

# SFUSD Tool for Determining Type of Partnership

## BACKGROUND

This partnership definition tool was developed by the SFUSD’s CBO Advisory Committee. It is the culmination of over two years of work to define Deep and Focus Partnerships, and the related practices, processes and policies necessary to establish and sustain quality partnerships. Representatives from the following organizations and departments were involved in the development of this tool<sup>1</sup>:

Bayview YMCA	GLO Inc.	SF Arts Education
Bayview HP Foundation	Hillcrest Community School	Streetside Stories
Beacon Initiative & Centers	Instituto Familiar de la Raza	SFUSD Academics & Professional Dev.
Boys and Girls Club	Jamestown Community Center*	SFUSD ExCEL*
Buchanan YMCA*	Jewish Vocational Services	SFUSD Office of Family Engagement
Child Abuse Prevention Ctr.	Mo Magic & B Magic	SFUSD Research Planning & Accountability
Crissy Field*	New Day for Learning*	SFUSD School Health Programs*
DCYF	Performing Arts Workshop	SFUSD Student Support Services Dept.
Ed Fund	Playworks	SFUSD Superintendent’s Zone*
Edgewood Center	SF Arts Commission	UCSF Hearts Project

## PURPOSE

This tool is to be used as the first step in establishing ANY partnership between an SFUSD school and non-profit, public or private partner. It is an assessment of the **partnership**. It is not an assessment of the individual organization or school, nor an evaluation of the program or services being provided. It details three types of partnerships, all three of which are valued by the SFUSD:

- Type 1: Specialized Partnership
- Type 2: Aligned Partnership
- Type 3: Deep and Focused Partnership

This tool is designed to:

1. Help a school and a new partner determine the type of partnership they want to establish. Use it to establish expectations around goals, target populations, communications, meetings, reporting, etc.
2. Help a school and their existing partners to define the type of partnership they have, and the type they want to have moving forward. Use it to clarify expectations, and to identify areas for improvement of the partnership.

## HOW TO USE

- **For New Partnerships**, the school contact person (principal, Community School Coordinator, Wellness Director, etc.) and the partner leadership (Executive or Program Director) should review the rubric together, selecting the practices they intend to implement and deciding jointly what Type of partnership they are forming.
- **For Existing Partnerships**, the school leadership/contact and the partner leadership can complete the rubric individually and use that to guide the discussion, or they can complete it together in the meeting. Either way, the final determination of what Type of partnership they will have that year needs to be agreed upon by both parties.
- **For Type 2 and 3 Partnerships**, it is recommended the parties agree on 1-2 areas to work on that will strengthen the partnership, based on the assessment. (Turn over for Action Plan template.)

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<sup>1</sup> (\*) Indicates members of the ad hoc committee that developed this first draft of this tool.

# Partnership Tool: Action Planning

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1. Current Type of partnership (circle one):

Type 1      Type 2      Type 3

2. Are you currently at your desired type of partnership—agreed upon by CBO & School:

Yes      No

3. **If yes**, what steps can be taken to strengthen the partnership at the current level? Use the Action Plan below to identify next steps for strengthening the current partnership.

4. **If no**, what is your desired type of partnership (circle one):

Type 1      Type 2      Type 3

What steps can be taken to move the partnership to the desired type? Use the Action Plan below to identify next steps for transitioning the partnership to the desired type.

Action Step(s)	Who will be lead?	Who else is involved?	What is our timeline?
1.			
2.			
3.			
4.			

We agree to review this plan at our next meeting to assess our progress.

