

# APPENDICES PART 2

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# APPENDIX E

## Appendix E

### Fiscal Map for ELT

*Fiscal Map for ELT*  
TASC (The After-School Corporation)  
2013



# Fiscal Map For ELT

Current as of May 2013

	Grant	Type	Funding	Purpose and Details	ELT Component	Eligibility
NYSED	School Improvement Grant (SIG) 1003(g)	Competitive	\$250M	<p>To support whole-school change in a Priority School</p> <p>For each Turnaround, Transformation, or Restart school, the district is eligible for up to \$4.5 million over 3.5 years. For each closing school, districts are eligible for up to \$300,000 over 1.5 years.</p>	ELT not specifically mentioned in RFP but is explicit in regulations; program requirements not defined	Districts with one or more Priority Schools that are implementing a whole-school change model in schools that have not received a SIG or SIF grant; each school requires its own application
	21 <sup>st</sup> Century Community Learning Centers	Competitive	\$76.5M	<p>To support community learning centers that offer academic support and enrichment at high-poverty, low-performing schools</p> <p>Awards range from \$50,000 to \$1.2 million and cannot exceed \$1,500 per student. Priority Schools in New York can use funds to meet the required 200 additional hours. They may choose to target the whole school or a cohort of students, but must serve at least 50% of the population.</p>	Explicit use of funds, but limited program design parameters	<p>Any district or school with partners; any non-profit or for-profit with school partner(s). Applicants must serve schools eligible for Title I school-wide programs, or a school with at least 40% free or reduced priced lunch eligibility(or in NYC, free lunch only)</p> <p>Special consideration is given to Priority Schools, Focus Schools and High Needs Rural Schools.</p>
	School Innovation Fund (SIF)	Competitive	\$27M	<p>To support whole-school change in a Priority School</p> <p>School Innovation Fund grants support Priority Focus Districts and partner organizations in redesigning an existing school using one of six frameworks: College Pathways, Community Oriented (wrap-around services, including ELT), Arts and/or Cultural Education, Career and Technical Education, Virtual/Blended/Online, and Network-Affiliated. Districts are limited to six awards of up to \$2.5 million over 2.5 years.</p>	Embedded in re-design frameworks; specifically mentioned in “wrap-around” design but not defined	Districts with one or more Priority Schools implementing a whole-school change model in schools that have not received a SIG grant; each school requires its own application

	Extended School Day / School Violence Prevention	Competitive	\$24.3M	To support students in an extended school day and/or with violence prevention programming with three-year grants.	Explicitly defined; program requirements for ESD are a min. of 2 hours/day and 3 days/week	Public school districts and non-profits working in collaboration with schools  K-12 schools in high-need districts (as defined by a score of 1-4 on the Need/Resource Capacity Category Index) and districts having at least 50 Limited English Proficient students are given priority.
	Systemic Supports for District and School Turnaround	Competitive	\$14.0M	To support a partnership with an external organization that builds the capacity of district and school leaders to implement Priority school turnaround plans, which may include ELT, in two-year grants.	Implied through coordination and streamlining turnaround efforts	Districts with Priority Schools that do not currently hold a SSDST grant; to receive this grant, a district must partner with an appropriate organization.
	New York Charter Schools Dissemination Grant	Competitive	\$5.0M	To support the dissemination of effective practices and programs that have significantly increased student achievement in NY charters through three-year grants.	Implicit under “best practices,” although not specifically mentioned	Charter schools in at least their fourth consecutive year of operation and in “Good Standing” or “Reward” status under the NYSED system in 2012-2013 are eligible to receive up to \$500,000 over three years.
	McKinney-Vento	Competitive	\$4.0M	To facilitate the enrollment, attendance, and school success of homeless children and youth  Each qualifying district or consortium receives a grant of \$30,000, plus \$50 per homeless student, up to a maximum of \$1.2 million over a three year period.	Legislation and RFP provide examples which specifically mention before- and after-school and summer programs	Districts or a consortium of districts that had an average of 100 students or more in temporary housing from SY09-10 through SY11-12

