Effective School & Community Based Organization Partnerships

National Center for COMMUNITY SCHOOLS

The Children's Aid Society

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Objectives

- Explore effective strategies and potential challenges involved with creating collaborations that support learning and strengthen partnership between all stakeholders.

- Use a variety of tools to assess state of partnership and how to deepen their level of partnership

- Incorporate the concepts of developmental needs of children and youth and relate it to the programs provided by CBOs

Ice-Breaker:
Are Two Heads Better Than One?

Trends in Public Education

- Cradle to Career
- Addressing social and emotional learning
- Common Core State Standards
- Emphasizing early literacy
- Educating an increasingly diverse population of students (e.g. differentiated learning, portfolios, Response to Intervention)
- Extending children's learning opportunities past the traditional school day

Trends (continued)

- Focusing on teacher effectiveness and developing new teacher evaluations

- Reconstituting failing schools (Turnaround, SiG)

- Crafting alternative governance, financing and management structures

- Reaching out to better serve children and youth so that the needs of the whole child can be met (e.g. collective impact)

If you want to succeed you must make your own opportunities as you go.

John B. Gough

Strategic Opportunities

- Individually, write down five issues that currently concern your school regarding youth

- In small groups of 5-6, decide on 1 issue that you want to work on together

- Identify how community based organizations (CBOs) could partner with the school to address these concerns

Every worthwhile accomplishment, big or little, has its stages of drudgery and triumph; a beginning, a struggle, and a victory.

Anonymous

Partnership between Schools and Community Based Organizations

Readiness - as an organization

- Partnership Assessment Tool

- Fill out to the best of your knowledge

- Check outside of "not yet" if you just don't know.

Coming together is a beginning.
Keeping together is progress.
Working together is success.

Henry Ford

Partnership Activity

- Break into groups using these categories:
  - No school/CBO partnership – no formal relationship, just co-exist, co-location on site
  - Emerging school/CBO partnerships – 1-2 years. Some agreements in place, go to meetings.
  - Existing /established partnership –2 years +. Aligned with school day, share staff, plan together, etc.
- In your group, list 3 steps or activities needed to constitute, strengthen, deepen or improve your partnership

Effective Partnership Principles

◆ Plan together from the start

◆ Clarify the vision

◆ Take time to get to know one another

◆ Set ground rules

◆ Start small and build gradually

◆ Involve parents as partners

Effective Partnership Principles

- Clarify Roles and Responsibilities
- Share Decision-Making
- Prepare Team Members to Work Together
- Stay Flexible
- Keep Tending the Relationship
- Be Strategic

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Partnership Principles: CAS Snapshot

Areas	Practices
Whole School Transformation	• Partnerships oriented around Conditions and Commitments ,formalized with partnership agreements • Consistent focus on whole school issues where partners can really make a difference (e.g. attendance, wellness, school climate) • From program-centered to child-centered • Support overall school progress over time vs. stand-alone or one-shot programs • Measurable and observable positive impact on school culture and climate
Teacher/ Support Staff Collaboration	• Support staff capacity to positively impact outcomes with historically under-served students - e.g. ELLs, students with special needs, promotion in doubt, disconnected, child welfare involved, chronically absent • Develop school-based practices and processes in support of students
Partner Coordination	• Community School Director role as conductor of orchestra • Drive agency expertise, tools and resources deeper into schools to impact results all way to child level – e.g. early childhood, health services, child welfare, NCCS, Carrera • Leveraging community resources to support students' needs –e.g.(neighborhood advocacy AND service delivery); right partners, doing right work with the right students
Shared Leadership/ Governance	• Partnership agreements with role on school leadership teams (e.g. cabinets) and governance bodies (e.g. SLT's, boards, etc.) • Deputy Directors, Division Director, Exec Team relationship building with network leaders, supts, parent, UFT and DoE stakeholders in support of strategy in individual schools
Data-Driven Decision-Making	• From quality to quality and impact • School-based staff, services and other resources based on students' needs and school strategy • Tools and processes to support tracking of outcomes at child, cohort and school-wide levels • Build all staff capacity to interpret and use results

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