



STRATEGIC INITIATIVE ACTION PLAN

Focus Area	Family and Community Engagement
Initiative 9A	Review and revise relationships with external organizations to better meet student needs
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I. Strategic Initiative Objective

Objective

Create mission-driven partnerships that are aligned to the district's strategic plan in advancing long-term student outcomes. This will strengthen and maximize effective partnerships throughout the district directly impacting a wide range of organizations and individuals within the community.

II. Initiative Description

Initiative Description

Mission-driven partnerships align to the strategic plan and positively impact long-term student outcomes.

We will:

- Align partnerships to meet the needs of students, as prioritized by the SPPS Achieves Strategic Plan
- Centralize the management of partnerships within the Office of Family Engagement and Community Partnerships
- Establish standardized partnership requirements with ongoing data collection and reviews
- Document current partnerships and identify opportunities for new relationships aligned to long-term student outcomes

III. Rationale

Desired State
<p>SPPS develops and sustains effective partnerships through a robust management system. These partnerships focus on supporting the SPPS strategic plan and achieving our long-term student outcomes. Partnership management includes:</p> <ul style="list-style-type: none">● A common definition of partnership● An up-to-date inventory of partnerships● Information about gaps in services and/or needs of schools and programs● A single point of entry for both prospective partners and the schools/departments who seek them● Standard intake, vetting, development and follow-up processes● Consistent communication about expectations of and support for partnerships● Evaluation of partnership impact● Acknowledgement of work and progress by all stakeholders
Evidence that Demonstrates the Efficacy and/or Best Practices of this Program/Initiative
<p>Research on Best Practices</p> <ol style="list-style-type: none">1. Collaborative school-family-community partnerships contribute to student success and well-being, specifically in the areas of academic achievement, attendance, social-emotional development, and community and civic participation (Epstein et al, 2019; Hands, 2010; Sanders, 2003).2. Community partnerships should be developed with involvement and input from key stakeholders, including but not limited to students, parents, teachers and other school staff, principals, district administrators and staff, and community members (Sanders, 2003). When these stakeholders are not involved or consulted with, tensions and feelings of resentment can arise that hinder the success and impact of the partnership.3. Selection of partnerships should be based on common goals (Sanders, 2003; Hands, 2010; Hanover, 2018).4. Partnerships among schools, families, and the community should be focused on improving student learning and development (Epstein et al, 2019).5. Community partnerships with businesses help to prepare students for the workforce (Sanders, 2003).6. Effective school-family-community partnerships have established plans for open communication, problem solving, and decision making (Epstein et al, 2019; Hanover, 2018; Sanders, 2003).7. It is important for community partnerships to implement a process for reflection and evaluation to assess the implementation and quality of activities, quality of the partnership itself, and progress towards achieving goals (Epstein et al, 2019; Hanover, 2018; Sanders, 2003).

8. It is important for teachers, school staff, and district staff to have skills in managing partnerships. Personnel involved in school-community partnerships need to have experience and skills in planning and organizing collaboration, facilitating communication, and mediating conflicts (Hands, 2010; Sanders, 2003).
9. Children learn through a variety of social and educational contexts, and the goals for student academic success are best achieved through the cooperation and support of schools, families, and communities (Willems and Gonzalez-DeHass, 2012).
10. Engaging students in activities that are consistent with environmental and sociocultural structures existing outside school walls will ensure a greater degree of parallel between school environments and real-life tasks that will facilitate students' meaningful learning of academic subject matter (Willems and Gonzalez-DeHass, 2012).
11. School-community partnerships lead to many benefits, including creating a caring community, improving the school's programs and climate, supporting families, enhancing student achievement, improving behavior, increasing attendance and graduation rates, and helping students to succeed both in school and in later life (Epstein, 2010a, 2010b).
12. Collaboration between schools and members of the community is beneficial for students because it can provide students with opportunities for mentorships and afterschool programs that extend the classroom curriculum to the real-world setting (Ferreira, 2001).
13. School-community partnerships are most effective when all parties see the benefits that the alliance will bring to all stakeholders involved, and because the collaborative efforts are viewed as fruitful and valuable, then each individual's commitment to the success of the partnership is encouraged (Hands, 2005).
14. Effective partnerships include leadership from an action team, which takes responsibility for assessing current practices and implementing and evaluating next steps for building partnerships. Ultimately, the practice should take into account the particular needs of students, teachers, and families in their school (Epstein, 2010b).

References

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- Sanders, M. G. (2003). Community involvement in schools: From concept to practice. *Education and urban society*, 35(2), 161-180.
- Willems, P. P., Gonzalez-DeHass, A. (2012). School-Community Partnerships: Using Authentic Contexts to Academically Motivate Students. *School Community Journal*, 22(2), 9-30.