Replication Grant for Low Performing Schools	Competitive	\$2.0M	To enable a district to replicate the best practice(s) of the Commissioner's Dissemination Grant Schools through two-year grants.	Implicit under "best practices," although not specifically mentioned	Public school districts that contain at least one school that failed to make AYP for three years on the same measure  Districts with more than one low-performing school may apply for multiple grants, up to a total of \$150,000 for each school.
Commissioner's Schools Dissemination Grant	Competitive	\$1.5M	To enable Commissioner's Schools to disseminate information to Replication Grantees about practices that have raised student achievement  Each Reward School selected for a dissemination grant mentors up to four low-achieving schools that have been awarded Replication Grants.	Implicit under "best practices," although not specifically mentioned	Public school districts that contain one or more "highest performing" or "high progress schools"
Title I, Part A & D	Formula	\$1.1B	Encourages the use of strategies such as extended day, extended year and summer programs to increase learning time.	No program requirements from NYSED other than that Priority Schools need to meet minimum of 200 contact hours per student	Determined at federal level based on poverty rate.
Title I School Improvement Section 1003(a)	Formula	4% of Title I Part A	Requires states to allocate four percent of their Title I funds to support schools that fail to make Adequate Yearly Progress for two consecutive years.	No program requirements from NYSED other than that Priority Schools need to meet minimum of 200 contact hours per student.	Determined at federal level based on poverty rate.
Title II	Formula	\$183.8M	To increase academic achievement by improving teacher and principal quality.	Not in legislation, but ESEA flexibility waiver indicates funds may be used for professional development and planning related to ELT programming	N/A
Title III	Formula	\$52.7M	To provide additional supports for English language learners.	Not explicitly defined in legislation, but can support ELT for English language learners	N/A

Non-NYSED	Title IV, Part A	Formula	N/A	To offer programs that prevent violence in and around schools; prevent illegal use of tobacco, drugs, and alcohol by youth; and foster a safe and orderly learning environment.	Legislation indicates that allowable funding under this program is the same as that authorized by Title I, Title II, Title III, and Title IV.	N/A
	Title V, Part A	Formula	N/A	To encourage innovation and creativity in improving schools and student achievement, including innovative ELT efforts.	Explicitly allowed, but program requirements not defined.	N/A
	Title VI, Part B	Formula	\$1.5M	Contains two Rural Education Achievement Program initiatives; funds can be used to support expanded learning time as authorized under other federal programs (Title I, Title III, Title IV Part B, etc.), which include ELT-related activities.	Specifically encouraged by provisions in ESEA, but no program requirements (other than Priority Schools' 200 contact hours requirement).	N/A
	Contracts for Excellence	Formula	N/A	To expand activities or support new activities in identified districts to support student achievement .	Funds can support six areas, including time on task and middle school and high school restructuring.	Determined in two ways: districts must have been awarded an increase in foundation aid of at least \$15 million or 10 percent in 2008-2009 or have received a Supplemental Educational Improvement Grant and had at least one school not make AYP on a particular accountability measure for three or more years.
	Advantage After-School (NYS OCFS)	Competitive	\$18.3M	Provides quality youth development opportunities to school-age youth	Explicitly available for after-school programs (3 hours per day, 5 days per week)	Community-based organizations
	AmeriCorps School Turnaround (USED and Corp. for National and Community Service)	Competitive	\$5M	To engage AmeriCorps members in evidence-based interventions to increase educational achievement, high school graduation rates, and college readiness in low performing elementary, middle, and high schools.	Implicitly available for ELT	Schools and school districts



	Childcare Subsidies (NYS OCFS)	Formula	N/A	To support working families with safe, affordable child care.	Explicitly available for programming while parents are at work	Individual families
	Afterschool Snack/Supper (USDA)	Entitlement	\$2.86/meal \$.78/snack	To provide a healthy snack or supper in the afternoon in schools and programs serving high-need students.	Explicitly available for afternoon programming.	Programs in districts where 50% or more of enrolled students qualify for free or reduced-price school meals.
	Title V Incentive Grants (US DOJ)	Competitive	N/A	To reduce risk factors for juvenile delinquency, to enhance protective factors to prevent youth at risk of becoming delinquent from entering the juvenile justice system, and to intervene with first-time and non-serious offenders to keep them out of the juvenile justice system	Implicitly available for ELT	State agency designated to administer program
	Youth Development Program (NYS OCFS)	Formula/ Competitive	\$15.4M	To promote positive youth development.	Explicitly available for out-of-school time programming.	Funds are distributed from the state to county youth bureaus, who determine how funds will be distributed to community-based organizations.



