COMMUNITY PARTNERS

VOLUNTEERS

COMMUNITY PARTNER COORDINATOR

PARENTS & FAMILIES

STUDENTS
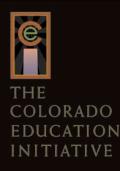
SCHOOL STAFF

EDUCATORS

ADMINISTRATORS

DESIGNING COMMUNITY PARTNERSHIPS TO EXPAND STUDENT LEARNING: A TOOLKIT

BUILDING AND SUSTAINING COMMUNITY PARTNERSHIPS FOR NEXT GENERATION LEARNING

*"Education can no longer be the
sole responsibility of our schools."*

– Katie Salen, educator, game designer, and animator

"Community is a playground for learning."

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INTRODUCTION

WHY COMMUNITY PARTNERSHIPS MAKE A DIFFERENCE IN EXPANDING LEARNING

Intentional Design

Take a minute to think about your school's or district's current day. Now consider this: We all design our schedules. The question is are we doing it purposefully or by accident? Is the schedule for your students, teachers, administrators, and staff designed to make space for rich, engaging, personalized learning? Or do the same external forces that often unintentionally dictate our days guide it out of habit and institutional history instead of intentional design?

TIME Collaborative

Since 2012, a cohort of three districts and 12 schools has been working with The Colorado Education Initiative (CEI), the National Center on Time and Learning (NCTL), and the Ford Foundation on the TIME Collaborative. Together the schools have been creating, piloting, and implementing new designs for the use of time, ensuring that student learning is no longer the variable but the most important component. Expanding learning time, based on NCTL's best practices, can look completely different, depending on an individual school's or district's goals. One aspect that doesn't change, however, is the importance of community partnerships.

Real-World Learning

We believe strongly that schools shouldn't have to do it alone. Actually, it's impossible to do it alone. One critical element of next generation learning is creating the opportunities and conditions for students to connect and learn from their world — to take a baking class with a local pastry chef to learn about food science, local agriculture, and health; to build rockets with an engineering and architectural firm; to organize a poetry jam with a bookstore and a neighborhood elementary school; to learn to code from parent volunteers who work full time as developers and user experience experts. It's unrealistic and certainly unsustainable to think schools and districts should operate in isolation from the rest of the community, or that educators are the sole "experts" about all the world has to offer.

Expanded Learning Time

Expanded learning time is one way to provide the space for next generation learning, and community partnerships support that strategy.

Resources and Best Practices

This toolkit provides resources and best practices to help educators leverage community partnerships to build next generation learning environments. Using the right community partners to create learning experiences not only allows for a more personal experience with students, but lets educators co-create learning with students and the school community, rethink staffing models, and design learning environments where students are happy, safe, and engaged.

"SCHOOLS SHOULDN'T HAVE TO DO IT ALONE."

WHAT DOES NEXT GENERATION LEARNING FOR COLORADO KIDS LOOK LIKE?

Colorado educators are collectively working toward designing and launching next generation learning environments, which will ensure our learners are enthusiastic, engaged and have the opportunity to develop the skills, self-knowledge, and drive they need to be happy, healthy, and productive 21st century adults.

Here are the key components of a next generation learning environment:

Personal and Personalized: Educators use a variety of data, approaches, partners, schedules, and media to best meet the needs of each student.

Competency-Based: Students' progress is based on assessed mastery of learning rather than seat time and grade level.

Co-Created: Students play an active role in shaping their learning and own their educational outcomes.

Safe and Healthy: Students are supported in maintaining active lives and in building self-awareness, confidence, and advocacy skills through safe, welcoming, and healthy learning environments.

Time-, Talent-, and Technology-Enabled: Students and teachers have greater flexibility with time, place, and pace of learning. Time, talent, and technology are redesigned to maximize support for instructional priorities.

Want to learn more about Next Generation Learning, check out the Next Generation Learning Toolkit:
Igniting the Unique Potential of Colorado's Students: Designing Learning Environments for the Future of Learning

REIMAGINING TALENT TO EXPAND LEARNING

DECISIONS, PROCESSES, AND TOOLS FOR ENGAGING THE RIGHT PEOPLE AND COMMUNITY ORGANIZATIONS

Welcoming community partners or a cohort of family and community volunteers will expand the opportunities available to your students. This section provides issues to consider before partnering with community organizations and volunteers.

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STEP ONE: REFINE YOUR SCHOOL'S EXPANDED LEARNING TIME VISION

The most important first step is to articulate the vision for expanded learning time and refine what outcomes your school hopes to achieve through expanding learning, community partnerships, and enrichments.

Use the following questions to craft your vision:
- Why expand learning time?
- How will expanded learning time help you meet a vision of a next generation school?
- What learning experiences do your students and families want to see cultivated?

Crafting your vision continued

- How will community partners help you meet this goal?
- What will a "day in the life" of your students look like once you have integrated community partnerships?

Having a clear vision will ensure district and school staff, families, and potential partners understand the purpose of expanding learning and how community partnerships fit in.

STEP TWO: HIRE A COMMUNITY PARTNER COORDINATOR

Another critical step is designating someone to manage the enrichments. If the funds are available, hiring a community partner coordinator is ideal. The coordinator can oversee the enrichments, build relationships with community partners, onboard volunteers, and be the connective tissue between community partners and volunteers. Depending on the breadth of the enrichment plans, managing the process is certainly a full-time job. Look for someone who has great organizational, communication, and interpersonal skills; a desire to foster collaboration and creativity; and a willingness to serve as the relationship builder among students, teachers, parents, and community partners. The coordinator is there to connect expectations, needs, and common agreements among all of the organizations involved and the school. He or she will be fundamental to the success of the relationships and the work.

Use the **What It Takes to Be an Effective Community Partner Program Coordinator** checklist as a starting point to create the competencies and expectations you're looking for in the role.

Can't Spare the Funds?

For some schools, hiring a community partner coordinator may not be feasible. If that's the case, it doesn't mean enrichment education and community partnerships are out of the question. Many schools have circumvented a full-time role by organizing a community partner committee of parent volunteers. Others have tapped unpaid university interns passionate about making a difference in education. Schools have even expanded the roles of a core group of teachers motivated to design dynamic enrichment opportunities. As long as your efforts have driven, organized, collaborative, and encouraging leaders, you will be able to develop rich community partnerships.

STEP THREE: FIND COMMUNITY PARTNERS AND VOLUNTEERS—RECRUITING THE RIGHT PEOPLE

Cultivating the right relationships is critical to providing dynamic enrichments. A great partner can transform a student's education, but a partner that's not the best fit with your school's culture and process might end up creating more of a headache than impact. **The Five C's of Successful School-** **Community Partnerships** (see next page) can be used to decide which partners are right for your school.

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THE 5 C'S OF SUCCESSFUL SCHOOL-COMMUNITY PARTNERSHIPS

ADAPTED FROM THE NCTL COMMUNITY PARTNER RUBRIC

Common Purpose

The partnership supports a shared set of goals, established by both participants and aligned with both partners' mission and vision.

- The community partner understands the school's vision for expanding learning time, including its schoolwide instructional focus.
- The partnership supports a set of desired outcomes for students that is articulated, documented, and shared among partners.
- The school understands the expertise and strengths of each community partner.
- School and partners have a system in place to determine whether the desired outcomes have been met.

Complementary Content

The school seeks out community partners with expertise that complements teachers and staff, establishing partnerships that bring outcome-driven programs, resources, and services to the school that correspond with its goals for expanded learning time.

- Community partners meet an unmet need at the school, providing a service, program, or resource that the school can't provide.
- Community partners collaborate with teachers and school staff to align enrichment curriculum with that of core classroom content.
- Programming aligns with the state curriculum standards and schoolwide achievement goals.

Communication

Clear, consistent communication occurs on two levels: between the leader of the school and the leader of the community partner, and between the teachers and staff who 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.
- Systems are in place for teachers and community partners to communicate regularly around curriculum, instruction, assessment, and student needs.
- Leaders from the school and community partner meet and communicate regularly to monitor the partnership.

Customized Partnership

Both partners are flexible in adapting existing programming to create a customized partnership that fits the unique context of expanded learning time.

- Partners adapt existing or create new programming to meet the needs and goals of students.
- Partners are informed about the specific needs of the school's population and strive for cultural competency of that population.
- The school supports the community partner's needs, including enrollment, space, scheduling, orientation to school policies, and professional development.

Continuous Improvement and Sustainability

The partnership is a multiyear endeavor with both partners sharing responsibilities for relationship building, fundraising, and continuous improvement.

- Partners provide opportunities for teachers and community partner staff to build collegial relationships.
- Planning for financial sustainability is ongoing and collaborative.
- Systems are established to ensure the partnership continues if there is a change in leadership.
- Partners develop a multiyear vision of how the community partner will be integrated in the school.