IV. Initiative Scope

In Scope
<ul style="list-style-type: none">● Office of Family Engagement and Community Partnerships (OFECP)● Office of College and Career Readiness (OCCR)● Office of Communications, Marketing and Development (CMD)● Office of Research, Evaluation and Assessment (REA)● Office of Community Education (OCE)● Office of Technology Services (OTS)● Office of Early Learning (OEL)● Office of Teaching and Learning (OTL)● Facilities (Permits) Department● Athletic Department● Senior Leadership Team (SLT)● Office of Student Health and Wellness● Office of Transportation● Office of Nutrition Services● Office of Title I Federal Programs● Professional Development● Board of Education● Office of Equity
Out of Scope
<p>These groups are considered out of scope as they will likely be consulted on an “as needed” basis, or will be included in subsequent phases that involve engagement strategies or establishment of advisories.</p> <ul style="list-style-type: none">● Business Office - Procurement division will be consulted in initial information gathering phases as some partners may also have contracts for services with the District.● Vendors - may be consulted is providing direct services to students● Business Office (Accounting) may be consulted to run numbers to assess financial impacts● Legal Department will be consulted on data sharing, risk management and liability issues.● Student Placement Center may be consulted for information regarding school enrollment numbers and feedback families may have about school choice.● American Indian Education, Specialized Services, Multilingual Learning, Equity and School Support departments may be consulted regarding best practices, metrics and cultural relevance of some partnerships.

V. Initiative Work Plan

#	Milestone Deliverable or Activity	Responsible	Start Date	Status/ End Date
School Year 2018-2019				
1.	Form Advisory committee.	Initiative Team	January 2019	Restructured
2.	Develop foundational guidelines for partnerships a. Define “partnership,” “partner,” “sponsor,” and “vendor.” b. Establish common expectations and goals between SPPS and partners; c. Create a belief statement about partnerships (i.e., Why are partnerships important?). d. Determine the elements, benefits, outcomes and levels of partnerships	Initiative Team	January 2019	Complete
3.	Determine implementation stages <ul style="list-style-type: none"> ● Districtwide Stage 1 ● Schools Stage 2 	Initiative Team	January 2019	Complete
4.	Establish stage 1 partnership registration a. Determine what information partners will be required to submit. b. Establish core requirements for partnerships (e.g., background checks, insurance, rosters of students served, etc.).	Initiative Team, Office of Family Engagement and Community Partnerships (OFECP) staff	January 2019	Complete

5.	Develop partnership documentation process for Stage 1 a. Investigate successful partnership management models, both within SPPS and externally. b. Use research to design an equitable process for partners to access and use SPPS resources. c. Define internal and external roles in creating and maintaining effective partnerships	Initiative team, OFECP staff, REA staff	January 2019	Complete
6.	Identify partnership data management tool a. Design or purchase a partnership management tool b. Pilot system with small number of partners before launching.	OFECP, Purchasing, REA	January 2019	Complete
7.	Create forms that support Stage 1 SPPS/partners relationship a. establish or reaffirm shared vision and goal b.outline mutual expectations and responsibilities c. identify how the partnership will align to strategic plan and impact long-term student outcomes.	OFECP, SLT	January 2019	March 2020
8.	Establish and collect baseline data on partners for initiative.	REA, intern	January 2019	Complete
School Year 2019-2020				
9.	Document all Stage 1 partnerships (what partners are doing where, with what supports)	OFECP staff	July 2019	November 2019

10.	Identify common themes in existing Stage 1 partnerships, gaps in partner services to advance long-term student outcomes	OFECF, REA	October 2019	March 2020
11.	Define and implement evaluation process, criteria, and timeline for Stage 1 partnerships	OFECF, REA	October 2019	March 2020
12.	Design communications plan for internal and external audiences to increase knowledge of new system	OFECF, Communications	October 2019	December 2019
13.	Develop procedure for ending or changing partnerships voluntarily or involuntarily	OFECF, REA, SLT	January 2020	June 2020
14.	Monitor Stage 1 use of partnership forms and systems	OFECF	January 2020	June 2020
15.	Revise forms and systems based on Stage 1 outcomes	OFECF	June 2020	August 2020
School Year 2020-2021				
16.	Document all Stage 2 partnerships	OFECF	August 2020	December 2020
17.	Analyze gaps in Stage 2 partnerships	OFECF	December 2020	January 2021
18.	Use gap analysis to design and implement a targeted recruitment strategy for new partnerships.	OFECF	February 2021	August 2021
19.	Implement evaluation process for schools to assess partnerships and revise as needed	OFECF, Division of Schools	January 2021	June 2021
20.	Design and deliver PD sessions for SPPS staff on partnerships	OFECF	July 2020	June 2021
21.	Design and deliver onboarding sessions for new partners.	OFECF	April 2021	June 2021