# APPENDIX F

## Appendix F

### SMART Goal Template

*SMART Goal Template*  
New York State Afterschool Network (NYSAN)  
2013



# S.M.A.R.T. Goal Template

A S.M.A.R.T. goal is defined as one that is specific, measurable, achievable, results-focused, and time-bound. Use this template to help you plan your preliminary program goals.

## Example

By May 1<sup>st</sup>, 2014, 60% of students who have participated in at least 50% of the expanded 200 hours program will show increased ability and interest to lead others and activities in at least one category by increasing the number of leadership positions held, the ability to speak in public, and/or the interest in leading groups so that they may be more successful in college and career.

## Explanation of Example

**Specific:** Goals must clearly define what you are going to do.

“60% of students who have participated in at least 50% of the expanded 200 hours”=who

“will show increased ability and interest to lead others and activities”= what

“by increasing the number of leadership positions held, the ability to speak in public, and/or the interest in leading groups”= how

“so that they may be more successful in college and career”= why

**Measurable:** The goal must be measurable so that you can have evidence to show that the goal has been accomplished.

In the example, the metric is whether or not 60% of students who have participated in at least 50% of the expanded hours have increased their ability and interest to lead others and activities in at least one of these categories: number of leadership positions held, ability to speak in public, interest in leading groups. This goal can be measured through surveys and observations.

**Achievable:** The goal must be achievable and realistic or it may become discouraging. Likewise, the goal should be so simple to accomplish that setting the goal is not worthwhile. Looking at past data and trends may help in setting achievable goals.

In the example, in order to reach the goal, the program must include activities that are geared towards increasing leadership and public speaking.

**Results-Focused:** The goal should measure desired outcomes, not the activities that are performed in reaching an outcome.

The result of the sample goal is increased leadership skills for participants, which has proven to be critical to success in college and career.

**Time-Bound:** Goals should be linked to a practical time-frame for completion and should create a practical sense of urgency.

In the example, the goal must be reached by May 1<sup>st</sup>, 2014

## S.M.A.R.T. Goal Template

**Goal:**

**Specific:** What will the goal accomplish? How and why will it be accomplished?

**Measurable:** How will you measure whether or not the goal has been reached (list at least one or two indicators).

**Achievable:** Is it possible? Have others done it successfully? Do you have the necessary knowledge, skills, abilities and resources to accomplish the goal? What challenges might you face in achieving this goal?

**Results-focused:** What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not including the activities that lead to the result) of the goal?

**Time-bound:** What is the established completion date and does that completion date create a practical sense of urgency?

**Revised goal:**

# APPENDIX G

## Appendix G

### New York Resource Directory List

*New York Resource Directory List*

New York State Afterschool Network (NYSAN)

2013





## New York Resource Directory List

**Find an afterschool or expanded learning program:**

Region	Organization	Contact Information
Statewide	New York State Afterschool Network (NYSAN)	<a href="http://www.nysan.org">http://www.nysan.org</a> P: (646) 943-8670 <a href="mailto:alidie@nysan.org">alidie@nysan.org</a>
Statewide	AfterSchool Works! New York	<a href="http://www.afterschoolworksny.org">http://www.afterschoolworksny.org</a> P: (518) 694-0660 <a href="mailto:aswny@afterschoolworksny.org">aswny@afterschoolworksny.org</a>
New York City	TASC (The After-School Corporation)	<a href="http://www.expandedschools.org">http://www.expandedschools.org</a> P: (646) 943-8700 <a href="mailto:info@expandedschools.org">info@expandedschools.org</a>
New York City	Partnership for After School Education (PASE)	<a href="http://www.pasesetter.org">http://www.pasesetter.org</a> P: (212) 571-2664
Western New York	Afterschool Network of Western New York (ASNWNY)	<a href="http://asnwny.wordpress.com/resources/">http://asnwny.wordpress.com/resources/</a>
Central New York	Central New York Out-of-School Time Network (CNYOSTN)	<a href="http://nysan.org/section/networks/centralmannese@ongov.net">http://nysan.org/section/networks/centralmannese@ongov.net</a>
Greater Rochester	Greater Rochester After-School Alliance (GRASA)	<a href="http://nysan.org/section/networks/rochester">http://nysan.org/section/networks/rochester</a> <a href="mailto:mhartmann@racf.org">mhartmann@racf.org</a>
Hudson Valley	Hudson Valley Afterschool Network (HVAN)	<a href="http://nysan.org/section/networks/hudson">http://nysan.org/section/networks/hudson</a>