District Support for Recruiting Community Partners

As public schools increase their use of outside staffing resources to expand their curricular offerings, many districts are creating resources dedicated to helping their schools find funding, along with compiling databases or lists of community organizations that make great partners.

For example, Denver Public Schools (DPS) has created the Office of Extended Learning and Community Schools. This district-funded group works with DPS schools to find innovation funds and community organizations to provide expanded learning programs and family wraparound services. The district's extended learning time team, in conjunction with the **Denver Afterschool Alliance**, has created a comprehensive database of local community organizations that have been approved to work across district schools. The searchable database provides a breakdown of organizations by age, subject, time of day they offer programming, and cost. It also provides tools to determine the organizations currently serving each school in the district. This comprehensive system allows schools and organizations to track the data associated with their partner programming and generate reports to track the successes and weaknesses of the programming. (To gain access to the Community Partnership System, contact Heather Intres at **heather_intres@ dpsk12.org**.)

If your district does not already have a list of trusted community partners, it will be up to you to screen and vet potential organizations. These **Prescreening Questions for Potential Community Partners** can be a useful starting place for sparking the dialogue and gathering the data you need to decide whether an organization is the right fit.

STEP FOUR: SECURE THE RELATIONSHIPS

Once organizations have been vetted and community partners selected, schools must determine key aspects of the relationship, such as systems for communicating, responsibilities and roles, scope and statement of work, and metrics for measuring success. Use this **checklist** to work through the key parameters of the relationship. Once you have completed the list, the final product should be a **Community Partnership Agreement**, another formal document that articulates all the elements of your work together.

Compensating Community Partners

Community partner agreements should include details about funding and compensation. **Innovative Approaches to Funding Sustainable Programs** includes the budgetary elements of designing an enrichment program so jump to there for some helpful resources.

STEP FIVE: RECRUIT VOLUNTEERS

Beyond community partnerships, parents, families, and community volunteers can significantly influence enrichments. Educators can determine the best roles for volunteers based on student needs. For example, some Colorado schools have used volunteers to help assist community partners or educators during enrichments. In other schools, parents or family members run their own enrichment classes; participate in the administrative side of the work; or co-create the expanded learning time model as a whole, working with staff to redesign the school day and decide which community partners to leverage.

The resources below can help schools work effectively with volunteers:
- **Volunteer Opportunities Flier**. Personalize this flier template to advertise the volunteer opportunities in your school.
- **Incorporating a Volunteer into Your Classroom**. Use this tool during professional learning time to co-create with educators the role of a volunteer in their classroom.
- **Questions for Potential Community Partners/**

Volunteers. Use these questions as a starting place for a conversation with potential volunteers.

- **Community Partner Training Agenda**. This sample agenda can help you create a training session for volunteers. During this training,

onboard volunteers to your customized version of the **Volunteer Code of Conduct**.

- **Volunteer Opportunity Sign-Up Sheet**. This simple tool will help you to establish schedules for volunteers throughout the school day.

STEP SIX: ONBOARD YOUR COMMUNITY PARTNERS AND VOLUNTEERS

The **Community Partner and Volunteer Handbook** provides community partners and volunteers with access to useful information and knowledge about your school, such as calendars and schedules, staff, culture, and an overview of courses. Consider using Google Docs to create the handbook so you can revise and update it as necessary.

Organize a Training Session

Getting all the community partners and volunteers into one room for a training, celebration, and kickoff session is a great way to launch the work together, talk about hopes and goals, build camaraderie, and ensure everyone is on the same page. The **Training Community Partners** webinar and **Community Partner Training Agenda** are useful tools to help plan this session.

Sharing Space

Navigating space (classrooms and materials) is a common hurdle among schools that have launched community partner and volunteer programs. Teachers, community partners, and volunteers should have explicit conversations about who is responsible for classrooms and materials and who can use them. At Jeffco Public Schools' Pennington Elementary School in Wheat Ridge, Colo., the staff, community partners, and volunteers agreed that adults in the building were there to facilitate the learning experience, but the space was there for the students and education. (The adults just "rented" it to create learning experiences.) Pennington's **Shared Learning Space Agreement** is a useful resource to address this issue.

STEP SEVEN: CONTINUALLY COMMUNICATE WITH ALL STAKEHOLDERS

To coach and manage relationships with community partners and volunteers, the community partner coordinator should meet regularly with partner staff to address issues or questions. These **questions** can be used to guide the conversations. While these conversations will begin between partners and the coordinator, a successful partnership will also involve students,

teachers, and families in understanding and assessing the value of partnership programming. The **Communication and Collaboration Growth Chart** can help coordinators assess how well they are intentionally including all stakeholders in the conversation. And the sample **evaluation survey** and **post-session meeting with community partner** questions can help you gather feedback.

EVALUATING IMPACT: HOW ARE YOU DOING?

During the onboarding process, you will have spoken to your community partners and volunteers about their goals for their enrichments, facilitation, and work. The other critical voices to engage in these conversations are your students and families — what do they hope to achieve with these enrichments? What are their goals and expectations? Those conversations are the starting place for measuring impact. Work backward from your goals to define how you will measure whether the enrichments, community partnerships, and volunteers have been successful. Remember that these goals will change as the enrichment education offerings grow and evolve.

Establish Goals and Targets

Program implementation rubrics allow schools to establish consistent goals and targets for all participants. These rubrics help to focus the conversation on specific impacts and provide questions so that evaluation can be compared within groups (one student to another) or between groups (student to community partner).

Survey Students and Families

Throughout the process and at the end of an enrichment, it's important to survey students and families to see what worked well, what needs to be improved, and what was the overall impact. Surveys allow learners and families to voice their opinions and influence the process going forward, ensuring a co-created culture of improvement. This **evaluation survey** can help schools gauge the impact of their work on students and families.

Survey Community Partners, Volunteers, and Staff

Facilitators of the learning — the community partners, volunteers, and staff — should also be surveyed to determine whether they have received the support needed to create impact. **These questions** are a good starting point for these surveys or conversations.

A moment of outdoor adventure at Denver Public School's Centennial Elementary School, which has a rich community partnership program with organizations throughout the Denver Metro area.

Designing Community Partnerships to Expand Student Learning: A Toolkit — coloradoedinitiative.org

INNOVATIVE APPROACHES TO FUNDING SUSTAINABLE PROGRAMS

One of the largest hurdles many schools will face in turning their dream of community partnerships and enrichments into reality is developing a sustainable funding stream. The resources below can help schools design cost structures and funding plans.

DESIGNING A FUNDING PLAN

☐ **Create a Budget**
Before looking for funding, schools should prepare a budget that includes all partner program expenses, current sources of funding, and funding gaps. The budget should include materials needed for the program, staff compensation, supplies for training sessions, costs for evaluations or postprogram celebrations, and unexpected costs. This **budget template and guide** can help schools determine overall program costs.

☐ **Know the Available Funding Options**
A range of local, state, and national resources — public and private — are available. The websites on page 13 provide valuable links to help schools launch their search.

☐ **Develop Partnerships**
Educators often reach out to other schools and organizations in the community that have similar goals, such as neighboring schools, business leaders, law enforcement agencies, social services agencies, universities, and faith-based organizations. Strong community support may lead to additional resources, whether through cash or in-kind services or by opening the door to new funding opportunities.

☐ **Consider a Variety of Funding Sources**
Maintaining a variety of funding, public and private, can help sustain expanded learning programs long term. Program fees or community fundraising can add even more flexibility to program budgets.

☐ **Continually Work on Funding**
The beginning of the school year or near the end of a grant is not the time to think about a program's long-term sustainability. Your community partner coordinator should consider developing a list of upcoming funding options throughout the year so that schools can collaborate with community partners and consider a range of funding sources that may be available.

☐ **District Support**
Funding may also be available at the district level that schools can tap into or qualify for in the future.

Free and Low-Cost Options

Here are some organizations Colorado schools have partnered with for little or no cost — a great way to keep the budget down!

- Nonprofit organizations with room in their budgets for outreach, such as zoos, museums, YMCAs, or local athletic organizations.
- Local businesses that want to give back to the community, such as bakeries, bicycle shops, art galleries, or bookstores.
- Service organizations and retirees, such as the local Kiwanis Club, Lions Club, knitting club, or other hobby groups.
- Student clubs or teams at local high schools and colleges.

Where to Find Funding

Resource	Website	Region	Description
Grants.gov	http://www.grants.gov/web/grants/home.html	National	A searchable, comprehensive database of all open grant opportunities nationwide. Browse by categories, apply directly on the site, and track application status.
Afterschool Alliance	http://afterschoolalliance.org/fundingData.cfm	National	A searchable, comprehensive database of grants and funding available for afterschool and enrichment programs. Search by type of program and location.
21st Century Community Learning Centers, U.S. Department of Education	http://www2.ed.gov/programs/21stcclc/index.html	National	Information about qualifying for 21st Century grants. These centers are funded to provide academic enrichment opportunities during nonschool hours for children, particularly students who attend high-poverty and low-performing schools.
Colorado Department of Education	http://www.cde.state.co.us/fedprograms/grants	Colorado	Breakdown of educational grants (federal and local) available to Colorado educators as well as links to other grant-related resources.
LiveWell Colorado	http://livewellcolorado.org/healthy-living/be-part-of-the-solution/funding-opportunities	Colorado	Funding for school health and wellness programs.
Colorado Alliance for Quality School Age Programs	http://www.caqsap.net/funding/funding-resources/	Colorado	Links to grant writing resources and information about available government and foundation grants.
Submit other recommended sites here.			

MAKING FUNDS WORK FOR YOUR SCHOOL

The resources below will help your school develop processes to maximize the impact of each funding dollar while creating a culture of transparency, accountability, and organization.

- **Prompt Payment Checklist**. This checklist will help schools turn donor commitments into actual funds for high-quality enrichment programs.

- **Invoicing Procedures**. Developing a consistent way of receiving payments from donors will help keep schools organized and donors happy. This guide to creating invoicing procedures, and a corresponding **Sample Invoice**, will help educators determine how to collect donations and maintain records for the school and its donors.

Alternative Ways to Fund Partner Programs

Below are alternative ways to generate funds for expanded learning programming and enrichments. Before implementing these ideas, check with your district about existing rules for fundraising and how the funds can be used.

- **Social Media.** Several schools involved in the TIME Collaborative have used social media to generate additional funds. Jeffco Public Schools' Pennington Elementary School in Wheat Ridge, Colo., effectively launched a **crowdsourcing fundraiser** on Facebook and raised $6,000, which funded all six enrichment sessions for the school year.

- **Ticket Sales.** Many schools report successful fundraising campaigns through ticket sales. Schools have sold tickets to the students' showcases at the end of their enrichment sessions to show off their new skills to friends and families. Boulder Valley School District's Pioneer Elementary School in Lafayette, Colo., hosted a dinner event, selling tickets to parents, friends, and community members. Sales exceeded $4,000 in one night.

- **Business Partnerships.** With an 8.9 percent increase in corporate giving to education (charitynavigator.org), businesses are looking to give back to their communities by supporting education. Parents may have connections to local businesses or the community partner coordinator could call local businesses and ask for the person in charge of charitable giving. Businesses like to support children and their future workforce.

- **Lead Agencies.** The YMCA, Boys and Girls Clubs, community recreation centers, and other local organizations may have partnerships in place associated with educational services.

These partnerships can open up business and grant funding that require existing collaboration between specific organizations.

- **Student Fundraisers.** Students can also help generate creative ideas for fundraising. These activities can help students understand what it means to give back to their school and also get classroom teachers involved with enrichment programs. Some examples:

  - A Schoolwide "Sale" — Students sell items that they created during an enrichment program.
  - Penny Drives — Collecting pennies is easy for students of all ages and backgrounds.
  - Recycling Program — FundingFactory offers a free fundraising-through-recycling program. **www.fundingfactory.com.**
  - Yard Cleanup — School neighbors pay students to do yardwork.
  - Coffee Delivery — Schools work with a local coffee shop to receive a discount. Then they take orders, collect money, get the coffee and deliver it to staff. (The coffee shop could also donate a percentage of the cost.)
  - Other Fundraising Events — Carnival, movie day, pancake breakfast, or a schoolwide garage sale.

- **Sliding Scale Program Fees.** In schools with a diverse student body, some parents are able to pay more than others for additional programming. Educators work within the school culture to develop a system that allows those who are more fortunate to provide funding for those with less.

Equipped with a steady stream of diverse funding options and the budgetary tools to maximize each and every dollar, your school is well on its way to sustainably funding expanded learning time opportunities for many years to come.

In the next section, you will have the opportunity to examine the promising practices of other Colorado schools — helping you climb one step closer to implementation.

PROMISING PRACTICES

To ensure partnerships are sustainable and effective, it's important to continue sharing information openly; celebrate successes; and nurture relationships with partners, administrators, teachers, students, and families. The following best practices can help schools build successful and sustainable community partnerships.

Communication Strategies
- Create a Facebook page to keep parents informed of the enrichment class offerings available to their children. Share pictures of students in class as well as family services offered through the school.
- Survey parents, teachers, and students about the classes and opportunities they would like to engage in during the enrichment period. (See **Survey Students and Families** on page 17 of this toolkit.)
- Ask the community partner coordinator or assigned lead staff to establish a regular schedule for checking in with community partners and volunteers.
- Set up a bulletin board in the school entrance. Display enrichment showcase announcements and pictures of students in enrichment classes as well as a list of available classes.
- Develop a clear chain of communication between school staff and community partners and volunteers.

School Integration Strategies
- Establish or employ an on-campus community partner/volunteer coordinator who can focus on hiring, training, and developing quality partner programming.
- Create clear expectations between the classroom teachers and partner staff about shared classroom space and materials. (See **Shared Learning Space Agreement** on page 51 of this toolkit.)
- Rethink the talent available to you. Use parents and community volunteers to fill the gaps in enrichment staffing and provide support to program staff.
- Train community program staff about the school culture. Staff should have a clear understanding of your student body and the role of partners in the school.

- Educate your classroom teachers and school staff about the community partner programs that will be offered during expanded learning time.
- Encourage classroom teachers and school staff to attend the student enrichment showcases and project displays.
- Encourage student participation through student choice. Classroom teachers can encourage struggling students to take academic support classes where needed.
- Arrange for teachers to visit enrichment classes for a firsthand glimpse of these activities.
- DO NOT use enrichment classes as punishment! These classes are meant to encourage learning, not discourage bad behavior.
- Pay community partner organizations by the date established in the partner agreement to cultivate strong partnerships.
- Select programs that fit the school culture and academic curricular goals. Ask teachers for input.

Funding Strategies
- Establish a long-term funding plan to ensure a sustainable enrichment program.
- Think outside the box! Find alternative methods for funding enrichment programs; some programs provide curriculum for enrichment classes at a very low cost. Engage community and parent volunteers to teach classes using this curriculum.
- Seek help from the district. Find out what expanded learning time resources are available to your school.

Celebration Strategies
- Celebrate your students! Allow students to show off what they have learned and created at the end of each program.
- Celebrate your partners! Recognize strong partnerships at school assemblies and board meetings.
- Celebrate your volunteers! Display a Volunteer of the Month sign at the school entrance.

THE
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INITIATIVE

The Colorado Education Initiative (CEI) is an independent nonprofit working in partnership with the Colorado Department of Education, educators, schools, districts, and other public education stakeholders to unlock the unique potential of every student by incubating innovation, shining a spotlight on success, and investing in sustainable change that improves outcomes for all students. CEI envisions that every student in Colorado is prepared and unafraid to succeed in school, work, and life, and ready to take on the challenges of today, tomorrow, and beyond.

COMMUNITY PARTNER PROGRAM STUDENT SURVEY: ELEMENTARY SCHOOL

Students, we need your feedback. Please share your thoughts about this program.

	Yes	No	I don't know
I feel safe being in the community partner program.			
I know the rules and policies in the program.			
All the kids in the program follow the rules.			
I like going to the program.			
I like the way my program leader teaches our class.			
My parents want me to be in the program.			
We have lots of fun activities in the program.			
My program leader likes me.			

COMMUNITY PARTNER PROGRAM STUDENT SURVEY: MIDDLE/ HIGH SCHOOL

Students, we need your feedback. Please share your thoughts about this program.

	Yes	No	I don't know
I know the goals and policies of the community partner program.			
The program is worthwhile for the school.			
I enjoy going to the program.			
I like the way my program leader teaches our class.			

My parents know that I participate in this program.			
My parents are glad I'm in this program.			
I feel this program helps me to pursue my goals and interests.			
I would be interested in participating in this program or one like it again next year.			

COMMUNITY PARTNER PROGRAM PARENT SURVEY

Parents, we need your feedback. Please share your thoughts about this program.

	Yes	No	I don't know
Does your child like coming to the community partner program?			
Does the staff respect your child?			
Is your child well-supervised?			
Does your child have enough time to play and relax?			
Is your child given enough activity choices for his or her age?			
Is this a safe and healthy place for your child?			
Do the program hours and schedule fit your needs?			
Do you feel free to share your ideas about the program with the staff?			
Does the staff communicate with you about your child?			

PRESCREENING QUESTIONS FOR POTENTIAL COMMUNITY PARTNERS

- What type(s) of programs do you provide?

- What is your mission or vision for the program?

- Tell me about your experiences working with other schools. What need are you filling for schools?

- How much do your services cost? Are there alternative options for compensation?

- What age groups do you work with? What age group is your program tailored to reach?

- Do your instructors have previous experience working with our population of students?

- Is your staff comfortable working in a bilingual environment?

- Are your staff members certified teachers?

- Do your instructors receive training? If so, what does that training entail?

- What additional training would be helpful?

- What challenges have you faced in working with schools? How did you overcome those obstacles?

