HOW THIS REPORT WORKS

This report is interactive, allowing you, the reader, to engage in as much or as little depth as you would like. If you would prefer to read the slides in static order, click ahead.

The next slide is the report's homepage. Click on each box to go to the different sections of the report.

Click a box to jump to that section. To return to this page, click on the doors in the bottom right of each slide.

OVERVIEW	KEY FINDINGS	CONTEXT & LIMITATIONS
IMPLICATIONS FOR PRACTICE	NEXT STEPS	APPENDIX

The following are important symbols to help you navigate the report.

Next — Some slides need to be read in order. Follow these arrows by clicking on them, or anywhere in the slide, to move forward.

Back — Follow these doors to navigate your way back to the home page.

Homepage — This house is only found on the report's homepage.

Explore More — Some slides have multiple layers of information. If there is more detail, these arrows will indicate where to click.

Next

OVERVIEW

KEY FINDINGS

CONTEXT & LIMITATIONS

IMPLICATIONS FOR PRACTICE

NEXT STEPS

APPENDIX

The School Partnerships Evaluation addresses three questions, with a focus on schools with multiple Best Starts for Kids (BSK) School Partnership (SP) investments.

| EVALUATION QUESTION 1	EVALUATION QUESTION 2	EVALUATION QUESTION 3
What do **equitable school partnerships** look like, and what are the factors that support them?	What is the relationship between equitable partnerships and school-wide changes in **practices, policies, systems, environments (PPSE), and student well-being?**	How do **King County** processes and systems support equitable partnerships?

Next

The evaluation addresses the relationships among partnerships; practice, policy, system and environment changes and student outcomes; and BSK supports
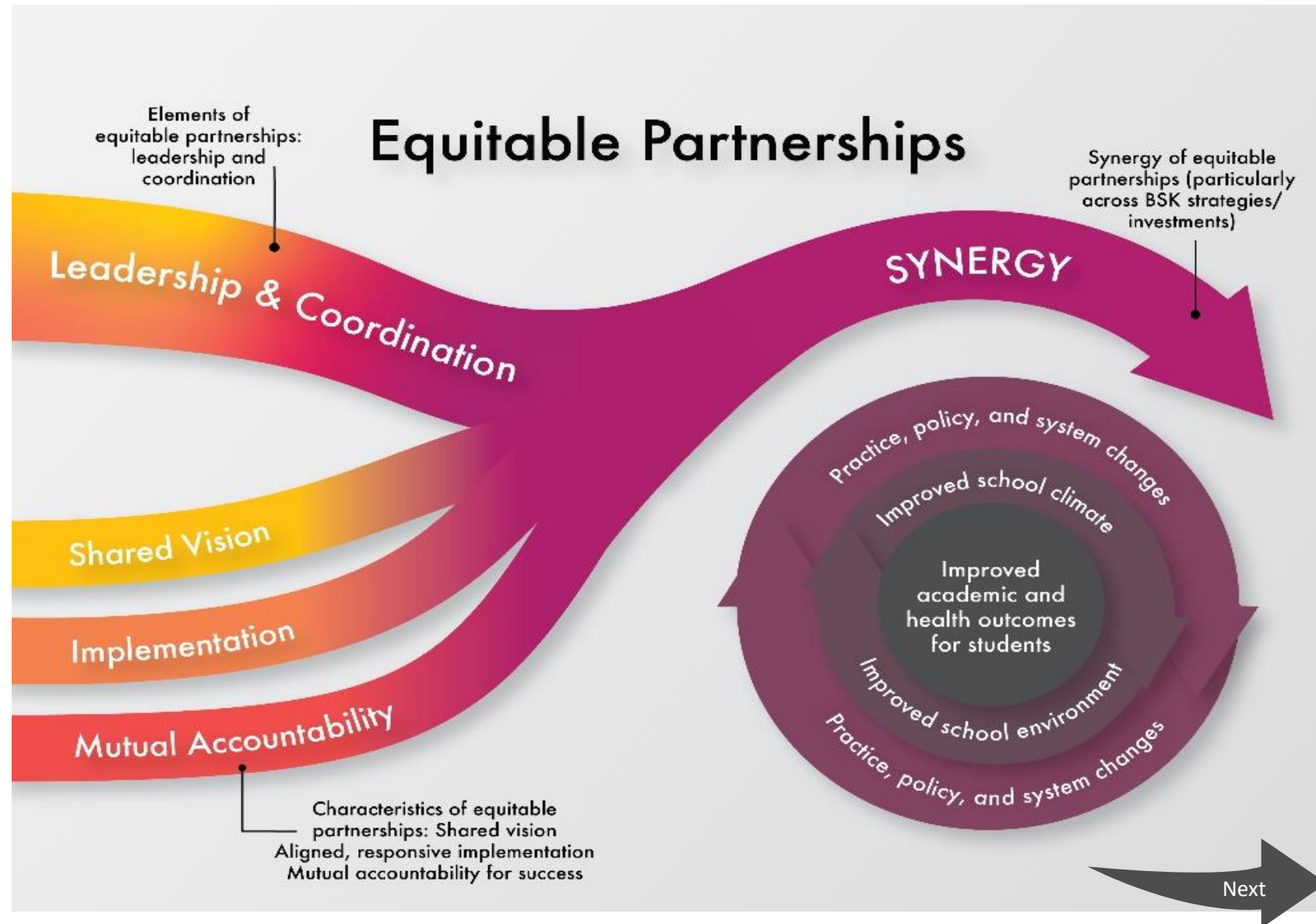
Note: Partnership elements and characteristics are adapted from Youth Development Executives of King County School and Community Partnership Toolkit

The evaluation adapted the partnership model from the Youth Development Executives of King County's (YDEKC) <u>School and Community Partnership Toolkit</u> to understand how partnerships are developing within and across BSK strategy areas.

