted; ▪ uses for the Guide; and ▪ roles and responsibilities of partnership stakeholders • Participants will become familiar with resources in the Guide • Participants will complete a needs assessment to determine which areas of partnership they want to focus on during future training	• Today I will walk you through a high-level overview of the Guide • You will learn about: ▪ The purpose and audience for the Guide; ▪ How the Guide is designed and formatted; ▪ Uses for the Guide; and ▪ Roles and responsibilities of partnership stakeholders • During this session, you will have a chance to explore the various resources in the Guide • At the end of this module, you will complete a needs assessment to help decide which areas of partnership development you want to focus on next. From there, you can decide which training module(s) to participate in • Do you have any questions before we get started?

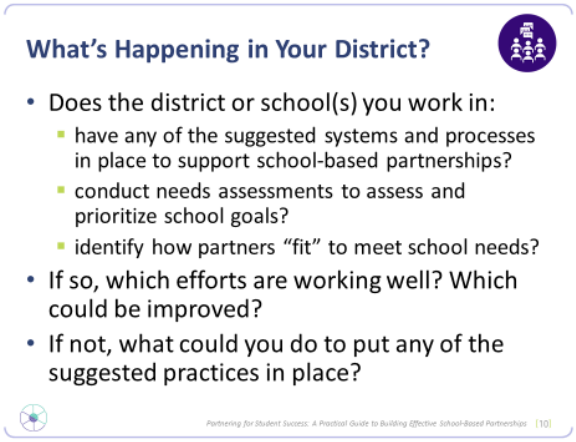
Slides for Overview of Partnership Guide		
Slide #	**Slide Image**	**Talking Points**
4 3 min.	**Why Create a Guide for Partnerships?** A 2016 study of partnership coordination revealed: • Multiple stakeholders are key to partnership success • Schools need assistance to develop and maintain successful partnerships • No single document existed to guide conversations and decisions between partnership stakeholders	• A 2016 study of partnership coordination models in Philadelphia schools suggested the 17 study schools each had a similar set of stakeholders involved in partnerships, but that they functioned and behaved in very different ways across schools. • In addition to sharing information about the perceived benefits of school-based partnership coordinators, the Guide was developed to provide a comprehensive toolkit to help schools develop and maintain successful partnerships. • The Guide was created because no single document existed to describe roles and responsibilities of individuals involved in partnerships or to guide their conversations and decisions. This study is available in the folder for the "Overview Module"
5 3 min.	**What Does the Guide Include?** • Purpose, audience, and uses of toolkit • Elements of school-based partnerships • Stakeholder roles and responsibilities • Questions to guide stakeholder discussions • Toolboxes with resources • Checklist for developing, coordinating, and maintaining partnerships 	• The partnership guide begins with an overview of the purpose, audience, and uses of the toolkit • The guide's target audience includes district staff, school leaders, partnership coordinators, teachers and school staff, and partner organizations • The guide includes an overview of the elements of successful school-based partnerships. Within each element, there is information about roles and responsibilities for those stakeholders who are key to partnership success • There are also sample discussion questions and a toolbox of resources for each element • Finally, the Guide includes a checklist for developing, coordinating, and maintaining partnerships

Slides for Overview of Partnership Guide		
Slide #	**Slide Image**	**Talking Points**
6 3 min.		• The Guide was informed by the 2016 study of partnership coordination models in Philadelphia, as well as a review of existing literature, tools, and resources related to partnerships, including those produced by school districts that have offices dedicated to supporting school-based partnerships. • The Guide is organized around several "elements" of school-based partnerships • The Guide was designed so that stakeholders could have "multiple entry points," depending on where their school was with a given partnership at a specific point in time. The elements are depicted in a pinwheel so that the process does not appear too linear or requiring a prescribed order. A more detailed version of this "pinwheel" graphic can be found on page 3 of the Guide • The elements in teal are related to systems and processes, and the elements in purple are related to management of partnerships • Each of the main elements has specific sub-elements, which will be covered next
7 4 min.		• The first element describes what districts and principals can do to put systems and processes in place to support school-based partnerships • Schools and districts need to communicate the value and importance of partnerships, and they should make information accessible to make it easier for organizations to partner with schools. Where feasible, districts should maintain an inventory of partner organizations, including services provided and to which schools and communities • Partners should be able to communicate the value they bring to schools, as well as provide examples when they are able to do so • Partners might also be asked to demonstrate their capacity to deliver programs and services in multiple schools, not just a handful of sites • Successful partnerships require thoughtful, ongoing communication and coordination between school and partner staff

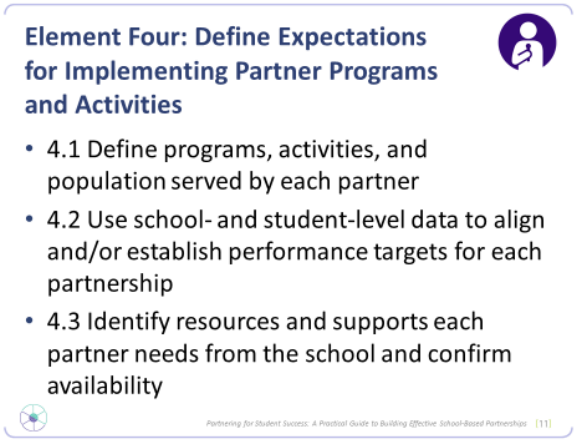
Slides for Overview of Partnership Guide		
Slide #	**Slide Image**	**Talking Points**
8 4 min.		• Element Two focuses on assessing and prioritizing school goals and needs that can be met through partnership • It is important for schools to be able to articulate and prioritize schools goals that can be met through partnerships, remembering not all goals can necessarily be met by external partner organizations • Partners should ask schools about their priority needs and how partners can help. Partners should be able to advertise how their programs or services can specifically help to meet those needs • It is important to remember that school and district priorities can shift • But there are also ways to proactively pay attention to district activities and for partners to familiarize themselves with the goals or strategic plans of the district(s) they are working on • As partners read goals or strategic planning documents, they can think about how to help schools fulfill the goals in the plan

Slides for Overview of Partnership Guide		
Slide #	**Slide Image**	**Talking Points**
9 4 min.		• The third element highlights the importance of clearly identifying how partners "fit" and work together to help meet school goals • Schools should conduct a partnership inventory on an annual basis to help them understand gaps and overlaps in services • At times, schools may need to identify new partners. • For all partnerships, it is important that all parties involved can identify how school and partner goals align • Partner organizations need to be able to clearly articulate their vision, the programs and services they offer, and the students with whom they work • They should also think strategically about how to help schools understand how their programs and services can help meet school goals. In other words, they should be clear about the value added by partnering with them • Partners can think about "packaging" information about partnerships in ways that school staff will listen and can understand • Framing partnerships as mutually beneficial (to the school community and the partner organization) can help people remember that partnerships can yield great results, but they need thoughtful attention and support • Large organizations who are working in several schools may find it is helpful to meet with District and School staff to ensure the organization's goals align with both those of the district and the schools they serve • Organizations can also be proactive to learn about what other partners are doing in a school building. Instead of waiting for a school to tell them how their work is similar, complements, or duplicates the work of another partner organization, organizations should get to know the other partners and think about how the organizations can all work together

Slides for Overview of Partnership Guide

Slide #	Slide Image	Talking Points
10 Optional 6-8 min.		• *If you only have 75 minutes for the Introduction to the Partnership Guide module, skip this slide* • Let's take a moment to step back and think about the first three elements we have reviewed. I'd like you to think about the following questions: • Does the district or school(s) you work in: ▪ have any of the suggested systems and processes in place to support school-based partnerships? ▪ conduct needs assessments to assess and prioritize school goals? ▪ identify how partners "fit" to meet school needs? • If so, which efforts are working well? Which could be improved? • If not, what could you do to put any of the suggested practices in place? • As you think about your answers to these questions, please jot down any examples you might have • Allow participants to share responses and record on chart paper If your participants are partner organizations and they do not have access to this information, ask what they want to know and encourage them to brainstorm how they can find out

Slides for Overview of Partnership Guide		
Slide #	**Slide Image**	**Talking Points**

11
 	
4 min.
		• Element Four lays out steps for establishing expectations for implementing partner programs and activities
		• We can probably all agree upon the importance of clearly defining partnership logistics, such as who will be served, by whom, and when
		• A clear timeline for program implementation or delivery is key
		• What sometimes gets overlooked is the process of using data to set performance targets and to guide the implementation of specific programs
		• Use of data will require close collaboration between the school and its partners
		• Partners should be up-front about any evaluation or reporting requirements they have for their funders. Schools are often willing to work with partners to fulfill these requirements, but they don't like to be surprised by last minute requests
		• In many cases, there are rules and laws prohibiting school staff from giving you student-level data, even if partners provide programming or services to individual students
		• In order to be successful, all stakeholders in a partnership should be clear about their needs. Consider questions like:
		  ▪ What does the school expect or need from the partner organization?
		  ▪ Does the partner need space or school facilities to run their program?
		  ▪ Do you need help recruiting students to participate?
		  ▪ Does your program require support or assistance from teachers or other school staff to implement?
		• Remember what they say about the best laid plans. … They don't always happen the way you would like them to
		• Therefore, partners need to maintain open communication with the school, and they need to remain flexible and responsive to evolving school needs

Slides for Overview of Partnership Guide		
Slide #	**Slide Image**	**Talking Points**

12
 	
4 min.
		• The fifth element underscores the importance of developing and nurturing relationships
		• This element makes the case for establishing clear lines of communication between all stakeholders
		• Partners should find out how partner organizations are expected to communicate with schools and with whom. They should ask:
		  ▪ Is there a coordinator or point person?
		  ▪ If so, what is the best way to reach them?
		• Partner organizations should ask schools about opportunities to meet with school leaders and staff, students, families, and/or other partners
		• Schools can also be proactive in communicating with partners about opportunities for them to interact with school staff, families, and other partners
		• Partners should also make it a priority to attend the events and activities you are invited to, especially meetings with other partner organizations
		• They can also think outside the box about how they can connect with others who are also trying to support the school community

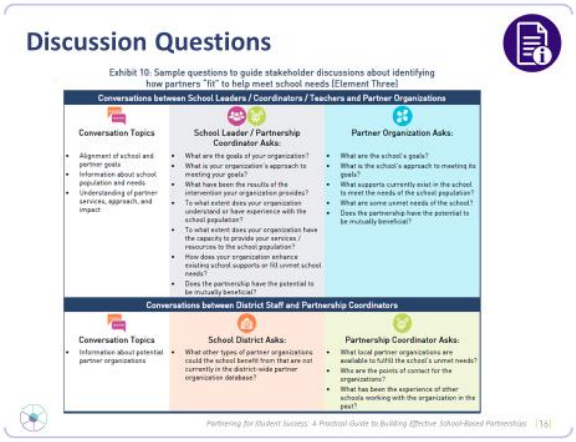
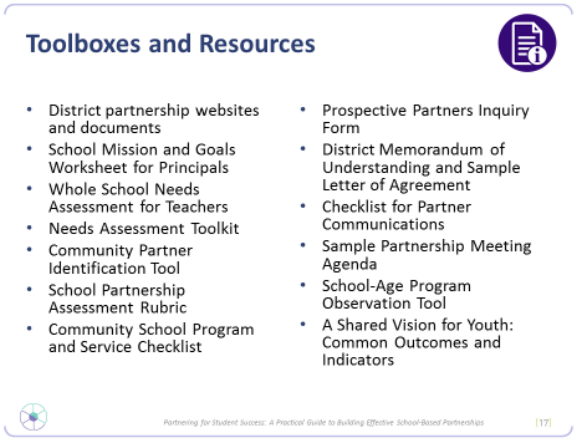
13
 	
4 min.
		• Finally, Element Six describes how schools and partners can jointly assess partnership progress, outcomes, and next steps
		• The sub-elements in this section are really meant to be tackled in close collaboration with schools
		• Many Districts have a process for reviewing any proposed data collection or research within the District
		• Depending on the district, partners may need to think carefully about any data schools are using to monitor the implementation or outcomes of their program and its services
		• Schools can certainly set targets for individual partnerships, and partners can ask:
		  ▪ How are we doing?
		  ▪ Could we be doing better?
		  ▪ Are we serving the right students?
		  ▪ Should we start serving different students?
		  ▪ Is this working for all stakeholders (schools, partners, students, etc.)?

Slides for Overview of Partnership Guide

Slide #	Slide Image	Talking Points

14
 	
Optional
 	
6-8 min.
		• *If you only have 75 minutes for the Introduction to the Partnership Guide module, skip this slide*
		• Let's take a moment to think about your experiences related to the last three elements we covered. I'd like you to think about a partnership you have been involved in and consider the following questions:
		  ▪ Were there clear expectations for implementing partnership activities, including school and partner needs?
		  ▪ What opportunities were there for school and partner staff to communicate and develop relationships? For partners to interact with each other?
		  ▪ How were the outcomes of the partnership measured? Which data were available for review?
		• Allow participants to share responses and record on chart paper
		If your participants are partnership coordinators, ask more specific questions about their experiences in this role

15 3 min.		• Next, we will look at some of the resources in this Guide • After the description of each element, which I just walked you through, there is a section on stakeholder roles and responsibilities • Each stakeholder has an "icon" they can follow throughout the document • They can see their own role and also think about how it interacts with the roles of other key stakeholders • These role and responsibility charts are meant to be a resource to help schools and partners think about who should be at the table and what they should contribute throughout the process to develop and maintain partnerships • The authors of the Guide solicited feedback from each stakeholder type and incorporated it into multiple iterations of the Guide • Principal, school, and coordinator feedback came from Philadelphia stakeholders involved in the 2016 study of partnership coordination models in that district • District feedback came from Philadelphia, Oakland, Houston, and Denver Public Schools • Partner organizations included both local and national organizations, none of which were directly involved in the research project

Slides for Overview of Partnership Guide		
Slide #	**Slide Image**	**Talking Points**
16 3 min.		• Another resource in the toolkit is a section within each element that contains tips to guide stakeholder conversations • The stakeholder icons continue to serve as a way to orient readers throughout the Guide • There are general conversation topics and specific questions that can be used in stakeholder conversations • This excerpt is from the Section on element 3, which focuses on "partner fit." Therefore, we see sample questions about: ▪ goal alignment ▪ school population and needs, and ▪ information about available partner services
17 3 min.		• Each element in the Guide also includes a toolbox with a range of resources that have been used in Philadelphia and beyond • The toolbox section for each element includes a brief overview of each tool. Tools include websites and documents from districts that have specific offices dedicated to supporting school-based partnerships, as well as resources for needs assessment and goal alignment. There are also rubrics and checklists that could be adapted by stakeholders, as well as nitty gritty examples of communication checklists and meeting agendas and MOUs for schools and partners • There are hyperlinks to most of the documents, but many of the actual tools are also included in the appendix so that people do not run into problems with "dead" web links in the future • The printed document is a bit lengthy, but is meant to provide resources that stakeholders can have "at their fingertips." The online PDF version is a bit easier to navigate by clicking on hyperlinks that navigate the reader to specific sections of the toolkit

Slides for Overview of Partnership Guide		
Slide #	**Slide Image**	**Talking Points**
18 15 min.	**Needs Assessment and Next Steps** • Complete the *Partnership Needs Assessment* ▪ Which descriptions best depict your current partnership(s)? ▪ Based on the *Assessment*, which Element(s) would you like to learn more about? • For the Element(s) you would like to know more about, assess how frequently your district/school/organization completed the suggested activities *within the past 12 months*. Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships [18]	• Distribute the *Partnership Needs Assessment* handout • Ask participants to fill out the *Needs Assessment* based on their role/position (school leader, school staff, partner organization, etc.). Instruct participants to place a checkmark in each box that describes their current partnerships • After completing the *Needs Assessment* handout, ask participants to select which Element(s) they would like to learn more about • Based on the Element(s) they would like to learn more about, ask partners to assess how frequently their district/school/organization completed the suggested activities *within the past 12 months*. They can do this on the *Overview Module Activity Frequency Checklist* handout • *If participants work in the same school or organization, have them complete the* Partnership Needs Assessment *together* Encourage participants to keep their completed assessments, as they can be used in future training
19 6-8 min.	**Final Thoughts and Feedback** • Questions? • Who else might benefit from this training? • Please complete the *Overview of Partnership Guide Feedback Form* *Thank you for participating!* Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships [19]	• Do you have any questions about what we covered today? ▪ *Note: If you are unable to answer questions during the session, write them down and tell participants you will follow-up with answers or additional information after the session* • Ask: Can you think of people you work with who would also benefit from learning this content? If so, what are some opportunities to share or "turn-key" what you learned today? • Distribute *Overview of Partnership Guide Feedback Form* • Collect completed *Overview of Partnership Guide Feedback Forms* from participants

ELEMENT ONE

MODULE OVERVIEW

Element One: Establish systems and processes to support school-based partnerships	
Introduction	
The purpose of this module is to introduce participants to Element One, which focuses on systems and processes that should be established to support school-based partnerships. Participants will learn about the importance of communicating the value of partnerships, providing centrally located information and resources about partnerships, and identifying a liaison to communicate between school staff and partner organizations.	
Materials	**Time**
☐ *Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships* (pages 1-9) ☐ Internet connection (or screenshots of websites on Slide 7) ☐ Chart paper ☐ Markers ☐ Pens / pencils for participants	75-90 minutes
Participant Handouts	
☐ Slide Handouts ☐ *Element One Reflection Guide* (Appendix 1) ☐ *Element One Feedback Form* (Appendix 1)	
Slides	

Main Presentation:

- Slide 1- Element One: Establish Systems and Processes to Support School-Based Partnerships (Title Slide)
- Slide 2- Welcome and Introductions
- Slide 3- Session Objectives
- Slide 4- 1.1-Communicate the Value of Partnerships
- Slide 5- Why Work in Partnership?
- Slide 6- 1.2-Provide Centrally Located Information and Resources to Support School-Based Partnerships
- Slide 7- Highlights from the Field ***(Skip this slide if you only have 60 minutes)***
- Slide 8- 1.3-Designate Partnership Coordinator(s) to Facilitate Communication between School and Partners
- Slide 9- Who Coordinates Partnerships?
- Slide 10- Roles and Responsibilities and Discussion Questions
- Slide 11- Reflections and Next Steps
- Slide 12- Final Thoughts and Feedback

Optional:

- Slide 13- Additional Slides
- Slides 14-16- Roles and Responsibilities Exhibits
- Slides 17-18- Discussion Questions Exhibits

SUGGESTED FACILITATION PROCESS

1. **Before Session Begins**

- Prepare all meeting materials and handouts
- Display title slide (Slide 1)
- Distribute PowerPoint slide handouts

2. **Welcome and Introductions (Slide 2)**

- Introduce facilitator and participants
  - Use chart paper to record participant responses re: systems and processes that support school-based partnerships
  - *Note: If participants are familiar with one another, consider an alternative icebreaker question, such as "What is one question you would like answered from today's session?" or "What is the greatest challenge you have faced regarding systems and processes for supporting school-based partnerships?"*

3. **Session Objectives (Slide 3)**

- Review session objectives
  - Ask if participants have questions

4. **Introduce Sub-Element 1.1 (Slide 4)**

- Convey key points re: communicating the value of partnerships

5. **Discuss Benefits and Goals/Vision of Partnerships (Slide 5)**

- Use chart paper to record benefits of school-based partnerships
- Small-group discussion re: vision of partnerships
  - If participants are from <u>different</u> districts, schools, or organizations, have them draft statements independently and then share with the whole group
  - If participants are from the <u>same</u> districts, schools or organizations, have them work together in small groups and then share with the whole group
  - *If you have local examples of partnership visions or statements, share them with participants*
  - *Note: If you only have 60 minutes, skip the whole-group sharing*

6. **Introduce Sub-Element 1.2 (Slide 6)**

- Convey key points re: providing centrally located information and resources to support school-based partnerships

7. **Examples of Partnership Resources Provided by Districts (Slide 7)**

- ***Skip this slide f you only have 60 minutes***
- View 1-3 district partnership websites (depending on length of session). *If you do not have internet access during the training, you can print screenshots of the websites to share with participants*
- Discuss availability of information in participants' district/schools/organizations

8. **Introduce Sub-Element 1.3 (Slide 8)**

- Convey key points re: designating a partnership coordinator to facilitate communication between the school and partner

9. Discuss Partnership Coordinator Roles and Who Fills Those Roles (Slide 9)

- Refer participants to *Skills Employed by Partnership Coordinators* (Appendix 1 in Guide)
  - Discuss why these skills are important
- Ask participants who is currently responsible for playing the coordinator role in the schools they work in
  - Do these individuals exhibit the skills in Appendix 1?
  - Are there other staff who could support partnership coordination?

