K-H Partnerships Tool Kit

Campus Compact for New Hampshire

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Tool Kit

Campus Compact for New Hampshire (CCNH) is a consortium of 24 New Hampshire college and university presidents and private sector partners who are united towards the integration of service, civic responsibility and community collaboration into all academic, civic and student facets of their institutions. CCNH presidents and partners believe that through sustained and creative involvement from students, faculty, and institutions in civic engagement and renewal, higher education will realize its most noble goals of educating citizens, preparing tomorrow's leaders, and contributing to the life of America's communities.

Campus Compact for New Hampshire would like to thank the Corporation for National Service for its support in making this publication possible. This material is based upon work supported by the Corporation for National Service under Learn and Serve America: Higher Education Grant 97LHSNHOO7. The dissemination of this material is supported by the Corporation for National Service under Learn and Serve America: Higher Education Grant 00LHENH007. Opinions or points of view expressed in this document are those of the authors and do not necessarily reflect the official position of the Corporation for National Service or the Learn and Serve America Program.

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Acknowledgements

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Terry Pickeral, Cascade Educational Consultants
William Preble, Associate Professor of Education, Dean of Graduate and Continuing Studies, New England College
Mimi Bergere, Executive Director, New Hampshire Partners in Education
Tilea Warren, AmeriCorps Member and student intern, New England College

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Partnerships as Collaborations Defined

Partnerships are collaborations between two or more organizations, institutions, or agencies. A collaboration is defined by Winer and Ray (1996) as "a mutually beneficial and well-defined relationship entered into by two or more organizations to achieve results they are more likely to achieve together than alone" (p. 24). The National Network for Collaboration states that " '...a collaboration is a process of participation through which people, groups, and organizations work together on the strengths of the community to achieve desired results' " (Pickeral). Mattessich and Monsey (1992) state that "the relationship includes a commitment to: a definition of mutual relationships and goals; a jointly developed structure and shared responsibility; mutual authority and accountability for success; and sharing of resources and rewards" (Wade, 1997, pp. 47-48). Collaborations are seen by some as "a more durable and pervasive relationship" (Winer & Ray, 1996, p. 22) and as a more "intense way of working together while still retaining the separate identities of the organizations involved" (Winer & Ray, 1996, p. 23).

K-H as Engaged Communities

Boyer (1995) and Rothman (1998) describe collaborations between higher education and K-12 schools as engaged communities. Boyer (1995) describes this scholarship of engagement as " 'connecting the rich resources of the university to our most pressing social, civic, and ethical problems, to our children, to our schools, to our teachers, and to our citizens' " (Rothman, 1998, p. 6). And, scholarship, Boyer (1996) claims, "involves discovery (research) and integration, sharing, and application of knowledge' (pp. 16-17)" (Rothman, 1998, p. 30). Boyer (1995) goes on to say that higher education " 'must become a more vigorous partner in the search for answers to our most pressing social, civic, economic, and moral problems' " (Rothman, 1998, p. 6). It is conceivable that the search for such answers is accomplished more effectively when higher education and K-12 schools

Astin (1995, p. 3) describes the engaged campus as higher education connecting with K-12 schools and other agencies through teaching, research, and service to meet the needs of our local communities and larger society (Lankford & Games, 1997, p. 30). Institutions of higher education and K-12 schools and other agencies or organizations that collaborate "create 'a special climate in which academic and civic culture communicate more continuously and more creatively with each other (Boyer, 1996, p. 20)" (Rothman, 1998, p. 30).

K-H as Engaged Communities

Benefits of K-H Partnerships

Collaborations help institutions "think beyond the traditional bounds of [their programs]" (Watts & Nashman, 1997, p. 26). When organizations work together partners can "find solutions to problems and discover ways to build on the collective assets of the college and the community" (Pickeral & Peters, 1997, p. 57). Collaborations between K-12 schools and higher education provide opportunities for partners to: a) explore literature and new developments in their field, and b) have serious discussions about teaching with peers who are committed to the profession (Haycock, 1994, p. 18). In addition, they may help to keep teachers from leaving the profession entirely claims Haycock (1994, pp. 18-19) who goes on to say that "through mutual efforts, each sector can learn much from the other about the enhancement of teaching and learning" (p. 19). Rasmussen and Skinner (1997) agree that collaborations provide multiple opportunities for diverse stakeholders to share and learn together.

Winer and Ray (1996) state that "the beauty of collaboration is the acknowledgment that each organization has a separate and special function, a power that it brings to the joint effort" (p. 23) and that "each separate organization provides valuable services or products often critical to the health and well-being of their community" (p. 23). As collaborations grow, members experience rewards as they do the work of the partnership. Partners, or collaborators, as a result of "working together and creatively combining their resources, . . . become stronger, and their increased and revitalized energy builds a stronger and better community for all . . . residents" (Kretzmann & McKnight, 1993, p. 42).

Rothman (1998) states that partnerships allow partners "to forge links with the community on a variety of levels" (p. 19). This allows for more assets/resources to be tapped, more people to become involved in the partnership, and more community needs to be identified and met. Wade (1997) goes on to say that "collaboration is only effective . . . when there is give and take, when working together benefits everyone involved" (p. 47). Collaboration can contribute resources, time, and people making meeting community needs more efficient and successful. It is through collaborations that collaborators widen their views on their community's needs, can pool their information and resources to meet these needs, and find creative ways to meet the challenges they face. It is "through collaborating [that] we are challenged to listen to other perspectives to expand our notion of the 'right' way to do something, and to model the democratic process in our schools and communities" (Wade, 1997, p. 62).

Effective Partnerships

Pickeral and Peters (1997) claim that "college-community collaborations that develop within a more integrated campus structure create the best opportunities for the college to learn from and contribute to the community" (p. 53). It is conceivable that the reverse is true. Collaborative efforts are most successful when the efforts are "defined, focused, and supported" by the partners (Pickeral & Peters, 1997, p. 53) and these efforts must be sanctioned by key administrative leaders in each organization if the efforts are to be successful. When collaboration becomes part of the culture of the organizations, the efforts of the partners will more likely be sustained. According to Wade (1997),

> collaborations are more likely to work well if the participants have a positive history of cooperation and collaboration in the community, if the collaborative group is seen as a leader in the community, and if the political leaders, opinion makers, and general public support (or at least do not oppose) the group's mission. Haycock (1994) states that K-H collaborations "promote a sense of colleagueship [sic] and shared mission between faculty members in schools and colleges, as well as a deep connection to the discipline itself" (p. 18).

Rationale for K-H Partnerships

So why should K-H collaborate? Pickeral (1998) states the rationale or purpose of K-H collaborations are : a) to provide programs and services for students, b) to provide programs and services for educators, c) to articulate, develop, and evaluate curriculum and instruction, d) to help with restructuring and educational reform, e) to learn new technologies and form new alliances, and f) to support legislative initiatives (pp. 3-4). Pickeral also states that K-H collaborations "add value to each partner and the collaboration, and they are needed to solve our complex social problems."

Rationale for K-H Partnerships

Elements of Effective Partnerships

There are a variety of elements that are present in effective partnerships. K-H partnering “requires creative energy and careful attention. Faculty, staff, administrators, and students must prepare for their partnership roles” (Pickeral & Peters, 1997, p. 58). It is important to remember that each partner contributes resources to the partnership, as well as its reputation.

The following questions should be considered when developing a partnership:

1. What rationale exists to combine K-12 and higher education?
2. What is the ‘value-added’ for each organization and other entities?
3. What evidence exists to support K-H collaborations?
4. What are the general and specific principles that guide K-H collaborations?
5. What facilitators support K-H collaborations?
6. What organizations provide encouragement and support for K-H collaborations?
7. How can we communicate effectively the efforts and outcomes of K-H collaborations?
8. What opportunities exist to test our assumptions?
9. What opportunties exist to share our work?
10. What other voices need to be at the table to inform our work?
11. What are the next steps? (Pickeral, 1998)

As partners “collaborate, [they] decide where they want to go . . . ; what each partner . . . wants; and how [they] are going to get what [they] want” (Winer & Ray, 1996, p. 33). Flexibility and adaptability are essential for effective partnerships. In addition, partnerships must have “a genuine dialogue between two equal partners. Each member of [the] partnership has much to learn from the other, and much to teach” (Rothman, 1998., p. 19). The relationships of the partnership need to be mutually beneficial.