- What would you need from the school to be successful?

- What would a successful partnership look like?

- Are there schools I can contact for a reference?

PROMPT PAYMENT CHECKLIST FOR COMMUNITY PARTNERS

Once the enrichment session has begun, partner organizations can submit an invoice to ensure timely payment. The invoice will be processed and scheduled for payment according to the terms specified in the partner agreement. If any of these requirements are not met or if you have questions, please follow up with the school contact person as noted in the partner agreement. The invoice must meet the following requirements:

- **All current required tax forms on file at the school.** If you have not submitted a **W-9 form** (for U.S. business) to the school, please include a completed form with your invoice. Forms may be mailed to (school mailing address), emailed to (email address), or faxed to (fax number).

- **An itemized invoice submitted by the partner organization.** The invoice should include a breakdown of hours taught and any additional costs, as stated in the partner agreement. Please include the purchase order number if provided by the school.

- **An approved vendor number, if required.** Invoices received by the school without the appropriate vendor number will be returned to the partner organization.

- **An accurate "Remit to" address and "Bill to" address on the invoice.**

CHECK-IN AGENDA FOR SCHOOL COMMUNITY PARTNER COORDINATOR AND COMMUNITY PARTNER STAFF

Check-in meetings allow the school community partner coordinator and partner staff to address any items or issues that may arise throughout the program. The school community partner coordinator should set up at least one check-in meeting with the partner staff to maintain communication. Below are some questions and opportunities to address during this meeting:

- What are the current classes being offered?

- Have there been any issues around space or materials?

- Do we have enough staff for the number of students?

- Have the classroom teachers given any feedback or reported any issues regarding space, program staff, or student involvement?

- Has the program staff given any feedback or reported any issues regarding space, classroom teachers, or student involvement?

- Discuss future program staff absences, substitutions, or irregularities in the school calendar (e.g., professional development days, early release days, holidays).

- Have parent or community volunteers been welcomed into the classroom and enrichment programs? Is someone assigned to regularly check in with these volunteers?

- Discuss future events around enrichment programs:

  - When will the events take place?
  - How will parents and teachers be notified?
  - What additional space and materials will be needed?
  - How will building staff be made aware of the event?

- Brainstorming for the next enrichment session:

  - Should there be additional classes offered?
  - Are classroom teachers happy with the current curricular alignment?
  - Is there enough staff available?
  - When and how will additional outside community partners be trained about school and program culture and protocols?
  - Are there any new community partnerships that might be a good fit for our school?
  - Are there any community partnerships that we would like to end or adjust to be a better fit for the next session?

VOLUNTEER CODE OF CONDUCT

Thank you for volunteering with (insert school name)! We are grateful that you are joining us in our vision to transform public schools to ensure all students — regardless of life circumstances — are prepared for success in **school, work, and life**. Your contribution will help drive student achievement and teacher effectiveness.

Because we take the safety of our students and staff very seriously, we have developed a brief code of conduct that we ask all of our volunteers to sign to ensure that we are on the same page regarding the volunteer's interactions with students and staff.

Please remember that students are watching your words and actions at all times you are in the school building. In the interest of being a positive role model, the volunteer agrees to the following:

- Appear clean, neat, and professionally attired. Provocative clothing is not permitted.

- Use professional and appropriate language at all times. Profanity; inappropriate jokes; sharing inappropriate details of the volunteer's personal life; and any kind of harassment in the presence of students, parents, volunteers, or staff are prohibited.

- Respond to students with respect and consideration, and treat all students fairly, regardless of sex, race, religion, culture, economic level of the family, or disability.

- Never be alone with a single child and in a place where he or she cannot be observed by others. Allegations or suspicions of child abuse are taken seriously and are reported to the police and/or state agencies for investigation.

- Never abuse students in any way, including:

    - Physical abuse (striking, spanking, shaking, slapping, etc.)
    - Verbal abuse (humiliating, degrading, threatening, etc.)
    - Sexual abuse (touching or speaking inappropriately)
    - Mental abuse (shaming, cruel behavior, etc.)

- No type of abuse will be tolerated.

- Not use, possess, or be under the influence of alcohol or illegal drugs during working hours.

- Not smoke or use tobacco in the presence of students or parents during working hours.

- Not possess or use any type of weapon during working hours.

- Not use school/nonprofit computers to access pornographic sites, send emails with sexual overtones or otherwise inappropriate messages, or develop online romantic relationships.

- Not be alone with students he or she meets in school programs outside of school program activities. This includes babysitting, sleepovers, driving or riding in cars, and inviting students to his or her home. Any exceptions require a written explanation before the fact, are subject to prior supervisor approval, and require parental permission.

- Provide services and advise only within the boundaries of his or her competence, education, or professional experience. The volunteer should refer students to the classroom teacher for all

Volunteer code of conduct continued

questions or situations the volunteer is not prepared to navigate.

• Be a positive role model for students by maintaining an attitude of loyalty, patience, courtesy, tact, and maturity.

• Not give excessive gifts (e.g., TV, video games, jewelry) to students.

• Not date or have romantic relations with program participants or other staff.

• Report any concerns of abuse, neglect, or intent to hurt self or others to a school official.

• Act in a caring, honest, respectful, and responsible manner consistent with the school vision.

• Report to a supervisor any other volunteer who violates any of the policies listed in this code of conduct.

Note: This code of conduct is not exhaustive. The behaviors listed above are examples of conduct that may result in disciplinary action or an end to student contact. Any conduct that school or nonprofit personnel considers inappropriate may result in the end of volunteering with students.

I understand that any violation of this code of conduct may result in the end of my ability to volunteer with students. I aim to be a positive role model for students at all times.

_____   _____

Volunteer Signature   Date

_____

Printed Name

VOLUNTEER OPPORTUNITY SIGN-UP SHEET

Volunteer Opportunity	Time	Commitment	Assigned Lead*
Recess Monitor	11:15 a.m. to 12:30 p.m.	Minimum of four recess periods; flexible schedule	Mr. Gonzalez
Pottery Enrichment	3:00 p.m. to 4:00 p.m.	Every Tuesday for six weeks	Ms. Jones
Writing Tutor	10:00 a.m. to 11:45 a.m.	Flexible schedule	Ms. Alma

*The assigned school staff lead is in charge of checking in with the volunteer on a pre-established regular basis to make sure the volunteer feels welcome in the school, enjoys his or her volunteer opportunity, and is able to maintain his or her commitment to the opportunity.

FAQS

Why are there commitments?
Volunteers who commit to an established number of shifts or hours have the highest impact. Students also react positively to seeing volunteers in the building on a regular basis.

What if I don't meet the commitment?
You will not be eligible for schoolwide recognition, such as Volunteer of the Month, volunteer prizes, or other benefits.

Can I volunteer to do something else?
Absolutely! You are free to make up your own volunteer opportunity or volunteer in a specific classroom as long as it fits with a school or classroom need. We welcome new ideas and ways for volunteers to help in our school.

WHAT IT TAKES TO BE AN EFFECTIVE COMMUNITY PARTNER COORDINATOR

Community partner program coordinators play a unique role. They are by nature boundary-crossers. They are able to work in the school and the community to bridge the culture of each. They have the skills to reach in to teachers and school staff, and reach out to families, residents, and community groups. They possess the planning and organizational ability to bring school staff and partners together to work toward student achievement goals.

Below is a sample list of coordinator responsibilities:

- Facilitates the implementation of community partnerships and volunteer programs.

- Gathers information from students, teachers, families, and administrators to determine needs that can be met by community partnerships.

- Creates opportunities for community partners and school staff to share ideas and collaborate such as during professional development days or community engagement workshops.

- Oversees partner programming recruitment, training, implementation, student and classroom scheduling, evaluation, adjusting, and coaching.

- Ensures program alignment with student achievement and curricular goals through a thorough evaluation process.

- Coordinates with the district to ensure partner program staff meets all necessary district requirements for working with students.

- Oversees student and staff attendance logistics for programs.

- Purchases any necessary materials for the programs with available district or school funds.

- Assists in student behavior training and daily intervention needs.

- Ensures effective classroom management support for partner programming, including daily interventions where necessary.

- Meets regularly with intervention and grade level teams.

- Assists in preparing program budgets and invoices.

- Coordinates grants associated with partner programming.

- Provides assistance in raising program funds and overseeing funding opportunities.

- Coordinates with instructional coaches and master teachers for professional development rotation schedule for staff.

- Serves as expanded learning time committee member, attending all meetings and participating in all projects.

- Facilitates parent, family, and community outreach programs, and coordinates access to family wrap-around services.