COOPERATIVE

CBOs and school partners operate autonomously from one another. Program goals are primarily established by the primary awardee (CBO or school), though they may share one ore more goals with the partner organization.

COLLABORATIVE

CBO and school partners share goals and communicate about progress on a regular or semi-regular basis. The school and the partner organization(s) maintain ultimate decision-making authority over their own activities.

INTEGRATED

The CBO partner(s) play(s) a major role in site planning processes and share data, resources and decision-making authority with the school.

Next

Best Starts for Kids School Partnerships Vision
"School environments are safe, supportive, respectful and engaging environments for young people, staff and families. Race, ethnicity or cultural identity does not impact access to these environments."

BSK School Partnership strategies include:
Healthy and Safe Environments (HSE)
Out-of-School Time (OST)
School-Based Health Centers (SBHC)
Screening, Brief Intervention, and Referral To Services (SBIRT)
Trauma-Informed and Restorative Practices (TIRP)
Youth Development (YD)

Back

CONTEXT

COVID-19

The COVID-19 pandemic is an ongoing challenge that impacts the SP evaluation (as well as all aspects of life) in many ways. We responded to this challenge as follows:

- We adjusted the Year 2 evaluation to focus on partnerships' responses to COVID-19 and school closures, with an explicit focus on issues of equity for students and families during this time. All primary data collection was conducted virtually.

- We conducted family focus groups in Year 2. Evaluation Advisors emphasized the critical role of families in light of school closures.

- To lessen the burden to evaluation participants, we used secondary data from BSK to inform our understanding of partnership work in 2019-20 and in response to COVID-19.
  - Primary data collection complements secondary data, as interviews and focus groups are a way for awardees and partners to speak to their work and response to COVID-19. Advisors suggested that additional data collection be verbal rather than written (e.g., not a survey).

Black Lives Matter and Movement for Racial Justice

Equity is central to the SP evaluation, which defines equitable partnerships as those that attend to issues of equity in how they function (e.g., power, decision-making, and relationship- and trust-building) and in the changes in practices, policies, systems, and environments and student well-being that are occurring and to whose benefit.

The growing movement for racial justice, and Black Lives Matter in particular, has heightened the focus on dismantling institutional racism and oppressive systems that are grounded in white supremacy, which is aligned to the SP vision and potentially creates more urgency for change. In response, we:

- Incorporated the context of the Black Lives Matter movement into the focus group/interview questions in order to understand the context of equitable partnerships in Spring/Summer 2020.
- Remained flexible in scheduling data collection as participants have been involved in protests and demonstrations.

We also appreciate King County's recent declaration of racism as a public health crisis.[1]

[1] https://beststartsblog.com/2020/06/11/racism-is-a-public-health-crisis-the-transformation-starts-here-it-starts-with-us/

Limitations and Considerations

Available data:
1) All data were **self-reported** by awardees and partners
2) Data do not include the **direct experiences of students**. Three awardees reported **changes in student outcomes** (including increased immunization rates and improved sense of self)
3) Data **do not include BSK performance measures**
4) At some sites and organizations, **Year 2 participants are different than Year 1**, affecting comparability of data between the two years
5) Data on **how partners use data to realize mutual accountability**, an attribute of equitable partnerships, were limited in Year 2

Timing within COVID-19 pandemic:
1) Year 2 data **pertain to the 2019-20 school year.** Primary data were collected in early summer 2020, after students had gone into remote learning in March, and before districts had established more robust structures and expectations for remote learning

Addressing Limitations in Year 3

Year 3 Evaluation priorities:
- Including students to hear directly about their experiences and perspectives
- Prioritizing mutual accountability for success
- Identifying student outcomes that are impacted by BSK-supported partnerships and feasible ways of measuring them

Advisors expressed interest in **how changes that partnerships are achieving have shifted or been sustained in the context of school closures in 2020-21**. We will explore this in Year 3, particularly:
- How are changes related to discipline, attendance, and school climate showing up in remote learning?
- Additional factors/context to consider in 20-21 within the remote schooling context include socio-emotional support and needs, and family engagement

Back

KEY FINDINGS

COVID-19 has shifted, and in many cases strengthened, how partners work together

Partnerships are helping build student and family leadership in schools

Partnerships thrive when there are people who ensure that connections and collaboration occur

How partners share power differentiates partnership type

Partnerships contribute to a wide range of changes; there is greater alignment in changes achieved in sites with fewer investments

Explore More

Back

KEY FINDING #1: COVID-19 HAS SHIFTED, AND IN MANY CASES STRENGTHENED, HOW PARTNERS WORK TOGETHER

Explore More

EVALUATION QUESTION 1: EQUITABLE PARTNERSHIPS

The majority of partnerships have maintained or strengthened during COVID-19

EVALUATION QUESTION 2: CHANGES IN SCHOOLS

The types of change partnerships are focusing on have been impacted by the response to COVID-19

EVALUATION QUESTION 3: KING COUNTY SUPPORTS

BSK shifted how they fund to be flexible and respond to community needs

Back

**The majority of partnerships have been maintained or strengthened during COVID-19**

- Out of necessity, awardees across BSK strategy areas and school partners are working together more.*
- Schools have turned to partner organizations to understand and meet students' and families' needs.
- Community-based organizations, including small CBOs, are more connected and can readily respond to family and student needs.

*Indicates agreement from awardees and partners who participated in Evaluation Meaning Making Sessions in January 2021.

*"Before we launched our online classes, we did about three weeks of just **outreach with the families, getting them food, whatever they needed**... we gave out 25 laptops to our scholars, internet devices, hotspots." –* CBO Awardee/Partner

In the strongest partnerships, schools and CBOs worked together to plan and implement responses
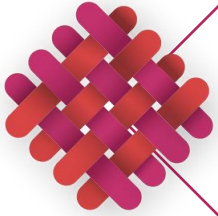
For Integrated partnerships, COVID-19 provided another context in which partnerships had to problem-solve together and co-plan how best to support students and families.