VI. Performance Indicators

Year 1: 2018-19		
Performance Indicator	Measurement Method	Targeted Achievement
<i>What will indicate successful implementation? This can be a product, an amount of activity, or a measurable change in condition.</i>	<i>How will this information be collected?</i>	<i>What level of accomplishment will be considered successful?</i>
Develop a Customer Relationship Management (CRM) or Contact Lifecycle Management (CLM) partnership tool to manage and complete an inventory of partnerships	Progress of work reported by Advisory Committee, consultant, OFECP, and/or Technology Services	Partnership information can be entered and pulled for use. At a minimum, the district will know who its partners are, what services/supports partners provide, where partners provide services/support, and who partners serve.
Total number of partnerships, including types of partnerships and partnerships by school/program	Information will be collected through the CRM/CLM partnership tool through purchasing department	Track over time to determine whether partnerships are equitably fulfilling needs of schools/programs
Number of programs completing the on-boarding process	Information will be collected through the CRM/CLM partnership tool through purchasing department	Track over time to examine how many partners complete the on-boarding process
Number of partnerships aligned to the district's strategic plan outcomes	Information will be collected through the CRM/CLM partnership tool by forms completed annually by partners; program evaluation	There will be an increase of partnerships with shared vision and goals over time
Number of students served in partnerships by demographics	Rosters will be collected through the CRM/CLM partnership tool	Track over time to examine how many students are supported by partnerships and whether partnerships are equitably serving students across demographics and geographic areas
Definition of Partnership	Consult with external and	Definition and category that

	internal members to develop a working definition	eliminates confusion
Year 2: 2019-20		
Performance Indicator	Measurement Method	Targeted Achievement
Functionality of partnership CRM/CLM partnership tool	Advisory Committee/REA will assess how the partnership tool is working	The tool continues to track useful and relevant information
Total number of partnerships, including types of partnerships and partnerships by school/program	Information will be collected through the CRM/CLM partnership tool	Track over time to determine whether partnerships are equitably fulfilling needs of schools/programs
Number of programs completing the on-boarding process	Information will be collected through the CRM/CLM partnership tool	Track over time to examine how many partners complete the on-boarding process
Number of partnerships aligned to the district's strategic plan outcomes	Information will be collected through the CRM/CLM partnership tool and program evaluation	There will be an increase of partnerships with shared vision and goals
Number of students served in partnerships by demographics	Rosters will be collected through the CRM/CLM partnership tool	Track over time to examine how many students are supported by partnerships and whether partnerships are equitably serving students across demographics and geographic areas
Develop a process and timeline to evaluate partnerships	Progress of work reported by Advisory Committee, Partnership Office, and/or REA	There is established criteria to evaluate partnerships (effectiveness & satisfaction of relationships) and evaluations are planned for Year 3
Development of PD session and materials for SPPS staff	Partnerships Office, Office of Early Learning	PD curriculum is developed, piloted, and revised accordingly for launch in Year 3
Year 3: 2020-21		
Performance Indicator	Measurement Method	Targeted Achievement
Functionality of partnership CRM/CLM partnership tool	Advisory Committee will assess how the tool is working	The tool continues to track useful and relevant information
Total number of partnerships,	Information will be collected	Track over time to determine

including types of partnerships and partnerships by school/program	through the CRM/CLM partnership tool	whether partnerships are equitably fulfilling needs of schools/programs
Number of programs completing the on-boarding process	Information will be collected through the CRM/CLM partnership tool	Track over time to examine how many partners complete the on-boarding process
Number of partnerships aligned to the district's strategic plan outcomes	Information will be collected through the electronic tool and program evaluation	There will be an increase of partnerships with shared vision and goals
Number of students served in partnerships by demographics	Rosters will be collected through the CRM/CLM partnership tool	Track over time to examine how many students are supported by partnerships and whether partnerships are equitably serving students across demographics and geographic areas
Completed evaluations of partnerships - following the defined process & timeline	Evaluations will be completed by REA	The district has information needed to determine the value and impact of specific partnerships
Number of PD sessions offered, number of participants, & participant satisfaction with PD	PD sessions & participants will be tracked by PDExpress and by Partnership Office; Review of participant satisfaction surveys	Track over time to assess the need for and quality of the PD in managing partnerships