Elements of Effective Partnerships

I. Honesty and Trust
A climate and culture of honesty and trust must be established.

II. Broad Stakeholder Representation
Partnerships must include stakeholders from as many sectors of the community as possible. Anyone who may have an interest in the partnership or be affected by it should be invited to participate.

III. Reciprocity
The relationship should be symbiotic, benefiting all partners.

IV. Roles and Responsibilities: A Division of Labor
Leadership, decision making, responsibility, and use of resources must be shared.

V. Needs/Challenges/Resources/Assets
Partnerships need to perform a needs/challenges/resources/assets assessment to help them establish the direction of the partnership and help it to form its mission.

VI. Vision and Mission
Partnerships must establish a common vision and mission which is free to change or adjust as the partnership progresses.

VII. Goals, Objectives, and an Action Plan
The partnership needs to collectively agree on its goals, develop objectives to address these goals, and create an action plan to meet the goals and objectives they have identified.

VIII. Communication
Regular and effective communication must be planned for and maintained.

IX. Assessment
There needs to be a formative and summative assessment of process and outcomes.

X. Celebration of Efforts
The partnership must plan for and celebrate its efforts and recognize the partners for their hard work.

I. Honesty and Trust

A climate and culture of honesty and trust must be established

The partnership must consciously establish and nourish a sense of trust between partners so that partners feel able to air their problems and concerns without fear of being "put down" or diminished in any way. Partners must be able to honestly assess the challenges or those things that inhibit or deter the progress of the partnership and identify methods to overcome these challenges. There must be a significant period of time (as opposed to amount of time for work) allowed for the partners to get to know each other, trust each other, and become accustomed to each others' working style and pace.

Effective partnerships have trust, a shared vision, and commitment. According to Pickeral and Peters (1997) trust is built "through . . . combined local history and long-term partnerships" (p. 54). According to Suzanne Morse (1996) "if we cannot trust our partners we cannot collaborate at the highest level" (Pickeral, 1998, p. 3). If there is trust between stakeholders, partners, and a level of comfort that allows individuals to share their views, then honesty between partners will be developed. Partners must "share mutual respect, understanding, and trust" (Wade, 1997, p. 58). Partners need to be open with each other, able to say to one another "that does not fit into the mission of my institution so it's not something that I can adopt." In addition, partnerships require "patience, creativity, and sophisticated skills with people" (Winer & Ray, 1996, p. 26). Trust is a must. Each partner must feel confident in the integrity and purpose of the other.

II. Broad Stakeholder Representation

Partnerships must include stakeholders from as many sectors of the community as possible. Anyone who may have an interest in the partnership or be affected by it should be invited to participate.

The partnership "should include representatives from each segment of the community who will be affected by its activities" (Wade, 1997, p. 58). Winer and Ray (1996) state that partnerships "must prepare [themselves] for customs and values that differ. . . . Acceptance and acknowledgment of different customs build[s] the trust that is essential for effective collaborations" (p. 31). In addition, each partner "must learn each other's language" (Winer & Ray, 1996, p. 31) if they are to be effective. According to Rothman (1998), "community-building must be based on a language and practice that recognize[s] the value of neighbors, friends, and citizens . . . , but who join with their neighbors to accomplish change together" (p. 15).

In addition, partnerships must include others from a diversity of cultures, fields, and sectors. Partnerships can learn a great deal from the individuals in the partnership. Each individual brings with him or her customs, languages, preferences, beliefs, and experiences that can enrich the partnership. Those partnerships that acknowledge this diversity and use it as a resource can benefit from it. Also, partnerships need to think about larger results and strategies and work toward long-tem results.

Partnerships should use a collaborative approach, including those stakeholders who can help the partnership grow and reach its goals. They require "support from the students, the institution, and the community partner[s]. This creates the infrastructure required to overcome problems which arise" (Rasmussen & Skinner, 1997, p. 82). Faculty from various sectors should be included in the partnership and be involved in research and analysis. Students should be involved at various levels and asked for feedback. This extends ownership and keeps the partnership on track. According to Wade (1997), partners "need to feel ownership of both group's process and the outcomes" (p. 58). Developing an effective K-H partnership takes time. Initially, key players are identified and brought to the table to discuss the need for a partnership and what it would entail. For a partnership to flourish, a significant number of members from each group must be committed to the partnership. Most K-H partnerships consist of a college faculty or staff member and

a) a K-12 faculty member and/or administrator, and/or

b) a student from any each organization involved, and/or

c) a community member or representative of a community group.

Ideally, as the partnership expands, it will include more than one member from each of these groups, and others besides.

III. Reciprocity

The relationship should be symbiotic, benefiting all partners.

A symbiotic relationship " 'denotes a mutual dependence between unlike organisms' (Hawley, 1950)" (Pickeral). Each partner must identify his/her expectations. And, the partnership should meet the significant needs of all parties. Roles and expectations must be clearly defined and articulated and each partner must be committed to developing the partnership and supporting its efforts. Pickeral states that "collaborations allow independent entities to reach out beyond their own capacities as they meet their organizational objectives, while enhancing their contribution to collaborative outcomes."

Commitment can easily be developed among long-term neighbors, members who don't change frequently (Pickeral & Peters, 1997, p. 54). Morse (1996) states that "commitment means having the capacity to articulate to each entities' constituents why the collaboration exists and the mutual benefits collaborations bring" (Pickeral, 1998, p. 3).

IV. Roles and Responsibilities: A Division of Labor

Leadership, decision making, responsibility, and use of resources must be shared.

Partners must each bring resources to the partnership and must be willing to be flexible, to "give" in the partnership process. There needs to be a division of labor, not a diffusion of responsibility. Clear lines of authority need to be established for dealing with questions that arise. The partnership needs to establish some method for handling day-to-day problems as well as larger concerns and crisis management. This could be a rotating duty among partners, unless one partner is particularly good at this and enjoys trouble-shooting.

Effective collaborations maintain equality. They "find ways to balance the inequities among all members" (Winer & Ray, 1996, p. 25). Partners leave their titles at the door and become citizens, community members, partners, all deserving respect, all with valuable contributions to make. "A healthy collaboration acknowledges that the group needs a diversity of preferences and that all these preferences are valuable" (Winer & Ray, 1996, p. 33). In addition, effective collaborations share the workload. Each partner has a responsibility and input from everyone is encouraged. Listening is essential so all members feel valued resulting in individuals who are genuinely interested in partnering.

A Leadership Team, Design Team, or Steering Committee can help to determine policy for the partnership and give it direction. The power individuals bring to the partnership need to be considered. Those who leave their titles and egos at the door help to create more effective partnerships. It's more important to recognize that all individuals bring to the partnership power. Power, however, must be used intentionally to benefit the partnership and partners must have a shared sense of responsibility. Partnerships require "ownership on the part of many persons and organizations" (Rothman, 1998, p. 79). And, partnerships must "resolve any conflicts that grow from the use of power" (Winer & Ray, 1996, p. 34).

In effective partnerships individuals often have to change the way they work. They need to build consensus. Partners "never agree unanimously on all matters. In fact, disagreement is both healthy and desirable. But successful [partnerships] find ways to work together" (Winer & Ray, 1996, p. 26). Wade (1997) states that "collaborating partners [need to] show a willingness and ability to compromise" (p. 58). According to Wade (1997) "with careful planning, responsibilities can be divided among all those involved to match capabilities and interests to specific tasks and to get more done in less time" (p. 48). Partners need to clearly understand their roles and responsibilities.

V. Needs/Challenges/Resources/Assets

Partnerships need to perform a needs/challenges/resources/assets assessment to help them establish the direction of the partnership and help it to form its mission.

A needs/challenges/resources/assets assessment should help the partners identify authentic community needs/challenges/resources/assets, as well as prioritize, give direction to their efforts. Partners need to be attentive to working relationships, open to new uses for familiar resources and willing to share the results and rewards of the partnership. Partners need to celebrate the achievement of goal, and there must be a mutual appreciation of efforts undertaken. "Community-building is itself a process of strengthening and integrating relationships between and among community members" (Rothman, 1998, p. 16).

