

Partnerships Resources

Research-Based Guides to Building School–OST Program Partnerships

Afterschool: The Bridge Connecting Schools and Communities. This brief highlights how afterschool programs can serve as bridges that connect schools and communities, positively benefiting youth and families, schools, community-based organizations, and the community as a whole. Examples from various organizations across the country illustrate how these partnerships can connect youth and families with a wide range of academic and social resources.

Afterschool Alliance. (2007). Afterschool: The bridge connecting schools and communities. *Afterschool Alert Issue Brief*, 30. www.afterschoolresources.org/kernel/images/issue_bridge_30.pdf

The Case for School-Based Integration of Services: Changing the Ways Students, Families and Communities Engage with their Schools. This report reviews the current literature about the potential benefits of simultaneously providing three services in school—healthcare, out-of-school-time learning, and family supports—to boost students' educational outcomes. In addition to highlighting how each affects key outcomes, this brief summarizes the potential benefits of offering these resources through a highly integrated, school-based model.

Grossman, J. B., & Vang, Z. M. (2009). *The case for school-based integration of services: Changing the ways students, families and communities engage with their schools*. Philadelphia: Public/Private Ventures. www.ppv.org/ppv/publication.asp?section_id=24&search_id=&publication_id=267

Connecting School and Afterschool: 15 Ways to Improve Partnerships. This resource provides a series of “cards,” which are the result of an initiative in which eight afterschool programs in the greater Boston area examined how children positively benefited from strong partnerships between schools and afterschool programs. Each card outlines an activity with subsequent step-by-step action plans including helpful tips for afterschool program directors.

National Institute on Out-Of-School Time, United Way of Massachusetts Bay, & Nellie Mae Education Foundation. (n.d.) *Connecting school and afterschool: 15 ways to improve partnerships*. Wellesley, MA: National Institute on Out-Of-School Time. www.niost.org/pdf/UWMB_ConnectingSAS.pdf

Education and Community Building: Connecting Two Worlds. This report highlights the ways that schools and community organizations can connect to form successful partnerships. The guide illustrates how different perspectives towards education, youth, accountability, and partnerships can be understood and used to work together.

Jehl, J., Blank, M. J., & McCloud, B. (2001). *Education and community building: Connecting two worlds*. Washington, DC: Institute for Education Leadership. www.afterschoolresources.org/kernel/images/ccstwow.pdf

A Guide for School Principals. This guide was produced by The After-School Corporation (TASC) to help support principals in their efforts to build and sustain partnerships with TASC-funded afterschool programs. Topics include the roles of school and afterschool staff, setting clear expectations, coordinating communication, professional development, and logistics, maintaining relationships with families and other community-based organizations, school-afterschool curriculum alignment, and commitment to evaluation and program improvement.

The After-School Corporation. (2006). *A guide for school principals*. New York: Author. www.afterschoolresources.org/kernel/images/file_principals_guide_04122006.pdf

Helping Young People Succeed: Strengthening and Sustaining Relationships Between Schools and Youth Development Organizations. This report provides insights from an event that brought together national leadership from K–12 education and youth development organizations to begin a conversation focused on how to re-establish strong links between schools and communities.

Katz, I., Hale, E. L., & Blank, M. J. (2002). *Helping young people succeed: Strengthening and sustaining relationships between schools and youth development organizations*. Washington, DC: Coalition for Community Schools. www.communityschools.org/Resources/helpingyoungpeople.pdf

Leading After-School Learning Communities: What Principals Should Know and Be Able To Do. This guide illustrates how and why school principals should seek to partner with afterschool programs to form learning communities that can provide comprehensive, all-day learning for youth.

National Association of Elementary School Principals. (2006). *Leading after-school learning communities: What principals should know and be able to do*. Washington, DC: Collaborative Communications Group.
www.collaborativecommunications.com/assets/39_laslces.pdf

The Multiple Roles of Principals in School-Based Afterschool Programs. This article presents six potential roles played by principals after school, exploring why each is important and how each can be challenging. A framework is presented as a practical tool to help principals and afterschool program staff to understand and delegate roles, thereby increasing the success of their programs.

Samuelson, L. (2007). After the last bell: The multiple roles of principals in school-based afterschool programs. *Afterschool Matters*, 6. www.robertbownefoundation.org/pdf_files/2007_asm_spring.pdf

Promising Strategies for Connecting Out-of-School Time Programs to Schools: Learning What Works. This article reviews promising strategies to promote out-of-school time–school connections, culling lessons from a review of out-of-school time evaluations.

Little, P. (2006). Promising strategies for connecting out-of-school time programs to schools: Learning what works. *The Evaluation Exchange*, 12(1 & 2). www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/building-and-evaluating-out-of-school-time-connections/promising-strategies-for-connecting-out-of-school-time-programs-to-schools-learning-what-works

Strengthening Partnerships: Community School Assessment Checklist. This tool contains a series of checklists to assist school and community leaders in creating and/or strengthening community school partnerships.

