



# ST. LOUIS PUBLIC SCHOOLS FOUNDATION

## Guide for Effective School & Community Partnerships

*A guide to developing partnerships with nonprofit agencies in your community, engaging in essential conversations, and tips on how to make partnerships more effective.*

St. Louis Public Schools Foundation

July 2016

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## ABOUT THE ST. LOUIS PUBLIC SCHOOLS FOUNDATION

The St. Louis Public Schools Foundation exists to serve as a trusted bridge between District needs and community generosity to promote educational success for St. Louis Public School District students. Established in 1998 as an independently governed not-for-profit organization, the Foundation works with donors, community experts, and District and school-level leadership to galvanize community resources, and to ensure that strategic investments support evidence-based programs that align with District priorities and school capacity. In its management of private donations to the District, the Foundation is committed to fiscal stewardship and honoring donor intent; it provides a high level of transparency and accountability to donors and leverages its capacity to manage, disburse, and audit private sector contributions to the District. Since its inception, the Foundation has raised and distributed more than \$16 million, and has served as an important catalyst of reform and innovation.

The Foundation has aligned its fundraising and investments with the District’s Transformation Plan, which serves as SLPS’ blueprint for accelerated student success over the next five years.

## INTRODUCTION

The Saint Louis Public Schools Transformation calls for “Partnerships to Support Students.” In a complex environment with multiple factors, the Saint Louis Public Schools is not operating alone. If the District is to help students achieve their greatest successes, then it must have the tools to work openly, more intentionally and strategically with some of St. Louis’ strongest nonprofit service providers, many of whom make it their business to provide school-based services to students.

Currently, nonprofit partnerships in the district occur out of clear need, but are not necessarily strategic. Savvy principals attract nonprofit resources. Sometimes partnerships evolve based on geographic proximity. Sometimes a nonprofit “sells” their services and a principal cannot say no, even though the school cannot support the partnership. Sometimes a nonprofit gets funding to work with a school, and informs the school only after the grant is received. None of these are inherently bad; in fact, they have yielded good results, but the process simply doesn’t guarantee the best outcomes for students.

Research shows that that for communities to achieve meaningful alignment between schools and the nonprofit sector, investment in leadership and infrastructure is critical. A report published by Strive Together says it best:

*...Collaboration across schools and communities work because of a combination of tools, processes and people. Think of it as a three-legged stool. Without focusing on and investing in the people who will make the work happen, the stool tips and the effort collapses...Local leaders should identify and invest in the people who will drive this work forward.* – School-Community Collaboration, Strive Together, 2012

This manual seeks to support school leaders in developing the awareness, and the systems to select and manage relationships with nonprofit agencies in support of students.

Thank you to the St. Louis Mental Health Board, and the United Way of Greater St. Louis for supporting this work.

## SECTION I: HOW TO DEFINE A PARTNER

There will be many resource opportunities and service providers who will approach your school. Some will stop by just once to give a presentation and some will seek to offer more long-term services over the course of the school year. Not all of them will require an MOU or contract, but it's important to distinguish the non-MOU service providers from those who need a more official partnership. The following criteria can help you to distinguish non-MOU service providers (community supporters) and funding supporters from official partnerships (strategic partners). This document will provide guidance on how to engage in effective partnerships with strategic partners.

**STRATEGIC PARTNERS:** Partners who deliver school-based services that drive toward student accomplishments articulated in the Transformation Plan. Example: Better Family Life or on-site therapy services.

- Partners work directly with students - this automatically necessitates an MOU or contract
- Services are often delivered over the course of a school year or consecutive months
- Data sharing is often requested
- Evaluations of service delivery must be completed at the end of the school year or term of the MOU/contractual agreement
- Central Office support is necessary to ensure MOU is complete and submitted in a timely manner

**COMMUNITY SUPPORTERS:** Partners who provide important resources to the school, but do not necessarily require an MOU. They may only be present in the school once or twice for delivery of a presentation, to deliver basic needs supplies, offer field trip opportunities, etc. Example: Faith based partners who deliver coats once a year.