10. Stakeholder Roles and Responsibilities for Establishing Systems and Processes to Support School-Based Partnerships (Slide 10)

- Ask participants to review Exhibit 3 (page 6 of the Guide) and Exhibit 4 (pages 7-8 of the Guide)
  - If desired, display additional Slides 14-16 (roles and responsibilities) and Slides 17-18 (discussion questions), which participants can also find in the Guide
- Small-group discussion:
  - *To what extent is each stakeholder playing its role in establishing systems and processes to support school-based partnerships?*
  - *Can stakeholders in the district or school(s) you work in provide meaningful answers to the discussion questions?*

11. Reflections and Next Steps (Slide 11)

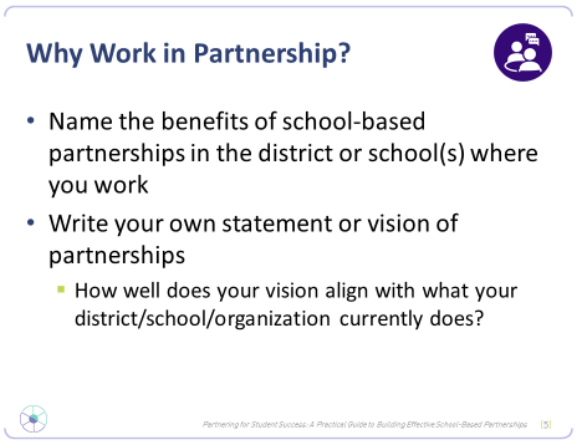
- Distribute *Element One Reflection Guide*
- Ask participants to complete the *Element One Reflection Guide*, beginning with the assessment of frequency of the activities in each sub-element
  - Encourage participants to refer to Exhibit 3 (roles and responsibilities), Exhibit 4 (discussion questions), and Exhibit 5 (toolbox) as they think about strengths and weaknesses of their current partnership approach and how they can improve upon them
  - *If participants work in the same district, school, or organization, have them complete the* Element One Reflection Guide *together*
- Time permitting, ask participants to share one row of their completed *Element One Reflection Guide*

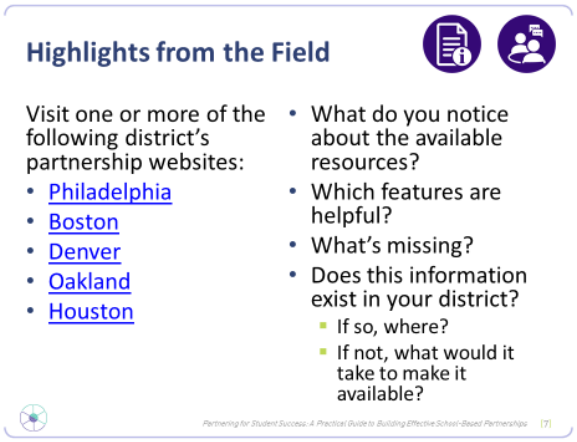
12. Final Thoughts and Feedback (Slide 12)

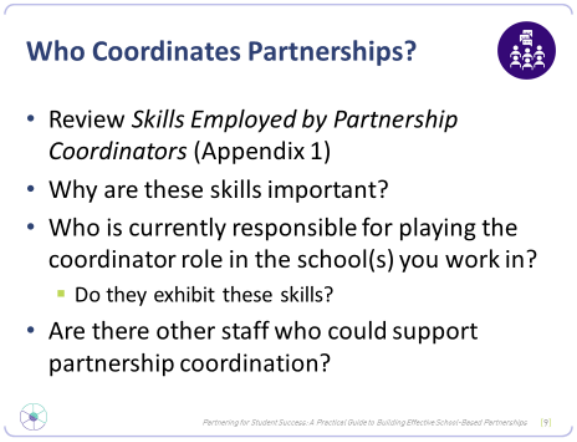
- Answer participant questions
- Ask who else might benefit from this training, and how participants might be able to share information
- Distribute *Element One Feedback Form*
- Collect completed *Element One Feedback Forms* from participants

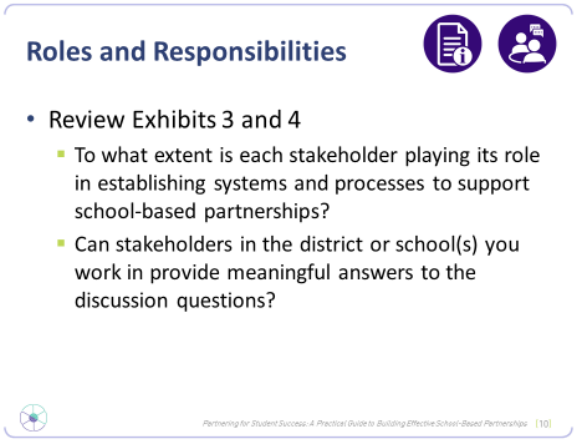
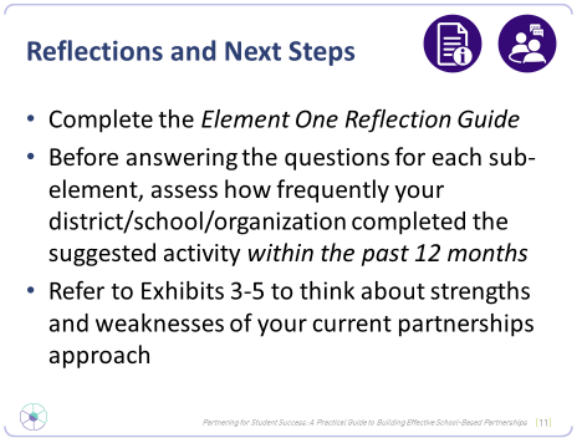
SLIDE OVERVIEW & TALKING POINTS

Slides for Element One: Establish systems and processes to support school-based partnerships		
Slide#	**Slide Image**	**Talking Points**
1	Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships Element One: Establish Systems and Processes to Support School-Based Partnerships 	• Greet participants as they arrive • Distribute PowerPoint slide handout If you modify the slides, remember to re-number the slides (here and in the PowerPoint file)
2 5-7 min.	**Welcome and Introductions** • Who are you? • What school or organization are you from? • What is your role? • Can you name one system or process that supports school-based partnerships?	• Introduce yourself • Ask each participant to answer the four questions on the slide • Record systems and processes on chart paper • *Note: If participants are familiar with one another, consider an alternative icebreaker question, such as "What is one question you would like answered from today's session?" or "What is the greatest challenge you have faced regarding systems and processes for supporting school-based partnerships?"*
3 3 min.	**Session Objectives** • Participants will learn the importance of: ▪ communicating the value of partnerships; ▪ providing centrally located information and resources about partnerships; and ▪ identifying a liaison to communicate between school staff and partner organizations. • Participants will understand stakeholder roles and responsibilities to support Element One. • Participants will become familiar with Element One resources in the Guide.	• Today we will focus on establishing systems and processes to support school-based partnerships • You will learn the importance of: ▪ Communicating the value of partnerships; ▪ Having access to centrally located information and resources about partnerships; and ▪ Identifying a liaison to support communication between school staff and partner organizations • You will also learn about the roles and responsibilities of various stakeholders involved in this aspect of partnerships • During this session, you will also have a chance to explore the Element One resources in the Guide • Do you have any questions before we get started?

Slides for Element One: Establish systems and processes to support school-based partnerships		
Slide#	**Slide Image**	**Talking Points**
4 4 min.		• Districts are well-positioned to establish and communicate a vision and strategy for partnerships. They can help schools and partners understand how partnerships can help meet both school and district goals • School leaders should develop their own vision for school-based partnerships, and they should communicate this to staff and partners so that the value of partnerships is clear to all stakeholders • School staff can demonstrate their understanding of the value of partnerships by engaging partner organizations when possible. For example, they can invite them to attend relevant staff meetings and events at the school • Partner organizations are also responsible for defining and sharing their vision for successful partnerships If your participants are school or district staff, consider inviting a show of hands to indicate how many believe their school or district has a clear vision for partnerships
5 10 min.		• Ask participants to name the benefits of school-based partnerships in the district or school(s) where they work • Record responses on chart paper • Have participants independently write a statement or vision of partnerships • Ask a few participants to read their statement or vision and share how well it aligns with what is currently happening in their district/school/organization ▪ Encourage participants to pretend they are presenting their vision in an effort to get buy-in ▪ ***If you only have 60 minutes, skip the whole-group sharing***

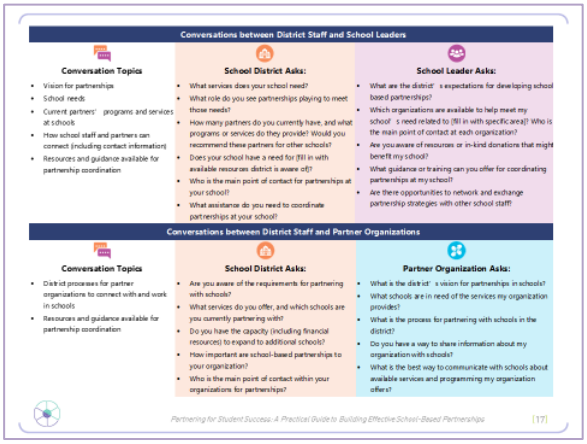
Slides for Element One: Establish systems and processes to support school-based partnerships		
Slide#	**Slide Image**	**Talking Points**
6 4 min.		• Due to the large number of organizations that may seek to partner with schools at any given time, districts should create a central location for information and resources to support partnerships • Information can include information about processes for accessing and partnering with schools, tools for assessing school needs, sample partnership agreements • Districts can provide training on how schools can use partnerships to support their activities and goals • Districts often have access to examples of best or promising partnership practices, and they can share these with schools and partner organizations • Networking opportunities can connect schools and partner organizations If your participants are partnership coordinators, invite them to share with resources they have found most helpful / useful
7 15 min.		• ***Skip this slide f you only have 60 minutes*** • View 1-3 district partnership websites (depending on length of session) ▪ If you do not have internet access during the session, include screenshots of the district websites in your slides • For each website, ask: ▪ What do you notice about the resources on this site? ▪ Which features are helpful? ▪ What's missing? ▪ Does this information exist in your district? If so, where? If not, what would it take to make it available? If your district has an office that supports school-based partnerships, share materials and contact information with participants

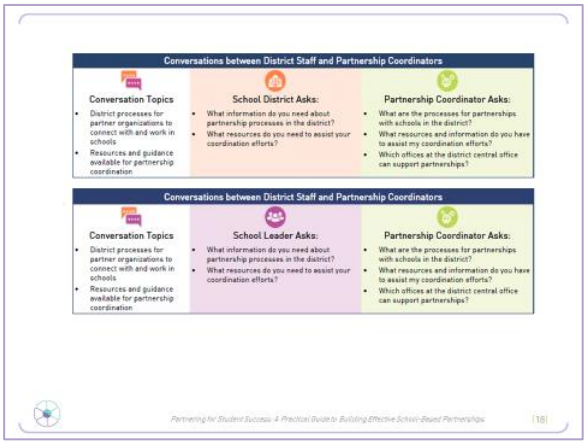
Slides for Element One: Establish systems and processes to support school-based partnerships		
Slide#	**Slide Image**	**Talking Points**
8 4 min.		• Whether a formal or informal position, a school-based partnership coordinator can: ▪ Serve as a liaison between school and partner staff, and between staff from different partner organizations; ▪ Foster partner relationships and help align school and partner goals, as well as activities; ▪ Support needs assessment and partner inventory efforts; and ▪ Help raise school and community awareness of available partner services • 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
9 8-10 min.		• Please see Appendix 1, titled *Skills Employed by Partnership Coordinators*, on page 36 of the Guide. ▪ Why are these skills important? ▪ Are there other skills you think are also important? • Who is currently responsible for playing the coordinator role in the schools you work in? ▪ Do these individuals exhibit the skills in Appendix 1? • Are there other staff who could support partnership coordination? If your participants are partnership coordinators, ask, "What skill have you found most helpful for this work? What is a skill you would like to develop?"

Slides for Element One: Establish systems and processes to support school-based partnerships		
Slide#	**Slide Image**	**Talking Points**
10 8-10 min.		• Review Exhibit 3 (page 6 of the Guide) and Exhibit 4 (pages 7-8 of the Guide) ▪ *If desired, display additional Slides 14-16 (roles and responsibilities) and Slides 17-18 (discussion questions)* • In a small group, discuss the following questions: ▪ Why are these responsibilities necessary? ▪ To what extent is each stakeholder playing their role in establishing systems and processes to support school-based partnerships? ▪ Are there any roles and responsibilities missing? ▪ Can stakeholders in the school(s) you work in provide meaningful answers to the discussion questions? ▪ Are there additional questions you would ask? If your participants are from partner organizations, encourage them to think about how to find out more about systems and processes, and to think outside the box to help enhance them
11 15 min.		• Distribute *Element One Reflection Guide* • Ask participants to complete the *Element One Reflection Guide*, beginning with the assessment of frequency of the activities in each sub-element ▪ Encourage participants to refer to Exhibit 3 (roles and responsibilities), Exhibit 4 (discussion questions), and Exhibit 5 (toolbox) as they think about strengths and weaknesses of their current partnership approach and how they can improve upon them ▪ *If participants work in the same school or organization, have them complete the* Element One Reflection Guide *together* • Time permitting, ask participants to share one row of their completed *Element One Reflection Guide* This Reflection Guide can be used as a roadmap for future partnership activities; encourage participants to save their completed Reflection Guides

Slides for Element One: Establish systems and processes to support school-based partnerships		
Slide#	**Slide Image**	**Talking Points**
12 8 min.	**Final Thoughts and Feedback** • Questions? • Who else might benefit from this training? • Please complete the *Element One Feedback Form* *Thank you for participating!* Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships [12]	• Do you have any questions about what we covered today? ▪ *Note: If you are unable to answer questions during the session, write them down and tell participants you will follow-up with answers or additional information after the session* • Ask: Can you think of people you work with who would also benefit from learning this content? If so, what are some opportunities to share or "turn-key" what you learned today? • Distribute *Element One Feedback Form* • Collect completed *Element One Feedback Forms* from participants
13 Optional	**ADDITIONAL SLIDES** Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships [13]	• *The slides that follow are references for the activity and discussion on Slide 10.*
14 Optional	**Roles and Responsibilities – 1.1** Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships [14]	• *This text is from the first row of Exhibit 3 (found on page 6 of the Guide)*

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

Slide#	Slide Image	Talking Points
15 Optional		• *This text is from the <u>second</u> row of Exhibit 3 (found on page 6 of the Guide)*
16 Optional		• *This text is from the <u>third</u> row of Exhibit 3 (found on page 6 of the Guide)*
17 Optional		• *This text is from Exhibit 4 (found on pages 7-8 of the Guide)*

Slides for Element One: Establish systems and processes to support school-based partnerships		
Slide#	**Slide Image**	**Talking Points**
18 Optional		• *This text is from Exhibit 4 (found on pages 7-8 of the Guide)*

ELEMENT TWO

MODULE OVERVIEW

Element Two: Assess and prioritize school goals and needs	
Introduction	
The purpose of this module is to introduce participants to Element Two, which focuses on strategies to assess and prioritize school goals and needs. Participants will learn about the benefits of clearly articulating goals for student success and prioritizing school goals and needs that can be met through school-based partnerships. Participants will explore needs-assessment tools and engage in activities to identify school needs that can be met through school-based partnerships.	
Materials	**Time**
☐ *Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships* (pages 10-13) ☐ Chart paper ☐ Markers ☐ Pens / pencils for participants	85-100 minutes+
Participant Handouts	
☐ Slide Handouts ☐ *Small Group Discussion: Element Two Needs Assessment Activity* (Appendix 2) ☐ *Completed Needs Assessment Form for Element Two Activity* (Appendix 2) ☐ *Element Two Reflection Guide* (Appendix 2) ☐ *Element Two Feedback Form* (Appendix 2)	
Slides	
Main Presentation: • Slide 1- Element Two: Assess and Prioritize School Goals and Needs (Title Slide) • Slide 2- Welcome and Introductions • Slide 3- Session Objectives • Slide 4- 2.1-Conduct a Comprehensive, Data-Driven Assessment of School-Wide Needs and Assets • Slide 5- Element Two Needs Assessment Activity • Slide 6- Activity Debrief Discussion • Slide 7- 2.2-Prioritize School Needs That Can Be Met through School-Based Partnerships • Slide 8- Highlights from the Field ***(Skip this slide if you only have 85 minutes)*** • Slide 9- Roles and Responsibilities and Discussion Questions • Slide 10- Reflections and Next Steps • Slide 11- Final Thoughts and Feedback **Optional:** • Slide 12- Additional Slides • Slides 13-14- Roles and Responsibilities Exhibits • Slides 15-16- Discussion Questions Exhibits	

SUGGESTED FACILITATION PROCESS

1. **Before Session Begins**

- Prepare all meeting materials and handouts
- Display title slide (Slide 1)
- Distribute PowerPoint slide handouts

2. **Welcome and Introductions (Slide 2)**

- Introduce facilitator and participants
  - Use chart paper to record participant responses re: most pressing goals and needs of school(s) participants work in or with
  - *Note: If participants are familiar with one another, consider an alternative icebreaker question, such as "What is one question you would like answered from today's session?" or "What is the greatest challenge you have faced regarding assessing and prioritizing school goals and needs that can be met through school-based partnerships?"*

3. **Session Objectives (Slide 3)**

- Review session objectives
  - Ask if participants have questions

4. **Introduce Sub-Element 2.1 (Slide 4)**

- Convey key points re: conducting a comprehensive assessment of school needs and assets

5. **Element Two Needs Assessment Activity (Slide 5)**

- Distribute handouts (*Small Group Discussion- Element Two Needs Assessment Activity* and *Completed Needs Assessment Form for Element Two Activity*)
- Instruct participants to review materials and answer discussion questions in small groups

6. **Activity Debrief Discussion (Slide 6)**

- In a whole-group discussion, ask participants to answer the questions on the slide

7. **Introduce Sub-Element 2.2 (Slide 7)**

- Convey key points re: prioritizing school needs that can be met through partnerships, remembering not all needs can be met by external partners

8. **Highlights from the Field (Slide 8)**

- ***Skip this slide if you only have 60 minutes***
- View video of Dr. Pedro Rivera, Secretary of Education, Pennsylvania Department of Education from 16:10 to 21:21
- Engage participants in a whole-group discussion of the four questions on the slide

9. Roles and Responsibilities and Discussion Questions (Slide 9)

- Ask participants to review Exhibit 6 (page 11 of the Guide) and Exhibit 7 (page 12 of the Guide)
    - If desired, display additional Slides 12-13 (roles and responsibilities) and Slides 14-15 (discussion questions), which participants can also find in the Guide
- Small-group discussion:
    - *To what extent is each stakeholder playing its role in assessing and prioritizing school goals and needs?*
    - *Can stakeholders in the school(s) you work in provide meaningful answers to the discussion questions?*

10. Reflections and Next Steps (Slide 10)

- Distribute *Element Two Reflection Guide*
- Ask participants to complete the *Element Two Reflection Guide*, beginning with the assessment of frequency of the activities in each sub-element
    - Encourage participants to refer to Exhibit 6 (roles and responsibilities), Exhibit 7 (discussion questions), and Exhibit 8 (toolbox) as they think about strengths and weaknesses of their current partnership approach and how they can improve upon them
    - Refer to the questions on the bottom of the slide
    - *If participants work in the same school or organization, have them complete the* Element Two Reflection Guide *together*
- Time permitting, ask participants to share one row of their completed *Element Two Reflection Guide*

11. Final Thoughts and Feedback (Slide 11)

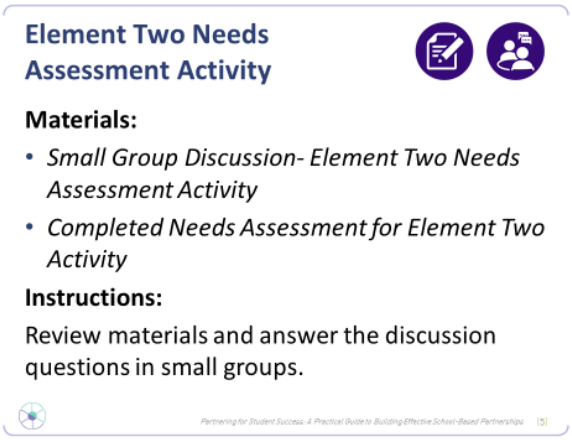
- Answer participant questions
- Ask who else might benefit from this training, and how participants might be able to share information
- Distribute *Element Two Feedback Form*
- Collect completed *Element Two Feedback Forms* from participants

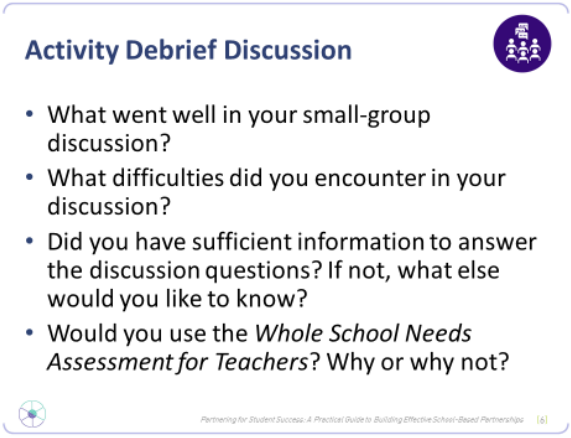
SLIDE OVERVIEW & TALKING POINTS

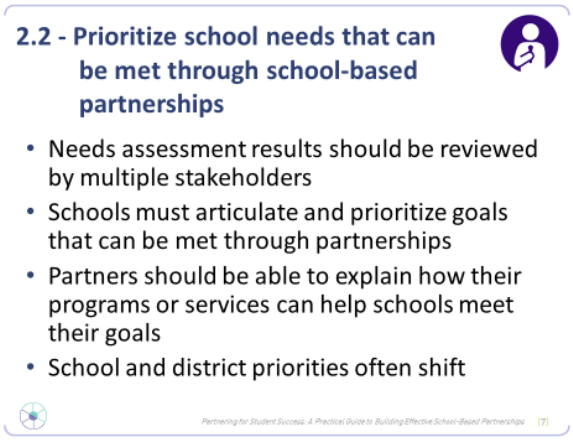
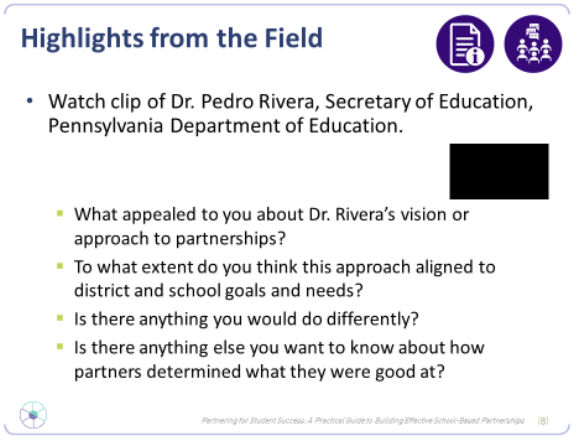
Slides for Element Two: Assess and prioritize school goals and needs		
Slide #	**Slide Image**	**Talking Points**
1	Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships Element Two: Assess and Prioritize School Goals and Needs 	• Greet participants as they arrive • Distribute PowerPoint slide handout If you modify the slides, remember to re-number the slides (here and in the PowerPoint file)
2 5-6 min.	**Welcome and Introductions** • Who are you? • What school or organization are you from? • What is your role? • What are the most pressing goals and needs of the school(s) you work in or with?	• Introduce yourself • Ask each participant to answer the four questions on the slide • Record most pressing goals and needs on chart paper • *Note: If participants are familiar with one another, consider an alternative icebreaker question, such as "What is one question you would like answered from today's session?" or "What is the greatest challenge you have faced regarding assessing and prioritizing school goals and needs that can be met through school-based partnerships?"* If your participants are partnership coordinators, ask "Can your school articulate this? Can you help?" If your participants are partner organizations, ask "What informs your perceived needs of schools? What drives your program planning and funding requests?