Blank, M. J., & Langford, B. H.. (2000). *Strengthening partnerships: Community school assessment checklist*. Washington, DC: Coalition for Community Schools.
www.communityschools.org/CCSDocuments/assessmentnew.pdf

Strengthening Connections Between Schools and Afterschool Programs. This guide examines comprehensive program planning to better integrate afterschool programming with the school day. It can be used to: gather ideas on ways to continuously improve program design; expand understanding of a truly integrated, comprehensive approach to program planning; create dialogue with school staff, community agency personnel, and families about what the program should look like; determine the program's current stage and then write an action plan to enhance or expand activities that may be less than integrated; and plan how to reap the benefits for the program and program participants.

Caplan, J. G., & Calfee, C. S. (2006). *Strengthening connections between schools and afterschool programs*. Naperville, IL: Learning Point Associates. www.learningpt.org/afterschool/strength.pdf

Supporting Student Success: A Governor's Guide to Extra Learning Opportunities. This report offers practical guidance for making the most of federal out-of-school time funding flowing to states. Drawing on research and examples of what states are doing, this report provides recommendations on how to connect out-of-school learning to statewide education reform efforts, engage new business and community partners and increase accountability.

National Governors Association Center for Best Practices. (2005). *Supporting student success: A governor's guide to extra learning opportunities*. Washington, DC: Author.
www.wallacefoundation.org/SiteCollectionDocuments/WF/KnowledgeCenter/Attachments/PDF/SupportingStudentSuccess.pdf

Sustainability in School-linked After-school Programs. This report was developed to help give practitioners, funders, and policy makers a clear picture of how to best sustain school–afterschool partnerships. Based on literature reviews and interviews with over 60 informants from established school-linked 21st Century Learning Center afterschool programs, the report focuses on the two factors that they found most strongly contributed to sustainability: program leadership and program quality.

Policy Studies Associates, Inc. (2002). *Sustainability in school-linked after-school programs*. Washington, DC: Author. www.policystudies.com/studies/youth/FINAL_Issue_Brief_Nov2002WEB.pdf

Program–School Partnerships in Action: Case Studies and Evaluations

BELL & Summer Learning Partnerships. This brief discusses the BELL Summer Program partnerships with schools in three cities and its positive impacts and outcomes on academic achievement and teacher/parent satisfaction. BELL Summer is a summer learning program that provides youth entering grades 1–7 with intensive academic instruction; hands-on educational, cultural, artistic, and recreational activities; guest speakers; community service projects; and field trips.

BELL. (2008). *BELL & summer learning partnerships*. Dorchester, MA: Author.

www.afterschoolresources.org/kernel/images/BELL-2008_Summer_Learning_Partnerships_Overview_-_BELL.pdf

Beyond the School Walls: A Case Study of Principal Leadership for School-Community Collaboration. This case study describes how one urban elementary school in a high-reform district and state has been able to develop strong connections with community businesses and organizations as part of its program of school, family, and community partnerships.

Sanders, M., & Harvey, A. (2002). Beyond the school walls: A case study of principal leadership for school-community collaboration. *Teachers College Record*, 104(7):1345-68.

www.tcrecord.org/Content.asp?ContentID=10994

Bringing in the Community: Partnerships and Quality Assurance in 21st Century Community Learning Centers. This report examines the question of how school districts that receive 21st Century Community Learning Center (CCLC) grants and the coordinators of each of their sites ensure high quality across a wide variety of offerings led by staff from many different organizations. The report first explores the extent to which 21st CCLC sites in Michigan are actually partnering with community organizations. It then examines selected high-quality sites to arrive at an instructional partnerships model of quality assurance practices.

Smith, C., & Van Egeren, L. (2008). Bringing in the community: Partnerships and quality assurance in 21st Century Community Learning Centers. *Afterschool Matters*, 9. www.niost.org/pdf/OPS%20Fall08.pdf

Children's Aid Society/Carrera Integrated School Model: Documentation of Early Implementation in Four Schools. This report evaluates the implementation of the Children's Aid Society/Carrera Integrated School Model in four schools. This model brings staff, resources, training, curricula, and expertise into partner schools to work with existing teachers and to provide what progressive school leaders and staff believe the students in low-income neighborhoods need to succeed in school and life.

Brigham, R.A., & Nahas, J. (2008). *Children's Aid Society/Carrera Integrated School Model: Documentation of early implementation in four schools*. Cambridge, MA: Brigham Nahas Research Associates.

Community Schools: Working Toward Institutional Transformation. This report explores: the concept of Community Schools; state of the art guiding frameworks for designing interventions at a community school; the process of school-family-community collaboration; and considerations for moving forward. The report concludes that for increased connections to be more than another desired but underachieved aim of reformers, policymakers must support development of comprehensive and multifaceted approaches.