CHECKLIST FOR PARTNER MEMORANDA OF UNDERSTANDING

General Information		Not Yet Addressed	Under Discussion	Finalized	Notes
☐	General statement of agreement's purpose				
☐	Partner's affiliation and legal status				
☐	Contractual period				
☐	Contract amendments, renewal, and termination procedures				
☐	Designated program supervisor (school and partner)				

Partnership Responsibilities		Not Yet Addressed	Under Discussion	Finalized	Notes
☐	Trainings and professional development for partner staff				
☐	Staff assignments (school and partner) to support program				
☐	Staff schedules and contact information				
☐	Number of children served (hours, days, and weeks of service)				
☐	Staff supervision (school and partner)				
☐	Staff responsibilities and expectations				
☐	Partner assessment procedures				
☐	Staff absence procedures and substitution policy				
☐	Meetings required to ensure collaborative practice between school and partner				
☐	Tracking student attendance and participation				
☐	Process for background screenings for all participating staff				

Funding and Resources	Not Yet Addressed	Under Discussion	Finalized	Notes
☐ Total cost of services per program session				
☐ Resource, material, and staff commitments of each partner				
☐ Payment procedures				
☐ Contingencies (e.g., child enrollment) required by partner for payment				
☐ Signed space-sharing agreement				

Systems and Communication	Not Yet Addressed	Under Discussion	Finalized	Notes
☐ Ongoing communication process between school and partner				
☐ Protocols for student information sharing and confidentiality				
☐ Parent communication				
☐ Dispute resolution procedures				
☐ Parent permission procedures				
☐ Transportation and travel policies				
☐ Liability/insurance				

Scope and Statement of Work	Not Yet Addressed	Under Discussion	Finalized	Notes
☐ Program objective (student expectations)				
☐ List of student activities				
☐ Measures of program's success				
☐ Organization's contact information				
☐ Program facilitator's contact information				

COMMUNICATION AND COLLABORATION GROWTH CHART

The key to successful collaboration is clear and consistent communication. It is important to discuss logistical concerns as well as philosophical approaches to education and youth development with community partners. These conversations will begin between community partners and the school community partner coordinators, but a successful partnership will also involve students, teachers, and families in these discussions.

Here are some techniques for establishing regular and effective communication between schools and community partners. Assess how well your school and its community partners communicate with each other. Respond to each statement using a scale of 0 to 2, where:

    0 = a strategy that will be a long-term initiative or is not applicable to your partnerships
    1 = a strategy that can be achieved in the next couple of weeks
    2 = a strategy that is already in place

Collectively, these reflect best practices in communication and collaboration. Whenever possible, community partners and school community partner coordinators should review this chart together.

Communication and collaboration growth chart continued

Logistics	In Place (2)	Will Work On Now (1)	Long Term or Not Applicable (0)
Obtain and share key contact information for school and partner staff members.			
Track student attendance through the schoolwide system.			
Discuss attendance, attendance issues, and shared outreach efforts.			
Provide school with 21st century community learning center student attendance.			
Provide school (in advance, when possible) with any staff absences or substitution needs.			
Share school calendars and bell schedules.			
Communicate any schedule changes at the beginning of each month and send reminders the week before.			
Use available classroom paraprofessionals in partner classrooms to ensure a safe and enjoyable learning environment for students.			
Have a written space-sharing agreement and review it before each new enrichment session begins. Make sure teachers see this agreement as well.			
Create a plan for shared resources and fundraising.			
Provide the school with a list of materials, space, and additional personnel needed in advance.			
Create a shared plan for student recruitment and parent outreach.			
Total			

Communication and collaboration growth chart continued

Curricular Alignment	In Place (2)	Will Work On Now (1)	Long Term or Not Applicable (0)
Discuss curriculum integration and alignment objectives.			
Discuss the school's and partner's goals and objectives for students.			
Discuss parent and student feedback regarding curricular content and goals.			
Review objectives and plans of partner's project or activity with school community partner liaison and a committee of teachers.			
Plan projects and activities related to topics and themes addressed in core classes.			
Train partner on student behavior expectations and discipline procedures.			
Total			

Partner Integration	In Place (2)	Will Work On Now (1)	Long Term or Not Applicable (0)
Establish a process for regular meetings between the partner and the established community partner liaison.			
Integrate partner into school's professional development and trainings.			
Invite school staff and families to visit the partner course.			
Invite partners to participate in parent-teacher nights.			
Provide teachers with evidence of learning and achievement throughout program.			
Participate in Individual Education Plan (IEP) meetings for program youth with special needs.			
Total			

TOTAL SCORE _____

YOUR COMMUNICATION AND COLLABORATION SCORE: WHERE YOU FALL

48 to 34: Full Bloom

Congratulations! The communication and collaboration techniques between the school and its community partners are well-established and strong. You have created a dynamic relationship, the basis for a long-lasting and successful partnership.

33 to 24: Blossoming

Almost there! With the implementation of a few more communication techniques, the relationship between the school and its community partners can blossom into a fuller, more substantial relationship that will benefit students, helping them develop the skills needed to succeed in school, work, and life.

Under 24: Needs Water

You can only get better! Communication and collaboration are critical to building an enduring relationship between the school and its community partners. Without these, the relationship can easily deteriorate and fall short in its main objective of providing students with a quality educational experience. Review the best practices in this chart and target a few next steps toward improvement.

SAMPLE COMMUNITY PARTNER AND VOLUNTEER HANDBOOK

Provide community partners with all necessary contact information for relevant school staff.

Contact Information
Insert an asterisk after the name of the primary contact person for community partners.

School Name Address: Main Office Phone: Website:	
Enrichment Program School Manager Office Phone: Cell phone: Email: ***Assistant Principal*** Office Phone: Cell phone: Email: ***School Office Manager*** Office Phone: Cell phone: Email: ***Principal*** Office Phone: Cell phone: Email: ***Campus Security Officer*** Office Phone: Cell phone: Email:	

School Information
Provide the community partners with specific information about your school culture, classes, and schoolwide rules. Below is an example of what that content might look like:

Our School
Welcome to (insert school name) — a place where students **dream** bigger, **work** harder, and **care** more. Our K-12 public school offers a rigorous, 21st century focused curriculum that provides students with hands-on opportunities to build the skills they will need to be successful after graduation.

Advisory Services
All students are assigned an advisor who is their primary point of contact in the school. Each advisor meets with his or her advisory students in small groups for 45 minutes each day. This advisor is also responsible for building a strong relationship with the student's family. Any successes or concerns related to students should be communicated to advisors.

Enrichment Courses
Enrichment courses combine rigorous school-based instruction with real-world experiences. Our students can choose from a variety of community partner programs to better understand the pathways and educational requirements necessary to succeed outside the classroom. These programs allow students to explore the practical application of their academic knowledge so they can begin to see themselves pursuing postsecondary education.

Blended Learning
Blended learning couples teacher-led instruction with online curricular resources so that students can personalize and control the pace of their learning. High-quality blended learning materials give teachers and students much more frequent data about students' progress and learning needs, helping both teachers and students adapt to best meet student needs.

School Culture
We strive to create a positive, safe, and welcoming learning environment for our students. One acronym we use to describe the school we want to build together is PLACE, which stands for:
> Persistence
> Leadership
> Academic achievement
> Connectedness
> Engagement

We encourage you to emphasize these core values with students and weave them into lessons.

School Agreements
- No roughhousing, no hats, no red clothing, no public displays of affection, and no profanity.
- Students are not allowed to bring food, soda, or sports drinks to class. (Water is fine.)
- Students are not allowed in the hallways for the first and last 10 minutes of class.
- All students in the hallways must have a pass that includes date, time, and teacher signature (usually put in the student planner).
- Only one student is allowed out of the classroom at a time.
- Students are not allowed to buy food or drinks while on a bathroom break or any break from class.
- Never release your students before the period is over.

Calendars and Schedules
Include up-to-date daily bell schedules and a full academic/holiday calendar to allow community partners to plan their schedules accordingly. Below are examples of daily and monthly schedules.

