



# Welcome to Webinar 6!

## Engaging Partners for Sustainability

### Important Information:

- To receive a Certificate of Participation the participant must attend at least ***five*** webinars. After participating in the webinars, participants must send an email to **[y4y@seiservices.com](mailto:y4y@seiservices.com)** requesting a certificate. ***Note: if you have any questions or concerns, please email [y4y@seiservices.com](mailto:y4y@seiservices.com).***
- If you are sharing your computer screen with several people who also would like a certificate, please add all names in the chat box.
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# Engaging Partners for Sustainability

New Grantee Series:  
Part 6  
August 30, 2018



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# FACILITATORS



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# AGENDA: WHAT TO EXPECT

- Six live webinars
- Interactive sessions
- Virtual Series webpage





# REVIEW

- Introduction to 21st CCLC
- Managing Your 21st CCLC Program
- Continuous Education
- Family Engagement



# OBJECTIVES

- Define the components of successful partnerships
- Brainstorm potential partnerships and strategies for reaching out to them
- Identify ways to maintain partnerships for sustainability





# TYPES OF PARTNERS

- Schools/Districts
- Government programs/agencies
- Community and Faith-based organizations
- Corporations





# DEFINING STRATEGIC PARTNERSHIPS



**Advisors** - meet periodically to review program successes and challenges

**Stakeholders** – those who are affected by and benefit from the program

**Partners** – leverage resources and services to and from the program

**Volunteers** – individuals who donate time to the program





# PARTNER VALUE

- Add depth and breadth to programming
- Help students academically and socially
- Support families
- Don't have to be “everything to everybody” alone





# PARTNERING WITH SCHOOLS

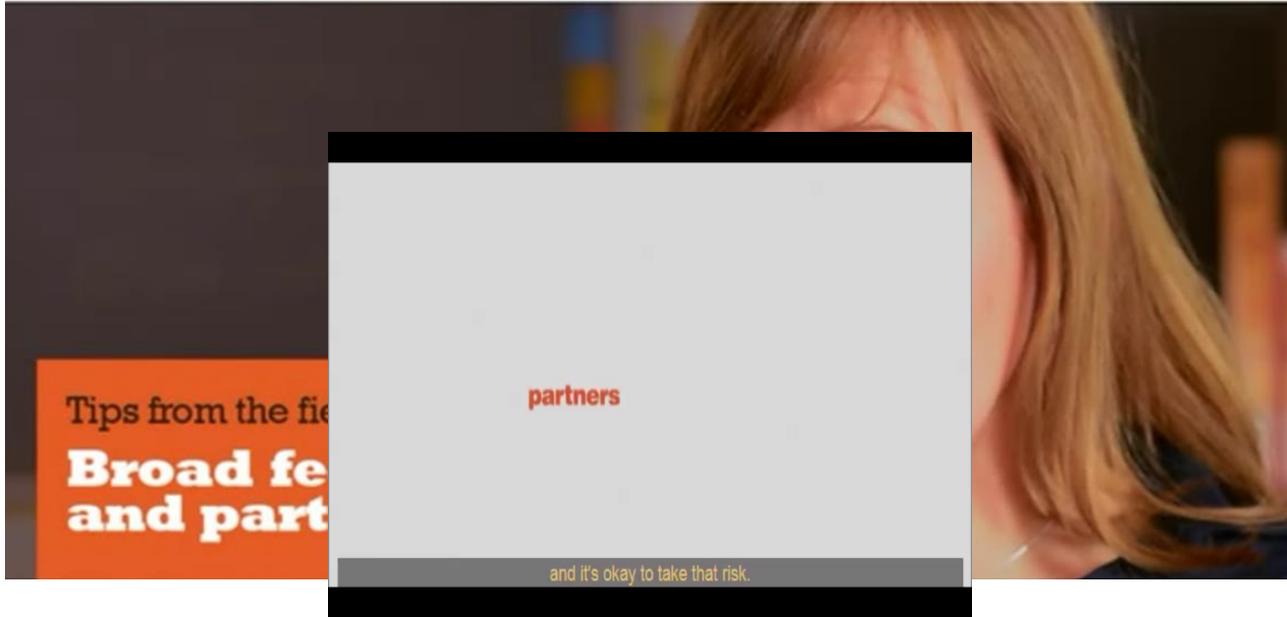


- Build a coalition
- Mobilize community resources
- Streamline support for youth
- Increase support for students and teachers