Slides for Element Two: Assess and prioritize school goals and needs		
Slide #	**Slide Image**	**Talking Points**
3 3 min.	**Session Objectives** • Participants will learn the importance of: ▪ Assessing and prioritizing school goals and needs that can be met through school-based partnerships; and ▪ Revisiting school needs annually and more regularly, if necessary • Participants will understand stakeholder roles and responsibilities to support Element Two • Participants will become familiar with Element Two resources in the Guide, including needs assessment strategies and tools	• Today we will focus on assessing and prioritizing school goals and needs, and thinking about how this connects to successful partnerships • You will learn the importance of: • Conducting a comprehensive, data-driven assessment of school-wide needs and assets • Prioritizing school needs that can be met through school-based partnerships • Making sure all stakeholders understand school goals and priorities sometimes shift, and this can influence how schools engage with external partners • You will also learn about the roles and responsibilities of various stakeholders involved in this aspect of partnerships • During this session, you will also have a chance to explore the Element Two resources in the Guide, including strategies and tools for conducting needs assessments • Do you have any questions before we get started?
4 4 min.	**2.1 - Conduct a comprehensive, data-driven assessment of school-wide needs and assets** • Use multiple data sources to conduct a school-wide assessment of needs and assets. • School leaders should build buy-in and encourage participation in needs assessments processes. • All stakeholders can contribute data and perspectives on a school's strengths and areas of need.	• A comprehensive, school-wide assessment of needs and assets draws on multiple types of data, including: ▪ student achievement data ▪ attendance data ▪ school climate and safety data ▪ teacher and community survey data • School leaders don't necessarily have to lead the actual needs and asset assessment processes, but they should play a major role in building buy-in by explaining the importance of needs assessment and by encouraging all stakeholders to contribute to the process • Partnership coordinators—or other delegated school staff—can manage the logistics of collecting and summarizing the data • Teachers and school staff, district staff, partner organizations, parents, students, and other community members should be invited to contribute various data or perspectives on the school's strengths and areas of need

Slides for Element Two: Assess and prioritize school goals and needs

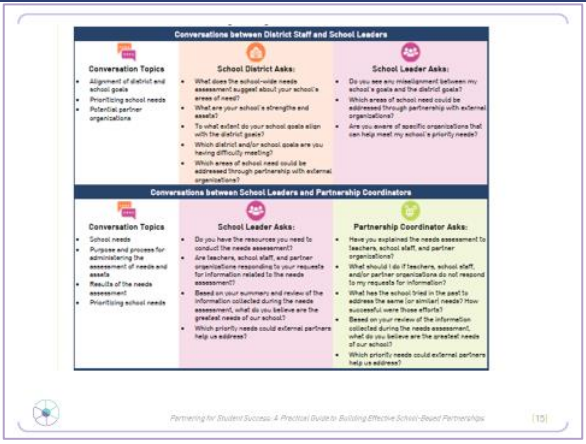
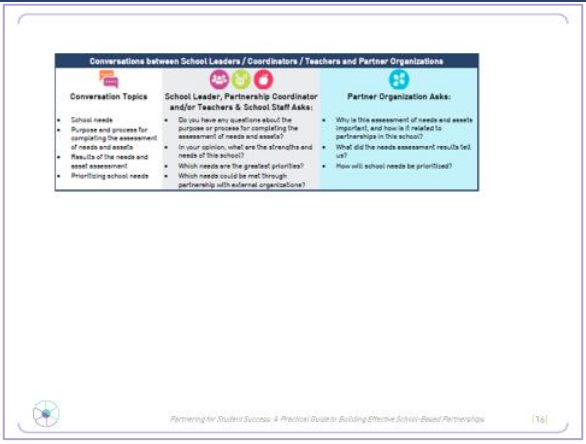
Slide #	Slide Image	Talking Points
5 10-15 min.		• Distribute handouts (*Small Group Discussion: Element Two Needs Assessment Activity* and *Completed Needs Assessment Form for Element Two Activity*) • Instruct participants to review materials and answer discussion questions in small groups • If conversations stall, you can encourage participants to consider the following for each of the discussion questions: **1. What are the pros and cons of sharing the raw Needs Assessment data with all partners during a meeting? What are the pros and cons of sharing the data prior to the meeting?** • Pro for during- School staff can observe initial partner reactions and discussions when they first see the data; staff can also answer questions about the data and how they were compiled • Con for during-Partners could be overwhelmed by being asked to make sense of the data in a short period of time (depending on meeting length and number of other agenda items) • Pro for prior to- Partners would have time to review the data and formulate specific questions; partners can come better prepared to discuss the area(s) they are most familiar with • Con for prior to- There is a risk partners will reach their own decisions about which needs are most important, making them less likely to engage in an open conversation with other partners **2. Based on the compiled needs assessment data, which areas of school need should be the highest priority? Which should be the lowest priority? What are some of the factors that should be considered when ranking priorities (e.g., how many areas can be selected given the school's current capacity)?** • Look at the average ranking to get a sense of which needs are more or less pressing, according to the teachers. • Is it reasonable to expect all of these needs could be met through partnerships? • Consider whether other stakeholders (school leaders, students, parents, partners) would rank needs in the same way. Should additional data be collected to see how others rank needs? • Think about how many needs a school could reasonably prioritize. What are some of the school conditions and/or capacities that should be factored into this discussion? **3. How should the meeting participants (school principal, partnership coordinator, and staff from partner organizations) begin to figure out which partners can help the school with its priority areas?** a. Is there additional information you would want from school leaders and staff? From current partner organizations? From organizations that are not currently partners? • What do partners currently do to help address these needs? • According to school leaders and staff, which partners are doing a good job meeting these needs? Are there partners who are not doing a good job meeting these needs? • Are there other services existing partners could provide (but don't at the moment)? • If there are gaps in services, what are some of the reputable organizations that might be able to help fill those gaps?

Slides for Element Two: Assess and prioritize school goals and needs		
Slide #	**Slide Image**	**Talking Points**
		4. What are some of the next steps the meeting participants could take after their initial review and discussion of the needs assessment data? • Are there other stakeholders who should be asked to complete a needs assessment to convey their perceptions of school needs? • Is there a way for the school to easily determine which partners are currently meeting the identified needs? In other words, how would they know whether there are gaps and overlaps in services? Once school needs are prioritize, to whom should they be communicated and how? Can the same messaging be used for all stakeholder groups (school staff, students, parents, partner organizations)?
6 10 min.		• In a whole-group discussion, ask participants to answer the questions on the slide. **Key Takeaways from Activity:** • Participants will understand the importance of the school staff articulating their current goals and objectives to partners • Participants will learn ways to facilitate school and partner staff in constructive dialogue about school needs and partner programs and resources

Slides for Element Two: Assess and prioritize school goals and needs		
Slide #	**Slide Image**	**Talking Points**
7 4 min.		• 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 • It is important for schools to be able to articulate and prioritize schools goals that can be met through partnerships, remembering not all goals can necessarily be met by external partner organizations. ▪ Prioritizing which needs to address through partnerships can provide a road map for seeking partners to fill those needs • Partners can proactively ask schools about their priority needs and about how partners can help meet those goals • Partners should be able to advertise how their programs or services can specifically help to meet school-identified needs • But, it is important to remember that school and district priorities can shift. Partners can sometimes anticipate shifting needs by paying attention to district activities and any updates to the district's strategic action plans
8 15 min.		• ***Skip this activity if you only have 75 minutes*** • View clip of Dr. Pedro Rivera, Secretary of Education, Pennsylvania Department of Education, talking about his vision for partnerships while serving as Superintendent in Lancaster, PA. **View 16:10 to 21:21 of embedded video (or access here: https://vimeo.com/194583530)** • After viewing the video, engage participants in a whole-group discussion about the four questions on the slide. If available, consider replacing video provided with local materials or footage conveying partnership vision / purpose / alignment to district or school needs

Slides for Element Two: Assess and prioritize school goals and needs		
Slide #	**Slide Image**	**Talking Points**
9 8-10 min.	**Roles and Responsibilities and Discussion Questions** • Review Exhibits 6 and 7 ▪ Why are these responsibilities necessary? ▪ To what extent is each stakeholder playing its role in assessing and prioritizing school goals and needs? ▪ Are there any roles and responsibilities missing? ▪ Can stakeholders in the school(s) you work in provide meaningful answers to the discussion questions? ▪ Are there additional questions you would ask?	• Review Exhibit 6 (page 11 of the Guide) and Exhibit 7 (page 12 of the Guide) • *If desired, display additional **Slides 13-14** (roles and responsibilities) and **Slides 15-16** (discussion questions)* • In a small group, discuss the following questions: ▪ Why are these responsibilities necessary? ▪ To what extent is each stakeholder playing their role in assessing and prioritizing school goals and needs? ▪ Are there any roles and responsibilities missing? ▪ Can stakeholders in the school(s) you work in provide meaningful answers to the discussion questions? ▪ Are there additional questions you would ask? If your participants are partnership coordinators, ask "What do you need to conduct quality needs assessments?" If your participants are partner organizations, ask "How can you contribute to needs assessment processes?"
10 15 min.	**Reflections and Next Steps** • Complete the *Element Two Reflection Guide* • Before answering the questions for each sub-element, assess how frequently your district/school/organization completed the suggested activity *within the past 12 months* • Refer to Exhibits 6-8 and consider: ▪ What information do you already collect? ▪ What would you like to collect? ▪ How feasible would it be to collect this information, and would what you do with it?	• Distribute *Element Two Reflection Guide* • Ask participants to complete the *Element Two Reflection Guide*, beginning with the assessment of frequency of the activities in each sub-element • Encourage participants to refer to Exhibit 6 (roles and responsibilities), Exhibit 7 (discussion questions), and Exhibit 8 (toolbox) as they think about strengths and weaknesses of their current partnership approach and how they can improve upon them. Refer to the questions on the bottom of the slide • *If participants work in the same school or organization, have them complete the Element Two Reflection Guide together* • Time permitting, ask participants to share one row of their completed *Element Two Reflection Guide* This Reflection Guide can be used as a roadmap for future partnership activities; encourage participants to save their completed Reflection Guides

Slides for Element Two: Assess and prioritize school goals and needs		
Slide #	**Slide Image**	**Talking Points**
11 8 min.	**Final Thoughts and Feedback** • Questions? • Who else might benefit from this training? • Please complete the *Element Two Feedback Form* *Thank you for participating!*	• Do you have any questions about what we covered today? ▪ *Note: If you are unable to answer questions during the session, write them down and tell participants you will follow-up with answers or additional information after the session* • Ask: Can you think of people you work with who would also benefit from learning this content? If so, what are some opportunities to share or "turn-key" what you learned today? • Distribute *Element Two Feedback Form* • Collect completed *Element Two Feedback Forms* from participants
12 Optional	**ADDITIONAL SLIDES**	• *The slides that follow are references for the activity and discussion on Slide 9*
13 Optional	**Roles and Responsibilities – 2.1** School District: • 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 School Leader: • 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 Partnership Coordinator: • 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 Teachers / School Staff: • 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 Partner Organizations: • Provide information requested by partnership coordinator regarding data and perspectives on school strengths and needs	• *This text is from the first row of Exhibit 6 (found on page 11 of the Guide)*

Slides for Element Two: Assess and prioritize school goals and needs		
Slide #	**Slide Image**	**Talking Points**
14 Optional		• *This text is from the <u>second</u> row of Exhibit 6 (found on page 11 of the Guide)*
15 Optional		• *This text is from Exhibit 7 (found on page 12 of the Guide)*
16 Optional		• *This text is from Exhibit 7 (found on page 12 of the Guide)*

ELEMENT THREE

MODULE OVERVIEW

Element Three: Identify how partners "fit" to help meet school needs	
Introduction	
The purpose of this module is to introduce participants to Element Three, which focuses on how to identify how partners "fit" to help schools meet their needs. Participants will learn about the benefits of conducting partnership inventories, recruiting new partners to fill service gaps, and ensuring school and partner goals align. Participants will explore partnership inventory tools and engage in activities to identify how school-partner goals can best be articulated and aligned.	
Materials	**Time**
☐ *Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships* (pages 14-17) ☐ Chart paper ☐ Markers ☐ Pens / pencils for participants	60-75 minutes
Participant Handouts	
☐ Slide Handouts ☐ *Element Three Reflection Guide* (Appendix 3) ☐ *Element Three Feedback Form* (Appendix 3)	
Slides	

Main Presentation:

- Slide 1- Element Three: Identify How Partners "Fit" to Help Meet School Needs (Title Slide)
- Slide 2- Welcome and Introductions
- Slide 3- Session Objectives
- Slide 4- 3.1-Conduct a Partnership Inventory to Identify Existing Supports
- Slide 5- 3.2-Identify and Recruit New Partners to Fill Service Gaps
- Slide 6- 3.3-Articulate and Align School and Partner Goals
- Slide 7- Roles and Responsibilities
- Slide 8- Discussion Questions ***(Shorten this discussion if you only have 60 minutes)***
- Slide 9- Reflections and Next Steps ***(Shorten the reflection activity if you only have 60 minutes)***
- Slide 10- Final Thoughts and Feedback

Optional:

- Slide 11- Additional Slides
- Slides 12-14- Roles and Responsibilities Exhibits
- Slides 15-16- Discussion Questions Exhibits

SUGGESTED FACILITATION PROCESS

1. **Before Session Begins**

- Prepare all meeting materials and handouts
- Display title slide (Slide 1)
- Distribute PowerPoint slide handouts

2. **Welcome and Introductions (Slide 2)**

- Introduce facilitator and participants
  - Use chart paper to record participant responses re: whether individuals in their partnership shared a common goal and how this helped or hindered their work together

3. **Session Objectives (Slide 3)**

- Review session objectives
  - Ask if participants have questions

4. **Introduce Sub-Element 3.1 (Slide 4)**

- Convey key points re: conducting a partnership inventory to identify existing supports

5. **Introduce Sub-Element 3.2 (Slide 5)**

- Convey key points re: identifying and recruiting new partners as needed

6. **Introduce Sub-Element 3.3 (Slide 6)**

- Convey key points re: articulating and aligning school and partner goals, highlighting the importance of making sure partners "fit" with schools' efforts to meet their broader goals

7. **Stakeholder Roles and Responsibilities for Identifying How Partners "Fit" (Slide 7)**

  - Ask participants to review Exhibit 9 (page 15 of the Guide) *If desired, display additional Slides 12-14 (roles and responsibilities), which participants can also find in the Guide*
  - Small-group discussion:
  - *Why are these responsibilities necessary?*
  - *To what extent is each stakeholder playing its role in assessing and prioritizing school goals and needs?*
  - *Are there any roles and responsibilities missing?*

8. **Discussion Questions (Slide 8)**

- ***Shorten this discussion if you only have 60 minutes***
- View video from Philadelphia only up to 9:01. Video is embedded in the PowerPoint slide, but can also be found here: https://vimeo.com/194689499.
  - Ask participants to review Exhibit 10 (page 16 of the Guide); *If desired, display additional Slides 15-16 (discussion questions), which participants can also find in the Guide*
  - Small-group discussion:
  - *To what extent did participants incorporate questions from the Guide?*
  - *Is there anything you would do differently in this discussion?*
  - *Can stakeholders in the school(s) you work in provide meaningful answers to the discussion questions?*
  - *Are there additional questions you would ask?*

- Ask each group to share one takeaway from viewing and discussing the role play discussion
- Record responses on chart paper

9. Reflections and Next Steps (Slide 9)

- ***Shorten this reflection activity if you only have 60 minutes***
- Distribute *Element Three Reflection Guide*
- Ask participants to complete the *Element Three Reflection Guide*, beginning with the assessment of frequency of the activities in each sub-element
  - Encourage participants to refer to Exhibit 9 (roles and responsibilities), Exhibit 10 (discussion questions), and Exhibit 11 (toolbox) as they think about strengths and weaknesses of their current partnership approach and how they can improve upon them
  - Refer to the questions on the bottom of the slide
  - *If participants work in the same school or organization, have them complete the* Element Three Reflection Guide *together*
- Time permitting, ask participants to share one row of their completed *Element Three Reflection Guide*

10. Final Thoughts and Feedback (Slide 10)

- Answer participant questions
- Ask who else might benefit from this training, and how participants might be able to share information
- Distribute *Element Three Feedback Form*
- Collect completed *Element Three Feedback Forms* from participants

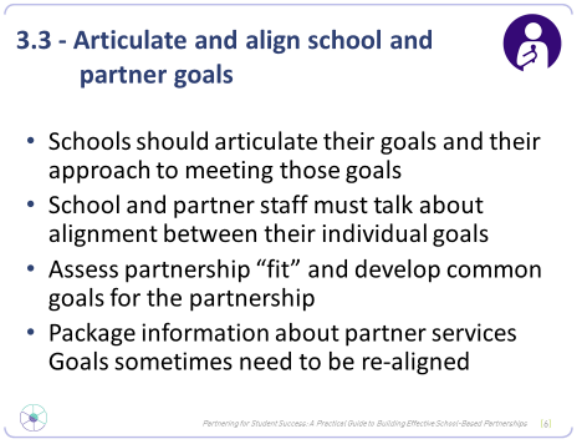
SLIDE OVERVIEW & TALKING POINTS

Slides for Element Three: Identify how partners "fit" to help meet school needs		
Slide #	**Slide Image**	**Talking Points**
1	Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships Element Three: Identify How Partners "Fit" to Help Meet School Needs 	• Greet participants as they arrive • Distribute PowerPoint slide handout If you modify the slides, remember to re-number the slides (here and in the PowerPoint file)
2 5-6 min.	**Welcome and Introductions** • Who are you? • What school or organization are you from? • What is your role? • Think of a professional relationship/partnership you have been involved with. Did all individuals share a common goal? How did this help or hinder your work together?	• Introduce yourself • Ask each participant to answer the four questions on the slide • Record responses on chart paper

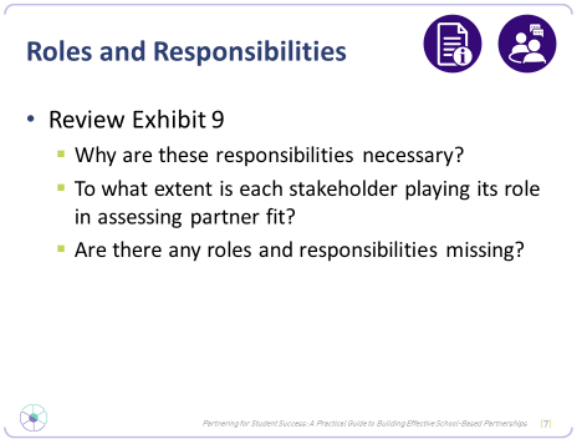
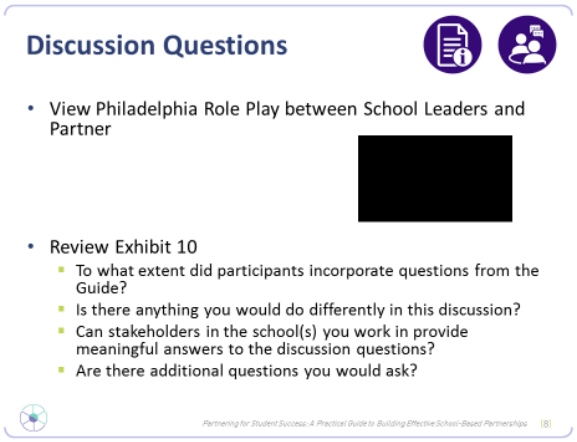
3
 	
3 min.
	Session Objectives
	
	• Participants will learn the importance of:
	  ▪ Conducting a partnership inventory to identify existing supports;
	  ▪ Identifying and recruiting new partners to fill service gaps; and
	  ▪ Articulating and aligning school-partner goals
	• Participants will understand stakeholder roles and responsibilities to support Element Three
	• Participants will become familiar with Element Three resources in the Guide, including tools to inventory partners and document partnership goals
		• Today we will focus on identifying how partners "fit" to help meet school needs, thinking about why "fit" is an important ingredient in successful school partnerships
		• You will learn the importance of:
		  ▪ Conducting a partnership inventory to identify existing supports;
		  ▪ Identifying and recruiting new partners to fill service gaps; and
		  ▪ Articulating and aligning school-partner goals
		• You will also learn about the roles and responsibilities of various stakeholders involved in discussions about partnership fit
		• During this session, you will also have a chance to explore the Element Three resources in the Guide, including tools to inventory partners and document partnership goals
		• Do you have any questions before we get started?