Long Island-Nassau County	Nassau Coalition of Youth Service Agencies	aodell@cityofglencoveny.org
North Country	North Country Afterschool Network (NCAN)	<a href="http://nysan.org/section/networks/ncan">http://nysan.org/section/networks/ncan</a>
Southern Tier	Expanded Learning Network of the Southern Tier (ELNoST)	<a href="https://www.facebook.com/ELNoST">https://www.facebook.com/ELNoST</a> chairperson@elnost.org
Upper Hudson	Upper Hudson Afterschool Network (UHAN)	<a href="http://nysan.org/section/networks/upper_hudson">http://nysan.org/section/networks/upper_hudson</a> lsiebert@cdcccc.org

### Directories of youth serving organizations or programs:

Directory Of	Provided By	Directory Web Address
4-Hs	Cornell Cooperative Extension	<a href="http://www.cce.cornell.edu/learnAbout/Pages/Local_Offices.aspx">http://www.cce.cornell.edu/learnAbout/Pages/Local_Offices.aspx</a>
Art/Culture Organizations (NYC)	NYC Cultural Resources	<a href="http://www.nyc.gov/html/dcla/html/resources/resources.shtml">http://www.nyc.gov/html/dcla/html/resources/resources.shtml</a>
Career Centers	NYS Department of Labor	<a href="http://www.labor.ny.gov/workforcenypartners/osview.asp">http://www.labor.ny.gov/workforcenypartners/osview.asp</a>
Chambers of Commerce	The Business Council	<a href="http://www.bcnys.org/inside/chambers.htm">http://www.bcnys.org/inside/chambers.htm</a>
Libraries	NYS Office of Cultural Education	<a href="http://www.nysl.nysed.gov/libdev/libs/publibs/">http://www.nysl.nysed.gov/libdev/libs/publibs/</a>
Museums	NYS Museums and Historic Sites	<a href="http://www.nyhistory.com/links/museums.htm">http://www.nyhistory.com/links/museums.htm</a>

NYATEP Members (Local Workforce Investment Boards and Other Local Agencies)	New York Association of Training and Employment Professionals	<a href="http://www.nyatep.org/files/public/MembershipList6313.pdf">http://www.nyatep.org/files/public/MembershipList6313.pdf</a>
Science Centers	Association of Science Centers	<a href="http://astc.org/sciencecenters/find.php">http://astc.org/sciencecenters/find.php</a>
Settlement Houses (NYC)	United Neighborhood Houses	<a href="http://www.unhny.org/our_members/members_all">http://www.unhny.org/our_members/members_all</a>
Settlement Houses (Upstate)	United Federation of Neighborhood Centers	<a href="http://www.unca.org/about-us/who-we-are/our-members">http://www.unca.org/about-us/who-we-are/our-members</a> (Directory is under New York > Upstate)
Workforce Investment Boards	NYS Department of Labor	<a href="http://www.labor.ny.gov/workforcenypartners/lwia/localboards.shtm">http://www.labor.ny.gov/workforcenypartners/lwia/localboards.shtm</a>
YMCAs	Alliance of NYS YMCAs	<a href="http://www.ymcanys.org/mn_links/map.html">http://www.ymcanys.org/mn_links/map.html</a>
Youth Bureaus	NYS Youth Bureaus	<a href="http://www.ocfs.state.ny.us/main/youth/youthbureaus.asp">http://www.ocfs.state.ny.us/main/youth/youthbureaus.asp</a>



# APPENDIX H

## Appendix H

### Principles of Effective Partnerships

*Principles of Effective Partnerships*

The Children's Aid Society National Center for Community Schools  
2012



# Principles of Effective Partnerships

Effective partnerships between public schools and CBOs require willingness and commitment. Both sides of the partnership have to want to do it and have to be willing to make it work. While you cannot plan for every eventuality along the way, there are some basic steps you can't take to make the partnership run smoothly:

**Plan together from the start.** Often partnerships get started because one party writes a grant proposal, get a support letter from one or more collaborators, and the partners don't really begin working together until "the check is in the mail." A much more effective approach is to get the leadership of the partner organizations together at the outset to conduct joint planning, visioning and problem solving. Make sure you draw on needs assessment data from both sides of the partnership—for example, use school data (such as grades, test scores, attendance and suspension figures) as well as community data (such as information about the number and location of children who are unsupervised after school) as you conduct your joint planning.