# EQUITABLE SERVICES





# DISCUSS

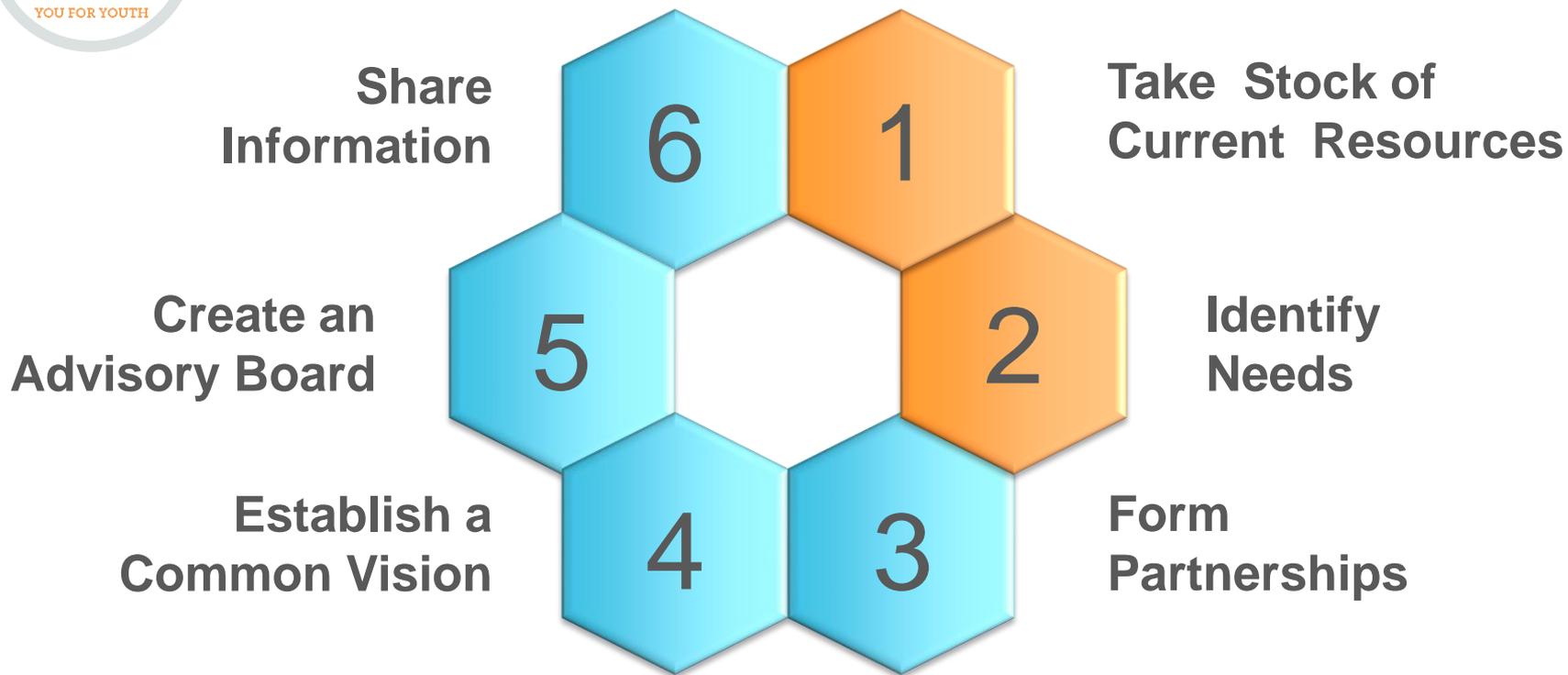


1. What makes a partner strong?
2. What value do strong partners bring to programs?





# KEY ELEMENTS: QUALITY PARTNERSHIPS





# TAKE STOCK, IDENTIFY NEEDS

## Ask:

- Who are the students and families in our program?
- What do we already provide?
- Where are the resource gaps?