Among Collaborative partnerships, during COVID-19, schools/districts tapped CBO help. Knowledge of the capacity of CBOs helped schools/districts work with community partners in planning the response to support students and families.
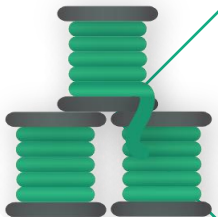
In Cooperative partnerships, COVID-19 increased the likelihood that schools tapped into and depended on CBOs that are already in the school. Students and families are passive recipients of services.

*"Some of them don't have computers, some of them don't have food. There have been a lot of issues of rent, utilities. So, our partnership is working closely with the school [leadership] and [school counselor] to **meet a lot of the emergent needs because of COVID and other racial equity issues going on in the school**."*

–CBO Awardee/Partner, Integrated

COVID-19 has impacted the types of changes partnerships are focusing on

- 20 (of 41) partnerships report **improved systems of coordination to connect students to supports** by bridging between the school, CBOs, and the broader community to address student and family needs (including in response to COVID-19).
- 18 partnerships report **expanded access to students supports**, including mental and socio-emotional health, physical health and education, mentoring programs, academic supports, and addressing technology and basic needs during COVID-19.

*"**COVID gave us an opportunity to say, we've always said this is what learning should look like,** we now have a direct line to our scholars. How can we work together to give them what we said they always deserved?"*
- CBO Awardee/Partner

Back

BSK shifted how they funded each strategy area to be flexible and respond to community needs*

- With flexible funding, BSK awardees and partners organized rapid, community-led response to student and family needs during COVID-19 including basic needs supports.

- Within-strategy supports, such as the SBIRT learning community and TIRP Village, supported awardees to make connections and strengthen implementation of their grants.

*Indicates agreement from awardees and partners who participated in Evaluation Meaning Making Sessions in January 2021.

*"BSK allows us to do authentic community led, culturally appropriate program. They **did not dictate they want us to do it this way or that way**."*
–CBO Awardee/Partner

Back

KEY FINDING #2: PARTNERSHIPS ARE HELPING BUILD STUDENT AND FAMILY LEADERSHIP IN SCHOOLS

Explore More

EVALUATION QUESTION 1: EQUITABLE PARTNERSHIPS

CBOs focus on empowering and amplifying student and family voice

EVALUATION QUESTION 2: CHANGES IN SCHOOLS

Partnerships are focused on improving student leadership, family engagement and staff growth

EVALUATION QUESTION 3: KING COUNTY SUPPORTS

BSK Awardees want technical assistance and financial support for family support and engagement

Back

## CBOs focus on empowering and amplifying student and family voice

- Many CBOs create spaces and opportunities for students to lead.
- CBOs *and* schools are seeking more ways to collaborate with families.
  - COVID-19 prompted some CBOs to start collecting student and family feedback.*
- As experts in their students, families are looking for opportunities to become more active partners to schools and CBOs.

*Indicates agreement from awardees and partners who participated in Evaluation Meaning Making Sessions in January 2021.

*"[Our partners] **view our students as leaders and ask for their input**. The students feel attached to what's happening; they feel like they're making a difference with the school climate and culture."*
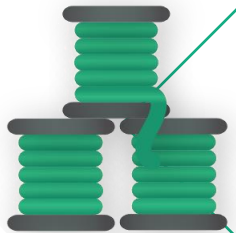- School Partner

In the strongest partnerships, schools and CBOs actively work together to involve families
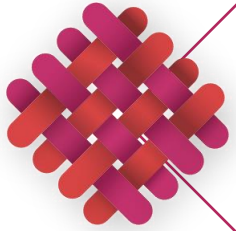
In Integrated partnerships, schools and community partners work together to develop and promote the engagement, participation, and leadership of students and families.
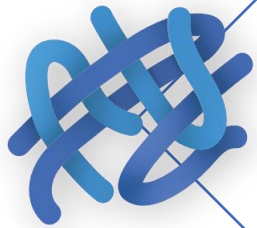
Among Collaborative partnerships, engagement of students and/or families into leadership are initiated by schools.

In Cooperative partnerships, CBOs come in and offer services and the school provides opportunities to access students and parents.

*"We have a parent group that we're kicking off finally. **We identified a parent who wanted to be the spearhead cheerleader of the group, and we gave her the power to do that**...we don't need to be the ones doing it."*
- CBO Awardee/Partner

Back

Partnerships are focused on 1) increased opportunities for student and family engagement in schools, and 2) staff growth in working and communicating with students and families

15 Partnerships

Increased staff knowledge, abilities, and practice related to racial equity, restorative justice, a whole-child approach, meaningful family engagement, and cross-cultural communication

14 Partner-ships

Expanded family engagement, through building relationships, using family input, providing leadership opportunities, and restorative justice processes

10 Partner-ships

Empowered students through leadership of restorative circles, research, professional development, and community activism

*"I've also appreciated the [awardee program] component because it's a way for students, both current and former, and families **to engage with us and have conversations about changes to our systems that would better support our students**, especially our Black and Brown students."*
- CBO Awardee/Partner

BSK Awardees want technical assistance and financial support for family supports and engagement during remote learning and potentially beyond*

- Family engagement is a critical area of focus for BSK awardees and partners, and they need training and financial support to expand their services to engage students' families.

*Indicates agreement from awardees and partners who participated in Evaluation Meaning Making Sessions in January 2021.