DAILY SCHEDULE

Bell Schedule

Monday and Wednesday (Black)			Tuesday and Thursday (Orange)			Friday - All Classes		
Periods	Time	Minutes	Periods	Time	Minutes	Periods	Time	Minutes
one (1)	7:30 - 9:05 / 5 Minutes for Announcements	95	one (1)	7:30-9:05 / 5 Minutes for Announcements	95	one (1)	7:30-9:05 / 5 Minutes for Announcements	95
two (2)	9:12- 10:42	90	two (2)	9:12-10:42	90	two (2)	9:12-10:42	90
3 (m/s lunch) (h/s Advocacy)	10:49 - 11:34	45	3 (m/s lunch) (h/s Advocacy)	10:49-11:34	45	3 (m/s lunch) (h/s Advocacy)	10:49-11:34	45
4 (h/s lunch) (m/s Advocacy)	11:34 - 12:19	45	4 (h/s lunch) (m/s Advocacy)	11:34-12:19	45	4 (h/s lunch) (m/s Advocacy)	11:34-12:19	45
5	12:23 - 1:53	90	6	12:23-1:53	90	5	12:23-1:04	45
7	2:00 - 3:30	90	8	2:00-3:30	90	6	1:08-1:53	45
						7	1:57-2:42	45
						8	2:46-3:31	45

Academic/Holiday Schedule

(yellow)	Vacation
(green)	10th-grade enrichment classes
(light blue)	7th-grade enrichment classes
(lavender)	6th-grade enrichment classes
(red)	Holidays
(purple)	PD: Planning day — no school
(blue)	V: Vacation days for enrichment teachers (26 days)

July '13

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August '13

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	PD	PD	PD	PD	PD	10
11	PD	PD	PD	PD	PD	17
18	19	20	21	22	23	24
25	26	27	28	V	V	31

September '13

Su	M	Tu	W	Th	F	Sa
1	2	V	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October '13

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	PD	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November '13

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	PD	13	14	15*	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December '13

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January '14

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	PD	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February '14

Su	M	Tu	W	Th	F	Sa
						1
2	V	V	V	V	V	8
9	V	V	V	V	V	15
16	17	PD	V	V	V	22
23	V	V	V	V	V	

March '14

Su	M	Tu	W	Th	F	Sa
½	V	V	V	V	V*	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April '14

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May '14

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30*	31

June '14

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					29

COMMUNITY PARTNER TRAINING AGENDA

Before the training session, the school community partner coordinator should post signs directing people to the presentation room. Once everyone has arrived, the coordinator should confirm attendance.

COMMUNITY PARTNER TRAINING AGENDA		
DATE: _____		
TIME: 9-10:30 A.M.		
Location: (Insert school name and address), Presentation Room		
Facilitators: School expanded learning facilitator, principal or assistant principal, and/or lead agency coordinator		
Meeting objectives: • To review policies and procedures for running enrichment programs at (insert school name). • To answer any questions community partners have related to their work at the school.		
Schedule		
Time	Agenda Item	Staff
9-9:10 a.m.	Welcome and introductions: Allow time for partners to get to know each other. Vision for enrichment programming and for community partnerships	
9:10-9:20 a.m.	Overview of the school culture and the students who community partners will serve.	
9:20-9:30 a.m.	Community Partner/Volunteer Handbook: • Contact information • School culture • Lead teachers • School agreements • Program assessment	
9:30-9:35 a.m.	Ice breaker and break	
9:35-9:45 a.m.	Community Partner/Volunteer Handbook (continued): • Student attendance • Staff absences • School schedule, bus schedule, and academic/holiday calendar	
9:45-9:50 a.m.	Interactive reflection activity: • Take two minutes to collaborate with your elbow partner about how you can incorporate the school's core values into your program curriculum. • Spend three minutes sharing ideas with the group.	

9:50-10 a.m.	Other operations and logistics: • Technology/computer/projector use for those who will need it • Classrooms • Classroom materials • Questions for school expanded learning facilitator	
10-10:10 a.m.	Classroom management tips and potential student behavior concerns (Provide further comments about policies and procedures, contact with teachers, etc.)	
10:10-10:20 a.m.	Paperwork and questions (Community partners complete any remaining district paperwork, background checks, space-sharing agreement, and memoranda of understanding (MOUs).)	
10:20-10:30 a.m.	School tour (including emergency exits) and wrap up	

Items to collect from partners:
- ☐ Completed MOUs (if not yet received)
- ☐ Proof of background check
- ☐ Scope and sequence of course objectives
- ☐ Space-sharing agreement
- ☐ Staff contact list

Items to provide partners:
- ☐ Community Partner/Volunteer Handbook
- ☐ School staff contact list
- ☐ Substitution forms (to be completed and returned, if needed)
- ☐ Copy of space-sharing agreement
- ☐ Copy of Invoicing Procedures and Prompt Payment Checklist for Community Partners

COMMUNITY PARTNERSHIP AGREEMENT

between

Insert name of school

and

Insert name of community partner organization (referred to as community partner)

I. Purpose and Scope

The purpose of this agreement is to clearly identify the roles and responsibilities of each party as they relate to providing educational programming for students at name of school.

II. Responsibilities under This Agreement

A. Name of school and/or lead agency agree to:

1) Conduct the training necessary for the community partner to successfully work with the school, teachers and staff, and students.
2) Provide access to necessary information, including schedules and staff contact information. (See Appendix 1.)
3) Serve as a liaison between the community partner and the campus.
4) Evaluate the success of the partnership using mutually agreed upon performance measures. (See Appendix 2.)

B. Community partner organization agrees to:

1) Provide engaging enrichment and/or after-school programming for the school name students:
   a. Focused on subject or material as laid out in the attached scope and statement of work (Appendix 2).
   b. For number of students and their grade levels.
   c. On days of the week from time of class period.
   d. From contractual date range.

2) Substitute policy:
   a. The community partner will provide a qualified, prepared, and trained substitute if the regular instructor is absent. The community partner will notify school expanded learning facilitator (000-000-0000) of this change by 7 a.m. the morning of the scheduled program. (See Appendix 3.)

3) Participate in _____ hour(s) of training required by name of school and/or district, including, but not limited to, the following topics:
   a. Name of school's vision for community partnerships.
   b. The school's history and the community it serves.
   c. Operational needs and school policies and procedures.

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Community partnership agreement continued

4) Track student attendance and participation in programming.

5) Participate in bimonthly partnership meetings.

6) Cooperate with required background screenings.

7) Complete and understand the student information confidentiality statement. (See Appendix 4.)

8) Complete a profile and submit all required data to the district's community partnership system.

9) Communicate biweekly with name of school staff about the progress of programming and reach out to advocacy teachers to discuss student concerns and successes.

10) Participate in efforts to measure the success of the partnership.

11) Provide at least three weeks' advance notice if partnership needs to be discontinued for any reason.

III. Funding
This agreement does not include the reimbursement of funds between the two parties.

IV. Effective Date and Signature
This agreement shall be effective upon the signature of the two parties' authorized officials. It shall be in force from date to date.

Both parties indicate consent to this agreement by their signatures.

_____
Name of School Representative   Date
Name of School

_____
Organization Representative   Date
Name of Partner Organization

**Appendix 1: Program Staff Contact
Information and Space Request**

Program	Individual/Volunteer Providing Services (Name, Phone, and Email)	Service Dates and Times	Requested Space/ Classrooms	Other Facilities Needed

Appendix 2: Scope and Statement of Work

Program objective: Explain what you expect students to learn from this program.

Student activities: List what students will be doing during your program.

Performance measures: We will know this partnership is successful if:
- Program facilitators show up on time for each scheduled program.
- Program facilitators successfully deliver the curriculum that they plan in conjunction with participating students.
- Student feedback indicates that students enjoyed the program.
- There is consistent and open communication between name of school teachers and staff, and community partner.
- Please add any indicators that you think will demonstrate if our partnership has been successful.

Community partner's contact information:
Name, phone number, and email address of organization contact

School expanded learning facilitator's contact information
Name, phone number, and email address of school expanded learning facilitator

Appendix 3: Request for Leave of Absence

Please complete and submit this form to name of school expanded learning facilitator at email address at least one week from known date of planned absence.

Employee Information			
Volunteer Name/Employee Name			
Substitute Name	**Date of Coverage**	Filled by Outside Staff:	Filled by In-Building Staff:
Program Needed to be Covered			

ABSENCE INFORMATION	
☐ This is a new request.	☐ This is an update to an existing request.

Volunteer/Staff Signature:	Date:
School Expanded Learning Facilitator Signature:	Date:

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Appendix 4: Confidentiality Agreement

I, the undersigned, understand that during the course of my work, I may be given access to confidential, privileged, or proprietary student information by the district in order to perform my responsibilities in a manner that meets the district's needs and enhances the delivery of service. By signing this document, I am agreeing to comply with all regulations and laws established to protect confidential information. I understand that accessing or releasing confidential information and/or records or causing this to occur outside the course of my assigned duties would constitute a violation of this agreement. I understand that proven violation of this agreement can result in termination of my access to information and may result in personal action being taken against me. "Confidential information" means any and all information of either party disclosed or otherwise made available to or learned by the parties under this agreement or performing the services this agreement requires, which is designated as "confidential" or "proprietary" or which, under all of the circumstances, ought reasonably to be treated as confidential, and includes, but is not limited to, student data and all district student records and personnel records.

I agree to:

- Maintain confidential information and not reveal it to clients, colleagues, or others with whom I interact without procuring the necessary releases or authorizations.

- Use information disclosed to me solely for the purpose of completing the scope of work set forth in Appendix 2, Scope and Statement of Work.

Partner's Employee/Agent:

Print Name: _____ Date: _____

Title: _____

Organization/Agency: _____

Signature: _____

SAMPLE INVOICE

(Insert Partner Organization Name)
(Insert Organization Slogan)

Street Address
City, State ZIP Code
Phone 111-123-1234   Fax 111-123-1234

INVOICE

Date:	April 1, 2015
Invoice #:	100
For:	*Project or service description*

Bill to:
School Name
Company
Street Address
City, State ZIP Code

Description	Amount
Total	$0.00

Make all checks payable to partner organization name.