## Tips:

- Review your 21CCLC application
- Consider a Needs Assessment





# IDENTIFY RESOURCES NEEDED

- Space
- Funding
- Materials
- Transportation
- Time
- Expertise





# ASSESS NEEDS TRAINING STARTER



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## Assess Needs

### Training Starter Template

**Objectives:** All participants in the training will be able to:

- Identify what is working in the program and what needs improvement
- Gather feedback on the program from stakeholders (stakeholder (parents, teachers, community members, etc.))

## Training Starter Template

**Objectives:** All participants in the training will be able to:

- Identify what is working in the program and what needs improvement
- Gather feedback on the program from stakeholders (stakeholder (parents, teachers, community members, etc.))
- Ask for and collect youth ideas on program needs and potential improvements

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### Training Middle

\_\_ minutes

(Explain the topic in detail, demonstrate the concept and discuss it, and practice and apply the topic)

- Explain that partners can help fill in gaps or address needs in current programming, but to create a plan for what they will fill in, you first need to understand where there's room for improvement.
- In small groups, have participants discuss and write down what they believe are the areas of the programming that need the most improvement (if anonymity is a concern, find ways to



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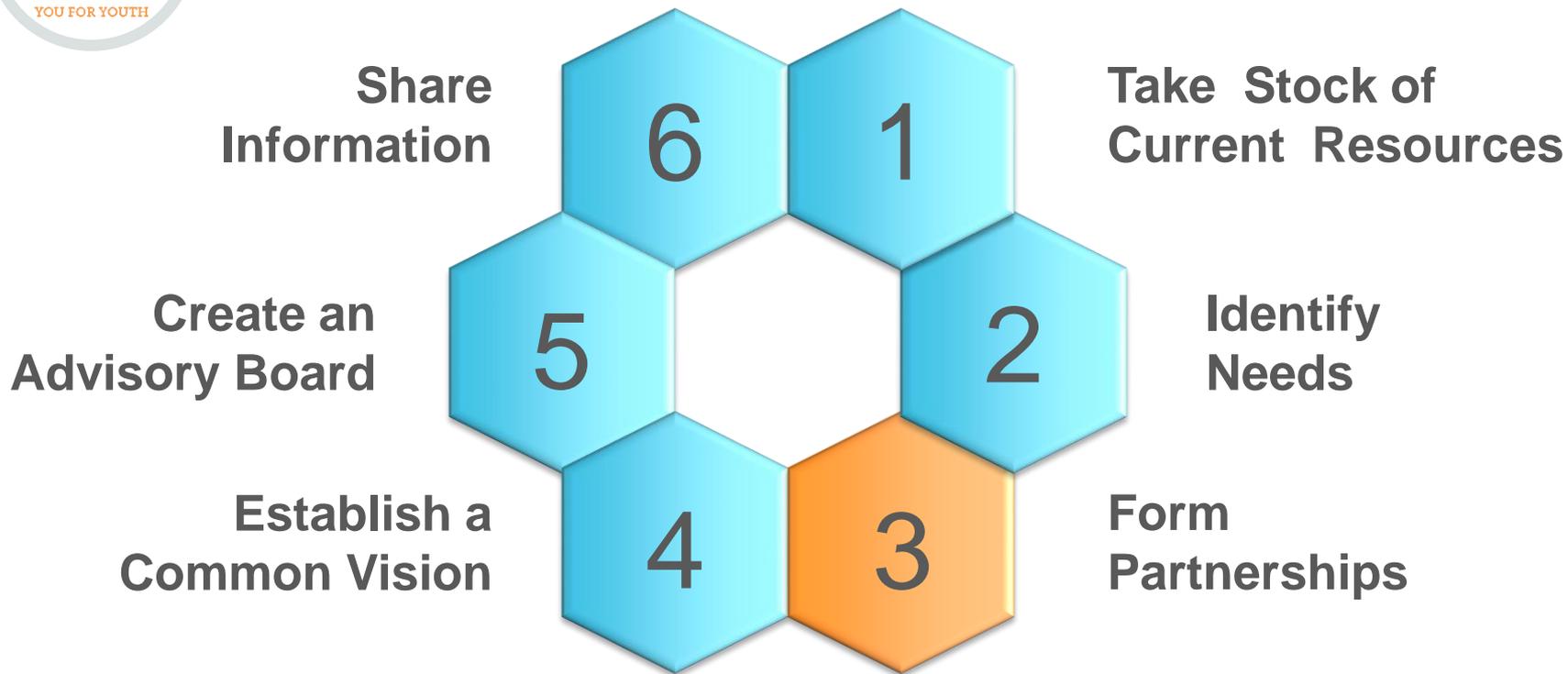
# IDENTIFY RESOURCES NEEDED