**Clarify the Vision.** The only reason to work in a partnership is to accomplish goals you can't accomplish separately. The most effective partnerships develop and own a shared sense of purpose. Most partnerships have found it useful to create a written vision statement that guides all of their subsequent work. Such a vision statement can outline specific goals but should also communicate the partnership's overarching purpose, philosophy and long-term aspirations.

**Take Time to Get to Know One Another.** In the press of daily business, partners might be tempted to ignore this step, thinking of it as a luxury. Experience reveals that taking the time to get to know one another is a cost-effective step that can prevent later misunderstandings. Think of this step as an investment. The CBO's leaders and staff should spend time on-site in the school, during the regular school day; and school leaders and staff should visit the CBO during its busy times. This way both sides of the partnership can learn about one another's core competencies and on-the-ground challenges.

**Set Ground Rules.** Jointly develop ground rules for who will lead meetings, how decisions will be made, how problems will be addressed, how grievances will be handled, etc. You won't be able to anticipate every challenge, but clear guidelines and procedures can help your partnership avoid unnecessary pitfalls – and having these discussions early can help the partners learn about one another's working styles.

**Start Small and Build Gradually.** You don't have to initiate a full-scale partnership in the first year. You might consider starting with a small after-school program in the first year, then add components and participants the second year, then identify some school-day activities that the school needs and the CBO is competent to provide (for example, supervising the playground program during recess and lunch breaks, or running after-school sports leagues). It's important to identify some "quick wins" that will allow the partnership to get off to a strong start. Quick wins are usually those that address critical needs and that build on the core competencies of the provider.

**Involve Parents as Partners.** The sooner you involve parents from the community, the easier it will be to spread the word of your new program, mobilize support and build community acceptance. With their unique perspectives on the strengths and needs of their community, parents and other residents will have a lot of valuable information to share, especially when the key elements of the partnership are still on the drawing board.

**Clarify Roles and Responsibilities.** Effective partnerships rely on clear communication and a shared understanding of who will be responsible for what. Given that there are usually multiple players involved on both sides of the partnership, it's best to get written agreements and protocols that outline the basic elements of the partnership. These written documents should be jointly developed by the partners.

**Share Decision-Making.** Throughout the implementation of the partnership from design and planning to daily operation – those people who will be depended upon to make the program work should be consulted and given ample opportunities to provide input and feedback about program components or other key questions. Shared decision-making and strong leadership are not contradictory. At various times, depending on the issue, one partner can and should become the group's natural leader.

**Prepare Team Members to Work Together.** Another cost of doing business in a partnership mode is training. Make sure you arrange for joint orientation and training opportunities for school and CBO staff to enable all the partners to develop the skills they will need to make their collaboration work. Small, interactive workshops should focus on developing team building, shared decision-making, communication and conflict resolution skills.

**Stay Flexible.** Effective school-community partnerships require willingness for all involved to be flexible. Do not expect everything to go exactly as planned, and do not expect to be able to continue working just as you always have. Also, remember that the context on both sides of the partnership keeps changing. Schools will get new mandates; CBOs will gain and lose funding streams; schools and CBOs will experience board and staff leadership changes. All of these inevitable occurrences will affect – but not derail – your partnership if you are prepared and can stay flexible.

**Keep Tending the Relationship.** Team building is not a one-time event. It needs continued examination and daily effort. And this is true at all levels of the partnership—from the superintendent (Chief Professional Officer) relationship to the on-site interactions between teachers and youth workers.