INCORPORATING A VOLUNTEER INTO YOUR CLASSROOM

This resource is a useful guide for helping educators incorporate volunteers into their classrooms.

How to Best Use Volunteers

Ask yourself:
- What student needs are not being met?
- What would I like to try during instructional time but don't have the time or skills to accomplish?
- What kind of help would I like during instructional time?
- What does my program ask of me that is difficult for me to provide alone?
- What activities could I delegate to someone else so that I had more time for other activities?

Think of your dream list:
- List the learning activities that you would like to see in your classroom that are not currently taking place.
- What skills and support would be needed to perform these tasks?

Possible roles for classroom volunteers:
- Tutor one-to-one with a student.
- Work with small groups of students, usually all at the same skill level.
- Instruct and assist students using educational technologies.
- Plan field trips.
- Organize classroom materials.
- Search for multimedia on particular topics.
- Facilitate physical activity breaks or team-building activities.

Roles and Responsibilities
Teachers, students, and volunteers need to understand their roles in the classroom. Below are some suggestions for the responsibilities of each group:

Teacher
- Chooses what to teach in the classroom and how to teach it.
- Meets with the volunteer; communicates regularly.
- Clearly and explicitly explains the expectations, routines, and classroom procedures to the volunteer and specifically what is expected of him or her. Doesn't assume any knowledge on the part of the volunteer.
- Introduces the volunteer to the students and other volunteers.
- Models respect for the volunteer.
- Coaches, manages, and supervises the day-to-day work of the classroom volunteer.
- Is a role model for the volunteer, demonstrating how to work with learners.
- Provides meaningful tasks for the volunteer to do in the classroom.
- Is aware of training and support that the volunteer receives, and suggests additional training.
- Provides on-the-job training as needed.
- Provides feedback and is open to suggestions from the volunteer.
- Reports volunteer activity (records, concerns, ideas) to the volunteer coordinator.

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- Asks for student comments about their work with the volunteer.
- Keeps the volunteer informed of learners' progress.
- Provides individual volunteer recognition.
- Helps to make the volunteer feel a valued part of the organization.

Volunteer
- Works with individual students or small groups of students in the classroom or nearby, at the direction of the teacher.
- Maintains confidentiality with respect to the learners and the program.
- Maintains appropriate contact with the students.
- Chooses the best methods to accomplish a particular task.
- Informs staff of additional training that would be useful to the volunteer.
- Models appropriate behavior to the students.
- Respects and adheres to school policies and procedures.
- Learns and follows classroom behavior expectations and management strategies.
- Notifies the teacher privately of any student concerns.
- Arrives when expected or contacts program lead.
- Is flexible, enthusiastic, and creative.

Students
- Show respect for the volunteers, the teachers, and others in the program.
- Provide feedback when asked or if there are concerns.
- Co-creates how best they would like volunteers to help with their learning experience.

During Your First Meeting, Share With Your Volunteer:

During the first meeting, share with your volunteer:
- The structure of your class.
- The current topic of study. Provide any topics or materials the volunteer can review to prepare for helping students with the material.
- Your discipline policy. Explain the volunteer's role in your classroom and how you would like the volunteer to handle behavior issues that may arise.
- The specific tasks you would like the volunteer to do or help with.
- Students your volunteer should focus on.
- How the volunteer should contact you (e.g., email, text message) if he or she will be late or absent.
- Where the volunteer should be in the room during various activities.
- The volunteer's role during various times of teaching (e.g., lecturing, group work, reading, tests and quizzes, working one-on-one with students).
- The volunteer's role during the first class (observing or participating).

The first day your volunteer is in the classroom:
- Introduce the volunteer to the class. Define his or her role and duties in the class.
    - Play a **Name Game** to help the volunteer learn student names.
- Debrief regularly with the volunteer about his or her impressions, ideas, and questions.

QUESTIONS FOR POTENTIAL COMMUNITY PARTNERS/VOLUNTEERS

The following questions should be used as a guide for conversation, rather than a script of questions, between the school volunteer coordinator and the potential volunteer. By generating a conversation, the school volunteer coordinator can get a sense of the potential volunteer's interests and if he or she will be a good match for the school and its students.

- What is your affiliation with our school?

- Do you know any current students who attend our school? If so, how?

- Tell me about yourself. What are your hobbies and interests?

- What do you hope to gain by volunteering at our school?

- Have you volunteered for a school or children's organization in the past?

- Tell me about your experiences working with other schools and organizations.

- What skills do you possess that will help you be a great volunteer at our school?

- What age groups do you enjoy working with?

- Are you comfortable working in a bilingual environment?

- Would you be willing to complete a training before you begin volunteering?

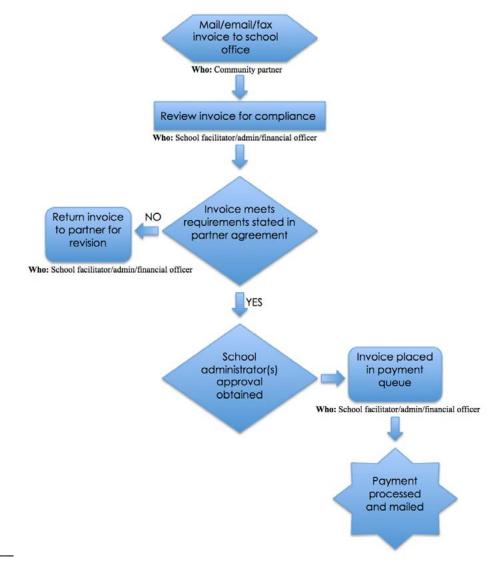- Do you have references I can contact?

INVOICING PROCEDURES

The following instructions explain how a partner organization should submit an invoice for payment. This process should be used consistently to streamline the payment process between the organization and school.

- Once services rendered by the partner organization are verified against the signed partner agreement* between the organization and the school, the partner organization may submit an invoice directly to the school by mail (school mailing address), email (email address), or fax (fax number).
- The appointed school contact for billing will review the invoice to ensure that it received all necessary administrator approvals, meets all requirements for payment, and has all funding requirements in place. (See **Prompt Payment Checklist for Community Partners**.) If any requirements are not met, the invoice will be returned to the organization with notes for necessary corrections.
- Once all requirements are met, the payment will be processed and a check will be mailed to the "Remit to" address on the invoice.

Mail/email/fax invoice to school office
Who: Community partner

Review invoice for compliance
Who: School facilitator/admin/financial officer

Return invoice to partner for revision ← NO — Invoice meets requirements stated in partner agreement
Who: School facilitator/admin/financial officer

YES

School administrator(s) approval obtained → Invoice placed in payment queue
Who: School facilitator/admin/financial officer

Payment processed and mailed

_____

*If the school has generated a purchase order, the invoice will need to be verified against the purchase order before issuing payment.

SAMPLE VOLUNTEER OPPORTUNITIES FLIER

Parker School helps students succeed in school, work, and life by focusing on three areas of whole school development: academic competencies, professional and entrepreneurial skills, and personal competencies.

Come volunteer with us! We need you to change lives.

Where Would I Volunteer?
Volunteers are currently needed at (insert school name and address).

Why Volunteer?
Volunteers can help reduce the achievement and opportunity gaps by helping students make rapid gains in their academic and professional readiness.

We Need Volunteers Who
- Believe that all children, regardless of life circumstances, can succeed
- Enjoy working with adolescents
- Have a diversity of life experiences
- Want to make a one-time or long-term commitment
- Speak English and/or Spanish

How You Can Get Involved
Inquire about volunteer opportunities in the school's main office.

Volunteer Opportunities:

Academic Support
- Serve as a classroom assistant
- Teach an enrichment class

After-School Enrichment and Intervention
- Tutor
- Provide enrichment opportunities
- Enhance physical fitness

Social and Emotional Health
- Adopt an advisory class
- Teach a workshop during an advisory class

Professional Mentor
- Chaperone a field trip to a workplace
- Review resumes and cover letters
- Help students write college essays and complete FAFSA forms
- Judge final presentations
- Conduct mock interviews
- Visit the school as a guest speaker/lecturer about your career
- Provide internship opportunities
- Host a workplace visit
- Collaborate with teachers about plans and projects
- Connect us to other professionals

To learn more, contact:
John Doe, Community Partner and Volunteer Coordinator
johndoe@schoolname.edu
585.123.4567

QUESTIONS FOR POST-SESSION MEETING WITH COMMUNITY PARTNERS

Below is a list of questions that can serve as a guide for a meeting between the school's community partner coordinator and the partner's instructors and managers at the end of year or session. This meeting does not replace regular check-in meetings, but it will allow both parties to discuss what went well about both the partnership and program and what can be improved for the future.

1. Do you feel the community partner training adequately prepared you for the work your organization did at the school this year?