*"The way our contracts are design[ed] and funded...it's really about using the funding to support the students. While **it's encouraged that we engage families and support families, there's not really funding for that**."*

– CBO Awardee/Partner

Back

KEY FINDING #3: PARTNERSHIPS THRIVE WHEN THERE ARE PEOPLE WHO ENSURE THAT CONNECTIONS AND COLLABORATION OCCUR

Explore More

EVALUATION QUESTION 1: EQUITABLE PARTNERSHIPS

Having school and district leaders who welcome and pave the way for community partners is critical to developing synergistic, equitable partnerships

EVALUATION QUESTION 2: CHANGES IN SCHOOLS

Many partnerships reported improved school climate and coordination

EVALUATION QUESTION 3: KING COUNTY SUPPORTS

BSK Awardees value forming connections with partners

Back

Having school or district leaders welcome and pave the way for community partners is critical to developing synergistic, equitable partnerships
- BSK Awardees noted the importance of having a building champion who is supportive and open to partnerships with CBOs.

A designated coordinator role helps facilitate integrated, cross-strategy partnerships*
- In sites without a coordinator, CBOs, families and schools asked for a coordinator to ensure that organizations are aligned and working together.

*Indicates agreement from awardees and partners who participated in Evaluation Meaning Making Sessions in January 2021.

*"[The principal] has a philosophy...I'm going to **systematically allow community to enter my school** so that ...there's a semi-permeable membrane and the school and community kind of cycle through itself, and **the kids feel culturally at home and can access community and school, and community can access school.**"*
– School Partner

In the strongest partnerships, schools recognize CBOs as leaders
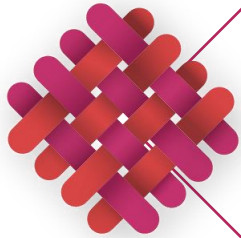
For Integrated partnerships, schools recognize their need to partner with CBOs who are well-versed in the communities served. Schools value community partners as active leaders that work closely with schools to develop and promote the engagement and leadership of students and families. Interdependence is appreciated. School leadership is comfortable with creating a sense of semi-permeability.

In Collaborative partnerships, there are increased opportunities to work together, and schools acknowledge CBO strengths, expertise and connection to communities. Schools are open to partnering with CBOs, identifying other community partners as needed, to provide services to students and families in ways identified by the schools.
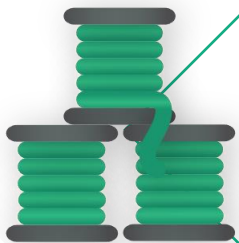
Among Cooperative partnerships, relationships mostly remain transactional. In this partnership type, leaders tend to gatekeep and are not experienced as welcoming.
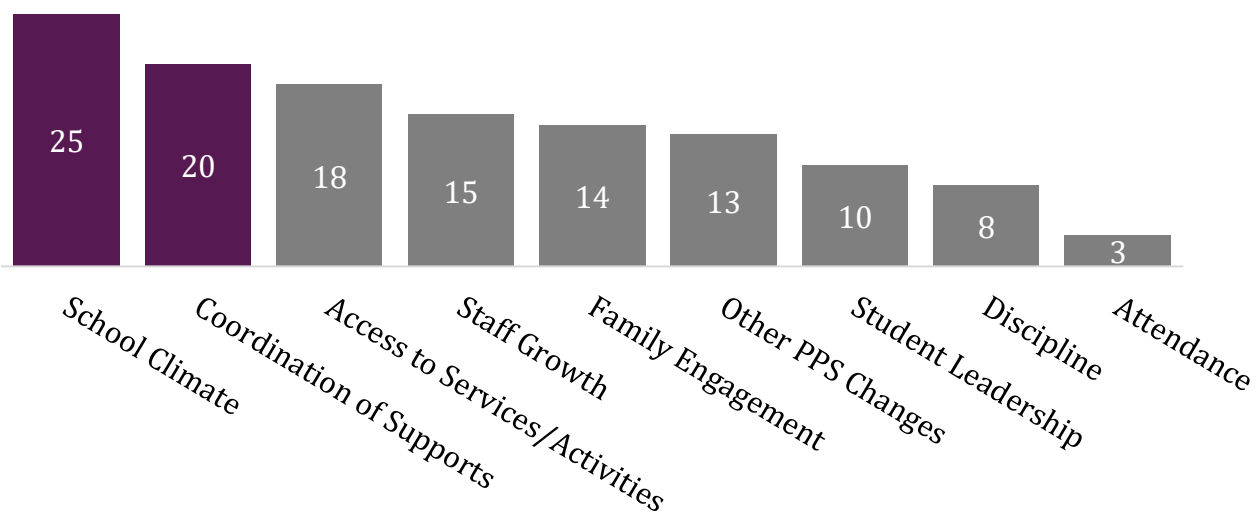
*"It felt to me that it was a little more task-oriented; **administration at our school would come up with an idea, or something they wanted us to tackle; they'd present it to us and then have us take the lead on it…**"*
– BSK Awardee/Partner, Collaborative

Back

Many partnerships reported improved school climate and coordination of student supports

Category	Value
School Climate	25
Coordination of Supports	20
Access to Services/Activities	18
Staff Growth	15
Family Engagement	14
Other PPS Changes	13
Student Leadership	10
Discipline	8
Attendance	3

- *Restorative practices*, with relationship-building at the core, contribute to a range of changes in schools.
  - *4 partnerships focused on restorative practices* reported changes in **at least 6 of the 9 areas** of practice, policy, system, and environment change.

*"There's a monthly admin circle... five of them, plus some other restorative practice trainers... to work on t**he policies and restorative practices within the administrative team**. And then there's [meeting structure], **which is that collaboration between students, parents, staff and CBOs**."*
- CBO Awardee/Partner

Back

BSK Awardees value forming connections with partners*

- Awardees find convening and learning spaces within BSK strategy areas helpful to:
  - Implement their own programs
  - Build relationships with other awardees
  - Build relationships and provide feedback to BSK.
- BSK staff support some awardees by helping them navigate BSK grant requirements.
- Organizations report being able to be transparent and authentic with their BSK contact(s).

