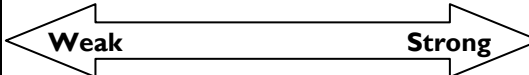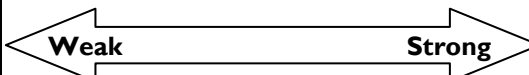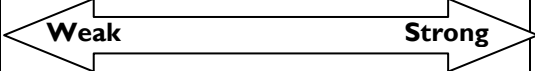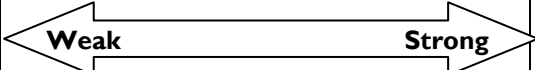# Framework for Assessing School-Community Partnerships
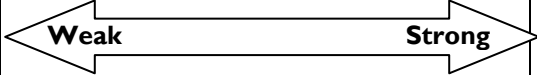
Note: "Partners" refers to a school and a community partner

	Key Principles	Evidence of <u>Strong</u> Implementation	Evidence of <u>Weak</u> Implementation	Assessment
Common Purpose	The partnership supports a shared set of goals established by both partners. These goals are aligned to both partners' mission and vision.	• Community partner understands school's vision for increasing learning time, including its school-wide instructional focus • School understands the expertise/ strengths of community partner • The partnership supports a set of desired outcomes for students which is articulated, documented, and shared between partners • Partners have a system in place to determine whether the desired outcomes have been met	• Partners are unclear on each other's goals and strengths • Partners do not share a set of common goals for students – each institution has its own agenda • Desired outcomes are not established at the outset, or are established but never revisited to assess and adjust	Weak ←→ Strong **Notes:**
Complementary Content	The school seeks out community partners with expertise that complements that of their own teachers and staff, establishing partnerships that bring outcome-driven programs, resources and services to the school that correspond with its goals for increased learning time.	• Community partner meets an unmet need at the school, providing a service, program, or resource that the school can't provide • Programming aligns with the state curriculum standards and school-wide achievement goals	• Programs and services are duplicated by multiple partners and/or school • Programming is not aligned with the standards or school-wide achievement goals	Weak ←→ Strong **Notes:**

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	Key Principles	Evidence of **Strong** Implementation	Evidence of **Weak** Implementation	Assessment
Communication	There is clear, consistent communication between partners on two levels: between leader of the school and the leader of the community partner, and between the teachers and staff that work directly with students.	• Expectations are clearly communicated in the planning and implementation phases of the partnership, including the roles and responsibilities of each partner • There are systems in place for teachers and community partner staff to communicate regularly around curriculum, instruction, assessment and student needs • The leadership of the school and community partner meet and communicate regularly to monitor the partnership	• Expectations, roles, and responsibilities are not articulated at the outset of the partnership or revisited as it develops • There are no formal systems in place for communication among teachers and staff or the leadership of the school and community partner organization	◁ Weak Strong ▷ **Notes:**
Flexibility and Adaptation	Both partners are flexible in adapting existing programming to create a customized partnership that fits the unique context of increased learning time.	• Partners adapt existing or create new programming to meet the needs and goals of students • The school supports the community partner's needs around enrollment, space, scheduling, orientation to school policies, PD, etc	• Programming provided by community partner is inserted into the school day without being customized to meet the needs of students • School does not provide the support necessary to embed community partner's programming into school	◁ Weak Strong ▷ **Notes:**

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	Key Principles	Evidence of <u>Strong</u> Implementation	Evidence of <u>Weak</u> Implementation	Assessment
Continuous Improvement and Sustainability	The partnership is a multi-year endeavor, with responsibilities for relationship-building, fundraising, and continuous improvement shared by both partners	• Partners provide opportunities for teachers and community partner staff to bu9ild collegial relationships • Financial sustainability planning is on-going and collaborative • Systems are established to ensure continuation of the partnership if there is a change in leadership • There is a multi-year vision of how the community partner will be integrated in the school	• There are little or no opportunities for teachers and partner staff to build relationships • Sustainability planning is limited or not shared between partners • The partnership is reliant on individual, rather than institution relationships • Little strategic thought is put into whether a partnership should continue or end	Weak ⟵——————⟶ Strong **Notes:**