- Community partners have no direct contact with students (without school staff present)
- Evaluation is not necessary unless the district office requests it under unique circumstances
- There is no need for data sharing or analysis of outcomes data
- Central Office involvement is typically unnecessary - can be handled entirely by the school

## **SECTION II: HOW TO IDENTIFY NEEDED, EFFECTIVE, AND IMPACTFUL PARTNERSHIPS**

- 1. Determine student need: Meet with the Student Support Team in your building and identify gaps in services for the students.** Begin the identification process during late winter or early spring to allow time for new partners to develop MOUs or contracts for the following school year. Consider the following questions when meeting with the Student Support Team to identify need:
  - a. Are there students with patterns of behavior that indicate trauma?
  - b. Do students seem to lack coping skills?
  - c. Is there an attendance issue due to a lack of basic resources?
  - d. What partnerships already exist in the building and can they increase their caseload or hours of service?
  - e. Are there services (i.e, after school, college prep, tutoring) that you want to provide to your students but don't have the bandwidth?
  
- 2. Identify an appropriate agency or district partner to address the identified need(s).** For example, basic needs resources can be provided by an agency such as The Little Bit Foundation. Your school's social worker may be a good resource in identifying potential partners, or you can contact SLPS Student Support Services for recommendations. United Way's 2-1-1 directory of service providers ([www.211helps.org](http://www.211helps.org)) is also a great place to search for potential partners.
  
- 3. Principals should meet with agency of interest to discuss "non-negotiables" for partnership.** Non-negotiables are specific terms of agreement on both sides of the partnership that are absolutely necessary for partnership to be effective. If the "non-negotiables" on each side cannot be met, the partnership is likely not a good fit. Utilize MOU prompts to discuss potential non-negotiables:
  - a) Is there appropriate space for the partnership?
  - b) Are the agreed upon resources needed for program activities available?
  - c) Is the school able to provide regular, appropriate access to children who wish to participate in the expressed services at a time mutually determined by the organization's staff and school staff?
  - d) How will the agency maintain regular and consistent communication with the school?
  - e) How will school data be used if collected?
  - f) Does this agency's schedule fit the schedule of the school?
  - g) Does the agency have the staff capacity and cultural competency to meet the needs of SLPS students?
  - h) How much SLPS staff time will be required to support the partnership? Is your school able to provide staff time/attention to provide that support?
  - i) Does the partner agency have adequate cultural competency to serve your students?
  
- 4. Do not be afraid to say 'no' to a partner. If the agency does not seem to be a good fit, seek out another option to fill the identified gap in services.**

## **SECTION III. ONBOARDING NEW PARTNERS and PREPARING THE MOU**

**1. Ensure Completion of the Memorandum of Understanding (MOU) or Contract:** Central Office will approve the finalized MOU or contract completion process. However, it is incumbent upon principals to work with the agency to develop the content of the MOU, and to ensure the agency connects with Central Office to formalize the MOU. Planning should begin in early spring for service provision in the fall on the first day of school. Incorporate agreed-upon outcomes, terms of service, and data to be shared both from the schools, and from the nonprofits.

- MOUs and contracts are approved on a two Board Meeting system. They are reviewed during the first meeting and approved during the second meeting.
- The board resolution submission process can take as long as 6-8 weeks from start to finish. It is very important that agencies complete MOUs or contracts before the end of the school year (April is a good target date) to ensure they are approved before the first day of school in the fall.
- Check-in with Central Office on your MOU/contract approval and request a copy of the signed, fully executed MOU/contract after Board approval.
- NOTE: the agency can ONLY begin services after the Board has approved the MOU. However, agency can begin services before the MOU is “fully executed” (all signatures secured).

**2. Discuss Data-Sharing with the Partner Agency:** It’s best to abide by some rules of thumb:

- a) Information or data that is shared between the agency and the district should be explicitly acknowledged in the MOU.
- b) Data sharing in the aggregate is typically permissible without additional consent forms.
- c) De-identified individual student data is permissible
- d) Data sharing that is specific to an Individual student and is identifiable by name or ID data is not allowed unless there is a signed consent form to release data.

## **SECTION IV. PARTNERSHIP IMPLEMENTATION**

**1. Host a Resource Fair at the beginning of the year to introduce parents, teachers, and other nonprofits to the services provided in a given school.**

**2. Planning & Customizing:**

- Create opportunities for school leadership to engage in planning with nonprofit service providers before the arrival of teachers and students at the beginning of each school year. Make sure nonprofit providers are aware when various staff are back in the school building prior to the start of the Fall Semester.
- As needed, secure a signature for release of individual student data; some schools choose to include this form in the enrollment packet for students at the beginning of the school year.

**3. Establish a Point Person:** Have an SLPS point-person/relationship-manager within the school for each community partner, in order to ensure that external partners can access a school staff person as needed. This can be anyone on the school staff – it doesn’t always have to be the principal.