*Indicates agreement from awardees and partners who participated in Evaluation Meaning Making Sessions in January 2021.

*"TIRP has improved our structures and relationships…**we can learn not only from what we're doing…but also what other organizations who are doing** the same type of grant, what their issues are, what they're going through. We all support each other."*
– CBO Awardee/Partner

Back

# KEY FINDING #4: HOW PARTNERS SHARE POWER DIFFERENTIATES PARTNERSHIP TYPE

How CBOs and various partners share power with each other differentiates if a partnership is Cooperative, Collaborative or Integrated. Specifically, the evaluation explored how CBOs and schools, CBOs and students and CBOs and families are sharing, or not sharing, institutional power.

SCHOOL

STUDENTS
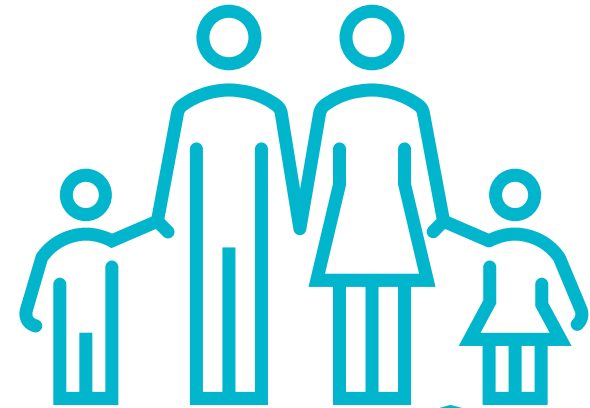
FAMILIES

Explore More

In the strongest partnerships, schools help CBOs navigate institutional barriers

Integrated partners work within a system that places more institutional power in the hands of school and district staff. However, school/district staff help partner organizations navigate through barriers, or partner organizations assert best practices, regardless of proactive school support.

Partners commit to transforming staff's understanding of racial equity and bias through professional development/training.

Collaborative partnerships acknowledge that institutional power lies with school staff and administration and tensions/expectations that come from them influence how partners carry out their work.
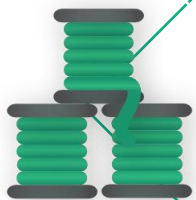
Cooperative partnerships are establishing and developing trust with school staff and administration, learning from each other's work and role in the system.

Barriers and roadblocks, such as gatekeeping or power struggles, have a larger impact on the partnership and ability for partners to carry out fully authentic work

*"[School leaders] can tend to be gatekeepers, and as a partner it's a dicey place to be. You **don't get to do authentic work because you're afraid of offending or upsetting** or having tough conversations with the students or staff...you're afraid you won't be welcome back."*

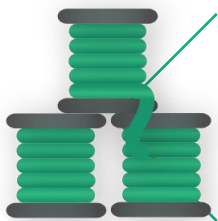- CBO Awardee/Partner, Cooperative

Back

In the strongest partnerships, community partners empower institutionally marginalized students
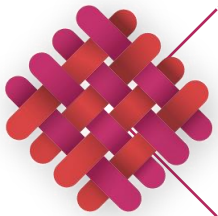
Integrated partners' work focuses explicitly on empowering institutionally marginalized students; they often name that they are there to support Black and Brown students specifically.
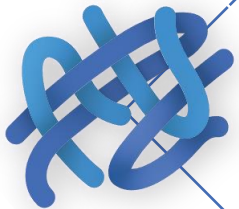
Collaborative partner organizations identify inequities that exist for students and schools as a driving factor for the work they are doing. Few address racial inequities specifically.

Cooperative partners understand systemic barriers that students face and acknowledge barriers, such as racism or access to resources, in their work.

*"Students who participated in [BSK Awardee] project have usually come away with **more confidence in their skills as a student and as a community member and ensuring that their voices are valued** and that they have opportunities to be heard."*
– School Leader, Integrated

Back

In the strongest partnerships, families feel welcomed and integrated in their school
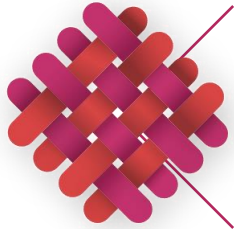
Integrated partnership results in students and families feeling more welcomed and connected with their school.

Schools and partners still seek ways to engage with families more deeply.

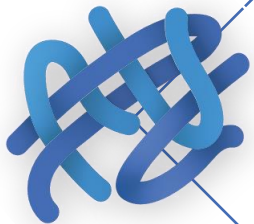Collaborative partner organizations discuss how to create relationships with families; some partners have structures set up for engagement while others acknowledge the challenges.

Partner organizations help families navigate inequitable barriers, within and outside the education system.
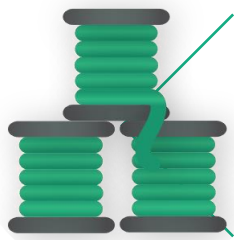
Cooperative partner organizations recognize the importance of family voice and collaboration, engaging in some outreach.

System-level barriers, such as inequitable funding or capacity, can hinder partners from being able to fully invest in student and family engagement.

*"**I hope to find a way to really empower families**...Now, more than ever, with COVID, lines are blurred between school and home and family life, and I think that could be a good thing...**finding a way to give families a voice and a chance to be heard, some power**."*
- School Awardee/Partner, Collaborative

Back

While all partnership types contribute to a wide range of changes, Integrated and Collaborative partnerships contribute to a larger proportion of changes compared to Cooperative partnerships.