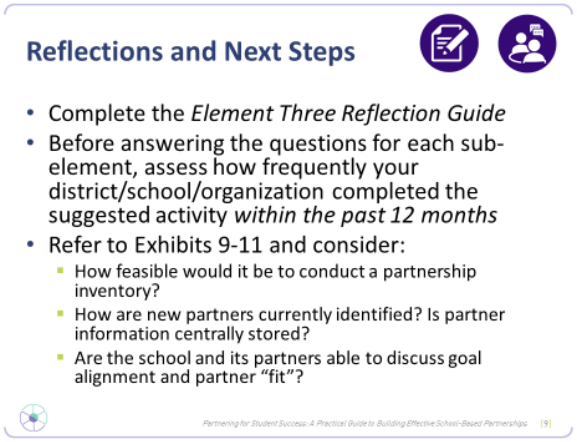
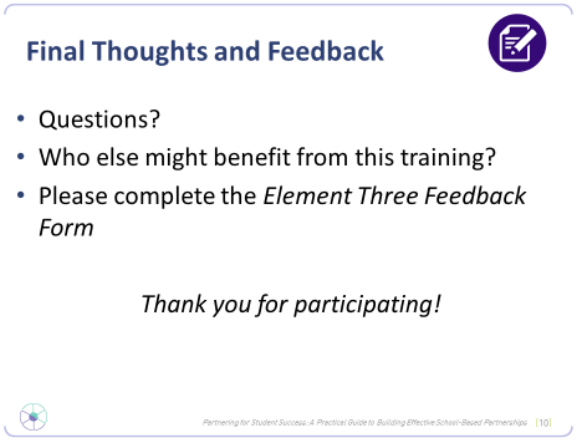
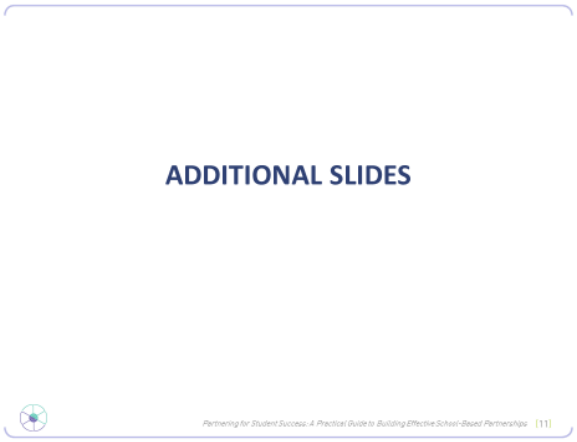
Slides for Element Three: Identify how partners "fit" to help meet school needs		
Slide #	**Slide Image**	**Talking Points**
4 5 min.		• Inventories help schools and partners understand gaps and overlaps in services • Schools should conduct a partnership inventory on an annual basis, and this should be done around the same time schools conduct their annual needs assessments. The inventory can serve as a way to map existing services and activities that could help schools meet their stated goals • Inventories can help schools document who is doing what in schools, including target population, students served, key activities, and contact information for staff working at partner organizations. This information is helpful both to schools and to other organizations partnering with the same school • Data from inventories can help stakeholders see where they have gaps in services, as well as where there might be overlap. Overlap might involve multiple partners offering the same services or perhaps serving only a small number of students with a variety of activities • School staff can lead inventory efforts, but school leaders play a key role in explaining why the inventory is valuable. Partners who are asked to provide information for inventories should take the time to provide this important information to school staff. And, they should proactively ask to see the results of the inventory Consider asking "Have you ever conducted or contributed to a partnership inventory?" •
5 5 min.		• At times, schools may need to identify new partners • Once a school completes its partnership inventory– or as new priority needs arise– schools should look for partners who can help fill gaps in services. ***Schools should first look within existing partnerships*** • Schools and their designated partnership coordinator(s) should solicit suggestions from many individuals to help them identify new organizations to reach out to: ▪ Existing partners may offer the services sought, and they likely know of other partners who provide the services sought ▪ If districts store centrally located information about organizations that partner with schools, district staff may have information to share with schools ▪ School staff, parents, and students should also be invited to offer input on the selection of new partners

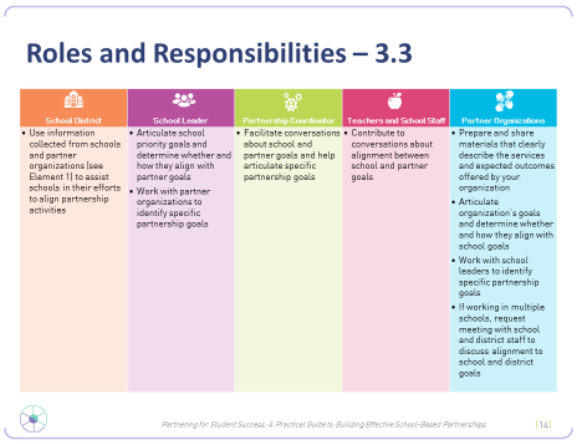
Slides for Element Three: Identify how partners "fit" to help meet school needs		
Slide #	**Slide Image**	**Talking Points**

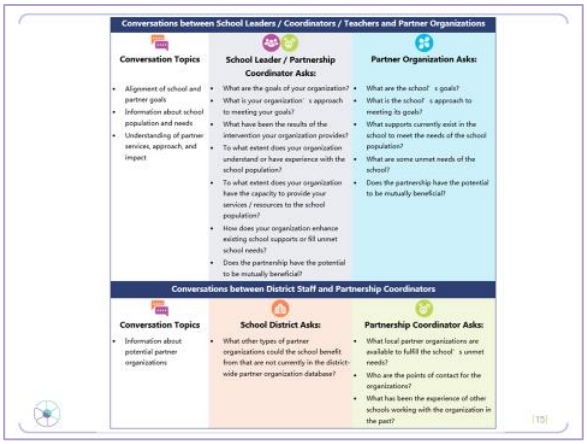
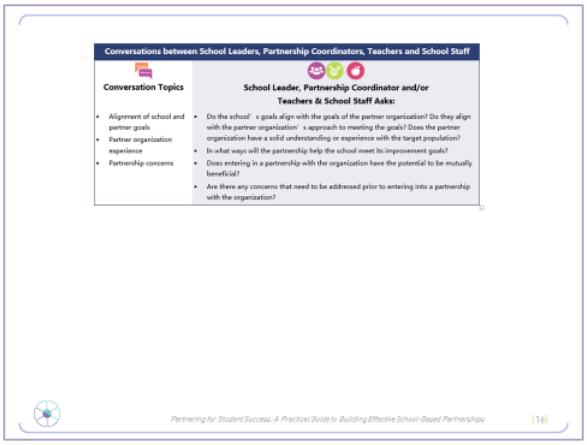
6
 	
5 min.
		• For all partnerships, it is important that all parties involved can identify how school and partner goals align
		• Schools should be able to explain their goals, as well as their approach for meeting those goals
		• Schools and partners should not assume their goals are aligned, and partners should be open to tweaking their goals to better meet school needs
		• Partner organizations need to be able to clearly articulate their vision, the services they offer, and the students with whom they work. This helps with assessing partnership "fit"
		  ▪ Partners should also think strategically about how to help schools understand how their programs and services can help meet school goals. In other words, be clear about the value added by partnering with the organization
		  ▪ Partners should aim to package information about their organization in a way that school staff will listen and can understand
		  ▪ Framing partnerships as mutually beneficial (to the school community and the partner organization) can help people remember that partnerships can yield great results, but they need thoughtful attention and support
		  ▪ Organizations can also be proactive to learn about what other partners are doing in a school building. Instead of waiting for a school to tell you how your work is similar, complementary, or duplicative of the work of another partner organization, get to know other partners and think about how your organizations can work together
		• Large organizations working in several schools may find it is helpful to meet with District and School staff to ensure the organization's goals align with both those of the district and the schools they serve
		• As needed, schools and partners may need to revisit their needs and goals to make sure alignment still exists

Slides for Element Three: Identify how partners "fit" to help meet school needs

Slide #	Slide Image	Talking Points
7 6-8 min.		• Review Exhibit 9 (page 15 of the Guide) • *If desired, display additional **Slides 12-14** (roles and responsibilities)* • In a small group, discuss the following questions: ▪ Why are these responsibilities necessary? ▪ To what extent is each stakeholder playing its role in assessing and prioritizing school goals and needs? ▪ Are there any roles and responsibilities missing? *If you are short on time, conduct as a whole-group discussion* If your participants are partner organizations, ask "Do you have a brief overview of your services that you can share with school staff?" If your participants are school leaders or partnership coordinators, ask "Have you considered partner 'fit'? What is the most difficult aspect of assessing 'fit'?"
8 18-20 min.		• ***If you only have 60 minutes, consider shortening the discussion activity*** • View video from Philadelphia only up to 9:01. Video is embedded in Slide, but can also be accessed at: https://vimeo.com/194689499 • Review Exhibit 10 (page 16 of the Guide) • *If desired, display additional **Slides 15-16 (**discussion questions)* • In a small group, discuss the following questions: ▪ To what extent did participants incorporate questions from the Guide? ▪ Is there anything you would do differently in this discussion? ▪ Can stakeholders in the school(s) you work in provide meaningful answers to the discussion questions? ▪ Are there additional questions you would ask? • Ask each group to share one takeaway from viewing and discussing the role play discussion. Record on chart paper If your participants include both school and partner staff, consider replacing this activity with a discussion based on their own experiences (see Exhibit 10 for sample discussion questions). If your participants are partnership coordinators, ask "How could you facilitate similar conversations?"

Slides for Element Three: Identify how partners "fit" to help meet school needs		
Slide #	**Slide Image**	**Talking Points**
9 15 min.		• ***If you only have 60 minutes, consider shortening the reflection activity*** • Distribute *Element Three Reflection Guide* • Ask participants to complete the *Element Three Reflection Guide*, beginning with the assessment of frequency of the activities in each sub-element • Encourage participants to refer to Exhibit 9 (roles and responsibilities), Exhibit 10 (discussion questions), and Exhibit 11 (toolbox) as they think about strengths and weaknesses of their current partnership approach and how they can improve upon them. Refer to the questions on the bottom of the slide • *If participants work in the same school or organization, have them complete the Element Three Reflection Guide together* • Time permitting, ask participants to share one row of their completed *Element Three Reflection Guide* This Reflection Guide can be used as a roadmap for future partnership activities; encourage participants to save their completed Reflection Guides
10 8 min.		• Do you have any questions about what we covered today? ▪ *Note: If you are unable to answer questions during the session, write them down and tell participants you will follow-up with answers or additional information after the session* • Ask: Can you think of people you work with who would also benefit from learning this content? If so, what are some opportunities to share or "turn-key" what you learned today? • Distribute *Element Three Feedback Form* • Collect completed *Element Three Feedback Forms* from participants
11 Optional		• *The slides that follow are references for the activities and discussion on Slides 7 and 8*

Slides for Element Three: Identify how partners "fit" to help meet school needs		
Slide #	**Slide Image**	**Talking Points**
12 Optional		• *This text is from the <u>first</u> row of Exhibit 9 (found on page 15 of the Guide)*
13 Optional		• *This text is from the <u>second</u> row of Exhibit 9 (found on page 15 of the Guide)*
14 Optional		• *This text is from the <u>third</u> row of Exhibit 9 (found on page 15 of the Guide)*

Slides for Element Three: Identify how partners "fit" to help meet school needs		
Slide #	**Slide Image**	**Talking Points**
15 Optional		• *This text is from Exhibit 10 (found on page 16 of the Guide)*
16 Optional		• *This text is from Exhibit 10 (found on page 16 of the Guide)*

ELEMENT FOUR

MODULE OVERVIEW

Element Four: Define expectations for implementing partner programs and activities	
Introduction	
The purpose of this module is to introduce participants to Element Four, which focuses on defining expectations for implementing partner programs and activities. Participants will learn about the benefits of defining programs, activities, and population served; of using data to set performance targets for partnerships; and identifying resources and supports needed for successful implementation. Participants will examine a case study and explore tools to document partnership agreements and goals.	
Materials	**Time**
☐ *Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships* (pages 18-22) ☐ Chart paper ☐ Markers ☐ Pens / pencils for participants	60-90 minutes
Participant Handouts	
☐ Slide Handouts ☐ *Case Study: Logan Elementary and After School Super Clubs* (Appendix 4) ☐ *Completed Needs Assessment Form for Element Two Activity* (Appendix 4) ☐ *Element Four Reflection Guide* (Appendix 4) ☐ *Element Four Feedback Form* (Appendix 4)	
Slides	
Main Presentation: • Slide 1- Element Four: Define Expectations for Implementing Partner Programs and Activities (Title Slide) • Slide 2- Welcome and Introductions • Slide 3- Session Objectives • Slide 4- 4.1-Define Programs, Activities, and Population Served by Each Partner • Slide 5- 4.2-Use School- and Student-Level Data to Align and/or Establish Performance Targets for Each Partnership • Slide 6- 4.3-Identify Resources and Supports Each Partner Needs from the School and Confirm Availability • Slide 7- Case Study: Partnership between Logan Elementary School and After School Super Clubs ***(Skip this activity if you only have 60 minutes)*** • Slide 8- Case Study Debrief Discussion ***(Skip this activity if you only have 60 minutes)*** • Slide 9- Roles and Responsibilities and Discussion Questions • Slide 10- Reflections and Next Steps • Slide 11- Final Thoughts and Feedback **Optional:** • Slide 12- Additional Slides • Slides 13-15- Roles and Responsibilities Exhibits • Slide 16- Discussion Questions Exhibit	

SUGGESTED FACILITATION PROCESS

1. **Before Session Begins**

- Prepare all meeting materials and handouts
- Display title slide (Slide 1)
- Distribute PowerPoint slide handouts

2. **Welcome and Introductions (Slide 2)**

- Introduce facilitator and participants
  - Use chart paper to record participant responses re: the most important logistics-related question they ask when launching a new partnership

3. **Session Objectives (Slide 3)**

- Review session objectives
  - Ask if participants have questions

4. **Introduce Sub-Element 4.1 (Slide 4)**

- Convey key points re: defining programs, activities, and population served by each partner

5. **Introduce Sub-Element 4.2 (Slide 5)**

- Convey key points re: using school- and student-level data to align and/or establish performance targets for each partnership

6. **Introduce Sub-Element 4.3 (Slide 6)**

- Convey key points re: identifying resources and supports each partner needs from the school (and confirming availability)

7. **Case Study: Partnership between Logan Elementary School and After School Super Clubs (Slide 7)**

- ***Skip this activity if you only have 60 minutes***
- Distribute *Case Study: Logan Elementary and After School Super Clubs* and *Completed Needs Assessment Form for Element Two Activity*
- Instruct participants to read *Case Study: Logan Elementary and After School Super Clubs* and *Completed Needs Assessment Form for Element Two Activity* and answer discussion questions in small groups
- *If time permits, invite each group to share their response to one discussion question*

8. **Case Study Debrief Discussion (Slide 8)**

- In a whole-group discussion, ask participants to answer the questions on the slide

9. **Roles and Responsibilities and Discussion Questions (Slide 9)**

- Ask participants to review Exhibit 12 (page 19 of the Guide) and Exhibit 13 (page 20 of the Guide)
  - If desired, display additional Slides 12-15 (roles and responsibilities) and Slide 16 (discussion questions), which participants can also find in the Guide
- Small-group discussion:
  - *Why are these responsibilities necessary?*
  - *To what extent is each stakeholder playing its role in defining expectations for implementing partner programs and activities?*
  - *Are there any roles and responsibilities missing?*
  - *Can stakeholders in the school(s) you work in provide meaningful answers to the discussion questions?*
  - *Are there additional questions you would ask?*

10. Reflections and Next Steps (Slide 10)

- Distribute *Element Four Reflection Guide*
- Ask participants to complete the *Element Four Reflection Guide*, beginning with the assessment of frequency of the activities in each sub-element
  - Encourage participants to refer to Exhibit 12 (roles and responsibilities), Exhibit 13 (discussion questions), and Exhibit 14 (toolbox) as they think about strengths and weaknesses of their current partnership approach and how they can improve upon them

    Refer to the questions on the bottom of the slide
  - *If participants work in the same school or organization, have them complete the* Element Four Reflection Guide *together*
- Time permitting, ask participants to share one row of their completed *Element Four Reflection Guide*

11. Final Thoughts and Feedback (Slide 11)

- Answer participant questions
- Ask who else might benefit from this training, and how participants might be able to share information
- Distribute *Element Four Feedback Form*
- Collect completed *Element Four Feedback Forms* from participants

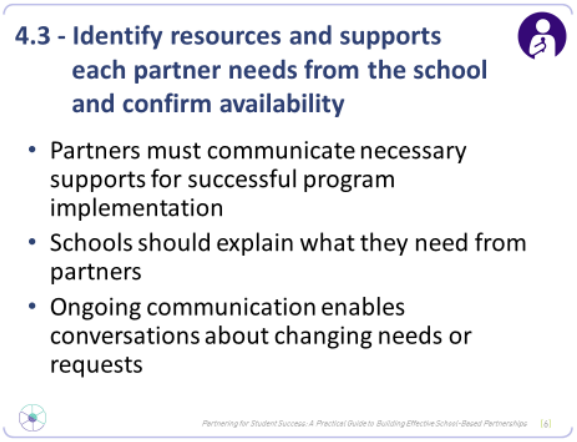
SLIDE OVERVIEW & TALKING POINTS

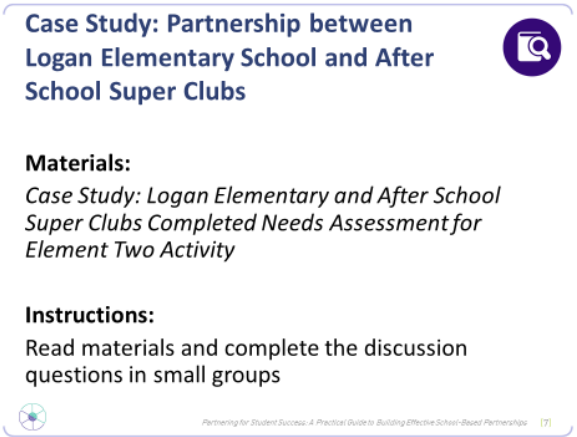
Slides for Element Four: Define expectations for implementing partner programs and activities		
Slide #	**Slide Image**	**Talking Points**
1	Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships Element Four: Define Expectations for Implementing Partner Programs and Activities 	• Greet participants as they arrive • Distribute PowerPoint slide handout If you modify the slides, remember to re-number the slides (here and in the PowerPoint file)
2 5 min.	**Welcome and Introductions** • Who are you? • What school or organization are you from? • What is your role? • When you launch a new partnership, what is the most important logistics-related question you ask?	• Introduce yourself • Ask each participant to answer the four questions on the slide • Record responses to question 4 on chart paper
3 3 min.	**Session Objectives** • Participants will learn the importance of: ▪ Defining programs, activities, and population served; ▪ Using data to align and/or establish performance targets for each partnership; and ▪ Identifying and confirming availability of resources and supports needed for successful implementation • Participants will understand stakeholder roles and responsibilities to support Element Four • Participants will become familiar with Element Four resources in the Guide, including tools to document partnership agreements and goals	• Today we will focus on steps for establishing expectations for implementing partner programs and activities • We will cover the importance of: ▪ Defining programs, activities, and population served by each partner; ▪ Using school- and student-level data to align and/or establish performance targets for each partnership; and ▪ Identifying and confirming availability of resources and supports each partner needs from the school to implement their program or activities • You will also learn about the roles and responsibilities of various stakeholders involved in discussions about partnership and program expectations and implementation plans • During this session, you will also have a chance to explore the Element Four resources in the Guide, including tools to document partnership parameters, agreements, and goals • Do you have any questions before we get started?

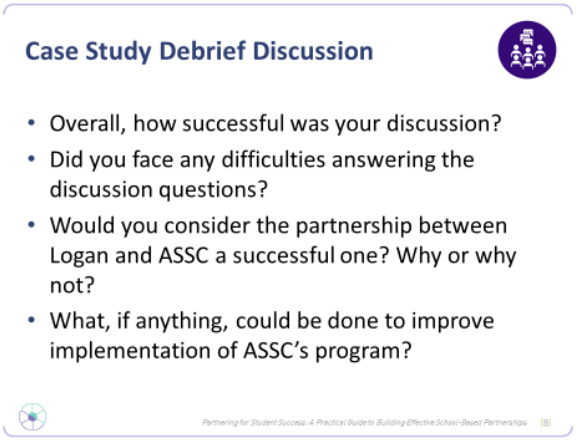
Slides for Element Four: Define expectations for implementing partner programs and activities		
Slide #	**Slide Image**	**Talking Points**
4 4 min.	**4.1 - Define programs, activities, and population served by each partner** • Successful partnerships benefit from: ▪ clearly defined scope of work; ▪ jointly defined goals; ▪ target populations; and ▪ transparent timelines. • Multi-year partnerships may require annual review. • Proactively identify implementation challenges. Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships | 4	• Successful partnerships are fostered by clearly defined partnership logistics, such as who will be served, for what reason, by whom, and when • A clear timeline for program implementation or delivery is key • Partnerships that extend across multiple school years should revisit program scope and activities each year, and should ideally do this in the spring or summer prior to the next school year • Any potential challenges that could hinder implementation should be discussed before a program launches, and during implementation (as needed) • As part of defining the parameters of a partnership, all parties involved should agree how they will publicize and communicate partnership goals and planned activities
5 4 min.	**4.2 - Use school- and student-level data to align and/or establish performance targets for each partnership** • Select data-driven performance targets and timelines to meet them • Assess availability of data • Consider safeguards when sharing school- and student-level data Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships | 5	• What sometimes gets overlooked in partnerships is the process of using data to set performance targets and to guide the implementation of specific programs • School- and student-level data are a useful source of information, and school and partner staff should work together to determine which data are currently collected by the school and its partners. With this information, they can jointly establish performance targets for individual partnerships or programs. And, they can develop feasible timelines for meeting the selected targets • If partners want to use student-level data, it often requires close collaboration with the school, as they have access to data that partners don't have access to • Partners should be up-front about any evaluation or reporting requirements they have for their funders. • Schools are often willing to work with partners to fulfill these requirements, but they don't like to be surprised by last minute requests • In many cases, there are rules and laws prohibiting school staff from giving you student-level data, even if partners work with individual students. It is important to be aware of – and adhere to– any regulations or safeguards regarding data sharing

Slides for Element Four: Define expectations for implementing partner programs and activities

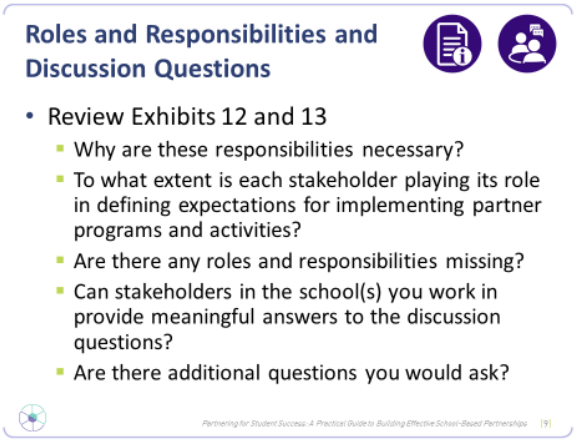
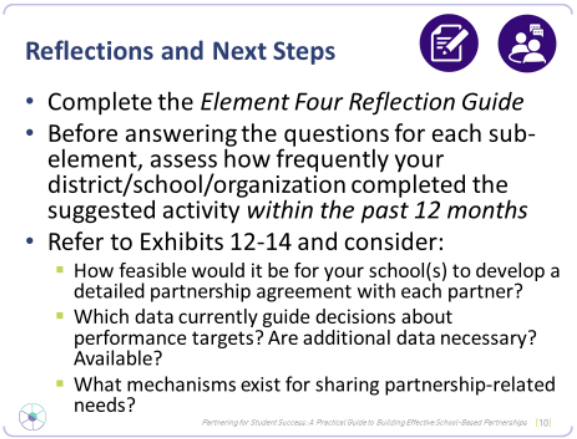
Slide #	Slide Image	Talking Points

6
 	
4 min.
		• In order to be successful, all stakeholders in a partnership should be clear about their needs
		• Partners are responsible for clearly explaining what they need from schools, including:
		  ▪ access to space or school facilities
		  ▪ help recruiting students to participate in programs
		  ▪ advertising programs
		  ▪ access to or communication with classroom teachers
		• Some programs require higher levels of involvement or engagement from school staff than others
		  ▪ Partners should confirm school leaders have secured necessary buy-in from school staff who are essential to supporting program implementation
		• In addition to learning what partners need from them, schools should clearly identify any expectations or needs they have from partner organizations
		• Because we know that even the best laid plans don't always happen the way we would like them to, it is necessary to maintain open communication between schools and their partners. While partners can provide updates on changing needs or requests, they must also remain flexible and responsive to evolving school needs
		
		If your participants are partnership coordinators, ask "How do you balance / coordinate multiple requests from partners? Does the school make requests of partners, too?"

7 20 min.		• ***Skip this activity if you only have 60 minutes*** • Distribute *Case Study: Logan Elementary and After School Super Clubs* and *Completed Needs Assessment Form for Element Two Activity* • Instruct participants to read materials • Allow participants to complete the discussion questions in small groups • If conversation stalls, encourage participants to think about the following for each discussion question: 1. **What were the key successes and challenges of ASSC's first year at Logan?** • Consider enrollment, communication with school staff, approach used for recruiting students, perceptions of programming 2. **If you were the principal, what are some of the key topics you would like to address with ASSC at this meeting? What requests would you make of ASSC for year two?** • Ask ASSC about their plans for boosting attendance and retention for students they recruit. Why might attendance be declining? Are there different activities you could offer to sustain student engagement?