2. Throughout the year, did you feel you were adequately supported by administration, teachers, a community partner coordinator, and parents? What could be improved?

3. Throughout the year, were you able to gain adequate access to necessary information including schedules and staff contact information?

4. Was the space where you hosted your program adequate? Where there any issues or challenges regarding the space?

5. What was student attendance and participation in the program like? What were the greatest challenges and successes regarding student participation?

6. How did the students respond to the curriculum? Were they engaged?

7. Were there any problems with student discipline? What was done to handle these problems?

8. What would you like to keep the same about how the program went this year? What would you like to change for next year?

SHARED LEARNING SPACE AGREEMENT

With expanded learning time, it's imperative that as a learning community we have a mutual understanding about sharing space with one another, our community partners, and our students. The only way to allow for smaller group sizes, more meeting places, and varied experiences for all students is to develop ways to use our limited space most effectively and efficiently. In order to do this we agree to the following:

- Classroom teachers and AMP will have a homeroom/classroom space assignment
  - Personal items will need to be locked in your locked cabinet/desk spaces.
  - Items purchased and allocated only for direct instruction with your assigned students should be marked as such and not used by others.
  - Permanent materials, student furniture, and student technology items purchased with Jeffco funds will be accessible to all learners using the space at any time.
  - Open spaces/student tables/student desk areas are open to use for other purposes during enrichment/intervention/extension times and as needed.
- Resource teachers will have a desk/area space assignment
  - Personal items will need to be locked in your locked cabinet/desk spaces.
  - Items purchased and allocated only for direct instruction with your assigned students should be marked as such and not used by others.
  - Permanent materials, student furniture and student technology items purchased with Jeffco funds will be accessible to all learners using the space at any time.
  - Open spaces/student tables/student desk areas are open to use for other purposes during enrichment/intervention/extension times and as needed.
- Community partners/volunteers will have a meeting/gathering/storage space in the library
  - Enrichment class learning spaces will be assigned per enrichment session.
  - Enrichment facilitators/instructors will make every effort to only use materials and supplies directly given to them through the ELT coordinator.
  - Enrichment facilitators/instructors will make every effort to leave learning spaces in the condition in which they were found (any moved furniture moved back, trash and debris picked up, items moved always put back in proper place).
  - A basic materials and supplies bucket will be positioned in every enrichment/intervention/extension learning space for use during enrichment/intervention/extension classes only.

In order for innovation such as expanded learning time for students to be successful, there needs to be a general consensus that the learning spaces in a school are NOT specific to any one class and/or any one teacher etc. The learning spaces are for ALL of our students and can and will be used to their fullest capacity to enrich learning opportunities. Every effort will be made to respect one another, our things, our property, our equipment, and our materials. If we all adopt the mind-set that the learning spaces are for student learning and we as teachers/facilitators are only borrowing/using the space when it is our turn to be the teachers/facilitators, knowing full well, when we are not in that space some other teacher/facilitator is using the space to enrich/teach our students, then we can work together in our communal spaces successfully.

Shared learning space agreement continued

If a concern arises regarding shared spaces, please follow these steps:

1. Speak directly with the people involved in the concern around sharing space.
2. Work toward a solution/compromise to the concern.
3. Try it out.
4. If the concern continues, contact [insert name], ELT coordinator to help mediate/problem solve the situation.
5. If the concern continues, [insert name] will bring the issue to Sandy Craig the Principal for resolution and/or reconfiguration through discussion and collaboration with all parties involved.

I have read and understand the sharing space philosophy. I agree to share communal learning spaces with respect and attention to the above mentioned ideals.

Staff/Community Partner Signature: Date:

BUDGET TEMPLATE

The budget template is broken down into two sections: the cost and the funding available for each program. Each section has formulas to calculate the overall costs, subtract the amount funded by grants, sponsorships, etc., and display the additional money needed to fund each program.

Below are instructions for inputting information into each section.

FUNDING: This section is for recording funding received for partner programming, which includes money received from grants, sponsorships, donations, fundraising, etc.

- Type: grant, sponsorship, donation, fundraiser, etc.
- Name: title of grant, sponsorship, donation, fundraiser, etc.
- Amount: the amount of money received.
- Specified use: does this money need to fund a specific area of partner program (i.e. STEM or outdoor, etc.)?
- Requirements: are there certain requirements that must be fulfilled by the partner program to use these funds (i.e. serve a certain number of students, run during a specified time of year, etc.)?

At the bottom of the funding section are totals for the amount funded, requested, and additional funds needed. These will automatically calculate based on the information provided.

Following the funding section, there is a programs section for each area of enrichment. Each section has space for calculating the costs of the programs offered. This section will also provide an overview of the number of programs offered within each area.

HEALTH AND PHYSICAL FITNESS: Partner programs related to sports, health and wellness, and physical activity.

OUTDOOR/ADVENTURE: Partner programs related to the environment, animals, and exploration of the great outdoors.

LEADERSHIP AND OTHER PERSONAL AND PROFESSIONAL SKILLS: Partner programs related to building student leaders and development of personal and professional skills necessary for success in school, work, and life.

STEM: Partner programs related to science, technology, engineering, and math.

ARTS/HUMANITIES: Partner programs related to arts, theater, and culture.

SPECIAL INTERESTS: Partner programs related to miscellaneous interest areas such as chess or foreign languages.

Within each of these sections, there are columns to provide a breakdown of funding to be spent in each area, and additional funds are needed to support the programs.

- Program date: the date range of the program.
- Program name: the name of the program on the agreement.
- Program cost: the agreed upon amount requested by the community partner.
- Transportation: additional costs to transport students to and from the program location, if off campus.
- Additional materials: the cost of any additional materials needed outside of those the partner will provide.
- Additional staff: the cost of any additional staff outside that which is provided by the partner.
- Funded by: is there a specific grant, donation, fundraiser, etc. that will fund this specific program?
- Amount funded: the total from the fund that will be used for the program.
- Additional $$ needed: the additional amount needed to fund the program.

The totals for each section will be calculated and reflected in the funding section.

Budget template continued

Date:_____

School Year:_____

FUNDING

Type	Name	Amount	Specified Use?	Requirements
		$		
		$		
		$		
		$		
		$		
		$		
		$		
		$		
		$		
		$		
	TOTAL FUNDED	$0.00		
	TOTAL REQUESTED	$ -		
	Total Additional Funds Needed	$0.00		

PROGRAMS

PHYSICAL FITNESS

Program Date	Program Name	Program Cost	Transportation	Add. Materials	Additional Staff	Total Cost	Funded By	Amount Funded	Add. $$ Needed
						$ -			$ -
						$ -			$ -
						$ -			$ -
						$ -			$ -
						$ -			$ -
						$ -			$ -
						$ -			$ -
TOTAL		$ -	$ -	$ -	$ -	$ -		$ -	$ -

OUTDOOR/ADVENTURE

Program Date	Program Name	Program Cost	Transportation	Add. Materials	Additional Staff	Total Cost	Funded By	Amount Funded	Add. $$ Needed
						$ -			$ -
						$ -			$ -
						$ -			$ -
						$ -			$ -
						$ -			$ -
						$ -			$ -
						$ -			$ -
TOTAL		$ -	$ -	$ -	$ -	$ -		$ -	$ -

LEADERSHIP AND OTHER PERSONAL & PROFESSIONAL SKILLS

Program Date	Program Name	Program Cost	Transportation	Add. Materials	Additional Staff	Total Cost	Funded By	Amount Funded	Add. $$ Needed
						$ -			$ -
						$ -			$ -
						$ -			$ -
						$ -			$ -
						$ -			$ -
						$ -			$ -
						$ -			$ -
TOTAL		$ -	$ -	$ -	$ -	$ -		$ -	$ -

STEM

Program Date	Program Name	Program Cost	Transportation	Add. Materials	Additional Staff	Total Cost	Funded By	Amount Funded	Add. $$ Needed
						$ -			$ -
						$ -			$ -
						$ -			$ -
						$ -			$ -
						$ -			$ -
						$ -			$ -
						$ -			$ -
TOTAL		$ -	$ -	$ -	$ -	$ -		$ -	$ -

ARTS/HUMANTIES

Program Date	Program Name	Program Cost	Transportation	Add. Materials	Additional Staff	Total Cost	Funded By	Amount Funded	Add. $$ Needed
						$ -			$ -
						$ -			$ -
						$ -			$ -
						$ -			$ -
						$ -			$ -
						$ -			$ -
						$ -			$ -
TOTAL		$ -	$ -	$ -	$ -	$ -		$ -	$ -

SPECIAL INTERESTS

Program Date	Program Name	Program Cost	Transportation	Add. Materials	Additional Staff	Total Cost	Funded By	Amount Funded	Add. $$ Needed
						$ -			$ -
						$ -			$ -
						$ -			$ -
						$ -			$ -
						$ -			$ -
						$ -			$ -
TOTAL		$ -	$ -	$ -	$ -	$ -		$ -	$ -

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