- Space
- Funding
- Materials
- Transportation
- Time
- Expertise





# KEY ELEMENTS: QUALITY PARTNERSHIPS





# POTENTIAL PARTNERS

- Think about some of the most important things you do or have done for program youth.
- How could you engage a potential partner with these stories?





# IDENTIFYING PARTNERS

## Potential Partnerships

### COMMUNITY LEADERS

- Business
- Religious
- Political
- Long-term residents
- Philanthropists

### GROUPS

- Political
- Arts-related
- Service-oriented
- Service-oriented
- Community-centered

### PLACES

- Parks
- Zoos
- Museums
- Popular meeting places
- Restaurants
- College and universities
- Concert venues

### INDUSTRY

- Small businesses
- Large corporations
- Family-owned businesses
- Trade groups and unions

### COMMUNITY SERVICES

- Government-related
- Non-profit organizations
- Charities
- Education- and training-related

### SOURCES OF INFORMATION

- Newsletters
- Websites
- News organizations
- Listservs
- Chamber of Commerce





# IDENTIFYING PARTNERS

- Use mapping, web searches, or other methods to find partners in your area
- Think about specific ways you can work together
- Approach strategically



## Identifying Partners

Partners can be a person or place or just about anything else in between. To best utilize potential partners, you need to have a clear sense of what's out there.

Use the list below to begin identifying potential partners and what type of services or support they could offer.

	Details	Partnership Ideas
<b>COMMUNITY LEADERS</b>		
Business		
Religious		
Political		
Long-term residents		
Philanthropists		
<b>OTHER</b>		
<b>PLACES</b>		
Parks		
Zoos		
Museums		
Popular meeting places		
Restaurants		
Colleges and universities		
Concert venues		
<b>OTHER</b>		
<b>GROUPS</b>		
Political		
Arts-related		
Service-oriented		
Community-centered		
<b>OTHER</b>		
<b>COMMUNITY SERVICES</b>		
Government-related		
Non-profit organizations		
Charities		
Education- and training-related		
<b>OTHER</b>		
<b>INDUSTRY</b>		
Small businesses		
Large corporations		



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# POTENTIAL PARTNERS

## After identifying potential partners, consider whether the organization:

- Provides high-quality services and understands the needs of your community?
- Offers expertise that your staff does not have?
- Will need any support or resources from your program?
- Requires any training or background clearances?



# CUSTOMIZING YOUR ASK



- What can the partners contribute?
- How much or often can they participate?
- What are their concerns?





# ELEVATOR PITCH

- Develop an “elevator pitch”
- Use the Y4Y tool to map out
  - Who
  - What
  - Why
  - Goals



## Creating a Program Elevator Pitch

In 30-60 seconds, you should be able to explain what your program does, why it's important, and how partners can help. While delivering a short speech or pitch about something you know sounds easy, it takes practice, feedback, and knowing your audience to do it well.

Use the pointers below to develop a pitch suited to your program and to the partners you hope to work with.

### Elements of an effective pitch

- Who - Describe who you are and your organization's experience

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- What - Explain what you do and link to important and impressive outcomes you've achieved

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- Why - Point out why what you do is important and how it changes the lives of youth

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- Goals - Clearly state your goals for the upcoming project or partnership scenario

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- Ask - Tell the partner what help you need and why you think they are the right one to provide it

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### Tips

- Use data and short vignettes to get your point across
- Limit your words and have a few key phrases
- Ask partners what they would want out of the experience
- Be confident and positive
- Practice and get feedback from multiple individuals
- Customize the pitch to each particular person or organization - no two pitches should be exactly alike

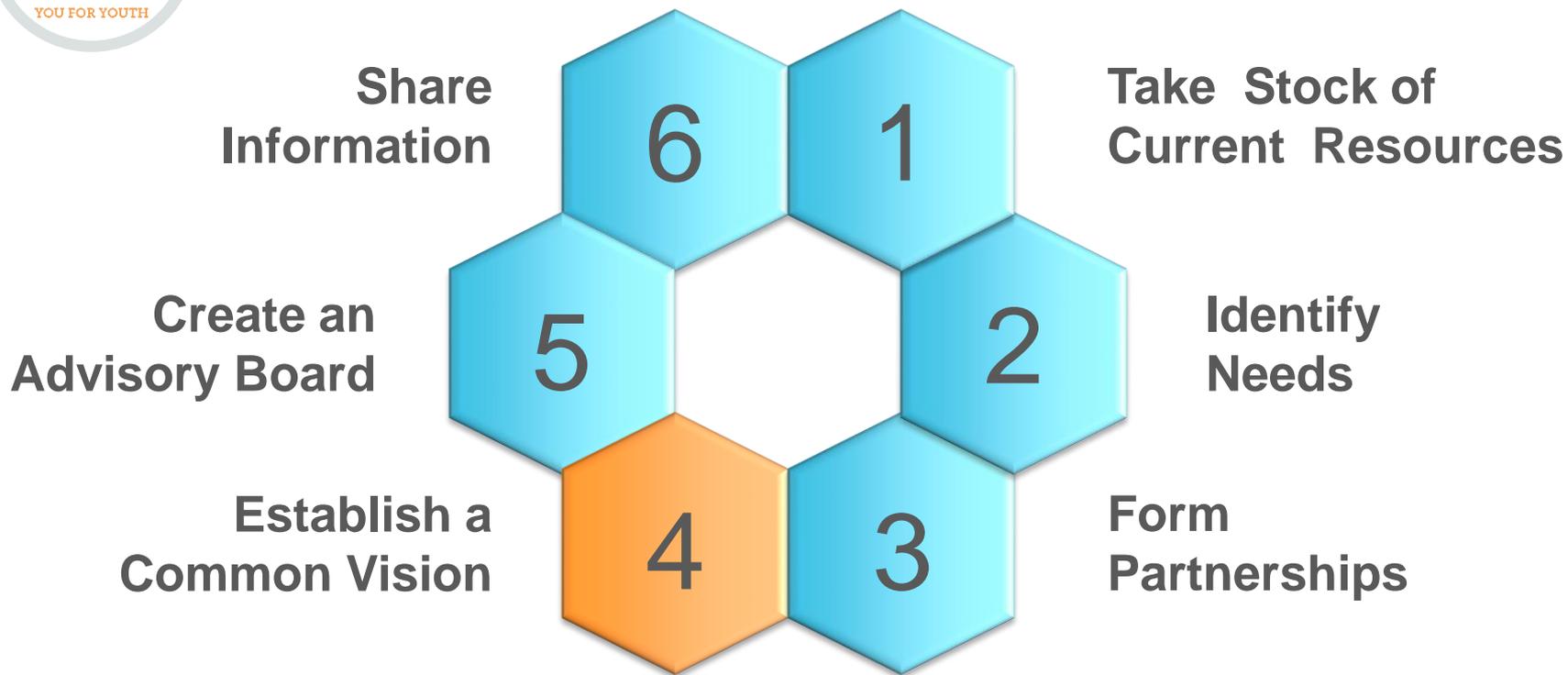


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# KEY ELEMENTS: QUALITY PARTNERSHIPS



# CHALLENGES: POLL



- Insurance and liability
- Conflicting expectations
- Reliability and dependability
- Finding time to plan and coordinate
- Meeting needs of both partners
- Finding funding to cover any costs





# ESTABLISH A COMMON VISION

- Develop shared goals
- Create a schedule for regular check-ins
- Define specific roles and responsibilities
- Establish a Memorandum of Understanding (MOU)





# MEMORANDUM OF UNDERSTANDING (MOU)



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## Memorandum of Understanding Tool

**Directions:** A Memorandum of Understanding can help set expectations for after-school partners. The following sample memorandum can be adapted to help you outline who will be responsible for what activities. It is particularly helpful to avoid misunderstandings and to ensure continuity if there is turnover in either the school or the community-based organization. Make sure that the signers are people with authority to commit the time or resources of each entity.

\_\_\_\_\_(CBO) will partner with the  
\_\_\_\_\_(names of schools) participating in the  
\_\_\_\_\_(program name) and commits to do the following with:

1. If the organization is committing volunteers, list the number of volunteers it is willing to commit, how many hours per week, and for how long. If you will provide some training for those volunteers, list it here as well, for example: "The CBO Organization commits to provide 5 hours of volunteer service per week. Volunteers will go through a brief reading tutoring program offered by Neighborhood School."
2. If the organization is committing supplies, list that commitment here if known; for example, "Organization will provide extra paper and other office supplies to the Program as they are available."
3. If the organization is committing time by providing one of its representatives to sit on your Advisory Board and attend all meetings, list that commitment here.
4. List any other commitments that each partner is willing to make to the after-school program. These commitments could include advertising, community relations, and solicitation of further funding opportunities.

\_\_\_\_\_(CBO/school) sees its role as assisting  
\_\_\_\_\_(program name) in reaching its goals and will be as flexible as possible to accommodate any special needs or changes.

In turn, \_\_\_\_\_(program name) will be flexible in accommodating the concerns of \_\_\_\_\_(CBO/school)

Signed this \_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_:

\_\_\_\_\_  
*Agency/Organization Representative School/Program Representative*

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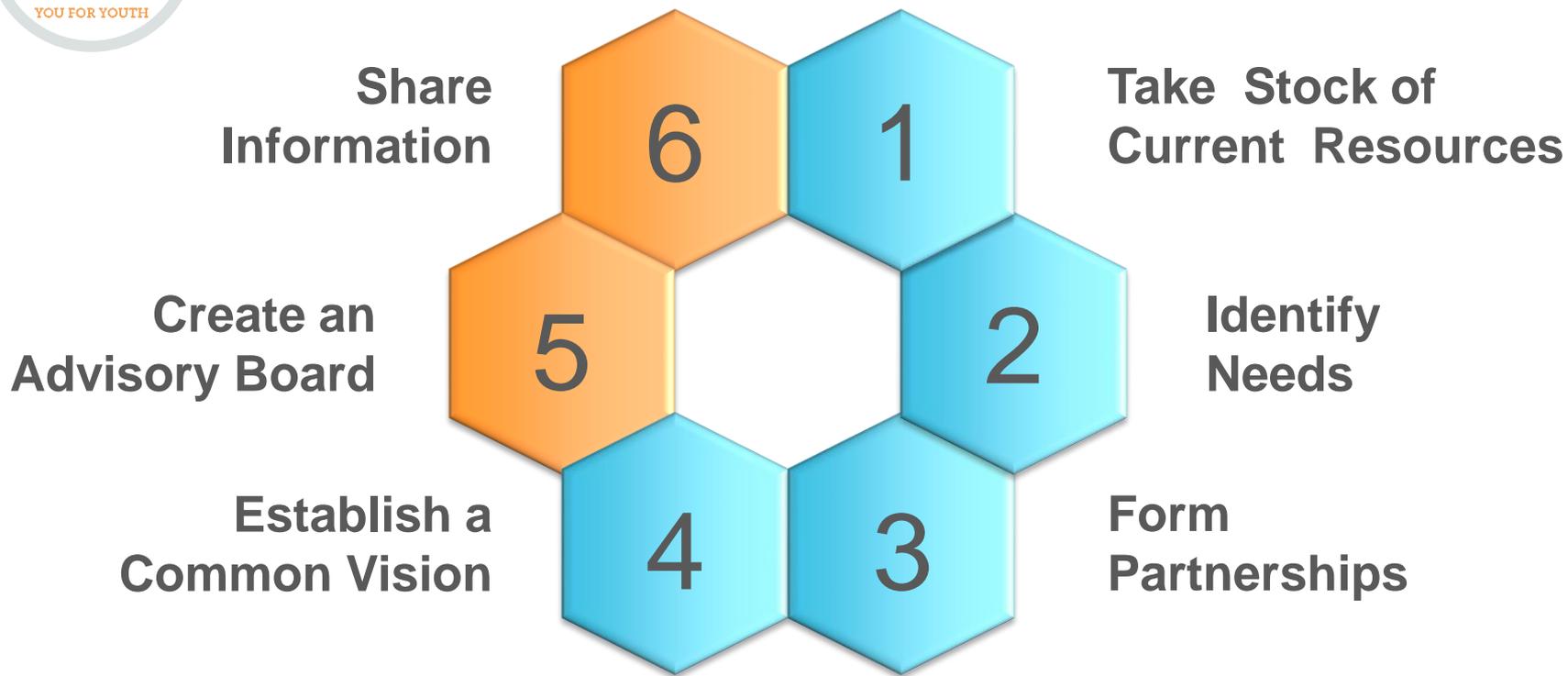