**4. Set up systems to maintain ongoing communication among partners:**

- Ask partner to provide a list of emails for relevant staff so school can share scheduling updates
- Have a group meeting (or conference call) with all nonprofit partners on a monthly/quarterly basis, so that partners are aware of who else is working in the schools, best practices can be shared, referrals can be made, duplication/double-dipping can be minimized, and student outcomes can be shared
- Creating a DropBox or Google folder of shared information (contact info, schedules, etc.) and invite all nonprofit partners to view.

## **SECTION V. PARTNERSHIP EVALUATION**

**Conduct a Partnership Evaluation twice over the course of a school year:** Set up a meeting with partner agencies in the middle of the school year, to have an conversation about how things are going, and to set up strategies to address any unexpected challenges; be sure to refer to the outcomes and activities that were initially noted in the MOU; if you find that the partnership is not on track to meet those outcomes, discuss how either the services might be adjusted, or how the MOU might reflect different outcomes or services for the next year. At the end of the school year, conduct a more formal evaluation to determine the value of the partnership, and finalize your decision as to whether you would like to continue the partnership for the next school year. Included in this manual is an optional evaluation tool that you can use to assist you in this year-end evaluation.

**If a partnership is effective, renew the MOU for the next school year.** The timeline for MOU-based partnership development is set up to help support these evaluation conversations, and includes three key instances of deliberate collaborative meetings between the partnering agencies and the school staff:

- 1. MID-TERM EVALUATION:** Winter (after the holiday break - Jan or Feb)
  - School staff can reference the optional evaluation rubric and use it to discuss progress thus far and plans for continued partnership the next school year.
  - The meeting should end with recommendations for the following school year, course-corrections for the remainder of the school year, and a preliminary notification sent to district-level staff to continue or not for the next year.
  - For brand new partners, this time can be spent meeting with district level staff and relevant school based staff to complete the MOU.
  - It is also important to note that, in addition to goals that an agency might set for your school, most nonprofits have to report outcomes to their funders – make sure to have a conversation about this, and, if its useful to your school, discuss whether the agency can share those outcomes reports with your school.
- 2. MOU REVISIONS FOR NEXT SCHOOL YEAR:** Spring (March - May)
  - MOUs renewals will be finalized and submitted to the board for approval
  - Approvals will be targeted for the May board meeting
- 3. FINAL EVALUATION AND PLANNING FOR NEXT YEAR:** Summer (after students leave and before principals leave, June)
  - Partners meet with school staff to plan for the next school year and discuss what preparations need to be made to hit the ground running once school begins.
  - District/school leadership updates partners about any district or school-level changes that are relevant to their work.
- 4. PARTNERSHIP INTRODUCTION AND IMPLEMENTATION:** Fall (beginning of the school year Aug or Sept)
  - School staff is introduced to partners and goals for the school year are discussed (consider “partner orientation fair”
  - Review MOU obligations (non-negotiables) and discuss any changes to school environment

**In order for the MOU to be developed and/or approved for renewal, school leadership and partners should hold the above collaborative meetings during the suggested meeting times.**

## TIPS FOR COMPLETING THE MOU

July 2016

The best version of an MOU is one that is developed through a series of practical and logistical conversations between the school and the partner agency. The tips below intend to help guide some of those conversations, specific to the information that should be included in questions on the MOU form.