Center for Mental Health in Schools. (2008). *Community Schools: Working toward institutional transformation*. Los Angeles, CA: Author. <http://smhp.psych.ucla.edu/pdfdocs/csinstitutionaltrans.pdf>

Deriving Theories of Change from Successful Community Development Partnerships for Youths: Implications for School Improvement. This research employed case study methodology to derive theories of change from five successful youth development partnerships. These partnerships' theories of change provide action-oriented knowledge for scale-up in other school communities. Among this research's other contributions are partnership commonalities, indicators of uniqueness, and partnership classifications.

Lawson, H. A., Claiborne, N., Hardiman, E., & Austin, S. (2007). Deriving theories of change from successful community development partnerships for youths: Implications for school improvement. *American Journal of Education*, 114(1):1-40.

Expanding Learning Time: How the Edwards Middle School in Boston Partnered with Citizen Schools to Transform the Learning Day. This paper examines the partnership between the Edwards Middle School and Citizen Schools, a national afterschool education program that played an integral role in the Edwards Expanded Learning Time initiative. The paper lays out the thinking behind the design and the details of its launch and provides recommendations to policymakers, funders, school leaders, and community partners interested in adopting a similar approach to expanding the school day.

Bernier, K. C. (2008). *Expanding Learning Time: How the Edwards Middle School in Boston partnered with Citizen Schools to transform the learning day*. Boston, MA: Citizen Schools.
www.citizenschools.org/whatwedo/publicpolicy/eltpaper.cfm

Extended-Service Schools Initiative Evaluation. The Extended-Service Schools Initiative supports organizations in 17 cities to provide high quality youth development activities in school buildings during nonschool hours. Services are provided through partnerships between a local low-income public school district and a community-based organization and/or a university. The evaluation was designed to provide an understanding of the breadth of programming experiences and the ability to delve more deeply into particular issues related to the initiative's implementation and youth outcomes.

Walker, K., Grossman, J. B., & Raley, R. (2000). *Extended Service Schools: Putting programming in place*. Philadelphia: Public/Private Ventures.
www.ppv.org/ppv/publication.asp?search_id=20&publication_id=147§ion_id=0

Grossman, J. B., Walker, K., & Raley, R. (2001). *Challenges and opportunities in after school programs: Lessons for policymakers and funders*. Philadelphia: Public/Private Ventures.
www.ppv.org/ppv/publication.asp?search_id=20&publication_id=120§ion_id=0

Grossman, J. B., Price, M. L., Fellerath, V., Jucovy, L. Z., Kotloff, L. J., Raley, R., et al. (2002). *Multiple choices after school: Findings from the Extended-Service Schools Initiative*. Philadelphia: Public/Private Ventures.
www.ppv.org/ppv/publication.asp?search_id=20&publication_id=116§ion_id=0

Implementing School-Based Services: Strategies from New Mexico's School-Based Health and Extended Learning Services. This case study builds on initial work conceptualizing the value of school-based health services and extended learning opportunities in New Mexico. It also outlines the challenges and strategies for implementing school-based services that were shared by Roundtable participants who were involved in the New Mexico Community Foundation's Elev8 New Mexico initiative; and highlights suggestions made by Roundtable participants for implementing these services.

Collins, A., Moore, K. A., & Paisano-Trujillo, R. (2009). Implementing school-based services: Strategies from New Mexico's school-based health and extended learning services. *Practitioner Insights: Research to Results*. Washington, DC: Child Trends. www.childtrends.org/Files//Child_Trends-2009_01_01_PI_NewMexicoServices.pdf

Making the Most of After-School Time: Ten Case Studies of School-Based After-School Programs. This report profiles 10 diverse afterschool programs that are run within school buildings. It focuses on a variety of program and administrative factors, from how each program deals with professional development to evaluation and assessment.

National Association of Elementary School Principals. (2005). *Making the most of after-school time: Ten case studies of school-based after-school programs*. Alexandria, VA: Author.

Meaningful Linkages between Summer Programs, Schools, and Community Partners: Conditions and Strategies for Success. This report responds to the following questions using data from a literature review along with interviews with previous Excellence in Summer Learning Award winners and a select group of Rhode Island summer program providers: (a) What does a high-quality summer learning program with strong and meaningful school and community linkages look like? What models currently exist?; (b) In high-quality, school-linked summer programs, what youth outcomes are achieved? How are programs measuring youth outcomes?; (c) What are the criteria for successful and meaningful linkages between summer programs, schools, and community organizations? What makes the linkages meaningful and strong?; and (d) In high-quality, school-linked summer programs, how do the content offerings vary as compared to non-school-linked programs?

McLaughlin, B., & Phillips, T.L. (2008). *Meaningful linkages between summer programs, schools, and community partners: Conditions and strategies for success*. Baltimore, MD: National Summer Learning Association.
www.nmefdn.org/uploads/Meaningful%20Linkages%20full%20report%20rev%2010.09.pdf