Our next meeting: \_\_\_\_\_

## SFUSD Partnerships: Determining Type of Partnership

Criteria	Type 1 Specialized Partnership	Type 2 Aligned Partnership	Type 3 Deep and Focused	Notes/ Evidence
<b>Shared Vision and Planning</b>				
<b>1. Engagement in planning and priority setting</b>	<input type="checkbox"/> Goals are pre-determined by CBO or principal. <input type="checkbox"/> CBO program/service is aligned to district or state standards.	<input type="checkbox"/> CBO and school leadership discuss the school priorities and program plans. <input type="checkbox"/> CBO and principal can articulate at least one way the partnership addresses a school priority.	<input type="checkbox"/> CBO is integrated into school planning. <input type="checkbox"/> CBO and school leadership jointly set goals for the year. <input type="checkbox"/> CBO is involved in complete process of reviewing and setting priorities.	
<b>2. Responsive to needs and/or priorities of the school community (in the BSC)</b>	<input type="checkbox"/> CBO has a set program they offer based on their expertise.	<input type="checkbox"/> CBO has clear expertise in their area, but the program/service is adapted to the school priorities. <input type="checkbox"/> CBO incorporates feedback on needs into programming for the following year.	<input type="checkbox"/> CBO has established a formal structure for incorporating needs into program planning mid-year and end of year. <input type="checkbox"/> School provides relevant information in a way that respects expertise of CBO.	
<b>Collaborative Implementation</b>				
<b>3. Identifying target populations</b>	<input type="checkbox"/> Program or service is open to all students, or a specific subgroup based on the content.	<input type="checkbox"/> CBO has a target population relevant to the school, but it is not determined in conjunction with the school.	<input type="checkbox"/> CBO and school leadership identify together the priority population(s) for the program or service.	
<b>4. Participation in teams committees, meetings, etc.</b>	<input type="checkbox"/> Not applicable	<input type="checkbox"/> CBO staff are members of relevant committees, e.g. SAP, Family Engagement. <input type="checkbox"/> CBO staff occasionally attend other meetings as needed, e.g. grade level team, faculty meetings, etc. <input type="checkbox"/> School is involved in troubleshooting throughout the year	<input type="checkbox"/> Type 2 participation plus CBO representation on Leadership team. <input type="checkbox"/> CBO engages with the SSC, as a community member, presenter, occasional public audience, etc.	

Criteria	Type 1 Specialized Partnership	Type 2 Aligned Partnership	Type 3 Deep and Focused	Notes/ Evidence
<b>5. Communication systems and structures</b>	<input type="checkbox"/> Most communication happens in beginning to set up expectations/agreement. <input type="checkbox"/> Ongoing communication as needed.	<input type="checkbox"/> Informal communication on a regular basis. <input type="checkbox"/> Formal meetings happen a few times a year. <input type="checkbox"/> Most communication is with individual teachers or staff.	<input type="checkbox"/> CBO and school leadership meet at least monthly. <input type="checkbox"/> Formal system in place for regular communication between CBO and school staff involved in the work.	
<b>6. Staffing decisions</b>	<input type="checkbox"/> Not applicable	<input type="checkbox"/> School has input into job descriptions for site-based jobs.	<input type="checkbox"/> Key positions jointly hired. <input type="checkbox"/> CBO might fill <i>community member</i> seat on a principal selection committee.	
<b>Shared Accountability</b>				
<b>7. Participation in evaluation</b>	<input type="checkbox"/> CBO provides end-of-program report. <input type="checkbox"/> CBO contributes an item to newsletter from school.	<input type="checkbox"/> CBO provides end-of-program report. <input type="checkbox"/> CBO contributes to monthly communication from school (e.g. newsletter, school loop). <input type="checkbox"/> CBO and school engage in the end-of-year assessment.	<input type="checkbox"/> Type 2 plus: <input type="checkbox"/> Partner Showcase that demonstrates what has been learned and developed in partner programs.	
<b>8. Data sharing</b>	<input type="checkbox"/> School and CBO may share basic participation and trend data.	<input type="checkbox"/> School shares group level data analyses with CBO to inform and target programs <input type="checkbox"/> CBO shares relevant data.	<input type="checkbox"/> School and CBO share student level data to ensure programs are aligned and effective.	
<b>9. Leveraging resources</b>	<input type="checkbox"/> CBO may raise money on their own for the services they provide. <input type="checkbox"/> School provides letters of support for grant proposals.	<input type="checkbox"/> CBO develops grant proposals with input into the design from the school.	<input type="checkbox"/> CBO and school develop funding proposals together. <input type="checkbox"/> CBO and school share budget information and make decisions about resources together, as appropriate. <input type="checkbox"/> School and CBO plan for future sustainability.	