### General Tips:

- **Have a Get-To-Know-You conversation before starting the MOU process.** You don't have to pursue every potential partnership that crosses your desk. Get to know a potential partner before you set up a formal partnership, to make sure that their services are a good match and that they will fit into the culture of the school.
- **Be specific & Discuss the "Non-Negotiables".** The more specific the MOU is, the fewer challenges there will be during implementation. If you have specific conversations with the partner at the outset, you may avoid misunderstandings or logistical challenges later on. And, if you discover that you aren't able to effectively hash out specific details with the partner, then you may decide that it's not a good partnership to pursue – best to discover that early on!
- **Start early.** Even after you've finalized the content of the MOU, it can still take 6-8 weeks for it to be approved by the Board. Make sure to take this into account as you decide when to begin working on draft MOUs.
- **Be aware of when the SAB meets.** Request a board meeting schedule to remain aware of relevant timelines, so that you can plan to submit an MOU to Central Office with enough time to get it on the Board Agenda.
- **Keep a copy of your MOUs handy.** When you're having conversations with partner agencies throughout the school year, topics or ideas might come up that you want to include in the next year's MOU. Make note of these changes directly on the MOU, so that when it comes time to renew the MOU, you're not struggling to remember the changes.
- **MOUs only last 1 year.** Keep in mind that even after you've approved an MOU for one year, the MOU needs to be renewed to implement services during the next school year. If there are no changes to your MOU, you can simply re-submit the same document for approval. Aim to have the MOU be approved at the May Board Meeting, to ensure that there are no delays in starting services in the Fall.
- **Some agencies might be working in multiple schools.** A single nonprofit agency may be working with several SLPS schools – but only needs one MOU to cover all of their services. If this is the case, review the agency's existing MOU to see if it reflects what you'll need for the partnership. For additional details that are specific to your partnership, you can attach a document to the MOU that answers the following questions, specific to your school.
- **Don't start services before the MOU is approved.** The agency can ONLY begin services after the Board has approved the MOU. However, agency can begin services before the MOU is "fully executed" (all signatures secured).

## TIPS FOR ANSWERING SPECIFIC QUESTIONS ON THE MOU FORM

### Question 5: Obligations of SLPS, consider the following topics to address:

- **Physical Space:** Will your school be able to provide appropriate space and agreed upon resources for program activities on school premises? If yes, be specific on what your school will provide.
- **Access to Students:** Will your school be able to provide regular, appropriate access to children who wish to participate in the expressed services at a time mutually determined by the organization’s staff and school staff? Be specific on how your school will manage this.
- **Communication:** Will your school be able to maintain regular and consistent communication with agency? Be specific on what structure will be put in place to stay in communication.
- **Anything Else:** List any other support that your school will provide (supplies, food, data sharing, inclusion in staff meetings or school events, etc.)

### Question 6: Obligations of the Agency, consider the following topics to address:

- **Specific Services:** Include a listing of the specific services that will be provided to make sure they align with your school’s needs, and with the District’s Transformation Plan.
- **Progress Reports:** Include an agreed-upon schedule of checking in on progress towards outcomes in the middle of the school year, and at the end of the school year.
- **Communication:** Include details on how the agency will maintain regular and consistent communication with school. This will likely be similar to what is listed in the previous section, but may have additional responsibilities for the agency.
- **Anything Else:** List any other support that the agency will provide (supplies, food, inclusion in community events, etc.)

### Question 7: Performance Standards, consider the following topics to address

This question will set the goals that the partnership is working towards, and by which the partnership will be evaluated at the end of the year. You may want to directly reference the optional Evaluation Tool as you determine the performance standards, or outcomes, that will measure the success of the partnership. It may help for you to evaluate an agencies performance in three categories:

**Transformation Plan Alignment** – To what extent does the agency’s services specifically align with the Transformation Plan?

**Quantitative Indicators of Effective Program Implementation** – Identify several target goals for measurable outputs (e.g. # of sessions) and outcomes (e.g. improvement of student performance in a specific area like STAR reading scores or disciplinary incidents). Include the type of information that will be used to measure success, and the targeted results (e.g. 10 sessions, or a 15% increase on STAR reading scores)

**Qualitative Indicators of a High Quality Partnership** - Below are some indicators of an effective partnership; you may want to include reference to these indicators so that you can incorporate these factors when evaluating the partnership at the end of the year.

Quality Indicators	Criteria for Success
Strength of Self Evaluation Measures	<ul style="list-style-type: none"> <li>• Measurement tool uses evidence-based protocols that promote continuous improvement</li> <li>• Measurement tool tightly aligns to partnership goals and strategic action plan</li> <li>• Measurement tool engages partnership members in regularly assessing their own progress</li> </ul>
Strength of Information Dissemination/Partnership Communication	<ul style="list-style-type: none"> <li>• Communication mechanisms exist for regularly disseminating relevant news and progress updates in a timely manner</li> </ul>
Strength of Relationships with students and/or school staff	<ul style="list-style-type: none"> <li>• School staff see the partnership as providing important support for students/school culture</li> <li>• School staff will make accommodations to ensure partnership continues</li> <li>• Students look forward to/see value in engaging with partners</li> </ul>
Partner Adaptability	<ul style="list-style-type: none"> <li>• Both partners demonstrate willingness to accommodate the needs of the partnership</li> <li>• Both partners articulate needs in a constructive manner</li> </ul>



## **SAMPLE MOU**

(Note: all *italicized* text would be filled out by the school, in conversation with the agency)

### **MEMORANDUM OF UNDERSTANDING** (NON-FUNDRAISING)

This Memorandum of Understanding (“MOU”) is entered into by and between the Saint Louis Public Schools (“SLPS”) and [REDACTED] (“Agency”) on this 20th day of April, 2016.