Certainly what will benefit the community, the partnership and individuals, and the self-interests of all involved will guide the partnership and help to focus its work. Partnerships need to carefully consider the resources and assets each partner can bring to the partnership to solve the challenges identified by the partnership. This requires the partnership to develop a map of its assets and resources. Kretzmann and McKnight (1993) suggest that when partners look at resources and assets that they remember to include:

The capacities of the individuals.

The gifts of 'strangers.'

The associations of citizens.

Local, private, public, and non-profit institutions.

The community's physical assets.

The capacity finders and developers. (p. 347)

Kretzmann and McKnight (1993) go on to say that "a community which pays particular attention to locating and mobilizing the gifts of strangers in its midst is one which clearly welcomes the contributions of all its members to the community building process" (p. 347). According to Rothman (1998) partnerships can be "defined based on [their] strengths, [their] resources, and [their] abilities, not [their] needs and deficiencies" (p. 16). Rothman (1998) goes on to say that "the primary focus is what the community can do for itself. Outside funding and support may be useful, but only inasmuch as they help the community achieve its own goals" (p. 16). The partnership needs to align its work with the partners' needs. A partnership should focus on what the partnership wants over what individual partners want.

VI. Vision and Mission

Partnerships must establish a common vision and mission which is free to change or adjust as the partnership progresses.

Partners bring their organizations into a new structure which has its own mission, which should compliment and support the mission of all the partner organizations. According to Wade (1997), "the mission and goals or the approach of the group should differ, at least a little, from the mission, goals, or approach of any one of the organizations involved in the collaboration" (p. 59). The relationships that develop as a result of this partnership need to be planned for and communication on all levels needs to be well-defined. For a partnership to be effective, partners must be good listeners and able to think creatively, "out-of-the box." In addition, partners must define their roles and responsibilities and share responsibility and decision-making. They must also "develop a shared vision for their work together" (Wade, 1997, p. 59).

A shared vision can be developed more easily if individuals have "similar experiences and expectations for community improvement" (Pickeral & Peter, 1997, p. 54). A vision "'adds-value' to each entity and recognizes new horizons possible through collaborations (Morse, 1996)" (Pickeral, 1998, p. 3). This shared vision, Morse (1996) claims "comes from working diligently to define success for the collaboration and all partners" (Pickeral, 1998, p. 3).

VII. Goals, Objectives, and an Action Plan

The partnership needs to collectively agree on its goals, develop objectives to address these goals, and create an action plan to meet the goals and objectives they have identified.

The partnership needs to collectively agree on goals that will address the needs they have identified and use the assets and resources to meet those goals. For example,

"The goals of our K-H partnership are to:

- **involve college students in mentor relationships with local K-12 youth.**
- **increase literacy skills among our K-12 student population.**
- **raise the level of awareness about important community issues among students of all ages.**
- **engage our campuses and faculty in service-learning as a powerful teaching/learning strategy."**

The partnership must identify some immediate short-term objectives that address its long-term goals and mission. For example:

> "The partnership will create a buddy system that pairs education majors with K-3 students who have trouble reading. The buddies will meet at least once a week from October through May."

The partnership should develop and implement an action plan which addresses the goals of the partnership. This action plan should include a time line, people responsible for monitoring progress toward meeting each goal, assessment tools to evaluate the partnership's progress toward meeting its goals, etc. The time line should include dates when each goal should be started, dates for formative and summative evaluation, and dates when the partners will reconvene to plan for the continued growth of the partnership.

When partnerships create an action plan they need to take the preferences of each member into consideration. According to Kretzmann and McKnight (1993) "planning provides a vehicle for defining and developing a local vision, and for attaching that vision to strategies which begin to move toward making the vision a reality" (p. 351). In addition, an action plan needs to include how to evaluate progress and success in attaining the partnership's vision. During planning, partners should discuss intended outcomes which include clarifying goals and specific measures to evaluate progress toward achieving the goals.

Partnerships need to consider the following:
1. What is the partnership trying to achieve? A list of barriers including organizational structure, individual behavior, values, beliefs, and ideologies needs to be generated and considered.
2. What are the items that are peripheral to the partnership and what items are central to achieving the partnership's goals?

3. How can the goals/outcomes or changes be facilitated?
   - Make sure individual goals, partner goals, and partnership goals are clearly defined.
   - Make sure partners are aware of the various cultures of the organizations involved in the partnership and identify the best ways of approaching them.
   - Understand the process of change and strategies necessary to make change happen.

4. What process will the partnership follow to reach its goals?

To create major change, partnerships need to:

1. Formulate a message.

- They need to develop "a vision to help direct the change effort and strategies for achieving that vision" (Rothman, 1998, p. 23).
- Partnerships need to "[examine] potential crises and major opportunities in order to establish a sense of urgency behind the vision" (Rothman, 1998, p.23)
- Partnerships need to "[put] together a guiding coalition made up of people with enough power and dedication to lead the change" (Rothman, 1998, p. 23).

2. Spread the word.

- Partnerships need to "[use] every vehicle possible to constantly communicate the new vision including having members of the guiding coalition act as role models" (Rothman, 1998, p. 23).
- Partnerships need to "[empower] broad-based action by getting rid of obstacles, changing systems that undermine the change, vision, and [encourage] constructive risk-taking" (Rothman, 1998, p. 23).
- Partnerships need to "[plan, generate,] and visibly [reward] short-term 'wins' that further the effort" (Rothman, 1998, p. 23).

3. Work toward institutional progress.

- Partnerships need to "consolidate gains and produce more change by developing new projects, encouraging institutional restructuring, and changing hiring and promotion policies" (Rothman, 1998, p. 23).
- Partnerships need to "anchor new approaches in the leadership and management of the university as well as in the institutional culture articulating connections between new behaviors and organizational success" (Rothman, 1998, p. 23).

VIII. Communication

Regular and effective communication must be planned for and maintained.

Partnerships should hold regular meetings that are scheduled to accommodate all partners' needs. When appropriate, smaller groups or committees are formed to handle day-to-day issues so that everyone is not burned out by too many meetings. A channel of communication needs to be made available for regular updates and feedback to keep partners abreast of what's happening. This might be e-mail, a monthly newsletter, central bulletin board postings, a phone-tree, etc.

Effective collaborations have open and frequent communication. Members are kept up-to-date frequently, speak openly about issues, and convey necessary information to those outside the group. This also allows partners to continue to discover the assets and talents each partner brings to the partnership as well as identify new community members who might want to be involved with the partnership.

Partners should determine an effective means of "educating" other stakeholders about the partnership, its mission, goals, and efforts. A broader, more diverse stakeholder representation may lead to broader support and sustainability. And, time must be provided for the partners to work together. All partners must be willing to set aside a significant amount of time to "work out the kinks."

IX. Assessment

There needs to be a formative and summative assessment of process and outcomes.

There needs to be frequent assessment of process and outcomes and stakeholder analysis (what are they getting out of the partnership). The partnership should repeat the needs assessment on a regular basis (e.g., once or twice a year), with the intention not only of finding out whether current needs and resources of partners have changed, but also how well their needs are being met and their resources used during the course of the partnership. In other words, the needs assessment must be tied to a planned, regular evaluation of progress toward stated goals and objectives. And, partnerships must be open and flexible to changing needs and environment.

When planning partnerships one should ask the following:

- *What do the intended outcomes look like?*
- *What do these outcomes mean? (Qualify and clarify)*
- *How will the partnership know if it is achieving the intended outcomes? (Rothman, 1998, p. 30).*

When assessing progress and outcomes keep the following in mind:

1. Identify your audience.

To do this consider the following questions:

- *Who will the assessment be directed towards?*
- *Who else may want to see the information the partnership collects through assessment?*
- *Who will be the audiences for that data?*
- *Who will benefit from the kind of information that the partnership produces? (Rothman, 1998, p. 32).*

2. Define key variable.

To do this consider the following:

- *Defining goals in clear, measurable terms.*
- *Identifying how the partnership will be able to tell if the goals have been met*
- *What evidence does the partnership need?*

3. Select appropriate measures.

To do this consider the following:

- Quantifying the variables.
- Where the partnership will start and what steps the partnership will need to take to reach its goals.
- Defining the indicators for each variable by answering the question, if this is happening, how will the partnership know?
- Establishing baseline data. Answer the question where is the partnership in respect to its goals? And, what is the partnership currently doing?
- Setting benchmarks. Identify what each indicator will look like at the end of year one, two, etc.
- Selecting appropriate measures to collect data regarding the partnership's indicators.