Although Integrated partnership make up 17% of partnership, they still contribute to one-quarter of reported changes

Although Cooperative partnership make up 20% of partnerships, they contribute to only one-tenth of reported changes

■ **Percent of Total Partnerships***   ■ **Percent of Total Reported Changes***

Next
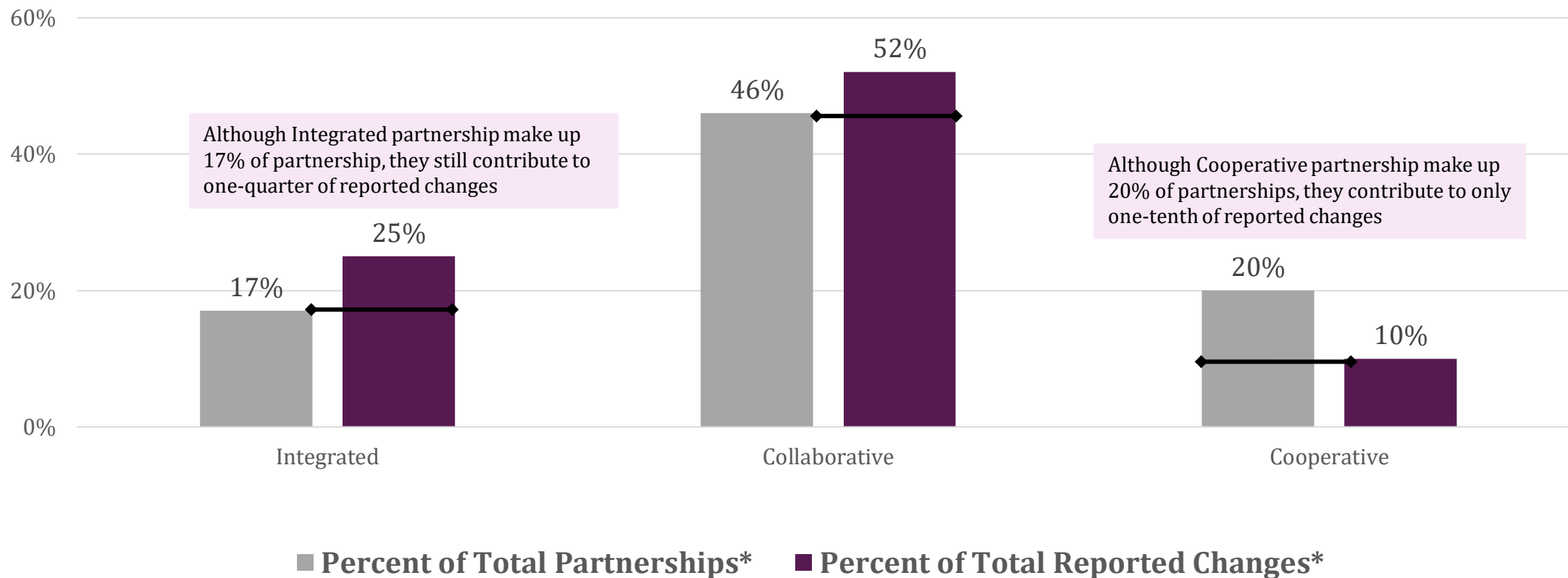
* Partnerships that were not typed due to insufficient information account for 17% of partnerships and 13% of total changes.

School climate, coordination and access to services are most common areas of change in Years 1 and 2.*

	Year 1 Number of Partnerships that identified this as a priority area	Year 2 Number of Partnerships that reported change in this area
	n=21 Year 1 partnerships*	n=41 Year 2 partnerships*
School Climate	**20**	**25**
Coordination	**17**	**20**
Access to Services	**16**	**18**
Family Engagement	16	14
Student Leadership	15	10
Staff Growth	13	15
Discipline	12	8
Attendance	11	3
Other Policy, System, Environment Changes	2	13

* There are fewer partnerships Year 1 compared to Year 2. The Year 1 partnerships include within-strategy partnerships at 8 sites. The Year 2 partnerships include within-strategy and cross-strategy partnerships at 11 sites.

# of partnerships at each site (by site)	# of change areas where all partnerships reported the same type of change
4	0
4	0
3	0
3	0
3	1
3	1
2	2
2	3
2	4
2	4
2	4

As number of investments at a site goes down...

Alignment in changes reported goes up.

This finding – that alignment was greater in sites with fewer investments – is **consistent with Year 1.**

Access to services and **school climate** are the most common areas of alignment within a site.

Among the **4 sites with highest alignment, 3 have investments in both SBIRT and TIRP** strategy areas.

Back

IMPLICATIONS FOR PRACTICE

Based on the results of this evaluation, school and district leaders, CBOs and partners, and BSK staff can make several practice and policy moves to support equitable partnerships

School and District Leaders

CBOs and Partners

Best Starts for Kids

Back

IMPLICATIONS FOR PRACTICE: SCHOOL AND DISTRICT LEADERS

Attributes of Integrated partnerships
- Long-term, authentically trusting relationships
- Interdependence across leaders and staff in both school and community organizations
- Valuation for student and family active engagement and leadership
- Shared decision-making and strong coordination

In Integrated partnerships in this evaluation, school leaders...
- Acknowledge that supporting students fully and with care and justice requires involving partners from the community
- Create an environment that is open to community presence
- Have district office support for ongoing school-community work
- Explore and cocreate through dialogue with partners a shared vision that identifies not only what work needs to be done, but how work can be done together
- Recognize each other's strengths, capacities, and contributions

Evaluation Advisors emphasized...
- The need for creativity
- That the road to integration is long, and the need to make the relationship building process more efficient
- A desire for districts to think about CBOs as a value-add, not a burden

Back

IMPLICATIONS FOR PRACTICE: CBOS & PARTNERS

Attributes of Integrated partnerships

- Long-term, authentically trusting relationships
- Interdependence across leaders and staff in both school and community organizations
- Valuation for student and family active engagement and leadership
- Shared decision-making and strong coordination

With built and trusting relationships, BSK awardees and partners coordinate with one another in the following ways:

- Share knowledge and resources (e.g., connecting small CBOs with larger CBOs for fiscal management support; finding funding for a site coordinator)
- Have deep knowledge of which partner has which sets of skills, knowledge, and capacity
- Co-create structures and utilize multiple means and opportunities to support regular communication
- Participate actively in school-based governance and events
- Engage in courageous conversations with one another
- Ensure direct communication lines to families
- Work on ways to build capacity for data sharing

IMPLICATIONS FOR PRACTICE: BSK

The BSK School Partnerships (SP) Evaluation results from Year 2 offer information to strengthen equitable school partnerships. They are summarized below by planning and implementation phases.

