



# Effective School and Community-Based Organizations Partnerships

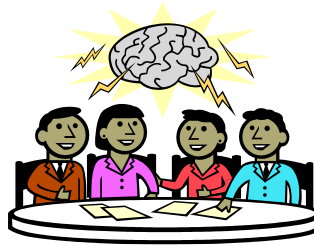


## Objectives



- ◆ 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

## Two Minds



## Trends in Public Education



- ♦ Cradle to Career
- ♦ Addressing social and emotional learning
- ♦ ESSA Standards
- ♦ Emphasizing early learning (3K for all)
- ♦ Educating increasingly diverse population of students
- ♦ Extending and promoting learning opportunities

**“Schools can’t do it alone”**

## Strategic Opportunities



- ◆ Individually, write down five issues that currently concern your schools regarding youth
- ◆ In small groups of 4-5, 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

*Is there fertile ground for  
partnerships?*

## 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

### Capacity (competencies of an organization)

- ✓ Core Competencies Assessment Tool

**Effective Partnerships**

## Benefits of School-CBO Partnerships



- ◆ Excellent strategy for serving more young people
- ◆ Maximizing community resources around student success
- ◆ Promote young people's cognitive development as part of youth development
- ◆ Increase coherence of young people's experience
- ◆ Help young people stay connected with school and understand relevance of academics
- ◆ Help schools understand the realities of their students' lives
- ◆ Increase positive visibility of organization in community
- ◆ Continuum of possibilities from light touch (Volunteering w/kids at the school) to intensive and long-term (community school partnerships)
- ◆ Moving from co-location to integration
- ◆ Moving from after-school to in-school

## Effective Partnership Principles



- |  |   |
|--|---|
| ◆ Plan together from the start         | ◆ Clarify roles and responsibilities    |
| ◆ Clarify the vision                   | ◆ Share decision-making                 |
| ◆ Take time to get to know one another | ◆ Prepare team members to work together |
| ◆ Set ground rules                     | ◆ Stay flexible                         |
| ◆ Start small and build gradually      | ◆ Keep tending to the relationships     |
| ◆ Involve parents as partners          | ◆ Be strategic                          |

## Partnership Activity

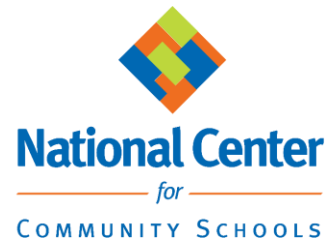


- ♦ Break into groups using these categories:
  - No school/CBO partnership – no formal relationship, just co-exist, co-location on site
  - Emerging school/CBO partnerships – 1-2 years. Some agreements in place, go to meetings.
  - Existing /established partnership –2 years +. Aligned with school day,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

## Best Practices: Children's Aid Snapshot



Areas	Practices
<b>Whole School Transformation</b>	<ul style="list-style-type: none"> <li>Partnerships oriented around Conditions and Commitments, formalized with partnership agreements</li> <li>Consistent focus on whole school issues where partners can really make a difference (e.g. attendance, wellness, school climate)</li> <li>From program-centered to child-centered</li> <li>Support overall school progress over time vs. stand-alone or one-shot programs</li> <li>Measurable and observable positive impact on school culture and climate</li> </ul>
<b>Teacher/ Support Staff Collaboration</b>	<ul style="list-style-type: none"> <li>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</li> <li>Develop school-based practices and processes in support of students</li> </ul>
<b>Partner Coordination</b>	<ul style="list-style-type: none"> <li>Community School Director role as conductor of orchestra</li> <li>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</li> <li>Leveraging community resources to support students' needs –e.g.(neighborhood advocacy AND service delivery); right partners, doing right work with the right students</li> </ul>
<b>Shared Leadership/ Governance</b>	<ul style="list-style-type: none"> <li>Partnership agreements with role on school leadership teams (e.g. cabinets) and governance bodies (e.g. SLT's, boards, etc.)</li> <li>Deputy Directors, Division Director, Exec Team relationship building with network leaders, supts, parent, UFT and DoE stakeholders in support of strategy in individual schools</li> </ul>
<b>Data-Driven Decision-Making</b>	<ul style="list-style-type: none"> <li>From quality to quality and impact</li> <li>School-based staff, services and other resources based on students' needs and school strategy</li> <li>Tools and processes to support tracking of outcomes at child, cohort and school-wide levels</li> <li>Build all staff capacity to interpret and use results</li> </ul>



**Consultation ♦ Advocacy ♦ Innovation**  
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