**Be Strategic.** In meetings with school partners, listen carefully to what's on their minds, and think about ways you can respond to their needs. With new standards and increased accountability, schools are under increasing pressure. But with these pressures have come new opportunities. Constantly assess what your CBO is bringing to the partnership (including program, staffing and financial resources) – and be proactive in offering to make these resources available to your schools and school district.



# APPENDIX I

## Appendix I

### 21st Century Community Learning Centers Sample Partnership Agreement

*21st Century Community Learning Centers Sample Partnership Agreement*  
21st Century Community Learning Centers Program , Office of Student Support Services  
2012



# SAMPLE PARTNERSHIP AGREEMENT

**This template is to assist you in the development of a customized Partnership Agreement. Below are specific responsibilities that must be included in the Agreement. Add additional clauses as necessary to customize and align the agreement with your proposed program. Failure to submit customized Partnership Agreement will be an indicator that the required collaboration did not occur.**

## Partnership Agreement

The \_\_\_\_\_ and \_\_\_\_\_  
(Name of School) (Name(s) of Partnering Agencies)

**agree to assume and perform the following roles and responsibilities in the administration of the 21<sup>st</sup> Century Community Learning Centers program during the 2012-2013 school year. The goal of this program is to provide a 21<sup>st</sup> CCLC program of the highest quality for the participating students.**

The partnership agreement is comprised of three sections:

- Joint Responsibilities of the School and Partnering Agencies
- Responsibilities of the Partnering Agencies
- Responsibilities of the School

### **I. Joint Responsibilities of the School and Partnering Agencies**

1. Ensure that all procedures and regulations for health, fire, safety, pick-ups, parent consents, transportation, field trips, food, sports-related health exams, insurance, medical and other emergency procedures will be clearly listed and widely disseminated, and that they will conform to applicable local and state standards.
2. Structure and facilitate meaningful communication between the school staff and the 21<sup>st</sup> CCLC program. Provide on-going opportunities for school staff and 21<sup>st</sup> CCLC staff to plan, coordinate, and integrate curricular areas with 21<sup>st</sup> CCLC activities.
3. Hold regularly scheduled advisory meetings (quarterly) between the staff of the partnering agencies, school principal(s) or designee, other appropriate personnel and key stakeholders including students, families and community members to discuss all issues pertaining to the 21<sup>st</sup> CCLC program. Agenda items will include, but not be limited to effectiveness of program features, student development, and other aspects of program evaluation.
4. Develop mechanisms and opportunities to communicate on a regular basis with both the Parents' Association and the family members of the program's students, including information regarding the 21<sup>st</sup> CCLC program that is accessible in a public space.
5. Recruit, select, and enroll student participants in the 21<sup>st</sup> CCLC program and disseminate program information widely.

6. *Add additional clauses as necessary to describe additional project responsibilities shared by the school and partnering agency.*

## **II. Responsibilities of the Partnering Agencies**

1. Communicate and provide information to the school about the 21<sup>st</sup> Century CCLC program through regularly scheduled meetings.
2. Ensure that School-Age Child Care Registration, if required, is obtained for programs that will serve seven or more children under the age of 13 years.
3. Recruit, hire, and train all program staff in cooperation with the school. The school principal and/or his/her designee will participate in the selection of the full time person responsible for the program.
4. Manage the day-to-day operations of the program, if required, and notify the school of any problems, issues, and concerns in a timely fashion.
5. Track individual student enrollment and attendance and provide that information to the school on a regular basis.
6. Invite designated school staff to attend 21<sup>st</sup> CCLC staff meetings.
7. Attend school staff meetings as determined by the school principal.
8. Make staff available for in-service training throughout the school year and arrange for appropriate substitute coverage.
9. Work cooperatively with the research and evaluation component of the 21<sup>st</sup> CCLC program.
10. Ensure the respectful treatment of school property, including replacing property damaged or destroyed by the students or staff of the after-school program, and keeping the spaces used by the after-school program clean. Equipment will be inventoried and labeled.
11. Ensure that all applicable local and state requirements for staff clearances are met.
12. Develop protocol for emergency notification of parents and/or guardians.
13. Establish procedures for the safe-keeping and safe transport of children after program hours.
14. Ensure that there is staff on-site during program hours trained in first aid, CPR and medical emergencies.
15. Maintain appropriate insurance coverage, if required.
16. Provide the lead 21<sup>st</sup> CCLC agency with all appropriate and requested financial information and reports in a timely fashion.
17. *Add additional clauses as necessary to describe additional project responsibilities of the partnering agency.*

