

 Center for Strategic Community Innovation
Public-Sector School Partnership Specialist

Finally!

A Tool to Help you Develop and Deepen those Community-School Partnerships

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Introductions

How do you define a "good" community school partnership?
What challenges have you found in partnering?



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Background SFUSD Partnerships

- Over 300 CBO partners in SFUSD
- Lead agencies and multiple partners active at:
 - Over 90 afterschool programs
 - 8 Beacons
 - Wellness Centers in every high school
- In the Community School Cohort, the number of partners at the site ranged from 12 to over 60

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Background How we got here

- Founding of Partnership Committee by DCYF → CBO Advisory Committee to SFUSD
- Subcommittee on Partnership Practices & Policies
- Definition of deep and focused partnership

High quality school-community partnerships are grounded in a common goal of student success and wellbeing.

 - Shared Vision and Planning
 - Collaborative Implementation
 - Shared Accountability



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Background Partnership Tool

Embrace and value different types of partnerships, but how do you distinguish them? Co-develop a rubric!

- Ad hoc committee
- Frame around agreed-upon definition
 - Type 1: Specialized Partnership
 - Type 2: Aligned Partnership
 - Type 3: Deep and Focused Partnership
- Vet and refine

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The Partnership Tool

Purpose

- Assess the **partnership**, not the organization
- Establish and clarify shared goals, expectations and structures
- Help new and existing partnerships define the type of partnership they want
- Identify together areas for improvement of the partnership

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The Partnership Tool

How to Use


The school and the partner leadership review the rubric, decide jointly what type of partnership they are forming, and clarify and agree upon their partnership practices

- For existing partnerships, the school and partner can complete the rubric individually and use that to guide the discussion, or complete it together in the meeting
- Parties agree on 2-3 areas to work on that will strengthen the partnership, based on the assessment, and complete the Action Plan

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Your Turn

How would this tool and process help address your challenges?



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Lessons Learned, Part 1

Lessons from the development process


- Two-way partnership = co-development
- Build trust, over and over, at all levels
- Definitions and details matter
- Frameworks matter
- It takes time, and many iterations
- Intermediary/backbone role is critical



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Pilot Process

- Why Pilot?
- Why Community Schools?



Bryant Elementary Mission **Carver Elementary Bayview** **Chavez Elementary Mission**

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Pilot Process Technical Assistance

Partnership Tool

- Context
- Purpose
- Content
- Process for Use
- Preparation
- Next Steps

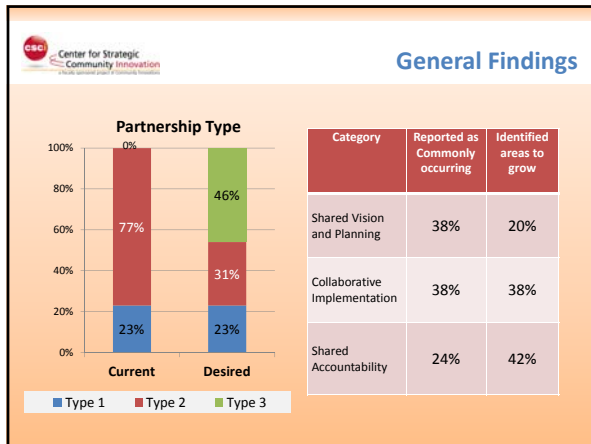


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Pilot Process Partnership Meetings

- Pre-meeting
- During the meeting
- Post-meeting

Criteria	Type 1: Specialized Partnership	Type 2: Aligned Partnerships	Type 3: Core and Focused	Notes / Evidence
Level of School and Partner	<ul style="list-style-type: none"> □ Program is planned and priority setting □ Goals are pre-determined by CEO or principal □ CEO program/mission is aligned to district or state standards 	<ul style="list-style-type: none"> □ CEO and school leadership discuss the school priorities and program plan □ CEO and principal can articulate at least one way the partnership addresses a school priority 	<ul style="list-style-type: none"> □ CEO is integrated into school planning □ CEO and school leadership jointly set goals for the year □ CEO is involved in complete process of reviewing and setting priorities 	
Program or Service	<ul style="list-style-type: none"> □ CEO has a set program they offer based on their expertise 	<ul style="list-style-type: none"> □ CEO has clear expertise in their area, but the program/service is aligned to the school priorities □ CEO incorporates feedback on needs into programming for the following year 	<ul style="list-style-type: none"> □ CEO has established a formal structure for incorporating needs into program planning post-year and end of year □ School provides relevant information in a way that respects expertise of CEO 	
Community Engagement	<ul style="list-style-type: none"> □ Program or service is open to all students, or a specific subgroup based on the context 	<ul style="list-style-type: none"> □ CEO has a target population relevant to the school, but it is not determined in consultation with the 	<ul style="list-style-type: none"> □ CEO and school leadership identify together the priority population(s) for the program or service 	



Category	Reported as Commonly occurring	Identified areas to grow
Shared Vision and Planning	38%	20%
Collaborative Implementation	38%	38%
Shared Accountability	24%	42%

**Experience from the Field
Carver Elementary**


Impact

- Opened up communication - regular & focused
- Led to increased services, often new types of supports, e.g. UCSF providing staff PD & parent support groups
- Helped the Coordinator support and facilitate deeper involvement of partners, and to integration them into school day and life
- Created process for end of year reflection and planning

Lessons Learned, Part 2

Lessons Learned from the Pilot Process

- Couples Counseling - tool helps de-personalize conversations, clarify expectations and build relationships
- Planning Matters - pre-plan, action plan, and follow through
- Share promising practices district-wide
- Use results to identify site needs and strengths for TA and peer-learning
- Create strategies to obtain feedback



Wrap Up

Thank you and good luck!