**The purpose of this Memorandum of Understanding is to establish a partnership between [REDACTED] and the St. Louis Public Schools in order to provide culturally competent, trauma-informed, somatic-based counseling to ELL students between the ages of 5 and 12 in order to help students decrease trauma symptoms, better regulate their bodies, and enhance ability to focus and learn in the classroom. The agency will also provide training on recognizing and understanding trauma to teaching staff in schools that have [REDACTED] students receiving the agency’s services.**

***The following schools will received services:*** [REDACTED]

**1. Fundraising:** It is understood by The Agency that the SLPS does not endorse any fundraising efforts by the Agency, whether or not associated with the activities and duties contemplated by this MOU. To the extent that the Agency believes in the future that its activities require fundraising, the parties agree that all documents and activities associated with any such fundraising effort will be cooperatively prepared and separately agreed to, and **must be approved by the Special Administrative Board of the Transitional School District of the City of St. Louis prior to implementation.**

**2. Limitation of Liability:** Each party to this MOU shall be solely responsible for any and all actions, suits, damages, liability, or other proceedings brought against it as a result of the alleged negligence, misconduct, error, or omission of any of its officers, agents or employees. Neither party is obligated to indemnify the other party or to hold the other party harmless from costs or expenses incurred as a result of such claims, and the SLPS shall continue to enjoy all rights, claims, and defenses available to it under law, to specifically include Mo.Rev.Stat. §537.600, et seq. Nothing in the MOU shall be construed as an indemnification by one party or the other for liabilities of a party or third persons for property or any other loss, damage, death, or personal injury arising out of the performance of this MOU. Any liabilities or claims for property or other loss, damage, death, or personal injury by a party or its agents, employees, contractors, or assigns or by third persons arising out of and during this MOU shall be determined according to applicable law. SLPS does not relinquish or waive any of its rights under applicable state governmental immunities law.

**3. Background Checks:** All Personnel providing services under this MOU that may in any way come into contact with students must undergo background checks consistent with those used by the SLPS and state-licensed facilities; all such checks must be performed and passed prior to any Personnel providing any services hereunder. At a minimum, checks hereunder shall include a Department of Family Services background check, a criminal background check, and fingerprinting. The cost of all such background checks shall be borne by the Agency, and the SLPS shall not be liable for such cost under any circumstance. The Agency will provide written confirmation to SLPS that the background checks on all Personnel hereunder reflected no negative findings, that said Personnel passed the background checks and are, therefore, eligible to provide services under this MOU.

**4. Student Information:** The Agency acknowledges that it shall now, and in the future may, have access to and contact with confidential information of students, including but not limited to the education and/or medical records of students. Both during the term of this MOU and thereafter, the Agency covenants and agrees to hold such information in trust and confidence and to exercise diligence in protecting and safeguarding such information, as well as any other information protected from public disclosure by federal or state law or by the policies or procedures of the SLPS. The Agency will not disclose any confidential information to any third party except as may be required in the course of performing services for the SLPS hereunder or by law, and any disclosure will be in compliance with the Family Education Rights and Privacy Act (“FERPA”) and the Health Insurance Portability and Accountability Act of 1996 (“HIPAA”).

**5. Obligations of SLPS:**

If the agency works in multiple schools *and* if obligations differ by school, please attach school specific responses to the prompts below. If obligations are consistent among schools, please simply fill out prompts below.

**(a) Provide appropriate space and agreed upon resources for program activities on school premises:** *The space should be minimally 12x12 feet and free of other teachers. Students, administrators, etc. The space should also be available weekly at the time allotted to the [REDACTED] [REDACTED] clinician. Every client meets with the clinician for 35-45 minutes on a weekly basis in the agreed upon space.*

**(b) Provide regular, appropriate access to children who wish to participate in the expressed services at a time mutually determined by the organization’s staff and school staff:** *Provide referrals of [REDACTED] students that meet project criteria (students who might benefit from the intervention). Along with referrals, dates and times in which the students can be seen will also be provided to the clinician to make a weekly, consistent schedule with the school and client.*