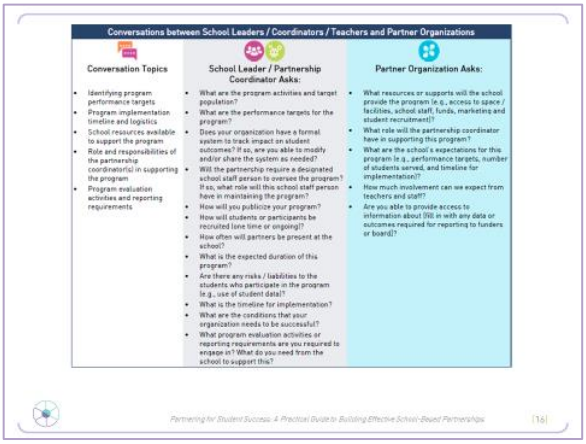
Slides for Element Four: Define expectations for implementing partner programs and activities		
Slide #	**Slide Image**	**Talking Points**
		3. **If you were the <u>partnership coordinator</u>, what are some of the key topics you would like to address with ASSC at this meeting? What requests would you make of ASSC for year two?** • Is there something else the school can do to help with initial student enrollment in your program? • What do you need from the school to successfully implement your program? 4. **If you were a <u>member of the ASSC team</u>, what are some of the key topics you would like to address with school staff at this meeting? What requests would you make of the school for year two?** • Are there other ways the school could help send home recruitment information? • Is it possible for the janitor to clean the classrooms after our program is over each day? • Are there other programs that have success in retaining students in their programs? If so, is there a way for ASSC to meet with them to learn their strategies? 5. **How could these stakeholders use the needs assessment data to make guide the conversation about ASSC's programming in year two?** • Are there additional areas of need that ASSC's programming might be able to meet? Any new activities they should offer based on school needs? This exercise may be modified to reflect your participants' local context; consider using the same discussion questions with a local scenario
8 10 min.		• ***Skip this activity if you only have 60 minutes*** • In a whole-group discussion, ask participants to answer the questions on the slide **Key Takeaways from Case Study:** • Participants understand that communicating early and often is crucial to defining and adhering to expectations • Participants understand the common topics that should be covered when discussing the expectations with school-based partners

Slides for Element Four: Define expectations for implementing partner programs and activities

Slide #	Slide Image	Talking Points
9 8-10 min.		• Review Exhibit 12 (page 19 of the Guide) and Exhibit 13 (page 20 of the Guide) • *If desired, display additional **Slides 13-15** (roles and responsibilities) and **Slide 16** (discussion questions)* • In a small group, discuss the following questions: ▪ Why are these responsibilities necessary? ▪ To what extent is each stakeholder playing its role in defining expectations for implementing partner programs and activities? ▪ Are there any roles and responsibilities missing? ▪ Can stakeholders in the school(s) you work in provide meaningful answers to the discussion questions? ▪ Are there additional questions you would ask? If your participants are partnership coordinators, ask "What do you do when stakeholders are not taking responsibility for defining partnership expectations? What strategies do you use to encourage stakeholders?
10 15 min.		• Distribute *Element Four Reflection Guide* • Ask participants to complete the *Element Four Reflection Guide*, beginning with the assessment of frequency of the activities in each sub-element • Encourage participants to refer to Exhibit 12 (roles and responsibilities), Exhibit 13 (discussion questions), and Exhibit 14 (toolbox) as they think about strengths and weaknesses of their current partnership approach and how they can improve upon them. Refer to the questions on the bottom of the slide • *If participants work in the same school or organization, have them complete the Element Four Reflection Guide together* • Time permitting, ask participants to share one row of their completed *Element Four Reflection Guide* This Reflection Guide can be used as a roadmap for future partnership activities; encourage participants to save their completed Reflection Guides

Slides for Element Four: Define expectations for implementing partner programs and activities

Slide #	Slide Image	Talking Points
11 8 min.	**Final Thoughts and Feedback** • Questions? • Who else might benefit from this training? • Please complete the *Element Four Feedback Form* *Thank you for participating!* Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships [11]	• Do you have any questions about what we covered today? ▪ Note: If you are unable to answer questions during the session, write them down and tell participants you will follow-up with answers or additional information after the session • Ask: Can you think of people you work with who would also benefit from learning this content? If so, what are some opportunities to share or "turn-key" what you learned today? • Distribute *Element Four Feedback Form* • Collect completed *Element Four Feedback Forms* from participants
12 Optional	**ADDITIONAL SLIDES** Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships [12]	• *The slides that follow are references for the activity and discussion on **Slide 9***
13 Optional	**Roles and Responsibilities – 4.1** Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships [13]	• *This text is from the first row of Exhibit 12 (found on page 19 of the Guide)*

Slides for Element Four: Define expectations for implementing partner programs and activities		
Slide #	**Slide Image**	**Talking Points**
14 Optional		• *This text is from the <u>second</u> row of Exhibit 12 (found on page 19 of the Guide)*
15 Optional		• *This text is from the <u>third</u> row of Exhibit 12 (found on page 19 of the Guide)*
16 Optional		• *This text is from Exhibit 13 (found on page 20 of the Guide)*

ELEMENT FIVE

MODULE OVERVIEW

Element Five: Develop and nurture relationships	
Introduction	
The purpose of this module is to introduce participants to Element Five, which focuses on developing and nurturing relationships within partnerships. Participants will learn about the importance of intentional relationship building, establishing expectations for communication, articulating roles and functions of partnership coordinators, and setting expectations for cross-partner communication and collaboration. Participants will participate in a role play exercise and explore tools to define and set expectations for communication between stakeholders involved in partnerships	
Materials	**Time**
☐ *Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships* (pages 23-27) ☐ Chart paper ☐ Markers ☐ Pens / pencils for participants	75-90 minutes
Participant Handouts	
☐ Slide Handouts ☐ *Role Play Discussion: Cross-Partner Communication and Collaboration* (Appendix 5) ☐ *Element Five Reflection Guide* (Appendix 5) ☐ *Element Five Feedback Form* (Appendix 5)	
Slides	

Main Presentation:

- Slide 1- Element Five: Develop and Nurture Relationships (Title Slide)
- Slide 2- Welcome and Introductions
- Slide 3- Session Objectives
- Slide 4- 5.1-Provide Opportunities for Relationship Building between Partners and School Stakeholders
- Slide 5- 5.2-Establish Expectations for Communication between School and Partner
- Slide 6- 5.3-Articulate the Role of the Partnership Coordinator(s) and How Stakeholders Should Work with Them
- Slide 7- 5.4-Set Expectations for Cross-Partner Communication and Collaboration
- Slide 8- Role Play Discussion: Cross-Partner Communication and Collaboration ***(Skip this activity if you only have 75 minutes)***
- Slide 9- Role Play Discussion Debrief ***(Skip this activity if you only have 75 minutes)***
- Slide 10- Roles and Responsibilities and Discussion Questions
- Slide 11- Reflections and Next Steps
- Slide 12- Final Thoughts and Feedback

Optional:

- Slide 13- Additional Slides
- Slides 14-17- Roles and Responsibilities Exhibits
- Slides 18-19- Discussion Questions Exhibits

SUGGESTED FACILITATION PROCESS

1. **Before Session Begins**

- Prepare all meeting materials and handouts
- Display title slide (Slide 1)
- Distribute PowerPoint slide handouts

2. **Welcome and Introductions (Slide 2)**

- Introduce facilitator and participants
  - Use chart paper to record participant responses re: most successful strategy working with school/partner in a strong partnership

3. **Session Objectives (Slide 3)**

- Review session objectives
  - Ask if participants have questions

4. **Introduce Sub-Element 5.1 (Slide 4)**

- Convey key points re: providing opportunities for relationship building between partners and school stakeholders

5. **Introduce Sub-Element 5.2 (Slide 5)**

- Convey key points re: establishing expectations for communication between school and partner
- *If your participants are partnership coordinators, ask "What have you found most successful for communicating with partners? Do you use different strategies for communicating with all partners vs. individual partners?"*

6. **Introduce Sub-Element 5.3 (Slide 6)**

- Convey key points re: articulating the role of the partnership coordinator(s) and how stakeholders should work with them

7. **Introduce Sub-Element 5.4 (Slide 7)**

- Convey key points re: setting expectations for cross-partner communication and collaboration

8. **Role Play Discussion: Cross-Partner Communication and Collaboration (Slide 8)**

- ***Skip this activity if you only have 75 minutes***
- Distribute *Role Play Discussion: Cross-Partner Communication and Collaboration*
- Allow 6-8 minutes for individual preparation, then ask groups to conduct role play discussions using the "Playing Cards"
- Reflection: Ask the whole group, "What helped and hindered cross-partner communication and collaboration in the role play discussion?"

9. **Role Play Discussion Debrief (Slide 9)**

- ***Skip this activity if you only have 75 minutes***
- In a whole-group discussion, ask participants to answer the questions on the slide

10. **Roles and Responsibilities and Discussion Questions (Slide 10)**

- Ask participants to review Exhibit 15 (page 25 of the Guide) and Exhibit 16 (page 26 of the Guide)
  - If desired, display additional Slides 14-17 (roles and responsibilities) and Slides 18-19 (discussion questions), which participants can also find in the Guide

- Small-group discussion:
  - *Why are these responsibilities necessary?*
  - *To what extent is each stakeholder playing its role in developing and nurturing relationships?*
  - *Are there any roles and responsibilities missing?*
  - *Can stakeholders in the school(s) you work in provide meaningful answers to the discussion questions?*
  - *What are some questions partner organizations might ask one another about their work in a school?*

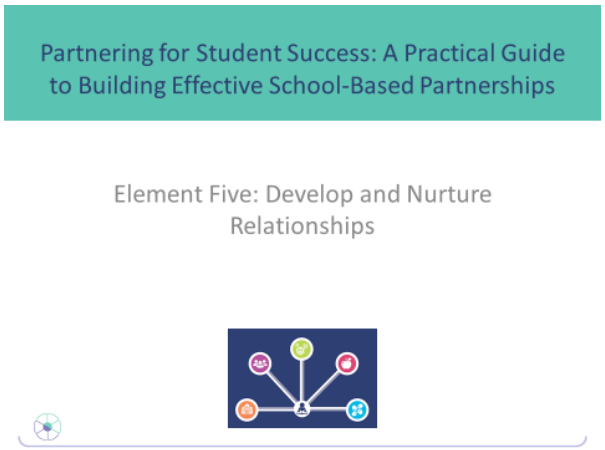
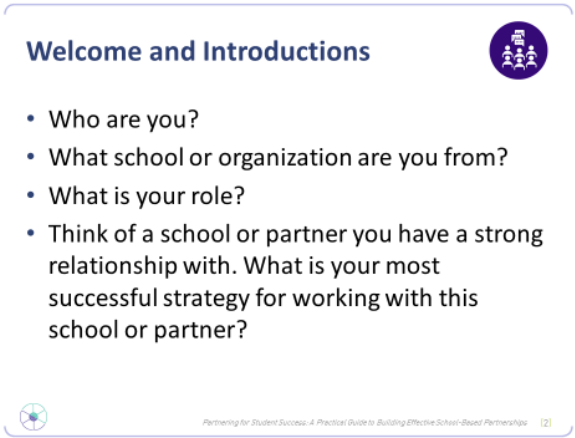
11. Reflections and Next Steps (Slide 11)

- Distribute *Element Five Reflection Guide*
- Ask participants to complete the *Element Five Reflection Guide*, beginning with the assessment of frequency of the activities in each sub-element
  - Encourage participants to refer to Exhibit 15 (roles and responsibilities), Exhibit 16 (discussion questions), and Exhibit 17 (toolbox) as they think about strengths and weaknesses of their current partnership approach and how they can improve upon them
  - Refer to the questions on the bottom of the slide
  - *If participants work in the same school or organization, have them complete the* Element Five Reflection Guide *together*
- Time permitting, ask participants to share one row of their completed *Element Five Reflection Guide*

12. Final Thoughts and Feedback (Slide 12)

- Answer participant questions
- Ask who else might benefit from this training, and how participants might be able to share information
- Distribute *Element Five Feedback Form*
- Collect completed *Element Five Feedback Forms* from participants

SLIDE OVERVIEW & TALKING POINTS

Slides for Element Five: Develop and nurture relationships		
Slide #	**Slide Image**	**Talking Points**
1		• Greet participants as they arrive • Distribute PowerPoint slide handout If you modify the slides, remember to re-number the slides (here and in the PowerPoint file)
2 5 min.		• Introduce yourself • Ask each participant to answer the four questions on the slide • Record responses to question 4 on chart paper

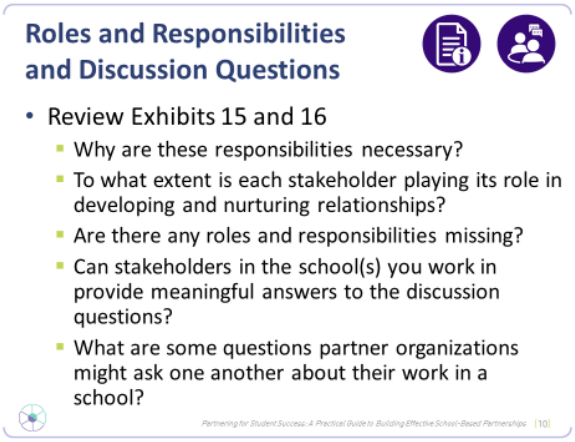
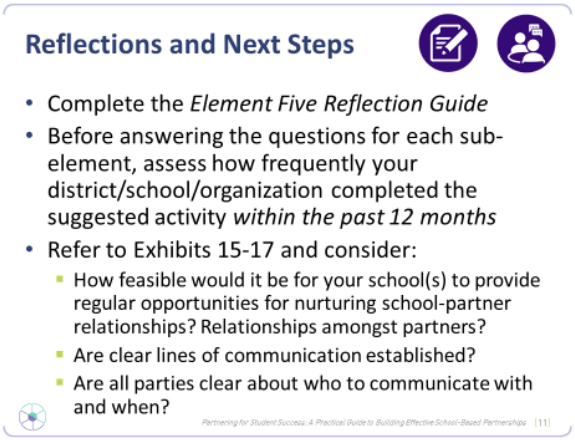
Slides for Element Five: Develop and nurture relationships		
Slide #	**Slide Image**	**Talking Points**
3 3 min.	**Session Objectives** • Participants will learn the importance of: ▪ Intentional relationship building; ▪ Establishing expectations for communication between schools and partners and amongst partners; and ▪ Articulating the roles of partnership coordinators / points of contact • Participants will understand stakeholder roles and responsibilities to support Element Five • Participants will become familiar with Element Five resources in the Guide, including tools to set expectations for communication Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships |3|	• Today we will focus on the need to be deliberate about creating opportunities to develop and nurture relationships within school-based partnerships. This element really makes the case for establishing clear lines of communication between all stakeholders • We will cover the importance of: ▪ Intentional relationship building; ▪ Establishing expectations for communication between schools and partners; ▪ Articulating the roles and functions of partnership coordinators (or other staff who take on those roles); and ▪ Setting expectations for cross-partner communication and collaboration • You will also learn about the roles and responsibilities of various stakeholders involved in developing and nurturing relationships • During this session, you will also have a chance to explore the Element Five resources in the Guide, including tools to define and set expectations for communication between stakeholders involved in partnerships • Do you have any questions before we get started?
4 4 min.	**5.1 – Provide opportunities for relationship building between partners and school stakeholders** • Intentional relationship building includes: ▪ informal, get-to-know-you conversations; ▪ opportunities to meet and collaborate; ▪ chances for partners to meet school community; and ▪ channels for promoting partnership successes. • School leaders should identify opportunities for partners to meet with school staff and community. Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships |4|	• 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 • There are several ways to be thoughtful and intentional about relationship building, including: ▪ Making time for informal, get-to-know-you conversations to help stakeholders understand how each member of the partnership approaches their work, as well as what each member needs from others to be successful in their work ▪ School leaders need to make time for partners to meet and collaborate with school staff, especially if program implementation is dependent on staff involvement in planning or delivering program activities. Partners who deliver afterschool programs should make a point to connect with staff during the school day (if possible) ▪ Partner organizations should ask schools about opportunities to meet with school leaders and staff, students, families, and/or other partners. This might involve setting up informational tables in the school lobby or cafeteria or at PTA meetings and Back-to-School events ▪ Partners should make it a priority to attend the events and activities they are invited to, especially meetings with other partner organizations

Slides for Element Five: Develop and nurture relationships		
Slide #	**Slide Image**	**Talking Points**
		▪ Partnership coordinators can facilitate engagement between the school community and partner organizations by inviting partners to contribute to meetings, school communications (such as newsletters, websites, or social media), and other ways to communicate partnership activities and successes Ask participants to raise their hand if the schools they work in provide these types of opportunities
5 4 min.	**5.2 - Establish expectations for communication between school and partner** • Clearly define who shares what information, when, how, and with whom • Articulate and agree upon preferred methods and frequency of communication • Build in opportunities to assess levels of satisfaction with partnerships *Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships* [5]	• Regular communication with partners is critical to maintain momentum and ensure partnership goals and expectations are continuously aligned • Clear expectations for communication, including who shares what information, when, how, and with whom, can alleviate burden and frustration for both school staff and partner staff • School leaders, partnership coordinators, and partner staff share responsibility for articulating and agreeing on preferred methods and frequency of communication. For example, who is the best point person for communication, and do they want to me contacted via phone, email, or in-person? • If partners require access to classroom teachers or other school staff, they should confirm whether it is acceptable to contact these staff directly • In addition to ongoing communication about partnership activities, schools and their partners should periodically discuss their levels of satisfaction with partnership implementation

Slides for Element Five: Develop and nurture relationships		
Slide #	**Slide Image**	**Talking Points**
6 4 min.	**5.3 - Articulate the role of the partnership coordinator(s) and how stakeholders should work with them** • Partnership coordinators can support partner communication and collaboration • Coordination efforts are most successful when all parties understand the roles and responsibilities of the coordinator, including when and how to contact the coordinator for support Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships | 6	• Partnership coordinators serve an important role to help alleviate burden on school staff by assuming the responsibility for partner communication and collaboration. Whether formal or informal, most schools have one or more staff members who take on the responsibility of coordinating school-based partnerships • School leaders can help build buy-in for partnership coordination efforts by clearly defining the roles and responsibilities of the coordinator. But, they must also go further by clearly articulating these roles to the coordinator, other school staff, partners, parents, and other community members • To be effective, partnership coordinators must understand their role and how to work with school staff and partners. Similarly, partners should understand how and when to contact the partnership coordinator for support • In the absence of a formal partnership coordinator, it is still a good idea for school staff and partner staff to be clear about who is responsible for coordinating logistics related to individual partnerships and their related programs and activities If your participants are partnership coordinators, ask "Is your role clearly defined? How does this help / hinder your work? How do you build stakeholder buy-in? Is there anyone else at your school who can play this role?" You may also wish to adapt
7 4 min.	**5.4 - Set expectations for cross-partner communication and collaboration** • Cross-partner communication and collaboration supports alignment and reduces duplication of efforts • School leaders set the tone for collaboration by hosting regular partner meetings and encouraging all partners to attend • Regular opportunities for collaboration should be available and well organized • Partner information should be widely available Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships | 7	• 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 and partnership coordinators can set the tone for collaboration by organizing and strongly encouraging partners to attend cross-partner meetings • They can also help partners understand the benefits of collaborating with other partners– both within and beyond school-led partner meetings • School staff, especially partnership coordinators, should establish the timeline for cross-partner collaboration, including frequency and modes of communication • Monthly partner meetings are ideal, and they should be well organized and engaging so partners see the value of attending future meetings • After completing or updating a school's partnership inventory (See Element 3), the partnership coordinator should share information with all partners so they are aware of active partners, services offered, and contact information for each partner organization

Slides for Element Five: Develop and nurture relationships		
Slide #	**Slide Image**	**Talking Points**
8 22-24 min.	**Role Play Discussion: Cross-Partner Communication and Collaboration** **Materials:** *Role Play Discussion: Cross-Partner Communication and Collaboration* **Instructions:** Read materials and complete the role play discussion in groups of 5 participants	• ***Skip this activity if you only have 75 minutes*** • Distribute the *Role Play Discussion: Cross-Partner Communication and Collaboration* handout • Allow 6-8 minutes for individual preparation, and then ask groups to conduct role play discussions using the "Playing Cards" • Optional: If time allows, ask volunteers to perform one role play discussion in front of the entire group. Encourage the individuals playing the School Principal and Partner Representative roles to switch their disposition / attitude (on the Playing Card) from their first role play discussion The Role Play discussion can be adapted to your local context by asking partners what they would like to learn from other partners and by asking school staff which partners they would like to convene (and for what purpose)
9 8-10 min.	**Role Play Discussion Debrief** • What helped and hindered cross-partner communication and collaboration in the role play discussion? • How might "hands-off" and "disagreeable" dispositions hurt cross-partner communication and collaboration? • Are there additional tools that could be used to support these partners in their work together?	• ***Skip this activity if you only have 75 minutes*** • In a whole-group discussion, ask participants to answer the questions on the slide **Key Takeaways from Role Play:** • Participants will understand why it is important for school staff to be aware of partner services, targeted populations served by each partner, and the most effective and efficient way to refer students to partner programs and services • Participants will be able to name facilitators and barriers to cross-partner communication and collaboration

Slides for Element Five: Develop and nurture relationships

Slide #	Slide Image	Talking Points
10 8-10 min.		• Review Exhibit 15 (page 25 of the Guide) and Exhibit 16 (page 26 of the Guide) • *If desired, display additional **Slides 14-17** (roles and responsibilities) and **Slides 18-19** (discussion questions)* • In a small group, discuss the following questions: ▪ Why are these responsibilities necessary? ▪ To what extent is each stakeholder playing their role in developing and nurturing relationships? ▪ Are there any roles and responsibilities missing? ▪ Can stakeholders in the school(s) you work in provide meaningful answers to the discussion questions? ▪ What are some questions partner organizations might ask one another about their work in a school? If your participants are partnership coordinators, ask "What are some of the things you need to feel equipped or empowered to serve as a facilitator between school and partner staff?"
11 15 min.		• Distribute *Element Five Reflection Guide* • Ask participants to complete the *Element Five Reflection Guide*, beginning with the assessment of frequency of the activities in each sub-element • Encourage participants to refer to Exhibit 15 (roles and responsibilities), Exhibit 16 (discussion questions), and Exhibit 17 (toolbox) as they think about strengths and weaknesses of their current partnership approach and how they can improve upon them. Refer to the questions on the bottom of the slide • *If participants work in the same school or organization, have them complete the Element Five Reflection Guide together* • Time permitting, ask participants to share one row of their completed *Element Five Reflection Guide* This Reflection Guide can be used as a roadmap for future partnership activities; encourage participants to save their completed Reflection Guides

Slides for Element Five: Develop and nurture relationships		
Slide #	**Slide Image**	**Talking Points**
12 8 min.	**Final Thoughts and Feedback** • Questions? • Who else might benefit from this training? • Please complete the *Element Five Feedback Form* *Thank you for participating!* Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships [12]	• Do you have any questions about what we covered today? ▪ Note: If you are unable to answer questions during the session, write them down and tell participants you will follow-up with answers or additional information after the session • Ask: Can you think of people you work with who would also benefit from learning this content? If so, what are some opportunities to share or "turn-key" what you learned today? • Distribute *Element Five Feedback Form* • Collect completed *Element Five Feedback Forms* from participants
13 Optional	**ADDITIONAL SLIDES** Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships [13]	• *The slides that follow are references for the activity and discussion on **Slide 10***
14 Optional	**Roles and Responsibilities – 5.1** Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships [14]	• *This text is from the first row of Exhibit 15 (found on page 25 of the Guide)*

Roles and Responsibilities – 5.1

School District	School Leader	Partnership Coordinator	Teachers and School Staff	Partner Organizations
• Host networking opportunities, such as partner fairs, for school leaders, teachers, and staff to meet partner organization staff	• 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	• 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	• 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	• 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

Slides for Element Five: Develop and nurture relationships		
Slide #	**Slide Image**	**Talking Points**
15 Optional		• *This text is from the <u>second</u> row of Exhibit 15 (found on page 25 of the Guide)*
16 Optional		• *This text is from the <u>third</u> row of Exhibit 15 (found on page 25 of the Guide)*
17 Optional		• *This text is from the <u>fourth</u> row of Exhibit 15 (found on page 25 of the Guide)*

Slides for Element Five: Develop and nurture relationships		
Slide #	**Slide Image**	**Talking Points**
18 Optional		• *This text is from Exhibit 16 (found on page 26 of the Guide)*
19 Optional		• *This text is from Exhibit 16 (found on page 26 of the Guide)*

ELEMENT SIX

MODULE OVERVIEW

Element Six: Assess partnership progress, outcomes, and next steps	
Introduction	
The purpose of this module is to introduce participants to Element Six, which focuses on assessing partnership progress, outcomes, and next steps. Participants will learn about the importance of identifying data to be collected and analyzed, establishing processes for measuring partnership progress, and reviewing and reflecting upon data to inform partnership and programming decisions. Participants will examine a case study and explore tools to establish partnership outcomes and measure progress against indicators.	
Materials	**Time**
☐ *Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships* (pages 28-31) ☐ Chart paper ☐ Markers ☐ Pens / pencils for participants	60-75 minutes
Participant Handouts	
☐ Slide Handouts ☐ *Case Study: Assessing Progress of the Afterschool Literacy Coalition* (Appendix 6) ☐ *Element Six Reflection Guide* (Appendix 6) ☐ *Element Six Feedback Form* (Appendix 6)	
Slides	
Main Presentation: • Slide 1- Element Six: Assess Partnership Progress, Outcomes, and Next Steps (Title Slide) • Slide 2- Welcome and Introductions • Slide 3- Session Objectives • Slide 4- 6.1-Identify Data to Be Collected and Analyzed • Slide 5- 6.2-Establish Processes for Measuring Progress against Performance Targets • Slide 6- 6.3-Review and Reflect upon Data to Inform Partnership and Programming Decisions • Slide 7- Case Study: Assessing Progress of the Afterschool Literacy Coalition ***(Skip this activity if you only have 60 minutes)*** • Slide 8- Roles and Responsibilities and Discussion Questions • Slide 9- Reflections and Next Steps • Slide 10- Final Thoughts and Feedback **Optional:** • Slide 11- Additional Slides • Slides 12-14- Roles and Responsibilities Exhibits • Slide 15- Discussion Questions Exhibit	

SUGGESTED FACILITATION PROCESS

1. **Before Session Begins**

- Prepare all meeting materials and handouts
- Display title slide (Slide 1)
- Distribute PowerPoint slide handouts

2. **Welcome and Introductions (Slide 2)**

- Introduce facilitator and participants
  - Use chart paper to record participant responses re: goals for measuring partnership progress

3. **Session Objectives (Slide 3)**

- Review session objectives
  - Ask if participants have questions

4. **Introduce Sub-Element 6.1 (Slide 4)**

- Convey key points re: identifying data to be collected and analyzed

5. **Introduce Sub-Element 6.2 (Slide 5)**

- Convey key points re: establishing processes for measuring partnership progress *against performance targets*

6. **Introduce Sub-Element 6.3 (Slide 6)**

- Convey key points re: reviewing and reflecting upon data to inform partnership and programming decisions

7. **Case Study: Assessing Progress of the Afterschool Literacy Coalition (Slide 7)**

- ***Skip this activity if you only have 60 minutes***
- Distribute *Case Study: Assessing Progress of the Afterschool Literacy Coalition* handout
- Allow participants to complete discussion questions in small groups
- Invite each group to share one key takeaway from the case study and/or small-group discussion

8. **Roles and Responsibilities and Discussion Questions (Slide 8)**

- Ask participants to review Exhibit 18 (page 29 of the Guide) and Exhibit 19 (page 30 of the Guide)
  - If desired, display additional Slides 12-14 (roles and responsibilities) and Slide 15 (discussion questions), which participants can also find in the Guide
- Small-group discussion:
  - *Why are these responsibilities necessary?*
  - *To what extent is each stakeholder playing its role in assessing partnership progress, outcomes, and next steps?*
  - *Are there any roles and responsibilities missing?*
  - *Can stakeholders in the school(s) you work in provide meaningful answers to the discussion questions?*
  - *Are there additional questions you would ask?*

9. Reflections and Next Steps (Slide 9)

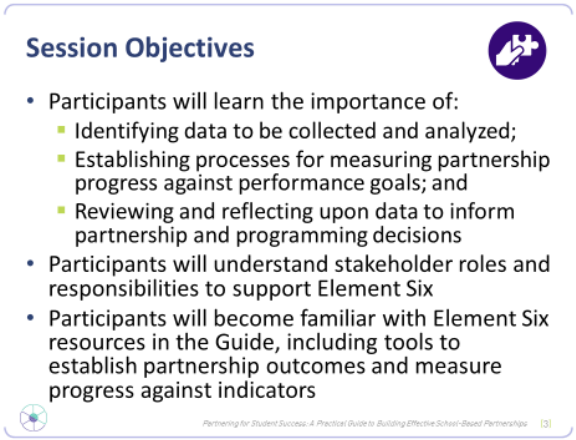
- Distribute *Element Six Reflection Guide*
- Ask participants to complete the *Element Six Reflection Guide*, beginning with the assessment of frequency of the activities in each sub-element
  - Encourage participants to refer to Exhibit 15 (roles and responsibilities), Exhibit 16 (discussion questions), and Exhibit 17 (toolbox) as they think about strengths and weaknesses of their current partnership approach and how they can improve upon them
  - Refer to the questions on the bottom of the slide
  - *If participants work in the same school or organization, have them complete the* Element Six Reflection Guide *together*
- Time permitting, ask participants to share one row of their completed *Element Six Reflection Guide*

10. Final Thoughts and Feedback (Slide 10)

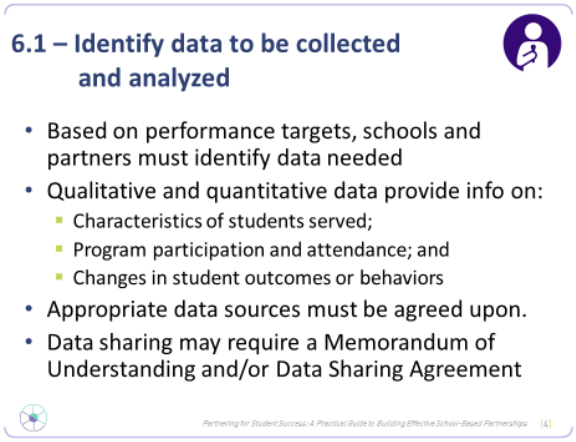
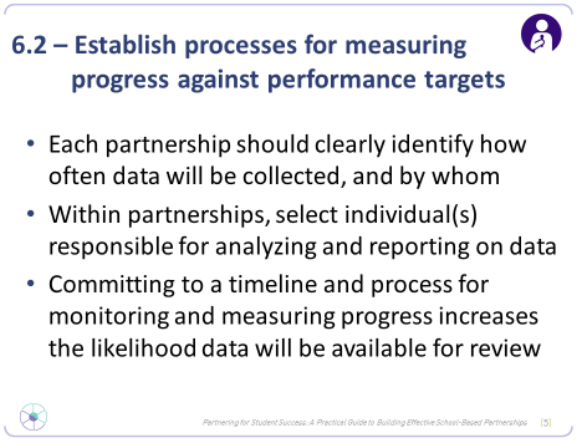
- Answer participant questions
- Ask who else might benefit from this training, and how participants might be able to share information
- Distribute *Element Six Feedback Form*
- Collect completed *Element Six Feedback Forms* from participants

SLIDE OVERVIEW & TALKING POINTS

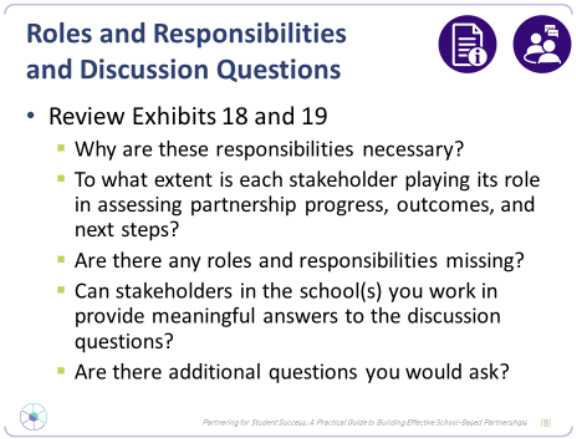
Slides for Element Six: Assess partnership progress, outcomes, and next steps		
Slide #	**Slide Image**	**Talking Points**
1	Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships Element Six: Assess Partnership Progress, Outcomes, and Next Steps 	• Greet participants as they arrive • Distribute PowerPoint slide handout If you modify the slides, remember to re-number the slides (here and in the PowerPoint file)
2 5-6 min.	**Welcome and Introductions** • Who are you? • What school or organization are you from? • What is your role? • What are some goals you have for measuring partnership progress?	• Introduce yourself • Ask each participant to answer the four questions on the slide • Record responses to question 4 on chart paper Alternatively, ask participants "How do you currently measure progress?"

Slides for Element Six: Assess partnership progress, outcomes, and next steps		
Slide #	**Slide Image**	**Talking Points**
3 3 min.		• Today we will focus on steps for assessing partnership progress, outcomes, and next steps. Like other elements featured in the Guide, the activities within this element are meant to be tackled by partners and schools working in close collaboration. In fact, schools and partners should share responsibility for monitoring and measuring progress and outcomes of each partnership • Evaluating partnerships can facilitate progress monitoring, increase awareness of partnership activities, improve partner programs, and assist partnerships in meeting their goals • School leaders can set the tone about expectations for partners to collect and analyze data and to report on partnership and program outcomes. And, they should communicate these expectation • In this session, we will cover the importance of: ▪ Identifying data to be collected and analyzed; ▪ Establishing processes for measuring progress against performance goals; and ▪ Reviewing and reflecting upon data to inform partnership and programming decisions • You will also learn about the roles and responsibilities of various stakeholders involved in discussions about partnership progress and future directions • During this session, you will also have a chance to explore the Element Six resources in the Guide, including tools to establish partnership outcomes and measure progress against indicators • Do you have any questions before we get started?

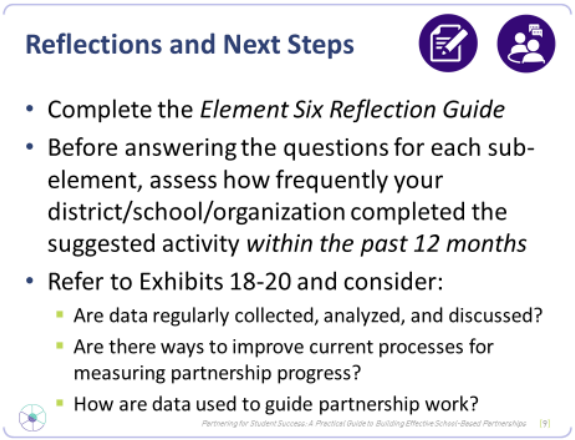
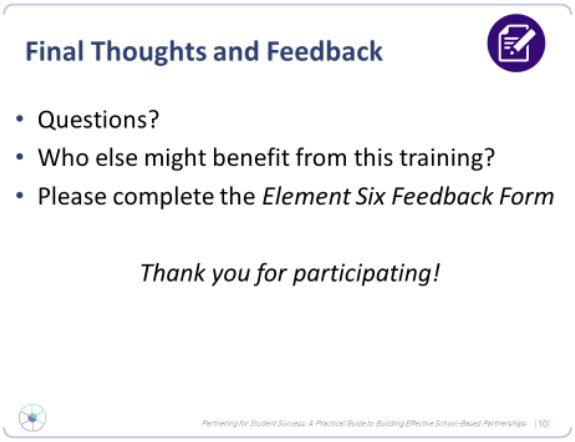
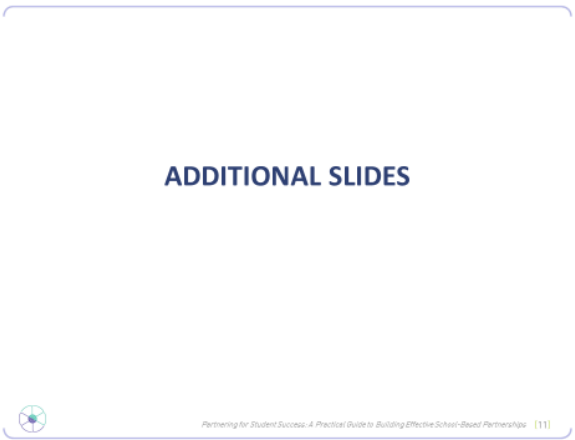
Slides for Element Six: Assess partnership progress, outcomes, and next steps

Slide #	Slide Image	Talking Points
4 4 min.		• Data gathered in a consistent, frequent manner can provide schools and partners information about necessary adjustments to programs and activities • Once performance targets have been set for a partner program (See Element Four), school leaders, partnership coordinators, and the partner should discuss data needed to assess progress • Both qualitative and quantitative data can provide information about: ▪ Characteristics of students served; ▪ Program participation and attendance; and ▪ Changes in student outcomes or behaviors as a result of participating in the 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 • Schools and partners can jointly determine whether data about program activities 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 staff can help external partners understand processes for securing a Memorandum of Understanding or a Data Sharing Agreement with the district or school If your participants have been involved in developing a Memorandum of Understanding or a Data Sharing Agreement, ask them to share their experiences Adapt this discussion to your local context by sharing local requirements for sharing data
5 4 min.		• All stakeholders in a partnership need to understand 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-upon performance targets will increase the likelihood that data are available to help school leaders and partners make decisions about improvements to an existing program, and even similar programs in the future Ask for a show of hands to see how many participants currently have processes for measuring progress

Slides for Element Six: Assess partnership progress, outcomes, and next steps		
Slide #	**Slide Image**	**Talking Points**
6 4 min.	**6.3 – Review and reflect upon data to inform partnership and programming decisions** • Reviewing performance data allows schools and partners to assess progress and decide next steps • Examining data across partnerships can help determine if right services / programs are in place to help meet school goals • Data from successful partnerships may highlight promising practices for replication Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships | 6	• Reviewing partnership performance data provides an opportunity to assess progress and determine whether partners should continue or modify their activities and strategies. Schools and partners can discuss how a program is doing, and whether the partner could be doing better • 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. They may consider whether partners should start serving different students • Schools and partners should ask "Is this working for all stakeholders (schools, school staff, partners, students, etc.)"? In some instances, they may mutually decide to terminate a partnership • Partnerships experiencing success meeting stated outcomes should reflect upon and celebrate their successes. Their data may highlight promising practices that other school-based partnerships can adopt or adapt
7 15-20 min.	**Case Study: Assessing Progress of the Afterschool Literacy Coalition** **Materials:** *Case Study: Assessing Progress of the Afterschool Literacy Coalition* **Instructions:** Read the case study and complete the discussion questions in small groups Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships | 7	• ***Skip this activity if you only have 60 minutes*** • Distribute *Case Study: Assessing Progress of the Afterschool Literacy Coalition* • Ask participants to complete the discussion questions in small groups. • If conversation stalls, encourage participants to think about the following for each discussion question: 1. **Based on the data shared by ALC, which aspects of its literacy training and coaching appeared to be successful?** • Are there things that might have made their training and coaching more successful? 2. **What additional data should the Mitchell and ALC staff examine to understand the impacts of ALC's initiative?** • Might it be important to understand teacher and/or student perceptions of literacy-related activities in the afterschool programs? • Did all programs collect the same amount of data (i.e., was data collection reliable and consistent)? 3. **What, if any, changes would you suggest to ALC's program design or implementation in the upcoming year?** • Should ALC ask the principal to arrange time for ALC to meet with teachers this coming year? • Is there a way to encourage more programs to participate in the coaching offered by ALC?

Slides for Element Six: Assess partnership progress, outcomes, and next steps		
Slide #	**Slide Image**	**Talking Points**
		4. **What would you recommend these stakeholders do in the future to assess partnership progress, outcomes, and next steps?** • Should these stakeholders meet more frequently to discuss progress? • Are there different partnership measures and/or outcomes that should be tracked? • Is there a way to determine whether students are performing better on literacy assessments administered by classroom teachers? • <u>Invite each group to share one key takeaway from the case study and/or small group discussion.</u> If feasible, consider replacing the case study with a local example (and local data) **Key Takeaway from Case Study:** • Participants will understand how to use data to assess partnership successes and challenges and to refine implementation
8 8-10 min.		• Review Exhibit 18 (page 29 of the Guide) and Exhibit 19 (page 30 of the Guide) • Review Exhibit 18 (page 29 of the Guide) and Exhibit 19 (page 30 of the Guide) • If desired, display additional Slides 12-14 (roles and responsibilities) and Slide 15 (discussion questions) • In a small group, discuss the following questions: ▪ Why are these responsibilities necessary? ▪ To what extent is each stakeholder playing its role in assessing partnership progress, outcomes, and next steps? ▪ Are there any roles and responsibilities missing? ▪ Can stakeholders in the school(s) you work in provide meaningful answers to the discussion questions? ▪ Are there additional questions you would ask?

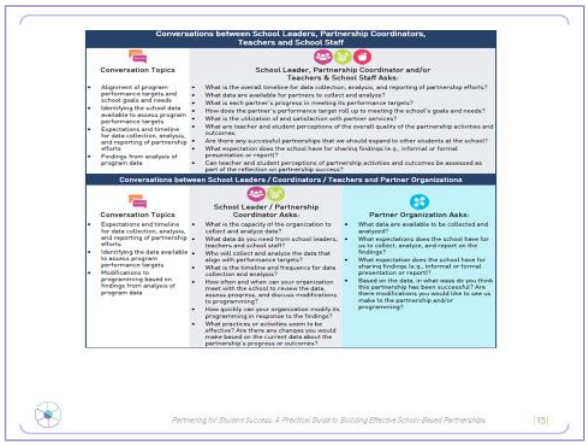
Slides for Element Six: Assess partnership progress, outcomes, and next steps

Slide #	Slide Image	Talking Points
9 15 min.		• Distribute *Element Six Reflection Guide* • Ask participants to complete the *Element Six Reflection Guide*, beginning with the assessment of frequency of the activities in each sub-element • Encourage participants to refer to Exhibit 18 (roles and responsibilities), Exhibit 19 (discussion questions), and Exhibit 20 (toolbox) as they think about strengths and weaknesses of their current partnership approach and how they can improve upon them. Refer to the questions on the bottom of the slide • *If participants work in the same school or organization, have them complete the* Element Six Reflection Guide *together* • Time permitting, ask participants to share one row of their completed *Element Six Reflection Guide* This Reflection Guide can be used as a roadmap for future partnership activities; encourage participants to save their completed Reflection Guides
10 8 min.		• Do you have any questions about what we covered today? ▪ Note: If you are unable to answer questions during the session, write them down and tell participants you will follow-up with answers or additional information after the session • Ask: Can you think of people you work with who would also benefit from learning this content? If so, what are some opportunities to share or "turn-key" what you learned today? • Distribute *Element Six Feedback Form* • Collect completed *Element Six Feedback Forms* from participants
11 Optional		• *The slides that follow are references for the activity and discussion on* ***Slide 8***

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

Slide #	Slide Image	Talking Points
12 Optional		• *This text is from the <u>first</u> row of Exhibit 18 (found on page 29 of the Guide)*
13 Optional		• *This text is from the <u>second</u> row of Exhibit 18 (found on page 29 of the Guide)*
14 Optional		• *This text is from the <u>third</u> row of Exhibit 18 (found on page 29 of the Guide)*

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

Slide #	Slide Image	Talking Points
15 Optional		• *This text is from Exhibit 19 (found on page 30 of the Guide)*

APPENDICES

PARTNERSHIP NEEDS ASSESSMENT – DISTRICT STAFF

For School District Staff

If this describes partnerships in your district….	Start with this Element….
☐ Your district does not offer any guidance about the value or partnerships or how partnerships can support schools ☐ Your district receives requests from schools needing support ☐ Your district does not collect information about partner services and activities in individual schools ☐ Schools in your district do not have staff designated to coordinate communication with partner organizations	Element One: Establish systems and processes to support school-based partnerships
☐ Your district wants to support school staff as they determine school needs and how partnerships can help meet them ☐ Schools in your district need help articulating needs and goals ☐ Partners approach your district about supporting schools, but it is unclear which schools need additional assistance or services	Element Two: Assess and prioritize school goals and needs
☐ Your district wants to help schools organize or prioritize partners ☐ Your district would like to encourage more alignment between district, school, and partner goals ☐ Your district wants to encourage school staff to conduct an inventory of partners and services in their schools ☐ Schools in your district have partnerships, but it is not clear if there are other partners who could meet unmet needs ☐ Your district is interested in connecting schools and partner organizations to explore possible partnerships ☐ Your district is interested in the equitable distribution of partners in schools	Element Three: Identify how partners "fit" to help meet school needs
☐ Your district would like to standardize information for external organizations about procedures for partnering with schools ☐ Your district would like to encourage schools to identify which programs are the best match for individual students ☐ Your district wants to support schools in defining expectations for individual partnerships ☐ Your district would like to encourage two-way communication about what schools and partners need for successful partnerships	Element Four: Define expectations for implementing partner programs and activities
☐ Partners working in your district could do a better job working together to avoid duplication of efforts ☐ Schools in your district would benefit by articulating clear expectations for communication about partnership activities and expectations ☐ Your district wants to help schools coordinate school-based partnerships	Element Five: Develop and nurture relationships
☐ Your district wants to support schools in their review and documentation of partnership outcomes ☐ Your district wants to support schools to use data to understand which aspects of partnership are (or aren't) working effectively	Element Six: Assess partnership progress, outcomes, and next steps

PARTNERSHIP NEEDS ASSESSMENT – PRINCIPALS

For Principals and School Leaders

If this describes partnerships in your school….	Start with this Element….
☐ Your school does not have any external partners providing services ☐ Your school has partners, but you are unsure about the purpose or goals of involving partners	Element One: Establish systems and processes to support school-based partnerships
☐ You want to determine school needs and how partnerships can help meet them ☐ You need help articulating school needs and goals	Element Two: Assess and prioritize school goals and needs
☐ You need to organize or prioritize partners in your school ☐ You would like more alignment between school and partner goals ☐ You need an inventory of partners and services in your school ☐ You have partners in your school, but you are not sure if there are other partners who could meet unmet needs	Element Three: Identify how partners "fit" to help meet school needs
☐ You would like to understand which programs are the best match for individual students ☐ You need help defining expectations for individual partnerships ☐ You would like two-way communication about what the school and partner need for successful partnerships	Element Four: Define expectations for implementing partner programs and activities
☐ You want to encourage partners in your school to work together to avoid duplication of efforts ☐ You need clear expectations for communication about partnership activities and expectations ☐ You want to learn tips for coordinating school-based partnerships	Element Five: Develop and nurture relationships
☐ You want to review and document partnership outcomes ☐ You want to use data to understand which aspects of partnership are (or aren't) working effectively	Element Six: Assess partnership progress, outcomes, and next steps

PARTNERSHIP NEEDS ASSESSMENT – COORDINATORS

For Partnership Coordinators

If this describes partnerships in your school….	Start with this Element….
☐ Your school does not have any external partners providing services, but you have been asked to work with interested partners ☐ Your school has partners, but school leaders have not explained the purpose or goals of involving partners	Element One: Establish systems and processes to support school-based partnerships
☐ You want to help school leaders determine school needs and how partnerships can help meet them ☐ Your school needs help articulating school needs and goals	Element Two: Assess and prioritize school goals and needs
☐ You have been asked to help organize or prioritize partners in your school ☐ You have been asked to support more alignment between school and partner goals ☐ You need to conduct an inventory of partners and services in your school ☐ Your school has partners, but it is unclear whether there are other partners who could meet unmet school needs	Element Three: Identify how partners "fit" to help meet school needs
☐ You have been asked to determine which programs are the best match for individual students ☐ Your school needs help defining expectations for individual partnerships ☐ You have been asked to support two-way communication about what the school and partners need for successful partnerships	Element Four: Define expectations for implementing partner programs and activities
☐ You have been asked to create ways for partners in your school to work together to avoid duplication of efforts ☐ You want to develop clear expectations for communication about partnership activities and expectations ☐ You want to learn tips for coordinating school-based partnerships	Element Five: Develop and nurture relationships
☐ You want to support the review and documentation of partnership outcomes ☐ You want to help use data to understand which aspects of partnership are (or aren't) working effectively	Element Six: Assess partnership progress, outcomes, and next steps

PARTNERSHIP NEEDS ASSESSMENT – TEACHERS/STAFF

For Teachers and School Staff

If this describes partnerships in your school….	Start with this Element….
☐ Your school does not have any external partners providing services, but you have been asked to work with interested partners ☐ Your school has partners, but school leaders have not explained the purpose or goals of involving partners ☐ You would like to encourage school leaders to communicate the importance and benefits of partnerships	Element One: Establish systems and processes to support school-based partnerships
☐ You want to help school leaders determine school needs and how partnerships can help meet them ☐ Your school needs help articulating school needs and goals	Element Two: Assess and prioritize school goals and needs
☐ You have been asked to help organize or prioritize partners in your school ☐ You have been asked to support more alignment between school and partner goals, including grade or subject specific goals ☐ You have been asked to help complete an inventory of partners and services in your school ☐ Your school has partners, but it is unclear whether there are other partners who could meet unmet school needs	Element Three: Identify how partners "fit" to help meet school needs
☐ You have been asked to determine which programs are the best match for individual students ☐ Your school needs help defining expectations for individual partnerships, especially requirements for school staff time and resources ☐ You have been asked to support two-way communication about what the school and partners need for successful partnerships	Element Four: Define expectations for implementing partner programs and activities
☐ You have been asked to encourage partners in your school to work together to avoid duplication of efforts ☐ You see a need for clear expectations for communicating about partnership activities and expectations, including planning time ☐ You want to learn how to support coordination of school-based partnerships	Element Five: Develop and nurture relationships
☐ You want to support the review and documentation of partnership outcomes ☐ You want to help use data to understand which aspects of partnership are (or aren't) working effectively	Element Six: Assess partnership progress, outcomes, and next steps

PARTNERSHIP NEEDS ASSESSMENT – PARTNERS

For Partner Organizations

If this describes your partnerships with schools….	Start with this Element….
☐ You are interested in learning more about how district and school leaders view the purpose or goals of partnerships ☐ You are interested in learning how to access information and resources from the district regarding school-based partnerships ☐ You are interested in learning about partnership coordination efforts in the district / school ☐ Your organization could improve how it describes partnership goals	Element One: Establish systems and processes to support school-based partnerships
☐ You want to help school leaders determine school needs and how partnerships can help meet them ☐ Your organization needs help articulating how it can help meet school needs and goals	Element Two: Assess and prioritize school goals and needs
☐ You have a program with a clear mission, but you need help getting access to schools ☐ You have a program in one or more schools, but are not clear about how your program "fits" or aligns with school needs	Element Three: Identify how partners "fit" to help meet school needs
☐ Your organization is partnering with schools, but would like more information about logistics for implementing the program ☐ Your organization would benefit from clear expectations for individual partnerships, especially access to school staff and school facilities ☐ You would like tips to support two-way communication about what the school and partners need for successful partnerships	Element Four: Define expectations for implementing partner programs and activities
☐ You would like to meet other partners to learn about their activities in the school(s) you partner with ☐ Your organization would like tips for fostering more consistent communication with school staff ☐ Your organization is interested in collaborating with other partners serving the same school(s)	Element Five: Develop and nurture relationships
☐ Your program has been successful, and you would like to think about how to document your success in order to secure additional funding or expand to additional classrooms / schools ☐ You want to support the review and documentation of partnership outcomes in the school(s) where you partner ☐ You want to help use data to understand which aspects of partnership are (or aren't) working effectively	Element Six: Assess partnership progress, outcomes, and next steps

Overview Module Activity Frequency Checklist

Think of a school-based partnership you have worked with. In the past 12 months, how often has the school and its partners done the following activities?

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

1.1 Communicate the value of partnerships	Never	Sometimes	Always
1.2 Provide centrally located information and resources to support school-based partnerships	Never	Sometimes	Always
1.3 Designate partnership coordinator(s) to facilitate communication between school and partners	Never	Sometimes	Always

Element Two: Assess and prioritize school goals and needs

2.1 Conduct a comprehensive, data-driven assessment of school-wide needs and assets	Never	Sometimes	Always
2.2 Prioritize school needs that can be met through school-based partnerships	Never	Sometimes	Always

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

3.1 Conduct a partnership inventory to identify existing supports	Never	Sometimes	Always
3.2 Identify and recruit new partners to fill service gaps	Never	Sometimes	Always
3.3 Articulate and align school-partner goals	Never	Sometimes	Always

Element Four: Define expectations for implementing partner programs and activities

4.1 Define programs, activities, and population served by each partner	Never	Sometimes	Always
4.2 Use school- and student-level data to align and/or establish performance targets for each partnership	Never	Sometimes	Always
4.3 Identify resources and supports each partner needs from the school and confirm availability	Never	Sometimes	Always

Element Five: Develop and nurture relationships

5.1 Provide opportunities for relationship building between partners and school stakeholders	Never	Sometimes	Always
5.2 Establish expectations for communication between the school and partner	Never	Sometimes	Always
5.3 Articulate the role of the partnership coordinator(s) and how stakeholders should work with them	Never	Sometimes	Always
5.4 Set expectations for cross-partner communication and collaboration	Never	Sometimes	Always

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

6.1 Identify data to be collected and analyzed	Never	Sometimes	Always
6.2 Establish processes for measuring progress against performance targets	Never	Sometimes	Always
6.3 Review and reflect upon data to inform partnership and programming decisions	Never	Sometimes	Always

Overview of Partnership Guide Feedback Form

Feedback Form for Overview of *Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships*					
Instructions					
For each of the objectives listed below, circle the number that best describes how helpful the session was to you.					
How helpful was the presentation to you in….	**Very unhelpful**	**Unhelpful**	**Neither helpful nor unhelpful**	**Helpful**	**Very helpful**
… helping you understand the purpose and audience for the Guide?	1	2	3	4	5
… helping you learn how the Guide is designed and formatted?	1	2	3	4	5
… helping you learn uses for the Guide?	1	2	3	4	5
… helping you understand roles and responsibilities of partnership stakeholders?	1	2	3	4	5
… helping you become familiar with resources in the Guide?	1	2	3	4	5
… helping you assess which areas of partnership you want to focus on during future training?	1	2	3	4	5

What part of the session was <u>most</u> useful to you?

What part of the session was <u>least</u> useful to you?

What <u>additional information or resources</u> would you like related to deciding which areas of partnership you want to focus on during future training?

Would you recommend this training to others? Yes No (Circle one)

Why or why not?

ELEMENT ONE REFLECTION GUIDE

Element One: Establish Systems and Processes to Support School-Based Partnerships					
Element	**What do we do now?**	**How could it be improved?**	**What can the district do next?**	**What can the school(s) do next?**	**What can the partner(s) do next?**
1.1 Communicate the Value of Partnerships *How often has this happened in the past 12 months?* Never Sometimes Always			**Who?** **When?**	**Who?** **When?**	**Who?** **When?**
1.2 Provide Centrally Located Information and Resources to Support School-Based Partnerships *How often has this happened in the past 12 months?* Never Sometimes Always			**Who?** **When?**	**Who?** **When?**	**Who?** **When?**

Element One: Establish Systems and Processes to Support School-Based Partnerships					
Element	**What do we do now?**	**How could it be improved?**	**What can the district do next?**	**What can the school(s) do next?**	**What can the partner(s) do next?**
1.3 Designate Partnership Coordinator(s) to Facilitate Communication between School and Partners *How often has this happened in the past 12 months?* Never Sometimes Always			**Who?** **When?**	**Who?** **When?**	**Who?** **When?**

ELEMENT ONE FEEDBACK FORM

Feedback Form for Element One: Establish Systems and Processes to Support School-Based Partnerships					
Instructions					
For each of the objectives listed below, circle the number that best describes how helpful the session was to you.					
How helpful was the presentation to you in….	**Very unhelpful**	**Unhelpful**	**Neither helpful nor unhelpful**	**Helpful**	**Very helpful**
… helping you learn the importance of communicating the value of school-based partnerships?	1	2	3	4	5
… helping you learn the importance of districts providing access to centrally located information and resources about partnerships?	1	2	3	4	5
… helping you learn the importance of identifying a liaison to communicate between school staff and partner organizations?	1	2	3	4	5
… helping you understand stakeholder roles and responsibilities related to establishing systems and processes to support school-based partnerships?	1	2	3	4	5
… helping you become familiar with resources in the Guide related to establishing systems and processes to support school-based partnerships?	1	2	3	4	5

What part of the session was <u>most</u> useful to you?

What part of the session was <u>least</u> useful to you?

What <u>additional information or resources</u> would you like related to establishing systems and processes to support school-based partnerships?

Would you recommend this training to others? Yes No (Circle one)

Why or why not?

Small Group Discussion: Element Two Needs Assessment Activity

Logan Elementary School serves approximately 350 students in grades K-6. The school currently has partnerships with 14 external organizations, some of whom have been working with the school for 5+ years and some who joined more recently. In response to the growing number of partnerships, the principal added a half-time partnership coordinator position to her budget at the end of last year. At the start of the current school year, the partnership coordinator, a veteran teacher who now divides her time between serving as a reading specialist and overseeing partnership logistics, invited all teachers to complete the *Whole School Needs Assessment for Teachers* (see *Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships*, Appendix 5). Twelve of the school's 19 teachers completed the assessment form, and the partnership coordinator compiled their responses (see *Completed Needs Assessment Form for Element Two Activity)*.

After sharing the compiled needs assessment data with the principal, the principal requested a meeting with all 14 external organizations; staff from 10 of the 14 organizations attended the meeting. The principal opened the meeting by explaining, "The purpose of this meeting is to decide which areas to focus on during this school year, and to figure out which partners can help us in these areas."

In a small group, discuss the following questions:

1. What are the pros and cons of sharing the raw Needs Assessment data with all partners during a meeting? What are the pros and cons of sharing the data prior to the meeting?

2. Based on the compiled needs assessment data, which areas of school need should be the highest priority? Which should be the lowest priority? What are some of the factors that should be considered when ranking priorities (e.g., how many areas can be selected given the school's current capacity)?

3. How should the meeting participants (school principal, partnership coordinator, and staff from partner organizations) begin to figure out which partners can help the school with its priority areas?

    a. Is there additional information you would want from school leaders and staff? From partner organizations? From organizations that are not currently partners?

4. What are some of the next steps the meeting participants could take after their initial review and discussion of the needs assessment data?

Completed Needs Assessment Form for Element Two Activity

Name All Teacher Responses Compiled
Grade Grades K-6
School Logan Elementary

Completed Needs Assessment Form for Element Two Activity

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 3rd grade reading scores—individual Temple student tutors)
Academic Support	Average=1.4 Range of Scores=1-3	• Students reading below grade level (x3) • Low comprehension • Need help with fluency • High achieving students need chances to excel • Need more low-level, high-interest books • Need science materials (x2)	• Teacher Ed candidates from local universities support small-group reading • Trainings for parents to support children's reading outside of school • Book donations • Volunteer tutors • Provide or fundraise for science materials • Activities to challenge high-achieving students
Attendance	Average=1.8 Range of Scores=1-3	• Students are often absent from class (x3) • No tangible / immediate reward for coming to school • The same students miss about 50% of class time due to chronic absenteeism, health issues, or suspension for behavior • Many of the same students arrive late to school and often miss the first hour of instruction (x2)	• Rewards for students and classrooms who meet attendance goals (trips, pizza parties, new classroom library books, etc.) • Mentoring program so someone outside the school and family can check in on child's school attendance • Develop and implement a parent communication program to underscore the value of children attending and arriving on-time for school • Offer extracurricular afterschool programs/clubs to motivate students to attend school • Partner with a health clinic to refer families to receive medical attention • Hold classes/activities for suspended students in school

	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)
Climate	Average=4.5 Range of Scores=3-6	• Heavy focus on testing and core subject areas • Few opportunities during the school year to "celebrate" • Feels like school is operating in isolation from community	• Rewards for students and classrooms who meet academic goals • Offer extracurricular activities during or outside of school hours • Bring in partners who can provide enrichment to the topics covered in the curriculum • Recruit and coordinate parent and community volunteers for the classrooms
College Access and Career Readiness	Average=8.4 Range of Scores=7-9	• Students need to see where their education can take them • Need to make better connections between learning and real-life	• Partner to bring in a variety of professionals for "Career Day" • Partner to connect school with professionals who come and present their real-life experience on topics covered in the curriculum throughout the year • Companies/organizations that will host students on a field trip to their offices/facilities
Enrichment and/or Out of School Time Programming	Average=3.1 Range of Scores=2-6	• Need opportunities for students to learn about the arts (x3) • Need for more cross-curricular activities • A large number of students arrive early/stay late after school	• Volunteer tutors • Bring in partners who can host an activity to tie together all the subject areas (e.g., architecture company to have students design and build a model structure; interactive theater company, etc.). • Offer extracurricular before and afterschool programs/clubs (theater, sports, music, dance, science, chess, art, tutoring, etc.)
Family and Community Engagement	Average=2.5 Range of Scores=2-4	• Low attendance at Parent-Teacher Conferences and School Open House (x3) • Low click/open rates on email communication sent by the school • One-on-one communication with parents are often about a negative incident (x2)	• Partner to support a school or classroom newsletter for parents • Offer classes for parents (e.g., how to monitor their child's progress using the school online system; classes on how to use current technology-e.g., social media; how to support children's reading outside of school; etc.) • Launch a parent communication program to include a variety of communication strategies • Host school-wide weekend events (e.g., fall fair) • Organize volunteer activities where students can serve the community (e.g., community cleanup) • Recruit and coordinate parent and community volunteers for the classrooms • Invite partners and parents to come in to discuss how teachers and the school can collaborate better

	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)
Health/Social Services	Average=4.8 Range of Scores=3-6	• Students miss class time due to health issues • Many of the students suffer from asthma	• Partner with a health clinic to refer families to receive medical attention and medicine • Partner with social service agency to refer families who need support
Socio-Emotional/ Behavioral Health	Average=1.4 Range of Scores=1-3	• Disruptions during class time occur frequently from select students • Students bring issues from home to the classroom • Many students are exposed to trauma at home / in the community	• Partner with counseling services for students/families who may benefit from mental health care • Pair students with a mentor • Training on trauma-informed care • Partner with special education-focused organization to support to families • Activities to challenge high-achieving students • Provide PD to teachers on strategies to manage challenging student behavior
Teacher Development	Average=7.2 Range of Scores=5-9	• Need for monthly PD to be more relevant to issues currently facing school staff • Not enough time to try new ideas in class • Too many requests for teachers to start new initiatives / programs	• Invite external partners/experts can offer trainings relevant to current challenges • Invite partners and parents to come in to discuss how teachers and the school can collaborate better • New partners can meet school staff during this time and share their services
Other (list below)			

ELEMENT TWO REFLECTION GUIDE

Element Two: Assess and Prioritize School Goals and Needs					
Element	**What do we do now?**	**How could it be improved?**	**What can the district do next?**	**What can the school(s) do next?**	**What can the partner(s) do next?**
2.1 Conduct a comprehensive, data-driven assessment of school-wide needs and assets *How often has this happened in the past 12 months?* Never Sometimes Always			**Who?** **When?**	**Who?** **When?**	**Who?** **When?**
2.2 Prioritize school needs that can be met through school-based partnerships *How often has this happened in the past 12 months?* Never Sometimes Always			**Who?** **When?**	**Who?** **When?**	**Who?** **When?**

ELEMENT TWO FEEDBACK FORM

Feedback Form for Element Two: Assess and Prioritize School Goals and Needs					
Instructions					
For each of the objectives listed below, circle the number that best describes how helpful the session was to you.					
How helpful was the presentation to you in….	**Very unhelpful**	**Unhelpful**	**Neither helpful nor unhelpful**	**Helpful**	**Very helpful**
… helping you learn the importance of assessing and prioritizing school goals and needs that can be met through school-based partnerships?	1	2	3	4	5
… helping you learn the importance of revisiting school needs annually and more regularly, if necessary?	1	2	3	4	5
… helping you understand stakeholder roles and responsibilities related to assessing and prioritizing school goals and needs?	1	2	3	4	5
… helping you become familiar with resources in the Guide related to assessing and prioritizing school goals and needs?	1	2	3	4	5

What part of the session was most useful to you?

What part of the session was least useful to you?

What additional information or resources would you like related to assessing and prioritizing school needs and goals?

Would you recommend this training to others? Yes No (Circle one)

Why or why not?

ELEMENT THREE REFLECTION GUIDE

Element Three: Identify How Partners "Fit" to Help Meet School Needs					
Element	**What do we do now?**	**How could it be improved?**	**What can the district do next?**	**What can the school(s) do next?**	**What can the partner(s) do next?**
3.1 Conduct a partnership inventory to identify existing supports *How often has this happened in the past 12 months?* Never Sometimes Always			**Who?** **When?**	**Who?** **When?**	**Who?** **When?**
3.2 Identify and recruit new partners to fill service gaps *How often has this happened in the past 12 months?* Never Sometimes Always			**Who?** **When?**	**Who?** **When?**	**Who?** **When?**

Element Three: Identify How Partners "Fit" to Help Meet School Needs					
Element	**What do we do now?**	**How could it be improved?**	**What can the district do next?**	**What can the school(s) do next?**	**What can the partner(s) do next?**
3.3 Articulate and align school and partner goals *How often has this happened in the past 12 months?* Never Sometimes Always			**Who?** **When?**	**Who?** **When?**	**Who?** **When?**

ELEMENT THREE FEEDBACK FORM

Feedback Form for Element Three: Identify How Partners "Fit" to Help Meet School Needs					
Instructions					
For each of the objectives listed below, circle the number that best describes how helpful the session was to you.					
How helpful was the presentation to you in….	**Very unhelpful**	**Unhelpful**	**Neither helpful nor unhelpful**	**Helpful**	**Very helpful**
… helping you learn the importance of conducting a partnership inventory to identify existing supports?	1	2	3	4	5
… helping you learn the importance of identifying and recruiting new partners to fill service gaps?	1	2	3	4	5
… helping you learn the importance of articulating and aligning school-partner goals?	1	2	3	4	5
… helping you understand stakeholder roles and responsibilities related to identifying how partners "fit" to help meet school needs?	1	2	3	4	5
… helping you become familiar with resources in the Guide related to assessing and documenting how partners "fit?	1	2	3	4	5

What part of the session was <u>most</u> useful to you?

What part of the session was <u>least</u> useful to you?

What <u>additional information or resources</u> would you like related to identifying how partners "fit" to help meet school needs?

Would you recommend this training to others? Yes No (Circle one)

Why or why not?

Case Study: Logan Elementary and After School Super Clubs

Scenario

Logan Elementary School (a K-6 school) is about to enter its second year of partnering with After School Super Clubs (ASSC), an afterschool program specializing in four clubs- debate, chess, science explorers, and drama—for students in grades 4-8. Prior to launching the afterschool clubs at Logan, the ASSC staff met with the school principal, guidance counselor, and partnership coordinator to assess school interest and need in formalizing a partnership. The school staff indicated students would be interested in participating in each of the four clubs, and agreed ASSC could use two classrooms to host the clubs from 3:10-5 pm each Monday-Thursday during the school year. The school also agreed to distribute an enrollment flyer created by ASSC, which was sent to families via "backpack mail." The partnership coordinator agreed to serve as the point of contact for ASSC staff, and he mentioned he would let partner staff know about opportunities to meet members of the school community (including parents and other partner organizations).

Despite ASSC's goal of serving 75 students in the first year at Logan, a total of 57 students participated in the clubs. The science explorers club was disbanded after spring break due to low student enrollment, but the other clubs operated from late-September to early-June. Student attendance was not consistent, and fewer than half of enrolled students were still participating by mid-May. Those students who *did* participate consistently provided positive feedback on clubs via a satisfaction survey administered by the club leaders. Anecdotally, club leaders heard from teachers that some activities carried over into students' work in the classroom, while parents reported their students enjoyed the extracurricular activities.

During the first year, ASSC staff were able to access their designated classroom spaces at 3:10 pm, but the school janitor routinely disrupted club activities by starting to clean the classrooms at 4:40 pm each day. ASSC staff spoke to the school principal about the disruptions, and she told them the partnership coordinator would look into the problem. Although he did not follow-up on the janitor's classroom cleaning schedule, Logan's partnership coordinator was periodically in touch with ASSC. He emailed two schoolwide newsletters during the school year and invited ASSC to attend one all-partner meeting in March. The meeting was convened after another afterschool partner complained ASSC was offering similar activities as those offered by their organization. During the all-partner meeting, it became clear the two partner organizations were offering different activities, but that both were suffering from declining enrollment and attendance.

Discussion

At the start of their second year partnering with Logan, ASSC staff requested a meeting with the school principal and partnership coordinator to discuss program activities for the upcoming school year. Prior to the meeting, the partnership coordinator emailed a summary of needs assessment data collected from 12 of Logan's teachers (See *Handout for Element Two Needs Assessment Activity*) and asked ASSC staff to review it prior to the meeting.

1. What were the key successes and challenges of ASSC's first year at Logan?
2. If you were the principal, what are some of the key topics you would like to address with ASSC at this meeting? What requests would you make of ASSC for year two?
3. If you were the partnership coordinator, what are some of the key topics you would like to address with ASSC at this meeting? What requests would you make of ASSC for year two?
4. If you were a member of the ASSC team, what are some of the key topics you would like to address with school staff at this meeting? What requests would you make of the school for year two?
5. How could these stakeholders use the needs assessment data to guide the conversation about ASSC's programming in year two?

Completed Needs Assessment Form for Element Two Activity

Name All Teacher Responses Compiled
Grade Grades K-6
School Logan Elementary

Completed Needs Assessment Form for Element Two Activity

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 3rd grade reading scores—individual Temple student tutors)
Academic Support	Average=1.4 Range of Scores=1-3	• Students reading below grade level (x3) • Low comprehension • Need help with fluency • High achieving students need chances to excel • Need more low-level, high-interest books • Need science materials (x2)	• Teacher Ed candidates from local universities support small-group reading • Trainings for parents to support children's reading outside of school • Book donations • Volunteer tutors • Provide or fundraise for science materials • Activities to challenge high-achieving students
Attendance	Average=1.8 Range of Scores=1-3	• Students are often absent from class (x3) • No tangible / immediate reward for coming to school • The same students miss about 50% of class time due to chronic absenteeism, health issues, or suspension for behavior • Many of the same students arrive late to school and often miss the first hour of instruction (x2)	• Rewards for students and classrooms who meet attendance goals (trips, pizza parties, new classroom library books, etc.) • Mentoring program so someone outside the school and family can check in on child's school attendance • Develop and implement a parent communication program to underscore the value of children attending and arriving on-time for school • Offer extracurricular afterschool programs/clubs to motivate students to attend school • Partner with a health clinic to refer families to receive medical attention • Hold classes/activities for suspended students in school

	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)
Climate	Average=4.5 Range of Scores=3-6	• Heavy focus on testing and core subject areas • Few opportunities during the school year to "celebrate" • Feels like school is operating in isolation from community	• Rewards for students and classrooms who meet academic goals • Offer extracurricular activities during or outside of school hours • Bring in partners who can provide enrichment to the topics covered in the curriculum • Recruit and coordinate parent and community volunteers for the classrooms
College Access and Career Readiness	Average=8.4 Range of Scores=7-9	• Students need to see where their education can take them • Need to make better connections between learning and real-life	• Partner to bring in a variety of professionals for "Career Day" • Partner to connect school with professionals who come and present their real-life experience on topics covered in the curriculum throughout the year • Companies/organizations that will host students on a field trip to their offices/facilities
Enrichment and/or Out of School Time Programming	Average=3.1 Range of Scores=2-6	• Need opportunities for students to learn about the arts (x3) • Need for more cross-curricular activities • A large number of students arrive early/stay late after school	• Volunteer tutors • Bring in partners who can host an activity to tie together all the subject areas (e.g., architecture company to have students design and build a model structure; interactive theater company, etc.). • Offer extracurricular before and afterschool programs/clubs (theater, sports, music, dance, science, chess, art, tutoring, etc.)
Family and Community Engagement	Average=2.5 Range of Scores=2-4	• Low attendance at Parent-Teacher Conferences and School Open House (x3) • Low click/open rates on email communication sent by the school • One-on-one communication with parents are often about a negative incident (x2)	• Partner to support a school or classroom newsletter for parents • Offer classes for parents (e.g., how to monitor their child's progress using the school online system; classes on how to use current technology-e.g., social media; how to support children's reading outside of school; etc.) • Launch a parent communication program to include a variety of communication strategies • Host school-wide weekend events (e.g., fall fair) • Organize volunteer activities where students can serve the community (e.g., community cleanup) • Recruit and coordinate parent and community volunteers for the classrooms • Invite partners and parents to come in to discuss how teachers and the school can collaborate better
Health/Social Services	Average=4.8 Range of Scores=3-6	• Students miss class time due to health issues • Many of the students	• Partner with a health clinic to refer families to receive medical attention and medicine • Partner with social service agency to refer

	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)
		suffer from asthma	families who need support
Socio-Emotional/ Behavioral Health	Average=1.4 Range of Scores=1-3	• Disruptions during class time occur frequently from select students • Students bring issues from home to the classroom • Many students are exposed to trauma at home / in the community	• Partner with counseling services for students/families who may benefit from mental health care • Pair students with a mentor • Training on trauma-informed care • Partner with special education-focused organization to support to families • Activities to challenge high-achieving students • Provide PD to teachers on strategies to manage challenging student behavior
Teacher Development	Average=7.2 Range of Scores=5-9	• Need for monthly PD to be more relevant to issues currently facing school staff • Not enough time to try new ideas in class • Too many requests for teachers to start new initiatives / programs	• Invite external partners/experts can offer trainings relevant to current challenges • Invite partners and parents to come in to discuss how teachers and the school can collaborate better • New partners can meet school staff during this time and share their services
Other (list below)			

ELEMENT FOUR REFLECTION GUIDE

Element Four: Define Expectations for Implementing Partner Programs and Activities					
Element	**What do we do now?**	**How could it be improved?**	**What can the district do next?**	**What can the school(s) do next?**	**What can the partner(s) do next?**
4.1 Define programs, activities, and population served by each partner *How often has this happened in the past 12 months?* Never Sometimes Always			**Who?** **When?**	**Who?** **When?**	**Who?** **When?**
4.2 Use school- and student-level data to align and/or establish performance targets for each partnership *How often has this happened in the past 12 months?* Never Sometimes Always			**Who?** **When?**	**Who?** **When?**	**Who?** **When?**

Element Four: Define Expectations for Implementing Partner Programs and Activities					
Element	**What do we do now?**	**How could it be improved?**	**What can the district do next?**	**What can the school(s) do next?**	**What can the partner(s) do next?**
4.3 Identify resources and supports each partner needs from the school and confirm availability *How often has this happened in the past 12 months?* Never Sometimes Always			**Who?** **When?**	**Who?** **When?**	**Who?** **When?**

ELEMENT FOUR FEEDBACK FORM

Feedback Form for Element Four: Define Expectations for Implementing Partner Programs and Activities					
Instructions					
For each of the objectives listed below, circle the number that best describes how helpful the session was to you.					
How helpful was the presentation to you in….	**Very unhelpful**	**Unhelpful**	**Neither helpful nor unhelpful**	**Helpful**	**Very helpful**
… helping you learn the importance of defining programs, activities, and population served by partners?	1	2	3	4	5
… helping you learn the importance of using data to align and/or establish performance targets for each partnership?	1	2	3	4	5
… helping you learn the importance of identifying and confirming availability of resources and supports needed for successful implementation?	1	2	3	4	5
… helping you understand stakeholder roles and responsibilities related to defining partnership expectations, goals, and implementation plans?	1	2	3	4	5
… helping you become familiar with resources in the Guide related to defining expectations for implementing partner programs / activities?	1	2	3	4	5

What part of the session was <u>most</u> useful to you?

What part of the session was <u>least</u> useful to you?

What <u>additional information or resources</u> would you like related to defining expectations for implementing partner programs and activities?

Would you recommend this training to others? Yes No (Circle one)

Why or why not?

Role Play Discussion: Cross-Partner Communication and Collaboration

Instructions

Break into groups of 5. Each person will assume one of the following roles in a discussion:

- School Principal
- Partnership Coordinator
- School Counselor
- College Ready! Representative
- Project Impact Representative

Independently, spend 3-4 minutes reading the "Background" and "Meet the Role Play Participants" sections.

Spend 3-4 minutes using the "Playing Card" for your assigned role to prepare for the meeting. Take notes about any key points you would like to make during the role play discussion.

As a small group, spend 10 minutes conducting the role play discussion.

Background

For the 2018-2019 academic year, West Valley School District has set a goal for 100% of students to graduate ready for college or career. The school principal and partnerships coordinator at West Valley High School is convening two of their current partners–**College Ready!**, a college preparation partner and **Project Impact**, a tutoring/mentoring program for high school students to discuss their services. Over the course of the last school year, several teachers mentioned in passing to the partnership coordinator that they were confused about which program they should refer students to. During planning for the upcoming school year, the partnerships coordinator mentioned this issue to the school principal and they agreed that a conversation was needed with the two partners to discuss each partner's services and how to better leverage what each partner is doing, while also eliminating duplication of efforts.

Meet the Role Play Participants

- **College Ready!** is a local college preparation partner that focuses on whole class SAT/ACT test preparation and financial aid attainment (FAFSA, scholarships, grants). It began its partnership with West Valley High School last year. As a relatively new organization, College Ready!'s mission has transformed over the course of the last two years based on the needs within their school partners. Their original mission was focused on test preparation and financial aid; however, in the last year, they noticed that many of the students in their test preparation class were struggling with basic skills so toward the end of the year, they started to allocate more staff to the school in order to hold small-group tutoring during their test preparation classes. Additionally, they began to assist students with college applications. Over the summer, they have expanded their staffing to maintain the new services and position the organization to continue to evolve.
- **Project Impact** is a one-on-one mentoring program for high school students to help students build their academic skills and navigate the college application process. Project Impact is an established program with over 10 years of experience working with high schools in a number of cities. The organization has been a presence at West Valley High School for five years. Project Impact mentors are committed to the student throughout their four years in high school and often continue to mentor the student through college. Last year, by talking with school staff, they noted an increased need for more support and have ramped up their recruitment and training of mentors over the summer in order to meet the increased demand in the upcoming school year. Project Impact is excited to expand its presence in the school and pair more students with mentors.
- **School Principal.** The school principal has heard rumblings that teachers are confused about the role of the two partners. Many of the new teachers have been referring their students to College Ready! while the veteran teachers continue to refer their students to Project Impact. The principal would like for the partners to work together and not

duplicate efforts in hopes of eliminating confusion and maximizing impact to achieve the District's goal of 100% of students being college and career ready. The school principal has agreed to sit in on the initial meeting with the partnership coordinator and kickoff the discussion.

- **Partnership Coordinator.** The partnership coordinator has been at the school for two years. While not new to the job, s/he is still working on establishing better relationships with the existing partners and building new relationships with potential partners. West Valley High School is partnered with over 20 organizations and this is one of several conversations s/he will be holding in the month of August. Because College Ready! began its small-group tutoring classes during the last three months of school, the partnership coordinator was not aware of this until teachers mentioned this in passing. At that point, s/he decided to deal with this issue over the summer before the start of the next school year.
- **School Counselor.** The school counselor holds periodic whole class meetings with students at West Valley High School starting in their freshman year. Then during their junior year, students begin meeting with the school counselor at least once every two months. The school counselor has data collected on where each student is interested in applying to college, foundations/organizations that have previously awarded scholarships to West Valley High School students, and student FAFSA completion. Throughout the year, the school counselor also offers workshops before, during, and after school on the college application process. These are attended by the first 20 students that sign up for the workshop.

Playing Cards

Each member of the role play discussion has a separate "Playing Card" that describes their role and disposition or attitude during the role play. "Playing Cards" can be found on the pages that follow.

School Principal Playing Card

- **Role: Kickoff the discussion**
  - Discuss the purpose the meeting.
  - Introduce the District's goal for 100% of students to be college and career ready and how the school plans to achieve the goal.
  - Turn conversation over to the partnership coordinator.

- **Disposition or Attitude (CHOOSE <u>ONE</u>)**
  - **Hands-off.** The principal would like for the partners to work together and not duplicate efforts, but is busy with running the school and does not have time to get involved in the details or logistics of how this happens. The school principal has agreed to sit in on the initial meeting with the partnership coordinator and kickoff the discussion, but has told the partnership coordinator that s/he will be mostly hands-off.
  - **Hands-on.** The principal would like for the partners to work together and not duplicate efforts. S/he is actively involved in all activities that directly relate to meeting the District's goal for 100% of students to be college and career ready.

School Counselor Playing Card

- **Role: Participate in the discussion**
  - The school counselor is concerned about duplication of effort since s/he offers workshops focused on the college application process throughout the year.
  - The school counselor can provide data about students to the partners (e.g., where students are thinking about applying for college and FAFSA completion data).
  - The school counselor wants to help teachers understand which program(s) to refer their students to.

Partnership Coordinator Playing Card

- **Role: Facilitate the discussion**

  - School principal will kick off the discussion.
  - The partnership coordinator will facilitate the discussion.
  - Have the partners introduce themselves, their history and mission and goals.
  - Ask partners to describe their services and what they hope to provide at West Valley High School this year.
  - Guide the conversation to identifying overlaps services and the potential to collaborate to avoid duplication of services.
  - Ask partners if there are any other partners who may cover gaps that we have identified in our services (e.g., programs that organize college visitations).
  - Discuss the details and logistics of the agreed upon collaboration, including adjusted roles and responsibilities, regular meetings to monitor progress, points of contact, and modes of communication.

Partner Playing Card

- **Role: Participate in the discussion**

- **Disposition or Attitude (CHOOSE <u>ONE</u>)**
  - **Agreeable to collaboration.** You understand the school's goal to better utilize its partners and are supportive in working with the partner and school to determine how to maximize impact without duplicating efforts.
  - **Disagreeable to collaboration.** Your organization has worked extremely hard raising funds and training staff and volunteers to build up its capacity to increase services at West Valley High School this upcoming year. The expansion plan was discussed with the partnership coordinator at the end of last year and the partnership coordinator did not give any indication that there would need to be any changes to the plan. To maintain its reputation, especially with its donors and volunteers, it is important that your staff expands its program as planned so that the resources are utilized in a capacity that is similar to its original intention.

ELEMENT FIVE REFLECTION GUIDE

Element Five: Develop and Nurture Relationships					
Element	**What do we do now?**	**How could it be improved?**	**What can the district do next?**	**What can the school(s) do next?**	**What can the partner(s) do next?**
5.1 Provide opportunities for relationship building between partners and school stakeholders *How often has this happened in the past 12 months?* Never Sometimes Always			**Who?** **When?**	**Who?** **When?**	**Who?** **When?**
5.2 Establish expectations for communication between school and partner *How often has this happened in the past 12 months?* Never Sometimes Always			**Who?** **When?**	**Who?** **When?**	**Who?** **When?**

Element Five: Develop and Nurture Relationships					
Element	**What do we do now?**	**How could it be improved?**	**What can the district do next?**	**What can the school(s) do next?**	**What can the partner(s) do next?**
5.3 Articulate the role of the partnership coordinator(s) and how stakeholders should work with them *How often has this happened in the past 12 months?* Never Sometimes Always			**Who?** **When?**	**Who?** **When?**	**Who?** **When?**
5.4 Set expectations for cross-partner communication and collaboration *How often has this happened in the past 12 months?* Never Sometimes Always			**Who?** **When?**	**Who?** **When?**	**Who?** **When?**

ELEMENT FIVE FEEDBACK FORM

Feedback Form for Element Five: Develop and Nurture Relationships					
Instructions					
For each of the objectives listed below, circle the number that best describes how helpful the session was to you.					
How helpful was the presentation to you in….	**Very unhelpful**	**Unhelpful**	**Neither helpful nor unhelpful**	**Helpful**	**Very helpful**
… helping you learn the importance of intentional relationship building between school and partner staff?	1	2	3	4	5
… helping you learn the importance of establishing expectations for communication between schools and partners?	1	2	3	4	5
… helping you learn the importance of articulating the roles of partnerships coordinators / points of contact at schools?	1	2	3	4	5
… helping you learn the importance of setting expectations for cross-partner collaboration and communication?	1	2	3	4	5
… helping you understand stakeholder roles and responsibilities related to developing and nurturing relationships?	1	2	3	4	5
… helping you become familiar with resources in the Guide related to develop and nurture relationships?	1	2	3	4	5

What part of the session was <u>most</u> useful to you?

What part of the session was <u>least</u> useful to you?

What <u>additional information or resources</u> would you like related to developing and nurturing relationships?

Would you recommend this training to others? Yes No (Circle one)

Why or why not?

Case Study: Assessing Progress of the Afterschool Literacy Coalition

Scenario

The Afterschool Literacy Coalition (ALC) provides training, coaching, and materials to afterschool programs so they can provide literacy supports to participants in their programs. ALC has served schools and community based programs within the Walton School District for nearly 10 years. Three years ago, Walton's Superintendent released a strategic plan that includes a goal to ensure all students are reading on grade level by the time they enter 4th grade. Since then, a growing number of schools have sought support from ALC.

For two years, ALC has delivered training, coaching, and materials (including interactive read aloud guides, literacy games, and leveled books for the afterschool program's community library) to three afterschool programs at Mitchell Elementary School, a K-5 school in the Walton School District. Staff from each program attended ALC's training on how to incorporate literacy activities and supports into afterschool programming, and each program received ~100 leveled books for their program libraries. Staff from one of the afterschool programs struggled to regularly attend trainings and participate in coaching sessions, but they continued to implement the program on a regular basis.

At the beginning of the school year, the school struggled to schedule an opportunity for ALC to deliver a brief presentation to teachers introducing them to ALC's supports and to explain how they could refer students to programs offering literacy supports. This presentation was delivered to several other schools during professional development sessions, and ALC believes targeted recruitment and referral ensured that students who could benefit the most from participating were able to enroll. As a result, the afterschool programs at Mitchell did not receive referrals from teachers and enrolled using their normal methods of reaching out at back-to-school nights and other parent events.

Walton's Superintendent recently instructed all schools to develop an action plan that specifies strategies for meeting the goals in the district's strategic plan, including which partner(s) and partnership(s) will help them meet these goals. In turn, the principal for Mitchell invited ALC to a meeting to discuss the academic performance of students participating in afterschool programs that have received training, coaching, and support from ALC. At the meeting, ALC shared the following data with Mitchell's principal, Literacy Coach, and the school guidance counselor, who is informally responsible for coordinating school partnerships:

- All participating students from Mitchell increased their Fountas & Pinnell reading levels from the beginning to the end of the school year, and 65% of students increased by two or more levels.
- On average, students recorded 14 minutes of independent reading per afternoon throughout the school year.
- Even though ALC tries to focus on serving students that are reading at one or two levels below grade level, 70% of participating students began the program at or above grade level.
- Approximately 75% of students attended their afterschool program for at least 85% of program days, while 12% attended 70-84% of program days, 8% attended 50-69% of program days, and 5% attended fewer than 50% of program days.
- Students participating in the program with staff who regularly participated in training and coaching sessions exhibited greater reading level gains, recorded more minutes of independent reading, and had higher program attendance rates than students in the program that did not participate as regularly in training or coaching sessions.

Discussion

1. Based on the data shared by ALC, which aspects of its literacy training and coaching appeared to be successful?
2. What additional data should the Mitchell and ALC staff examine to understand the impacts of ALC's initiative?
3. What, if any, changes would you suggest to ALC's program design or implementation in the upcoming year?
4. What would you recommend these stakeholders do in the future to assess partnership progress, outcomes, and next steps?

ELEMENT SIX REFLECTION GUIDE

Element Six: Assess Partnership Progress, Outcomes, and Next Steps					
Element	**What do we do now?**	**How could it be improved?**	**What can the district do next?**	**What can the school(s) do next?**	**What can the partner(s) do next?**
6.1 Identify data to be collected and analyzed *How often has this happened in the past 12 months?* Never Sometimes Always			**Who?** **When?**	**Who?** **When?**	**Who?** **When?**
6.2 Establish processes for measuring progress against performance targets *How often has this happened in the past 12 months?* Never Sometimes Always			**Who?** **When?**	**Who?** **When?**	**Who?** **When?**

Element Six: Assess Partnership Progress, Outcomes, and Next Steps					
Element	**What do we do now?**	**How could it be improved?**	**What can the district do next?**	**What can the school(s) do next?**	**What can the partner(s) do next?**
6.3 Review and reflect upon data to inform partnership and programming decisions *How often has this happened in the past 12 months?* Never Sometimes Always			**Who?** **When?**	**Who?** **When?**	**Who?** **When?**

ELEMENT SIX FEEDBACK FORM

Feedback Form for Element Six: Assess Partnership Progress, Outcomes, and Next Steps					
Instructions					
For each of the objectives listed below, circle the number that best describes how helpful the session was to you.					
How helpful was the presentation to you in….	**Very unhelpful**	**Unhelpful**	**Neither helpful nor unhelpful**	**Helpful**	**Very helpful**
… helping you learn the importance of identifying data to be collected and analyzed to assess partnership progress?	1	2	3	4	5
… helping you learn the importance of establishing processes for measuring progress against performance goals?	1	2	3	4	5
… helping you learn the importance of reviewing and reflecting upon data to inform partnership and programming decisions?	1	2	3	4	5
… helping you understand stakeholder roles and responsibilities related to assessing partnership progress, outcomes, and next steps?	1	2	3	4	5
… helping you become familiar with resources in the Guide related to assess partnership progress, outcomes, and next steps?	1	2	3	4	5

What part of the session was most useful to you?

What part of the session was least useful to you?

What additional information or resources would you like related to assessing partnership progress, outcomes, and next steps?

Would you recommend this training to others? Yes No (Circle one)

Why or why not?