Partnerships may want to start small but have a big plan. They should strive for immediate results and use these to talk with others about the partnership. In addition, they should celebrate and communicate all of their victories.

Rothman (1998) describes evaluation as "a process of making a decision or judgment about whether an effort is successful and to what extent has or has not met a goal: assessment is a process of gathering data in order to perform evaluation" (p. 30). According to Rothman (1998), assessment will:

- allow you to gauge progress and recognize change;
- turn vague ideas into concrete goals with specific outcomes;
- convincingly communicate to others the value of the goals being assessed;
- define what progress needs to be made and document what progress has already been made. (p. 30)

X. Celebration of Efforts

The partnership must plan for and celebrate its efforts and recognize the partners for their hard work.

The partnership must create high-quality products to describe the conditions, processes, activities, and outcomes of the partnership to others. The partners must regularly celebrate accomplishments, no matter how large or small. The partnership must continually look for and reward commitment based on passion and ownership in the process. The strengths and interests of each partner are a considerable asset and should influence the direction of the partnership so that it continues to reflect the partners' individuals needs as well as the communities it serves.

Steps To Develop A Partnership

So what steps are involved in developing a partnership? A partnership needs to:

1. Create a vision for where the partnership wants to be in one year, two years, and more.

2. Create a mission statement by taking the mission statements of each organization into consideration.

3. Map completely the resources, assets, and capacities of individuals, citizens' associations and local institutions (Kretzmann & McKnight, 1998, p. 16).

4. Build community relationships based on local assets for mutually beneficial problem-solving within the community (Kretzmann & McKnight, 1998, p. 16).

5. Mobilize the communities' assets fully for developing the partnership and sharing information (Kretzman & McKnight, 1998, p. 16).

6. Convene as broadly representative a group as possible for the purposes of building a community vision and plan (Kretzmann & McKnight, 1998, p. 16).

7. Create goals, objectives, and an action plan with a time line to support the mission.

8. Develop a means to formatively and summatively evaluate and monitor the progress of the partnership.

9. Leverage activities, investments, and resources from outside the community to support the development of the partnership (Kretzmann & McKnight, 1998, p. 16).

10. Develop a plan to communicate with others about the partnership.

11. Develop a plan to publicize the partnership's efforts and celebrate and recognize its accomplishments.

From *Collaboration Handbook: Creating, Sustaining and Enjoying the Journey*, by Michael Winer and Karen Ray. For more information on Wilder Foundation publications, call 1-800-274-6024.

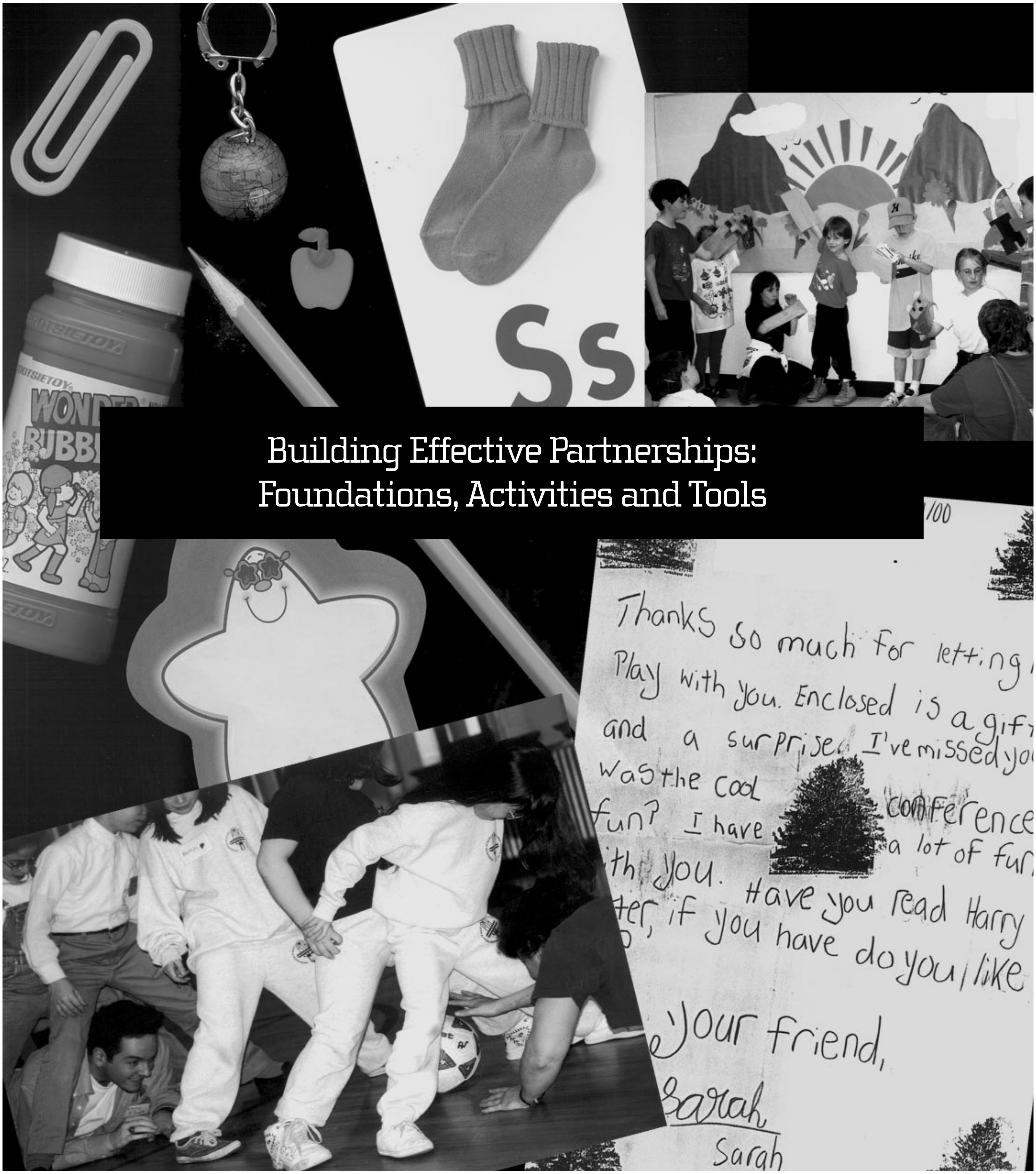
Summary

Change takes time. It is a process. So, too, is developing a partnership. Patience, flexibility, and adaptability are essential. Identifying realistic goals that can be done in a short time frame help the partners to meet with success early on. Partners can then celebrate their successes and build on them.

Developing a partnership is hard work. It takes commitment on the part of the stakeholders involved and a willingness to share thoughts and ideas in an open, mutually respectful environment. For partnerships to flourish they must celebrate the diversity around them, and use this diversity as a resource to help them meet their goals.

A K-H partnership is a collaborative relationship between K-12 schools and higher education that benefits all parties. Partnerships stimulate conversation and cooperation and provide partners with a venue from which everyone can learn and benefit. Developing an effective K-H partnership requires individuals to be open to sharing their thoughts and ideas, as well as being receptive to the ideas and needs of others. Communication and support between and among the partners is essential. In addition, the efforts of the partners should be celebrated. The work the partners do to support each other and the partnership takes time; therefore, it is essential that partners enjoy their work, feel passionate about their efforts, and are recognized by others for commitment as well as accomplishments.


AMERICA
READS



Building Effective Partnerships: Foundations, Activities and Tools

Elements of an Effective Partnership Documentation

William K. Preble, Ed.D

Part I. Partnership Descriptions

Please provide responses to the following questions. Circle the responses that best describe your partnership at the present time. Write your responses to pen ended items.

1. Who are the partners that comprise your partnership?

a.
b.
c.
d.

2. How long has the partnership been in existence?

a. three or four years
b. one or two years
c. or several months
d. we are just beginning our work together

3. For what specific purpose (s) was the partnership created? Please list two or three key purposes for the partnership.

a.
b.
c.

4. How would you describe the level of commitment of those involved in the partnership?

a. all partners are very committed
b. some partners are very comitteed, others are somewhat less committed
c. all partners are moderately committed some partners are moderately committed, others have yet to commit
d. no real commitment has been demonstrated yet by partners

5. Please indicate the "breadth" of educational levels represented by the partnership. Check all that are represented in your partnership.