**(c) Maintain regular and consistent communication with agency through the following methods:** *Determine an administrative contact person to work with agency Project Coordinator to streamline scheduling around school and district-wide events. Additionally, notify [REDACTED] of changes made to the clients schedule or of map testing days and vacation days.*

**(d) Offer assistance with other needs that will lead to optimal service delivery as defined by the agency:** *Teachers to complete pre- and post-intervention surveys on referred students to identify problem behaviors and symptoms. These surveys will be provided by our team and reviewed to determine progress. Staff in the [REDACTED] department will initiate contact with parents of the referred students to obtain permission to begin the enrollment process. They will also provide assistance with contact information and arranging meetings with parents to obtain signatures on required consent forms.*

**6. Obligations of Agency:**

**(a) Offer the following services that align with the district’s Transformation Plan:** *As part of goal 4 on the Transformation Plan, [redacted] will support [redacted] students by providing culturally competent, trauma-informed, somatic-based counseling to [redacted] students between the ages of [redacted] and [redacted] in order to help students decrease trauma symptoms, better regulate their bodies, and enhance ability to focus and learn in the classroom. Additionally, [redacted] will offer trauma trainings to school personnel in the schools the agency is seeing students in.*

**(b) Report on progress and the listed outcomes to school staff according to the district’s timeline (at mid-year and late winter per the MOU renewal guidelines):** *[redacted] Staff will meet with [redacted] twice a year to go over project progress and client outcomes. The Project Coordinator will create a document showing outcomes and share this with SLPS.*

**(c) Maintain regular and consistent communication with the partnering schools using the following methods (if different methods exist for schools, list all below):** *Adhere to SLPS policies and procedures regarding work with students. Includes meeting with teachers/counselors as necessary to ensure quality service as needed. Also includes de-identifying all data prior to reporting to funder (St. Louis Mental Health Board). Additionally, using meetings as needed to get the [redacted] student additional support. The agency will notify [redacted] office in addition to the appropriate school administration when a hotline call is made on behalf of a student.*

**7. Success of this program will be measured using the following Performance Standards:**

**Performance Standards:** Agency performance at the end of the term of this Memorandum of Understanding will be measured by the Agency’s compliance with the following performance standards.

**A. Transformation Plan Alignment**

<b>Transformation Plan Goal</b>	<b>Description of Alignment with Transformation Plan</b>
1. Partnerships Support Students	Provide culturally competent, trauma-informed, somatic-based counseling to all [redacted] students between the ages of [redacted] and [redacted] attending St. Louis Public Schools in order to help students decrease trauma symptoms, better regulate their bodies, and enhance ability to focus and learn in the classroom
2. Equip school staff with knowledge about trauma so they can be more effective in helping their students	Offer trauma trainings to teachers and school personnel about what trauma looks like in the classroom and offer strategies for them to use to help their students more effectively

**B. Quantitative Indicators of Effective Program Implementation**

<b>Output/Outcome Indicators &amp; Goals</b>
1. There will be a reduction in reported symptoms based on the teacher measure given pre/post intervention. The measure used is the Physiological Hyperarousal Checklist
2. There will be a reduction in reported symptoms based on the child measures given pre/post intervention. The measures used are the UCLA PTSD Index for DSM IV, Screen for Child Anxiety Related Disorders, and the Center for Epidemiological Studies Depression Scale

**C. Qualitative Indicators of a High Quality Partnership**

The partners will be scored by the school using the School-Based Partnership Annual Evaluation Tool

<b>Quality Indicators</b>	<b>Criteria for Success</b>
Strength of Self Evaluation Measures	<ul style="list-style-type: none"> <li>• Measurement tool uses evidence-based protocols that promote continuous improvement</li> <li>• Measurement tool tightly aligns to partnership goals and strategic action plan</li> <li>• Measurement tool engages partnership members in regularly assessing their own progress</li> </ul>
Strength of Information Dissemination/Partnership Communication	<ul style="list-style-type: none"> <li>• Communication mechanisms exist for regularly disseminating relevant news and progress updates in a timely manner</li> </ul>
Strength of Relationships with students and/or school staff	<ul style="list-style-type: none"> <li>• School staff see the partnership as providing important support for students/school culture</li> <li>• School staff will make accommodations to ensure partnership continues</li> <li>• Students look forward to/see value in engaging with partners</li> </ul>
Partner Adaptability	<ul style="list-style-type: none"> <li>• Both partners demonstrate willingness to accommodate the needs of the partnership</li> <li>• Both partners articulate needs in a constructive manner</li> </ul>

**8. Term and Termination:** The term of the MOU will be from **July 1, 2016** (the Effective Date) through **June 30, 2017**, unless earlier terminated by either party by providing thirty (30) days’ written notice to the person who has signed as a representative of each party below.