### III. Responsibilities of the School

1. Work cooperatively with Research Works, Inc., the State Education Department independent evaluator of the 21<sup>st</sup> CCLC program. Information requested by evaluators is to be provided in a timely manner. This may include, but not be limited to, sharing school profiles and all relevant data available in the public domain. In addition, test scores, grades, attendance, etc. will be provided with full protection of the rights of the students and within the regulations of the school system.
2. Work cooperatively with the lead partnering agency, if not the school, to provide all relevant data related to test scores, grades and attendance in order to fulfill reporting requirements of the federally mandated Annual Performance Report.
3. If the program is school based, assure the availability of clean spaces for the 21<sup>st</sup> CCLC program in an adequate number of classrooms, as well as the cafeteria, auditorium, library, computer lab, gymnasium, and any other relevant space, including adequate office space for program staff.
4. Supply adequate and appropriate storage space for the 21<sup>st</sup> CCLC program's materials and equipment.
5. Facilitate the provision of full custodial services at no cost.
6. Identify and organize appropriate security for the after-school program.
7. *Add additional clauses as necessary to describe additional project responsibilities of the school.*

Agreed on this day, \_\_\_\_\_, by  
(Month/day/year)

\_\_\_\_\_  
(Name of Partnering Agency)

\_\_\_\_\_  
(Signature of Executive Director)

\_\_\_\_\_  
(Name of Partnering Agency)

\_\_\_\_\_  
(Signature of Executive Director)

\_\_\_\_\_  
(Name of School District)

\_\_\_\_\_  
(Signature of District Superintendent)

(You may add more signatures as appropriate.)



# APPENDIX J

## Appendix J

### Partnership Rating Form

*Partnership Rating Form*

EnCompass

2013





# EnCompass: Resources for Learning – Partnership Rating

Partner: \_\_\_\_\_ Date: \_\_\_\_\_

Partnership Indicator	Rating	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A common and shared vision is established	EnCo					
	Partner					
	Joint					
Partners are willing to adjust to make changes to support shared goals	EnCo					
	Partner					
	Joint					
Partners are clear on added benefit of working together – purpose of partnership still considered important	EnCo					
	Partner					
	Joint					
Partnership aligns with local and federal efforts	EnCo					
	Partner					
	Joint					
Values and principles are shared	EnCo					
	Partner					
	Joint					
All relevant parties are included in partnership	EnCo					
	Partner					
	Joint					
Agreed upon outcomes are established	EnCo					
	Partner					
	Joint					
Partners are aware of outcomes and associated efforts	EnCo					
	Partner					
	Joint					
Progress toward outcomes is measured and reported on a regular basis	EnCo					
	Partner					
	Joint					
Clear understanding among partners' roles and responsibilities	EnCo					
	Partner					
	Joint					
Outside parties understand the purpose of partnership	EnCo					
	Partner					
	Joint					
Communication is two-way between partners	EnCo					
	Partner					
	Joint					
There is adequate monitoring, evaluation and feedback of partnership and associated services	EnCo					
	Partner					
	Joint					
Partnership has established service targets	EnCo					
	Partner					
	Joint					

Partnership has shared decision making process	EnCo					
	Partner					
	Joint					
Partnership has regular reporting and continuous improvement discussions	EnCo					
	Partner					
	Joint					
Strategic and shared priorities are identified and aligned with organizational missions	EnCo					
	Partner					
	Joint					
Partnership norms are identified	EnCo					
	Partner					
	Joint					
Partnership has a plan to disseminate information and outcomes	EnCo					
	Partner					
	Joint					
Clear points of partnership contact within each organization	EnCo					
	Partner					
	Joint					
Partnership is mutually beneficial	EnCo					
	Partner					
	Joint					
Partner(s) trust one another	EnCo					
	Partner					
	Joint					
Partner(s) respect one another	EnCo					
	Partner					
	Joint					
Partner(s) are committed to one another	EnCo					
	Partner					
	Joint					
Partner(s) are willing to share successes	EnCo					
	Partner					
	Joint					
Other:	EnCo					
	Partner					
	Joint					

Comments: