

## FIGURE 3. Annotated Partnership Planning Guide

### Scope of the Partnership

*Define the partnership.* In determining the partnership's level of engagement, leaders should clarify and gain a broad, mutual understanding of the partnership's scope—its goals and opportunities, potential risks and problems. Once those high-level issues are addressed, other individuals may be tasked with logistics and implementation.

### Focus or Mission of the Partnership

*Find a shared mission.* First seek to understand the agency, asking questions such as the following:

- "What is your mission?"
- "Whom do you serve?"
- "What is your scope?"
- "Is there a way our school or district can help you better achieve your mission with our students and families?"

Look for specific overlap between the partner's mission and your school's mission. For example, a school might engage with a local agency providing conflict resolution counseling because anger management popped up on the Student Voice Needs Survey and is also a significant source of discipline referrals.

### Goals and Measurables

*Define goals and measurables.* You'll want to ground your goals and measurables in qualitative and quantitative information you've gathered, including what you learned about needs and possible ways to meet needs through listening to students. Pay close attention to the focus groups' and individual-focused conversations' documentation as a source of innovative approaches to services and interventions.

Invite your partner to share data relevant to its mission as a basis of determining mutual goals and measurables for the partnership—what matters to each of you. Examine all mutually relevant information, such as demographic, achievement, discipline, and attendance data from your school, or community data obtained through public health, law enforcement, or other agencies.

### Staffing Needs

*Determine staffing needs.* Review your Student Voice Needs Survey results to project potential levels of need and case-loads. Look for all student voice responses related to a partner's expertise. For example, the need for conflict resolution counseling could be revealed from comments about issues with anger management, or "I wish for skills of healthy relationship building." Some partnerships may utilize volunteers to meet the needs of students and families; others will require the use of paid staff. If the agency already serves your students and their families, as may be the case with the local Department of Human Services, the housing authority, or juvenile probation, on-site support may not require the funding of new personnel but may result in the co-location of an individual the agency already employs. To partner with an agency not already serving a caseload of students or families, the school district and the agency may need to co-write a grant for funding services on-site or use other arrangements.

### Space Needs

*Identify on-site space needs.* The space requirements of the partnership will largely depend on the services provided. Some services require special space needs; for instance, therapy requires dedicated private space and for probation officers to conduct drug screens, they need private access to a bathroom.

*Note:* This is an excerpt of a longer template schools and community partners can use to guide plans for their work together, annotated for clarity on what should be included when considering various areas. The complete annotated template is at [www.thecentergyproject.com](http://www.thecentergyproject.com).

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