Planning for Implementation	Developing RFPs	Developing Contracts	Supporting Awardees

- Continue to bring racial justice to the forefront, including in districts whose students and staff are primarily white
- Share the power of BSK's flexible funding and different ways of doing business to support learning outside of BSK

• Consider how the **innovation and flexibility** to support youth and families prompted by COVID-19 can be carried forward post-pandemic, so that communities have full agency to make decisions about and with the populations they work with • Continue to provide **infrastructure supports** for small CBOs – this could be one of the long-lasting impacts of BSK • **Co-redesign** with districts, schools, CBOs, families and students so that structures for partnership and collaboration can create desired change	• Connect learning from the **Family Engagement strategy** to other strategy areas, including 5-24 and P-5 • Leverage BSK to shift school partnership practices by **incentivizing schools to partner** with community-based organizations, specifically through direct funding to schools/districts or by funding a partnership coordinator* • Consider hosting **regular BSK summits** to build community and support networking and understanding of the work underway before contracting

- **Embed accountability for districts** to help create change throughout the district for the intended populations

- Consider **joint funding partnership grants** (across different BSK SP strategy areas) to support within- school partnership

- Consider funding **partnership coordinator** position(s) to support awardees' working across strategy areas*

- Be intentional about how RFPs and partnerships are developed, specifically around **coordination and culture shifts** in schools around power and centering the power of CBOs

- Consider how to best **support schools to provide better supports and communication** with smaller organizations who don't have infrastructure

- **Leverage schools' ability to coordinate** and connect community partners and school staff (e.g., by including in School Improvement Team or Multi-Tiered Systems of Support [MTSS] meetings)

- Consider **planning grants** to provide resources for schools and CBOs to intentionally plan together

- Consider setting up a meeting at the beginning of a grant to **introduce partners to each other and the school leadership/contacts***

- Make sure **BSK SP Leads know about all investments in a school** to support alignment and the bringing together of grantees

- **Consider technical assistance and capacity-building** support focused on family engagement

Note: * indicates implications that **were prioritized by BSK School Partnerships Evaluation Advisors** (including Awardee Organizations, Partner Organizations, and Youth Advisors)

Back

NEXT STEPS: YEAR 3 EVALUATION (1/2)

Priority Areas		Advisor Feedback
Areas Proposed by PSESD to Advisors	Include **student voice and perspectives***	• Student-created expressions of their own growth, resiliency and social emotional responses to COVID-19 changes • How school affected students and how scholars expressed their agency during this time • Demonstrate how partnership practices affect students and families (i.e., If there is gatekeeping, does that impede students' ability to access resources or connect to school?)
	Understanding mutual accountability for success and **sustainability***	• Implications for partnership sustainability beyond and outside of BSK
	Document changes in **student outcomes***	• More clearly define student outcomes • How the pandemic influenced student outcomes and the school community
Additional priorities identified by Advisors		• Equity/Inclusion (for both student and staff) • Investment of funds in a liaison/coordinator (preferably someone with authority in the district) • Family Engagement supports • Transition back from the pandemic for students and partnerships • Examine the changes partnerships had to make due to COVID-19 that resulted in positive outcomes/changes and how to capitalize on what are learned

* Indicates Evaluation Advisor priority areas of interest

Next

Year 3 Evaluation Design	Shifts from Original Plan
• Learn about **2020-21 partnership development at all sites** (Jan 2021 meaning-making/data collection sessions, January 2021 narrative reports) • Select partnerships for **composite studies** based on: • Data from Years 1 and 2 • Relevance to Year 3 priority areas • Range of partnership types (tentative) • Additional criteria informed by Advisors and SP Leads • Conduct **year-end Awardees & Partners survey**, with focus on mutual accountability and sustainability (all sites) • Conduct **student and family focus groups** (specific sites/awardee organizations TBD) • Identify and name **contributions of individual School Partnership strategies** in terms of cross-strategy work, changes in schools, and BSK supports	The Year 3 Evaluation Design reflects several shifts from the original Evaluation Plan from February 2019: • **Response to the COVID-19 pandemic and school closures**, including: • Increased focus on the role of families through family focus groups in Years 2 and 3 • Learning how partnerships have adapted to this context • Understanding the impact on students (see Year 3 priority areas) • **Shifts in data collection methods** • Year-end Awardees & Partners survey in Year 3 as complement to interviews, focus groups, and meaning-making sessions (in place of annual survey per original plan) • **Shift from case studies to composite studies and lifting up partnerships with strengths in family and student engagement/leadership** • Two composite studies (one focused on successes and strengths and one on common barriers to equitable partnerships) across multiple sites/partnerships rather than individual partnerships. This is in response to feedback from January 2021 meaning-making sessions that emphasized the fluidity and range of strengths, challenges of different partnerships • Student and family focus groups in collaboration with sites and partnerships that have strong student/family engagement and leadership practices

Back

APPENDIX

Methods

Acknowledgments

Back

APPENDIX: METHODS

Year 2 Sites	
District	**School**
Auburn	Cascade Middle School
Bellevue	Highland Middle School
Kent	Meeker Middle School
	Mill Creek Middle School
Seattle	Interagency Programs
	Leschi Elementary School
	Meany Middle School
	Seattle World School
	South Shore K-8
Snoqualmie Valley	Across district
Tukwila	Showalter Middle School

Data Collection in Year 2

- Interviews and focus groups with **58 awardees and partners** in 11 sites

- Family focus groups with **12 family members in 2 sites**

- **Meaning-making sessions** with BSK School Partnerships Evaluation Advisors and BSK School Partnership Program Leads

- Review of **awardee narrative reports** from all School Partnership strategies

Explore More

QUESTION 1

QUESTION 2

QUESTION 3

Back

METHODS Question 1:
What do **equitable school partnerships** look like, and what are the factors that support them?

