Program Implementation and Partnerships

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Director of Regional Initiatives
Objectives

- Discuss the purpose of a needs and assets assessment
- Apply the concept of developmental needs of children and youth to identifying and assessing the programs and services provided by community partners
- Explore a variety of tools to assess state of partnerships and deepen partnerships
We have to get rid of the sugar drinks in the cafeteria.

Character education must be added to the curriculum.

Standards based testing is better than norm-referenced testing.

Parents are not adequately involved.

By law, all children must be above average by 2010.
What is a Needs and Assets Assessment, and why do we need one?
What is a Needs and Assets Assessment?

A systematic process used to understand and create a profile of a community school’s needs and assets that will inform and drive decision-making.
Identify the needs and assets of your students within each of the domains
Developmental Domains

- **Physical** - physical development and skills
- **Cognitive** - critical thinking, reasoning, problem-solving
- **Social** - relationships with peers and adults
- **Emotional** - awareness of one’s own and other’s feelings; self-esteem
- **Moral** - sense of compassion, empathy, sense of responsibility for people and things outside of yourself
### Developmental Domains Checklist

<table>
<thead>
<tr>
<th>Developmental Domain</th>
<th>Needs</th>
<th>Assets</th>
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</thead>
<tbody>
<tr>
<td>Physical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive</td>
<td></td>
<td></td>
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<tr>
<td>Social</td>
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<tr>
<td>Emotional</td>
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<tr>
<td>Moral</td>
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Resource Inventory: Program & Service Checklist

- Assess range of resources that are currently available within or connected to the school
- Some may be provided by the school; others may be supported by community partners
- Goal: Know what programs and services exist and identify new programs and services that may be needed
- Challenge: Make sure programs and services are strategically coordinated to achieve desired results
# Resource Inventory

<table>
<thead>
<tr>
<th>Programs Provided</th>
<th># Youth Served and (# Families/Adults Served)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic skills for youth (e.g. tutoring, homework help)</td>
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<tr>
<td>Enrichment (e.g. photography, chess, etc.)</td>
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<tr>
<td>Recreation for youth (e.g., sports)</td>
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<td>Early childhood (e.g. childcare, parenting classes)</td>
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<tr>
<td>Parent/Family Resource Center</td>
<td></td>
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<tr>
<td>Community building (e.g. family/communit y empowerm ent)</td>
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<tr>
<td>Adult education classes (e.g. GED, ESL)</td>
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Aligning Programs and Services with the Developmental Domains
Needs Gap Analysis

Current Needs

Provided Services
# Needs Gap Analysis

<table>
<thead>
<tr>
<th>Developmental Domain</th>
<th>List Programs and Services provided for each domain</th>
<th>Who’s not being served? Whose needs are not being met? ID Gaps</th>
<th>Who has capacity to meet the unmet needs?</th>
<th>What can be done to address the gaps?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>(CURRENT)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive</td>
<td></td>
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Methodologies For Assessing the Needs and Assets of Students, Families and Community
Suggested methodologies

- Archival data review
- Key stakeholder interviews
- Focus Groups - develop surveys for key constituent groups: students, parents and teachers (required)
  - Interest indicators
  - Satisfaction surveys
  - Skill set
Needs and Assets Assessment Report

- **Observations**

- **Analysis**
  - summaries of findings based on archival data, surveys, interviews and focus groups

- **Recommendations**
  - Recommend solutions for how to address the needs and build on the assets
  - Disseminate findings and use these to guide program, service and partnerships development
Lessons Learned

- **Build a Strong Team:** a needs assessment is not an individual nor a spectator sport and works best when you have a cross stakeholder team leading the process. This team can become your community school core planning team.

- **Beware Analysis Paralysis:** a successful process leads to engaged, collaborative action

- **Better to Give than to Receive:** share what has been learned/prioritized with the community

- **Wash, Rinse, Repeat:** effective community schools regularly monitor and analyze needs
Building and Maintaining Effective Partnerships
Principles of Effective Partnership

- 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
Principles of Effective Partnership

- Clarify roles and responsibilities
- Share decision making
- Prepare team members to work together
- Stay flexible
- Keep tending the relationship
- Be strategic