Saint Louis Public Schools

(Agency)

By: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Title: \_\_\_\_\_

By: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Title: \_\_\_\_\_

## SAMPLE

(Note: all *italicized* text would be filled out by the school, in conversation with the agency)

### SCHOOL-BASED PARTNERSHIP EVALUATION TOOL

**Optional. To be completed by the primary school contact for this partnership, prior to MOU renewal.**

School Name: *Smith Elementary*

Partner Agency Name: *The Step Up Foundation*

Completed by: *Jane Doe* on *7-20-16*

Agency Contact Person: *Molly Jones*

#### A. TRANSFORMATION PLAN ALIGNMENT

Transformation Plan Goal Insert as many as is relevant – at least one is required.	Description of Alignment With Transformation Plan	SCORE 1 thru 5 (1 is lowest, 5 is highest)
<i>3.1. By the end of the 2018 school year, 80% of 3rd graders will be reading on grade level.</i>	<i>The program provides books for students to encourage independent reading practice.</i>	5
<i>4.2. By 2017, 90% of families and community partners will give our schools an "A" when asked to rate if schools are welcoming and supportive.</i>	<i>The program provides the school with basic supplies for students to bring home to their families and conducts reading sessions at school during lunch.</i>	5

**SUB TOTAL (AVERAGE of above scores):** 5

**Comments/Best Practices/Ideas for Improvement:**

*Great alignment, all activities support transformation plan.*

#### B. QUANTITATIVE INDICATORS OF EFFECTIVE PROGRAM IMPLEMENTATION

Output/Outcome Indicators & Goals Output/outcome indicators are specific to partnership; outlined in MOU/Partnership Agreement (e.g. Serve ## students, 90% of students served increase STAR scores by XX points, ## students reading on grade level)	Actual Outputs/Outcomes Achieved	SCORE 1 thru 5 (1 is lowest, 5 is highest)
<i>1. 10% Increase in Attendance</i>	<i>7% increase in attendance</i>	4
<i>2. 5% decrease in disciplinary incidents</i>	<i>2% decrease in disciplinary incidents</i>	4
<i>3. 10% increase in STAR reading scores</i>	<i>8% increase in STAR reading scores</i>	4
<i>4. 15% increase in self-reported student self esteem</i>	<i>9% increase in self esteem</i>	3

**SUB TOTAL (AVERAGE of above scores):** 3.75

**Comments/Best Practices/Ideas for Improvement:**

*Actual outcomes did not meet targets, but primarily because fewer students were able to consistently participate in the program because of scheduling and attendance issues. For the students who did participate in all sessions, the outcomes were on the mark.*

**C. QUALITATIVE INDICATORS OF A HIGH QUALITY PARTNERSHIP**

Quality Indicators	Criteria for Success	SCORE 1 thru 5 (1 is lowest, 5 is highest)
Strength of Self Evaluation Measures	<ul style="list-style-type: none"> <li>• Measurement tool uses evidence-based protocols that promote continuous improvement</li> <li>• Measurement tool tightly aligns to partnership goals and strategic action plan</li> <li>• Measurement tool engages partnership members in regularly assessing their own progress</li> </ul>	4
Strength of Information Dissemination/Partnership Communication	<ul style="list-style-type: none"> <li>• Communication mechanisms exist for regularly disseminating relevant news and progress updates in a timely manner</li> </ul>	2
Strength of Relationships with students and/or school staff	<ul style="list-style-type: none"> <li>• School staff see the partnership as providing important support for students/school culture</li> <li>• School staff will make accommodations to ensure partnership continues</li> <li>• Students look forward to/see value in engaging with partners</li> </ul>	5
Partner Adaptability	<ul style="list-style-type: none"> <li>• Both partners demonstrate willingness to accommodate the needs of the partnership</li> <li>• Both partners articulate needs in a constructive manner</li> </ul>	5
<b>SUB TOTAL (AVERAGE of above scores):</b>		<b>4</b>

**Comments/Best Practices/Ideas for Improvement:**

*Students and staff love the partnership and make efforts to make it work; we had some issues with communication – we need to set up a monthly conference call to check in on schedules, and figure out a way to communicate to the reading tutors when a student is absent.*

<b>CALCULATING OVERALL SCORE: Transformation Plan Score (avg) + Quantitative Score (avg) + Qualitative (avg) TOTAL SCORE:</b>	<b>12.75</b>
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**SCORING GUIDE:**

**Maximum total score is 15 points.**

Total Score of 1 to 5 points: Partnership is likely ineffective. Unless significant supports are put in place, this partnership should not continue and should not be scaled to other schools.

Total Score of 6-10 points: Partnership shows potential, but is not performing at its highest capacity. School and agency leadership should have a targeted conversation to determine how partnership might be strengthened. A representative from SLPS Student Support Services may need to be called in to help facilitate.

**Total Score of 11-15 points: Partnership is performing well and there may be an opportunity to replicate or scale the partnership to other schools. SLPS Student Support Services may want to explore what is working well in this partnership to determine if it might benefit other schools.**

## SCHOOL-BASED PARTNERSHIP EVALUATION TOOL

Optional. To be completed by the primary school contact for this partnership, prior to MOU renewal.

School Name:

Partner Agency Name:

Completed by: \_\_\_\_\_ on [DATE]

Agency Contact Person:

### D. TRANSFORMATION PLAN ALIGNMENT

Transformation Plan Goal Insert as many as is relevant – at least one is required.	Description of Alignment With Transformation Plan	SCORE 1 thru 5 (1 is lowest, 5 is highest)

**SUB TOTAL (AVERAGE of above scores):**

**Comments/Best Practices/Ideas for Improvement:**

### E. QUANTITATIVE INDICATORS OF EFFECTIVE PROGRAM IMPLEMENTATION

Output/Outcome Indicators & Goals Output/outcome indicators are specific to partnership; outlined in MOU/Partnership Agreement (e.g. Serve ## students, 90% of students served increase STAR scores by XX points, ## students reading on grade level)	Actual Outputs/Outcomes Achieved	SCORE 1 thru 5 (1 is lowest, 5 is highest)
1.		
2.		
3.		
4.		

**SUB TOTAL (AVERAGE of above scores):**

**Comments/Best Practices/Ideas for Improvement:**

**F. QUALITATIVE INDICATORS OF A HIGH QUALITY PARTNERSHIP**

Quality Indicators	Criteria for Success	SCORE 1 thru 5 (1 is lowest, 5 is highest)
Strength of Self Evaluation Measures	<ul style="list-style-type: none"> <li>• Measurement tool uses evidence-based protocols that promote continuous improvement</li> <li>• Measurement tool tightly aligns to partnership goals and strategic action plan</li> <li>• Measurement tool engages partnership members in regularly assessing their own progress</li> </ul>	
Strength of Information Dissemination/Partnership Communication	<ul style="list-style-type: none"> <li>• Communication mechanisms exist for regularly disseminating relevant news and progress updates in a timely manner</li> </ul>	
Strength of Relationships with students and/or school staff	<ul style="list-style-type: none"> <li>• School staff see the partnership as providing important support for students/school culture</li> <li>• School staff will make accommodations to ensure partnership continues</li> <li>• Students look forward to/see value in engaging with partners</li> </ul>	
Partner Adaptability	<ul style="list-style-type: none"> <li>• Both partners demonstrate willingness to accommodate the needs of the partnership</li> <li>• Both partners articulate needs in a constructive manner</li> </ul>	
<b>SUB TOTAL (AVERAGE of above scores):</b>		
<b>Comments/Best Practices/Ideas for Improvement:</b>    		

<b>CALCULATING OVERALL SCORE: Transformation Plan Score (avg) + Quantitative Score (avg) + Qualitative (avg) TOTAL SCORE:</b>	
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**SCORING GUIDE:**

Maximum total score is 15 points.

**Total Score of 1 to 5 points: Partnership is likely ineffective. Unless significant supports are put in place, this partnership should not continue and should not be scaled to other schools.**

**Total Score of 6-10 points: Partnership shows potential, but is not performing at its highest capacity. School and agency leadership should have a targeted conversation to determine how partnership might be strengthened. A representative from SLPS Student Support Services may need to be called in to help facilitate.**

**Total Score of 11-15 points: Partnership is performing well and there may be an opportunity to replicate or scale the partnership to other schools. SLPS Student Support Services may want to explore what is working well in this partnership to determine if it might benefit other schools.**