1 We **coded** primary data to assess evidence of 56 attributes of equitable partnerships[a] in the following areas:

- Leadership
- Coordination
- Shared vision
- Aligned, Responsive Implementation
- Mutual Accountability for Success
- Partnership Synergy
- Power-sharing
- Changes in Schools (practice, policy, school environment, student outcomes)

2 We also reviewed secondary data (BSK Awardee narrative reports, SBIRT Institute presentations) to:

- Gather new information (including for those Awardees where we did not have primary data)
- Confirm/validate what we learned through the primary data
- Incorporate additional evidence of equitable partnership attributes into our partnership assessment

3 Based on the assessment of partnership attributes, we **categorized within-strategy and cross-strategy partnerships**[b] as:

Cooperative (8 partnerships were typed as Cooperative)

Collaborative (19 partnerships)

Integrated (7 partnerships)

Note: 7 partnerships were not typed due to insufficient information

4 We then grouped partnerships by type (Cooperative, Collaborative, Integrated) and **analyzed factors that support and inhibit equitable partnerships within each group** in three topic areas:

1. We analyzed all partnership attributes for **cross-strategy/awardee partnerships**

2. We analyzed **attributes related to power-sharing (a Year 2 priority)** for within-strategy and cross strategy/awardee partnerships

3. We analyzed **family experiences with partnerships** using relevant partnership attributes and emergent analysis of family focus groups at two sites.

5 We **shared results** with Advisors and BSK SP Leads and **incorporated feedback** and connected results with Questions 2 and 3.

[a] *Partnership attributes and types are adapted from multiple sources, primarily Youth Development Executives of King County School and Community Partnership Toolkit.*
[b] *"Within strategy" partnerships include one or more CBOs and a school/district that are funded through a single BSK investment/grant. "Cross-strategy" partnerships include BSK awardees and partners working in the same site (school or district) across multiple BSK investments/grants.*

Back

METHODS Question 2:

What is the relationship between equitable partnerships and school-wide changes in **practices, policies, systems, environments (PPSE), and student well-being?**

1 We reviewed **primary data** (from interviews and focus groups) and **secondary data** (awardee narrative reports) and grouped into 3 overarching categories (and 18 sub-categories*) that reflect changes across sites:

1. Policy, Practices, and systems

2. School environments

3. Academic and health outcomes for students

2 We the synthesized the reported changed into **9** categories of change:

1. Access to services/activities/supports
2. Coordination/system of student supports
3. School climate
4. Staff Growth
5. Student Leadership
6. Family Engagement
7. Discipline
8. Attendance
9. Other Practice, Policy, System Changes

3 We then analyzed changes in each of these categories to:

- Identify the most to least common changes report

- Distinguish patterns by partnership type (e.g., Are there differences in the changes reported by Integrated vs. Collaborative vs. Cooperative partnerships?)

- Identify alignment in the types of changes reported in a given site

4 We **shared results** with Advisors and BSK SP Leads and **incorporated feedback** and connected results with Questions 1 and 3.

*Subcategories include: **Policy, Practices and Systems Change:** *Staff Growth; Discipline; Access to Services/Activities/Supports; Student Leadership/Engagement; Coordination/System of Student Supports; Other PPS Changes;* **Positive School Environments:** *Attendance; Discipline (reduction in suspensions/expulsions); Positive relationships and interactions; Improved school climate;* **Student Outcomes:** *Healthy relationships; Healthy sense of self; Decrease in substance use; Academic and Career Success; Engagement in School; Mental, Socioemotional and physical health; Support Systems*

Back

METHODS: Question 3
How do **King County** processes and systems support equitable partnerships?

We **coded** interview and focus group data using attributes of equity-focused grantmaking

- King County-BSK, schools, and partners are **open to growing and expanding their knowledge** of their services and partnership, receiving and responding to evaluation and feedback from students, families, community members to better understand why and how their work can be improved.

- King County-BSK funds **infrastructures that enable awardees to connect with people and groups** working in common areas and emphasize long-term learning and impact over short-term gains.

- King County-BSK supports **building the voice of students, families, and school staff** so that those that do not hold institutional power feel included and valued, have buy-in, and are part of communication, planning, and decision-making processes.

- King County-BSK looks at grantmaking strategies, policies, processes, and requirements **through the eyes of awardees, partners, students, families, and school staff.**

- King County-BSK, schools, and partner organizations see the partnership as a **means to disrupt systems of power and create more equitable ways of being**.

- King County-BSK, schools, and partners **see the partnership as a means to transform power** from white cultural norms toward community-centered ways of understanding.

- King County-BSK invests in helping schools and partners to **improve equitable structures and relationships** within their own organizations.

- King County-BSK, schools & partner organizations **acknowledge differentials in access to resources** (time, funding, etc.).

- King County BSK grant **supports financial sustainability** (examples may include providing general operating support or multiyear grants).

We **analyzed** coded data to identify strengths and opportunities for improvement across four areas of support:

1. Connections among partners
2. Rapid, community-led responses
3. Family engagement
4. Unique strengths and needs of small community-based organizations

We **shared results and discussed implications for practice** with Advisors and BSK SP Leads.

We **incorporated feedback** and connected results to Questions 1 and 2.

Back

Best Starts for Kids

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Next

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Next

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Back