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# KEY ELEMENTS: QUALITY PARTNERSHIPS





# CREATE AN ADVISORY BOARD



- 1. Provide feedback on achieving program goals**
- 2. Invite:**
  - Representatives from partner organizations
  - School leadership
  - Teachers
  - 21st CCLC staff
  - Parents



# TOOLS FOR CREATING A PARENTAL ADVISORY BOARD



## Y4Y Panel Discussion: Creating a Parent-Community Advisory Board

**Tuesday, April 07, 2015 at 9:00 AM (Eastern)**

During this virtual panel discussion and webinar, Y4Y hosts spoke to three experienced out-of-school time practitioners:

- Lea Ann Johnson, Director of Lincoln Community Learning Centers, Nebraska
- Cynthia Okazaki, Site Manager for PACT Kaneohe Community Family Center, Hawaii
- Lynn Malinoff, Director of EMU Bright Futures 21st CCLC Programs, Michigan

Learn strategies and best practices for setting up advisory boards from our panelists and discover resources and tools for advisory board development available on Y4Y.



<https://y4y.ed.gov/webinars/y4y-panel-discussion-creating-a-parent-community-advisory-board>



STRENGTHENING PARTNERSHIPS



# BUILDING SUCCESSFUL PARTNERS

- Regular meetings
- Data collection and sharing
- Clear process for resolution
- Marketing and celebrations



# COLLECT AND SHARE DATA



- Collect data to support your needs and your partners' needs
  - Discuss questions with partners and advisory board
- Make sense of data
  - Get help, if needed
- Distribute and discuss

**Note:** With regard to data sharing, become familiar with the Family Educational Rights and Privacy Act (FERPA)





# Chat Box

## How can you honor your partners?

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### Honor Partners

**Training Starter Template**

**Objectives:** All participants in the training will be able to:

- Publicly recognize and honor partners' contributions to the program
- Privately appreciate partners' hard work in ways that will encourage them to stay involved

Total amount of time: \_\_\_\_\_ Number of participants: \_\_\_\_\_

Preparation: \_\_\_\_\_ Materials: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### Training Opening

- Engage Participants (Ice breaker/warm up activity related to the topic) \_\_\_\_\_ minutes

\_\_\_\_\_

\_\_\_\_\_

- Introduce the Topic (Motivate participants, show them why the topic is important, and share objectives and agenda) \_\_\_\_\_ minutes

\_\_\_\_\_

\_\_\_\_\_

#### Training Middle

\_\_\_\_\_ minutes

(Explain the topic in detail, demonstrate the concept and discuss it, and practice and apply the topic)

- Explain that most people like and want to be recognized for their hard work and contributions. Add that when you often can't pay partners or partner organizations, this recognition becomes doubly important to ensure these partners know you value their time.
- As a group, brainstorm public and private ways to honor partners. Focus on solutions that are no- or low-cost and that are youth-driven (youth-made cards, treats, etc.)