___ a. elementary level educators (grade K-5)
___ b. middle level educators (grades 6-8)
___ c. secondary level educatiors (grades 9-12)
___ d. college or university level educators (undergraduate)
___ e. graduate level educators (post baccalaureate)

6. Does the partnership include more than one member (person) from each partner organization?

a. yes
b. in some cases
c. no

7. Is there any other information you would like to share about your partnership?

Part III
Partnership Dynamics

Please indicate the extent to which each of these statements applies to your partnership..

Members of our partnership have:	Not Interested	Would Like To	Doing Now	Have Done This
Conducted a needs assessment	1	2	3	4
Outlined their expectations of each other	1	2	3	4
Identified the resources each can contribute to the partnership	1	2	3	4
Created a vision or mission statement	1	2	3	4
Taken ownership of the partnership goals	1	2	3	4
All agree upon and adhere to a set of guiding principles and beliefs	1	2	3	4
Established goals that are consistent with each partners mission, vision, and goals	1	2	3	4
Created an action plan consisting of short and long range goals or objectives	1	2	3	4
Created an action plan that clearly outlines each partner's roles and responsibilities	1	2	3	4
Established and implemented a process of evaluating progress toward stated goals	1	2	3	4
Demonstrated and ability to be responsive to changing needs and the environment	1	2	3	4
Created products related to their work	1	2	3	4
Celebrated the collective and individual hard work, contributions, and successes of members	1	2	3	4
Established a climate of openness, trust, honesty and mutual respect within the partnership	1	2	3	4
Developed norms including the ability to share bad news, problems, and concerns within the partnership	1	2	3	4
Taken the time to get to know and trust each other	1	2	3	4

1.What are the “strengths” of each of your partners and of the partnership itself?
a.
b.
c.

2. What are the “needs” of each partner? What needs will the partnership address?
a.
b.
c.

3.What “resources” does each partner bring to the partnership?
a.
b.
c.

4. What “common or shared beliefs” are guiding, influencing the partnership.
Please describe these “core beliefs”.

Activity to Define Partnership

Step 1. Write your definition of partnership.

Step 2. Share with one other person from another institution your definition of partnership.

Step 3. Pair up with another dyad and share your answers. Create a definition you can all agree with.

Step 4. Combine your group of four and share the agreed on definitions. Create a definition your group of eight can agree to.

Step 5. In the large group, share the definitions of each group and agree to a working definition to share with the members of your community.

Step 6. Reflection: In the large group discuss what you learned from this experience. For example, what were the commonalities, the differences, new information, etc.

Carousel Activity to Develop Awareness large group

(to be used with a large group)

Step 1. On separates piece of chart paper write the following:

1. What are the elements of an effective partnership?
2. What are some effective strategies you have used in you institution to share information and maintain communication?
3. What benefits will this partnership afford You? The Institution?
4. What are some strategies you might use to evaluate the degree to which the members of your community have been informed about the partnership?
5. What are some effective strategies you would use with the members of your community to involve them in the partnership?

Step 2. Separate participants into five equal groups.

Step 3. Each group should select a different color marker to use. Groups should circulate from chart to chart writing responses to the questions. (Note: Each group should be given two minutes at each chart to write responses then move to the next chart until all charts are completed and all groups have been to each chart.)

Step 4. After charts are completed, groups should circulate one last time to review comments and edit as appropriate.

Step 5. After the review is complete, the group should:

1. Write a definition of partnership which can be used as a working definition and shared with other members of the members of the partnership communities.

2. Make a list of strategies to communicate news about the partnership to be used with each institution.

3. Develop evaluation tools to determine the degree to which members of the community have been informed about the partnership.

4. Identify strategies to be used with each institution to involve members of the institutions' communities.

Carousel Activity to Develop Awareness small group

(For small groups - 10 or fewer)

Step 1. Using the questions below, place each question on the top of a sheet of paper:

1. What are the elements of an effective partnership?
2. What are some effective strategies you have used in you institution to share information and maintain communication?
3. What benefits will this partnership afford You? The Institution?
4. What are some strategies you might use to evaluate the degree to which the members of your community have been informed about the partnership?
5. What are some effective strategies you would use with the members of your community to involve them in the partnership?

Step 2. If there are more than 5 people but less than 11, participants should pair up. Each person, or pair of people, should select a different colored pen or marker to use.

Step 3. Each person (or pair) should receive one question to which he or she (they) will have two minutes to respond. Circulate question sheets clockwise, ensuring that all individuals (pairs) have a chance to respond.

Step 4. After all questions have been responded to by all individuals, post for everyone to review, at which time they can clarify or add. All participants should review all documents. After the review is complete, the group should:

1. Write a definition of partnership which can be used as a working definition and shared with other members of the members of the partnership communities.

2. Make a list of strategies to communicate news about the partnership to be used with each institution.

3. Develop evaluation tools to determine the degree to which members of the community have been informed about the partnership.

4. Identify strategies to be used with each institution to involve members of the institutions' communities

Partnership Tracking Sheet

To be used to document activites on pages 36 to 69.

Section I: A Shared Vision

Section II: Developing A Partnership Mission Statement

A) Our Mission Statement

B) Strategy to disseminate the mission statement to other stakeholders and community members.

Section III: Needs and Resources

Needs	Resources to meet each need
1.	1. 2. 3.
2.	1. 2. 3.
3.	1. 2. 3.
4.	1. 2. 3.
5.	1. 2. 3.
6.	1. 2. 3.
7.	1. 2. 3.
8.	1. 2. 3.
9.	1. 2. 3.
10.	1. 2. 3.

Section IV: Developing Awareness, Stakeholder Participation and Developing a Partnership Design Team (PDT)

Name of stakeholder	Person to contact
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Section V: Developing an Action Plan/Formulating Goals and Objectives

A) List your 3 goals, who will be responsible for monitoring each goal, and assets/resources /supporters for each goal.

Goal	**Person Responsible For Monitoring**	**Assets/Resources/ Support**
1.		
2.		
3.		

B) Plan to disseminate goals.

C) Complete a Program Evaluation Plan for each goal (See page 62.)

Section VI: Publicity, Awareness and Communication

A) Write your objective for publicity:

B) Describe the image your partnership wants to portray:

C) Describe your plan to publicize and communicate information about the partnership to stakeholders and community members:

D) Name the person responsible for publicity:

Section VII: Recognition: Celebration of Efforts

Section VIII: Formalizing the partnership.
(To be completed after you return to your campus or school.)

Section I: A Shared Vision

Partnerships must establish a common vision and mission which is free to change or adjust as the partnership progresses.

Goals

1. Each partner is to share what he/she wants the partnership to achieve its first year.
2. The common elements of each vision will be identified. These elements will be used as a resource when writing the mission statement.

Individuals come to a partnership with their own expectations and desires for what they want to see for the partnership. The first step to develop a partnership is to assess where the partnership is and then to articulate and share the vision of each partner with his/her partners.

Step 1: To begin you partnership work, you must first assess where the partnership is. For some, this is the first time you have come together. For others, a partnership has existed for several years. Whatever the current status of your partnership, it's important to assess where you are before determining where you want to go. Complete the Elements of an Effective Partnership document developed by William Preble to begin the self-assessment process.

Step 2: Using one color sticky notes, write what you would like to see the partnership achieve its first year. Each idea should be placed on a separate sticky note. Then, place the sticky notes on a large piece of posterboard.

Step 3: Using a different color sticky note, write what you would like to see the partnership achieve in 5 years. Again, each idea should be placed on a separate sticky note. Place these on a different piece of posterboard.

Step 4: Everyone should review the posters, starting with year one then year 5. Identify common themes which emerge from your review.

Common themes:

Step 5: Share with each other the common themes. What should result is a "sense of direction" for the partnership.

Step 6: As a group, come to a consensus about your partnership's vision. Write it on the Partnership Tracking Sheet.

Step 7: Keep these posters to refer to later. Post them where you can see them.

Section II: Developing a Partnership Mission Statement

To collaboratively develop a mission statement for the partnership.

A mission statement provides vision, direction, and focus for a partnership. It gives the members of the partnership a reason for its existence and helps the partnership remain stable. In addition, it helps the members of the Partnership Design Team (PDT) prioritize goals and develop an action plan as it guides the individuals in their decisions.

It is important to remember that all voices must be respected and heard. This means that all members must be willing to listen to others even if the message they are hearing is different from their own views. In some cases, a partner may need to eliminate or edit his/her point for the well-being of the partnership. However, every member of the partnership must believe and feel that he or she is "getting something" out of the partnership and, the partnership mission must align with the mission of each partner organization.

The following are examples of mission statements:
"In order to enhance and enrich student experiences the focus of the programs provided by the partnership will afford the student population, both individually and in groups, the opportunity to research, explore, experience, and develop an understanding of the relationships involving school, society, and the world of work." (Ingersoll-Rand and Dr. Crisp School Partnership, Nashua, NH)

"The partnership in education between Rivier College and Sunset Heights Elementary School cooperatively creates opportunities for interaction and support to enhance the educational and social growth of our respective school communities." (Rivier College and Sunset Heights Elementary School Partnership, Nashua, NH)

"The Pittsfield Partnership Council is a forum for local community leaders (government and private) to facilitate and coordinate the delivery of services (governmental and private) to any and all citizens in order to improve the 'quality of life' for individuals, families,, and groups within the community." (Pittsfield Partnership Council, Pittsfield, NH)

To develop a mission for the partnership, members must:

1. Obtain copies of the mission statement from each institution in the partnership. Copies of these mission statements (which may be found in college catalogs for higher education or in local improvement plans for schools) should be made available to the PDT members.

2. Highlight the key points of these institutional missions.

Note: It is important that the partnership mission statement compliment the existing institutional mission statements.

Step 1: Each partner should take five minutes and write a mission statement for the partnership, taking into consideration the individual mission of the institutions involved in the partnership.

Draft of Individual Mission Statement:

Step 2: These draft mission statements should be shared with one other member of the PDT. Commonalities should be highlighted and differences identified.

Step 3: Each pair should meet with another pair to share drafts, identify the commonalities and differences.

Step 4: Each group of four should combine with another group of four. On large chart paper, the common elements of the drafts should be listed. On another piece of large chart paper the differences should be listed. These should be posted for others to see.

Common elements of drafts: Differences:

Step 5: All members should review the charts. As a group a mission statement should be drafted taking the common elements into consideration. This mission statement should be revised until all members of the PDT feel comfortable with it.

Mission Statement:

Step 6: This mission statement should be shared with members of the communities (use a list of stakeholder you will generate later) of each institution using the strategy you will identify below.

Strategy for sharing mission statement:

Step 7: Put your mission statement and strategy to disseminate it on your Partnership Tracking Sheet.

Section III: Needs/Challenges/Resources/Assets

Partnerships need to perform a needs/challenges/resources/assets assessment to help them establish the direction of the partnership and help it to form its mission.

Goals

1. To determine the resources each institution brings to the partnership.
2. To determine the needs of each institution.

Partnerships should focus not only on their needs but the resources they can bring to the partnership. The assessment of resources and needs should happen in a planned systemic fashion throughout the life of the partnership to ensure that current needs are being met and available resources accounted for.

When conducting a needs and resources assessment, provide as many avenues as possible to collect information from as many individuals as possible. The identification of resources and needs will help:

1. the partnership understand the populations to be served,

2. identify the direction a partnership might wish to go, and

3. identify areas of strength/resources to be shared with the partners.

After a resource needs assessment has been completed, the Partnership Design Team (PDT) members should:

1. examine the needs and resources,
2. prioritize the needs - taking into consideration the opportunity for success and resources available,
3. identify possible challenges/barriers to meeting the need,
4. brainstorm strategies to overcome barriers/challenges, and
5. identify other resources.

A variety of assessment strategies and/or tools are offered as samples. They should be modified to meet the needs of the partners.

Resource Assessment Activity

Step 1. Select colored stickies large enough to write on (not the one inch ones) for each of the following:

For example, partner one - needs placed on yellow stickies
partner two - needs placed on blue stickies
partner one - resources placed on pink stickies,
partner two - resources placed on green stickies.

Step 2. Participants should transcribe the needs and resources each partner identifies onto the stickies, one need per sticky. (You will probably need to make several copies of each resource.)

Step 3. Place all of partner one's needs stickies on a piece of large chart paper. Do the same for partner two. Then repeat for the resources. You should have 4 charts when done.
(Keep the copies of the resource stickies in a safe place to use later.)

Step 4. Each participant should carefully review the charts and make a list of the themes that emerge. For example, providing help to diverse learners, creating a service-learning resource center, developing a reading mentorship program, creating an after school enrichment program, etc.

List the themes that emerged:

Step 5. After each participant has reviewed the charts and made a list of themes, the group should discuss the themes and make a chart for each theme. At the top of the chart write the theme. On the left hand-side of the chart put the needs, leaving room on the right hand-side for resources to meet the need. The needs stickies that represent specific themes should be moved to the appropriate chart.

Step 6. Once all the needs stickies have been moved to the appropriate chart, review. Then move the resource stickies to the theme charts (this is where the extra copies of resource stickies will come in handy as you may find that one resource can and will be used in many places) placing them next to the need they can help to meet. Leave room to brainstorm later other resources.

Step 7. Each participant should take a sheet of round colored stickies with the numbers one through 10 written on them (one number per round stickie and no more than ten numbers) and place them next to the needs in priority order (one number being the top priority). Keep in mind the opportunity to be successful and meet the need.

Step 8. As a group, review the number coded stickies on the chart to determine the first priority up through the tenth. This will become the basis for goal generation, the partnership action plan, etc.

Step 9. List on your Partnership Tracking Sheet the 10 most common needs and potential resources to meet each need.

Sample Needs & Resource Assessment Document

Institution:
Address:

Name (optional):
Phone Number:
Date:

Briefly describe your institution/school/organization/business, site to a potential partner in order for the partner to understand your site and what is unique to it.

Briefly list the 10 needs you see as most urgent at your site.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Goals and Objectives: List the goals and objectives of your site; highlight those that might be met or supported through this partnership.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Resources Needed: Identify the resources you believe are needed to fill or support meeting the needs you identified.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

List the type of resources/support/services your site could lend to the partnership.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

List any partners that your institution might already have a working relationship with that might be resources.

Name:

Address:

Phone:

Name:

Address:

Phone:

Name:

Address:

Phone:

(Adapted from New Hampshire Partners in Education Educational Partnership Handbook)

Sample Needs and Resource Assessment Tool

This is an assessment tool for the partnership. List your needs (remembering to be realistic) and list resources that you have that could benefit the partnership. Needs and resources may be identified in the following areas (to name a few): volunteer support, special projects, financial, personnel, space, etc.

Needs:

Resources:

Name of organization:
Address:

Phone:
Contact Person:
Phone:

(Adapted from New Hampshire Partners in Education Educational Partnership Handbook)

Sample Partnership Needs/Resource Assessment Tool

Name:
Organization:
Address:

Phone:
Date:

1. What benefits do you feel you, your organization, and members of your organization will receive as a result of this partnership?

2. What needs could be met for you or your organization?

3. What resources do you have that you could contribute to the partnership?

4. What do you consider to be the highest priority needs for you and your organization?

(Adapted from New Hampshire Partners in Education Educational Partnership Handbook)

Section IV: Developing Awareness, Stakeholder Participation, and Developing a Partnership Design Team (PDT)

Leadership, decision making, responsibility, and use of resources must be shared.

Broad Stakeholder Representation

Partnerships must include stakeholders from as many sectors of the community as possible. Anyone who may have an interest in the partnership or be affected by it should be invited to participate.

Goals

1. To inform members of the partnership institution that a partnership is being developed.
2. To involve members in the partnership institutions in the development and maintenance of the partnership.
3. To develop strategies to inform and maintain communication with members of the partnership institutions.
4. To develop a Partnership Design Team to facilitate and/or guide the development of the partnership.

The strength of a partnership depends on a high level of commitment and involvement from members of the partnership institutions.

Questions stakeholders need to answer:

1) What is a partnership?
2) In what ways can this partnership benefit my institution? Me?
3) Why would people in the partnership institution want to be involved?

All interested members of the partnership institutions' communities should be invited to a meeting/reception to hear about the partnership. Invitations to this meeting/reception should be extended to as many members of the institutions' communities as possible to ensure representation from as many sectors as possible. As a result of this meeting/reception, a Partnership Design Team (PDT) should be created which will be responsible for collecting, organizing, synthesizing, and disseminating information. The PDT should facilitate or guide the growth of the partnership while taking into account the views of the partner constituencies. You might want to consider selecting an individual, and an alternate, from each partner institution to sit on the PDT and act as a liaison to his or her constituents and provide feedback to the PDT and to their constituents. In addition, the PDT should select from its groups co-chairs of the PDT.

Step 1: Using the Stakeholder Identification Tool, identify stakeholders who could be available to support the partnership, have a special interest or area of expertise they could share, and identify stakeholders outside your organization who could be available to support the partnership.

Step 2: Make a list of all possible individuals who should be invited to a meeting/reception to introduce them to the partnership. You may wish to make this an open invitation to all and personally invite key individuals. Identify who will contact the key individuals to personally invite them.

List of individuals:

Stakeholder Identification Tool

Name of Partnership:

Individuals, when assessing the potential resources available to the partnership, need to assess the total range of resources available. This allows the Partnership Design Team, those individuals who will guide or facilitate the growth of the partnership, the ability to creatively match potential resources with assessed needs.

List the personnel in your organization who would be available to support the partnership and what their contributions might be.

Name of Organization:
Contact:
E-Mail:
Contribution:
Address:

Phone:

Name of Organization:
Contact:
E-Mail:
Contribution:
Address:

Phone:

Name of Organization:
Contact:
E-Mail:
Contribution:
Address:

Phone:

List the names of those who have a special area of expertise that they might be willing to share with the partners.

Name:
E-Mail:
Area of Expertise:
Address:

Phone:

Name:
E-Mail:
Area of Expertise:
Address:

Phone:

Name:
E-Mail:
Area of Expertise:
Address:

Phone:

List the names of individuals outside your organization who would be available to support the partnership and what their contributions might be.

Name:
E-Mail:
Contribution:
Address:

Phone:

Name:
E-Mail:
Contribution:
Address:

Phone:

Name:
E-Mail:
Contribution:
Address:

Phone:

List other resources, such as space, computers, etc., that you or your organization might be able to offer to support the efforts of the partnership.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

(Adapted from New Hampshire Partners in Education Educational Partnership Handbook)

Step 3: Determine where the reception/meeting will take place and when. Strive to find a place, time, and date that will include as many individuals as possible. Don't forget food!

Reception/Meeting Place:

Date:

Time:

Person responsible for organizing:

Food:

Step 4: Create an agenda for the meeting/reception. Possible agenda items might include:

- A welcome to the Partnership by key leaders from each partnership institution.
- A brief overview of the benefits for the institutions involved in the partnership.
- An explanation of the purpose of the PDT.
- Date of the next meeting and an invitation to those who would like to take an active role and be on the PDT to be involved.

Step 5: On your Partnership Tracking Sheet, indicate a list of key individuals to be invited to the reception and identify which partner will contact the individual.

Step 6: After you return to your campuses or schools, hold the meeting/reception. Have available cards for individuals to complete who are interested in being on the PDT. The cards should have space for the following information:

Name	**Institution**	**Work Address**	**Work Phone**
	Home Address	**Home Phone**	**E-Mail**

Step 7: Determine members of the PDT. Remember to consider the following when designing your team:

- Diverse stakeholder representation.
- Equal representation from all partners.
- An inclusive representation including administrators, specialists or support personnel, class room Teachers/faculty, financiers, grounds or physical plant employees, parents, and students, to name a few.

Step 8: Set the agenda for the first PDT mtg. The agenda might include:

- developing awareness activities for each organization,
- a discussion of benefits, resources, and needs,
- the creation of a needs and resources assessment, and/or
  setting the date for the next meeting

Sample Awareness Meeting/Reception Agenda

The purpose of this meeting/reception is to present, receive, question, and respond to information about the partnership. Leaders of all partnership institutions should facilitate the meeting.

Who: Key players from all partnership institutions.

When: The meeting takes place after the partners express a mutual interest in possibly forming a partnership.

Where: A mutually agreed to site.

Why: The objectives of the meeting are to:

a) describe each partner institution, and

b) consider gathering information about

- needs
- resources
- vision
- mission
- image
- commitment
- perceived benefits

Place easels around the room with chart paper and markers. On separate charts write the following:

a) Please write the needs you see you and/or your organization as having.

b) Please write the resources you see you and/or your organization as being able to offer the partnership.

c) Please write what you'd like to see the partnership achieve its first year.

d) Please write what you'd like to see the partnership achieve in five years.

e) Please identify elements that should be included in the mission.

f) Please describe the image you'd like this partnership to have.

g) List ways you might like to be involved.

h) List ways that communication about the partnership can be developed and maintained.

Section V: Developing an Action Plan
Formulating Goals and Objectives

The partnership needs to collectively agree on its goals, develop objectives to address these goals, and create and action plan to meet the goals and objectives they have identified.

Assessment

There needs to be a formative and summative assessment of process and outcomes

Goals

1. To develop an action plan for the partnership.
2. To develop goals for the partnership.
3. To develop objectives that will help the partnership reach its goals.
4. To create activities that will support the partnership in its efforts to reach its objectives and goals.
5. To determine who will be responsible for monitoring the progress of each goal and objective.
6. To develop assessment tools to determine the degree to which progress is being made in reaching the partnership's goals and objectives.
7. To create a time line for meeting the goals and objectives of the partnership.

Each partner has resources that can be used by the partnership and needs that can be filled by the partnership. Both should have the satisfaction that their resources are being used and their needs are being met.

Step 1. Gather your needs and resources charts. You should have prioritized the needs (using the round, numbered colored stickies). Take these charts and transcribe the needs in priority order below:

Partner One's Needs	Resources Available to Meet the Need
1.	1. 2. 3.
2.	1. 2. 3.
3.	1. 2. 3.
4.	1. 2. 3.
5.	1. 2. 3
6.	1. 2. 3.
7.	1. 2. 3.
8.	1. 2. 3.
9.	1. 2. 3.
10.	1. 2. 3.

Partner Two's Needs	Resources Available to Meet the Need
1.	1. 2. 3.
2.	1. 2. 3.
3.	1. 2. 3.
4.	1. 2. 3.
5.	1. 2. 3
6.	1. 2. 3.
7.	1. 2. 3.
8.	1. 2. 3.
9.	1. 2. 3.
10.	1. 2. 3.

Step 2. From the two lists above, identify the 2 or 3 needs the partnership would like to meet.

This can be accomplished by:

a) having members of the PDT list by number the 3 they see as most appropriate and achievable by the partnership, or

b) having an open discussion to identify the 3 needs the group sees as most appropriate and achievable.

Goal 1:

Goal 2:

Goal 3:

Step 3. Individuals who will take responsibility for monitoring the progress of each goal should be determined (Liaisons.)

Goal 1 - Person Responsible:

Goal 2 - Person Responsible:

Goal 3 - Person Responsible:

Step 4. Partnership liaisons for goals should develop a list of potential supports (people, materials, etc.) that can help the partnership meet its goals.

Goal 1:

Support	How to Contact	Type of Support

Goal 2:

Support	How to Contact	Type of Support

Goal 3:

Support	How to Contact	Type of Support

Step 5. Prepare to disseminate the goals to members of the partnership's communities. Remember, receiving input from members of the communities is important so include a means to obtain it. (Refer to publicity awareness section for ideas.)

Strategies to disseminate goals:

1.

2.

3.

After general goals for the partnership are identified and agreed upon by all partners, specific objectives and activities to meet those goals needs to be planned. Keeping the partnership's mission statement in mind, develop plans that are flexible so new ideas, needs, limitations can be taken into consideration as they arise. This plan should detail what the partners want to accomplish and a timetable for accomplishment.

Remember, evaluation is an integral part of the planning process and needs to be included in the action plan. Activities, needs, and resources need to be monitored and evaluated to determine if they fulfill the goals and objectives of the partnership. Feedback will guide the activities for future planning based on the success and relevance of pact activities, and the current needs and resources of the partners.

Step 6: Complete the Goal/Objective Sheet.

