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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

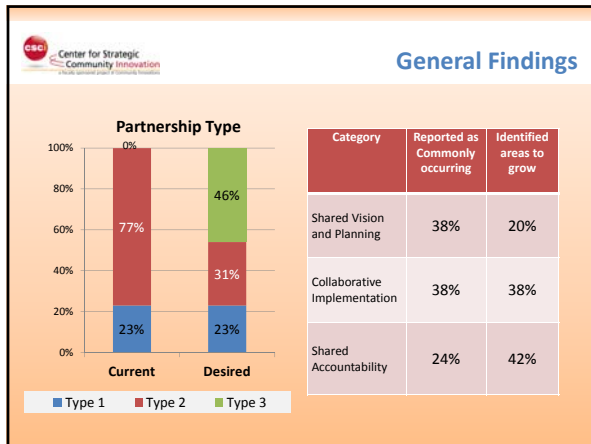


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## Pilot Process Partnership Meetings

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

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



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!**