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# SUSTAINING PARTNERSHIPS



- Partnership grants
- In-kind donations
- Champions of support
- Special events
- Giving campaign



# What is one area to focus on for staff development?



## Observation and Supervision Checklist

Strengthening program partnerships takes staff time and attention to detail. Coach and assist staff in their work with partners to ensure all sides have a positive and productive experience.

### STAFF CHECKLIST

	Strong	OK	Needs work
<b>Recognize program gaps and needs</b>			
Ask youth about ways to improve the program			
Frequently reflect and offer suggestions for improvement			
Aware of other program models and propose ways to integrate best practices			
Check-in with stakeholders regarding their program improvement ideas			
Compare past programming experiences with current ones			
<b>Identify partners</b>			
Tap into their personal networks and connections			
Assess whether partners would be a good fit			
Think about ways to pull in partners to current and future projects and programming			
Reflect on experiences with past partners			
Refer youth to resources			
<b>Recruit partners</b>			
Effectively share program vision and mission			
Help partners understand that their time and resources will be valued			
Utilize partnership agreements or MOUs as necessary to clarify roles and responsibilities			
Ask partners what they want out of the experience			
<b>Maintain partnerships</b>			
Find ways to honor partners publicly and privately			
Utilize check-in strategies with partners to monitor the partnership's effectiveness			
Revise partnership agreements or MOUs as needed to respond to changing circumstances or needs			
Effectively manage and oversee partners to ensure goals are achieved			



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# STAFF CHECKLIST



# OBJECTIVES

- Define the components of successful partnerships
- Brainstorm potential partnerships and strategies for reaching out to them
- Identify ways to maintain partnerships for sustainability



 HOME

GET STARTED ▾

LEARN ▾

TECHNICAL ASSISTANCE

RESOURCES ▾

STEM INITIATIVES ▾



Search

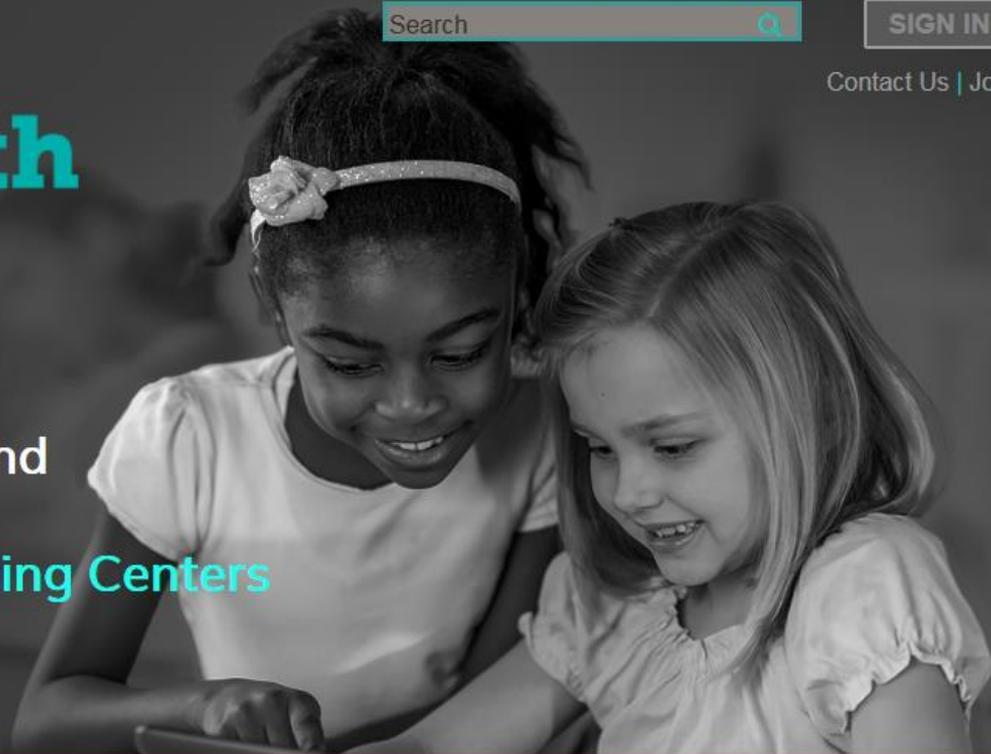


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