Step 7: Summarize your goals, activities, and evaluation plan on the Program Evaluation Plan worksheet.

Goal/Objective Document

Name of Partnership:
Date:

Directions: Assign a number to your goal, objective and activity then complete form. This form may be reproduced for additonal goals or objectives.

Goal # ___:

Objective # ___: (written in measurable terms)

Activities to meet Goal # ___ / Objective # ___:

Activity **Person Responsible**

1.

Date to be completed by:

2.

Date to be completed by:

3.

Date to be completed by:

4.

Date to be completed by:

Support available to meet Goal 1/ Objective 1:

Resource	**Address**	**Contribution**

Person responsible to contact:
Date to be contacted by:

Resource	**Address**	**Contribution**

Person responsible to contact:
Date to be contacted by:

Resource	**Address**	**Contribution**

Person responsible to contact:
Date to be contacted by:

If additional resources are needed that the partners do not already have identify how you will recruit these needed resources.

Resource	**Address**	**Contribution**

Person responsible to contact:
Date to be contacted by:

Resource	**Address**	**Contribution**

Person responsible to contact:
Date to be contacted by:

Evaluation of goals and objectives:
Goal #   /Objective #

How will you know whether you are meeting this objective?

Who is responsible?

Time line for formative evaluation:

Time line for summative evaluation:

For whom is the data being collected?

What type of data is needed? Qualitative? Quantitative?

Tools to be used:

Recognition of individuals who helped to reach objective.

Person responsible for recognition:

Persons to be recognized:

Name	Address	Phone
1.		
2.		
3.		
4.		
5.		
6.		

When will recognition take place?

What form will the recognition take? (Refer to Recognition Section.)

(Adapted from New Hampshire Partners in Education Educational Partnership Handbook)

Designing a Program Evaluation Plan

Step 1: Specify who the evaluation is for. You, administrators, outside sources, etc.

Name who it is for:

Step 2: State the purpose of the evaluation.

- Why are you doing the evaluation?

- How will the findings be used?

Step 3: Decide what you want to know.

We want to know:

Step 4: State the evaluation questions as precisely as possible. A good evaluation questions has the following characteristics:

- It is possible to bring data to bear on the question (measurable), given the amount of time and money allocated (realistic).
- The identified stakeholders want information to help answer key questions (findings would be useful).

Our evaluation questions are:

Step 5: Describe what aspects of or activities in the program are likely to impact the areas specified in the evaluation questions.

Activities or programs linked to questions:

Step 6: Select an appropriate evaluation strategy. For example comparative testing, pre to post testing, content analysis, cost-benefit study, self-report surveys, or longitudinal study.

Evaluation strategy:

Step 7: Choose measurement tools for each outcome. For example, open-ended written measures (essays, letters, journals, etc.), focus groups and interviews, record data, portfolios, observations, surveys.

Measurement tools:

Section VI: Publicity, Awareness, and Communication

Regular and effective communication must be planned for and maintained.

Goal
1. To make members of the community aware of the partnership, its efforts, its successes, and its needs.

It is important that you create and maintain an awareness of your partnership and its success. Good publicity invites others to become participants, provide resources, and/or become supporters.

Keep partnerships in the news.

Step 1: Answer the following questions to prepare your promotional plan.
1. What are the images that convey your partnership?
2. What symbols could tell your story?
3. What message conveys your goals?

Draft your partnership message here:

Step 2. Identify a member of the partnership who will make sure that partnership activities are in the newspaper, school/organization newsletters, etc., at least once a month.

Person Responsible:

Step 3. Identify publicity objective. A long-term objective might be to make the partnership known. A short-term objective might be to obtain resources/supports.

Why are you publicizing this partnership?

Step 4. Document in Photos and Writing. Identify individuals who would be willing to document in photos and writing the work of the partnership.

Person Responsible:
Way to Contact:

Step 5. Be present and involved. Identify individuals who would be willing to speak at area functions about the partnership and identify potential organizations/sites that would be interested in hearing about the partnership.

Person Responsible	**Potential Organization**	**Way to Contact**
1.		
2.		
3.		
4.		
5.		

Step 6. Create a brochure that:

- identifies the partners,
- states the mission of the partnership,
- identifies its goals and objectives,
- highlights some of its successes,
- identifies who to call with questions, suggestions, or possible resources, and logo.

Step 7. On the Partnership Tracking Sheet identify your objective for publicity, the partnership's image, a plan for publicizing and communicating to stakeholders and community members, and who will be responsible for this task.

Section VII: Recognition Celebration of Efforts

The partnership must plan for and celebrate its efforts and recognize the partners for their hard work.

It's time to celebrate the creation of your partnership. Recognition of the partnership and each of the partners is important. The celebration of the partnership should provide an opportunity for community-wide publicity. This makes the communities aware that a partnership has been formed between various organizations, indicating a commitment and involvement in the communities.

Remember to frequently acknowledge individuals who are helping the partnership meet its goals and objectives. Goals of a partnership often take a great deal of time to accomplish, and results are often slow in coming. Frequent small acknowledgments, personal notes, names displayed for others to see, names put in weekly partnership publications, etc., are helpful to keep partners participating with enthusiasm.

Be specific about the praise. Let the individual know exactly what his/her efforts have resulted in. For example, a child is now selecting books from the classroom library shelf during free time where before he/she would choose anything other than reading.

Provide awards whenever possible. Certificates of appreciation, pins, badges, etc. are a nice way to acknowledge partners.

Other Suggestions:

Thank you letters or postcards written by individuals who received the most benefit.

Picnic lunches or breakfast receptions are a nice way to acknowledge many participants.

Publicity through the school newsletter, fliers, letters to parents, daily bulletins.

Website publicity. If the partners have a home page, develop a section on the partnership and in it have a section to recognize participants.

Press releases to area papers telling of unique or unusual contributions and accomplishments.

Child-made awards such as bookmarks, certificates, etc. Include in this plants grown by students, art work created by students, etc.

Bulletin Boards displaying pictures of partnership activities and participants to be displayed at the partnership institutions, in area businesses, banks, etc.

Invitations to and complimentary tickets for productions, performances, gallery showings, athletic events, special speakers, etc. of partnership institutions.

Offer attendance to college courses.

Include members of partnerships on advisory boards.

Provide certificates of appreciation for work from the President or Superintendent.

Step 1: Identify a strategy for recognizing the work of partners and others. Consider the following questions:

What are the recognition needs of the members?

How will you go about recognizing the efforts of those involved?

Step 2: Plan for your first celebration. Consider the following:

- What will you be celebrating?
- How will you celebrate?
- Who will be involved in the celebration?
- When will the celebration happen?
- Where will the celebration take place?
- Who will be responsible for this event?

Step 3: Include notes about celebration on your Partnership Tracking Sheet.

Section VIII: Formalizing the Partnership

The partnership should be formalized in writing with an agreement signed by senior leaders of the partner organizations.

Step1: Obtain letters of commitment from each participant organization. A letter of commitment indicates that the organization will support the partnership and work to help it reach its goals. A letter of commitment should include:

- Commitment to planning and an understanding that the process takes time.
- Acknowledgment of the other partners and their contributions.
  Commitment to the vision, focus, desired reaults, and strategies that have been laid out.
- Statement of what the organization expects in return for participation.
- Listing of the types of powers that can be committed (connections, expertise, funds, and so forth).
- Areas of authority where the representative can commit resources and act on behalf of the organization.
- How the organization plans to recognize the work of its members involved in the partnership.

(Adapted from the Amherst H. Wilder Foundation)

Step 2: Create a joint agreement by answering the following:

- What degree of closeness have all organizations agreed on for the joint agreements? (Inter-agency committee, single point, lead agency, consolidation, incorporation.)
- What authority will each organization exercise?
- Which responsibilities will each organization fulfill?

- What kinds of powers and other resources will each organization contribute?

- Which key people in each organization must sign the agreement and have they signed?

- What important policies, procedures, and operations have to be changed in each organization to further the collaboration, and what is the plan for implementing those changes?

- Who has responsibility for drafting the agreements and negotiating any difference among the member organizations?

Step 3: Plan a formal celebration for the signing of the Partnership Agreement.

(Adapted from Amherst H. Wilder Foundation)

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Notes

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33 Sleeper Street Suite 204 Boston MA 02210
617-338-8922
http://www.silverscape.com

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