



## Partnership Practices Rubric

### I. Recruiting

Partnership Standard	School/District
<b>A. Communication</b>	
<b>1.1:</b> Schools and district offer a clear point of contact for partnership inquiries, which includes a name, title, phone number, and email address. Contact information is included on website and all relevant online or printed materials (e.g., newsletters, brochures).	
<b>1.2:</b> School and district websites offer clearly identified links to partnership information on their home pages, leading to a dedicated webpage that offers information on partnership opportunities, a list of current partners, a clear course of action for those interested, and contact information.	
<b>1.3:</b> School and district leaders are prepared to talk about the importance of community/school partnerships, the benefits of partnering, and past successes, and can provide points of contact for interested community members.	
<b>1.4:</b> School or district personnel can clearly explain the benefits of partnering and point to past successes.	
<b>B. Outreach</b>	
<b>1.5:</b> School and district leaders are actively involved in community and business organizations, participating in events, serving on committees and taking on leadership roles.	
<b>1.6:</b> Partners and prospects receive regular communications promoting partnerships, including upcoming opportunities, success stories, testimonials, and contact information.	
<b>1.7:</b> Current partners support new partnership recruiting efforts by providing written testimonials and descriptions of their activities.	
<b>1.8:</b> Advisory boards and/or community leadership committees have clearly defined responsibilities for partnership recruiting.	
<b>1.9:</b> School and district officials communicate regularly with nonprofit organizations to encourage volunteering and other partnership work.	

## II. Partnership Design

Partnership Standard	School/District
<b>2.1:</b> Partners have identified desired student outcomes from the partnership.	
<b>2.2:</b> All partners have a clear understanding of return on investment and have defined the outcomes they wish to see for their own organization as a result of their participation.	
<b>2.3:</b> Partners conduct an asset inventory to determine the resources they can offer to fuel the partnership.	
<b>2.4:</b> Partners examine the nine partnership models and select a model based on desired outcomes and available resources.	
<b>2.5:</b> Partners identify all potential stakeholders and define what is needed and expected from each.	
<b>2.6:</b> All partners are treated as equals.	

## III. Management/Administration

Partnership Standard	School/District
<b>3.1:</b> Rules and procedures for conducting background checks on volunteers are in place and strictly followed.	
<b>3.2:</b> Partnership leaders develop and provide forms needed to initiate and manage functions such as tracking volunteer hours.	
<b>3.3:</b> Management roles are clearly defined. Educators know who is responsible for fielding inquiries, designing partnerships, approving partnerships and donations, and tracking partnership activities.	
<b>3.4:</b> Partners adhere to school and district policies such as securing parental permission forms and liability waivers, as well as requirements relating to partnership activities (e.g., OSHA safety rules for site visits).	
<b>3.5:</b> Educators and volunteers receive training and orientation when needed.	
<b>3.6:</b> Decision-making protocols are established and respected; all partners understand where they do and do not have decision-making ability.	
<b>3.7:</b> Each partnership is defined through a written agreement, signed by all parties, outlining the purpose of the partnership, the responsibilities of each partner, and the way in which outcomes will be defined and measured.	
<b>3.8:</b> Each partner identifies a minimum of two points of contact ensuring continuity if one partner leaves or is unavailable.	

## IV. Measurement and Evaluation

Partnership Standard	School/District
<b>4.1:</b> Partners develop attainable, specific, and measurable outcomes for all stakeholders including student outcomes, educator outcomes, and business partner outcomes.	
<b>4.2:</b> Partners establish data protocols including the methods of measuring data, the data sources, and the data instruments.	
<b>4.3:</b> Anticipated data costs are addressed in the partnership agreement.	
<b>4.4:</b> Partners track data measuring participation, retention, and other relevant activity.	
<b>4.5:</b> Partners respect student privacy and abide by FERPA laws and district requirements.	
<b>4.6:</b> Measurement and evaluation is accomplished using recognized best practices such as enlisting an independent party to conduct research, gathering baseline data, and establishing test and control groups.	

## V. Reporting

Partnership Standard	School/District
<b>5.1:</b> Data are analyzed and presented clearly and truthfully.	
<b>5.2:</b> Data are shared with all stakeholders and made public as appropriate.	
<b>5.3:</b> Data are used as a benchmark to gauge future efforts.	

## VI. Sustainability

Partnership Standard	School/District
<b>6.1:</b> Partnership activities and results are highlighted and celebrated whenever possible and appropriate.	
<b>6.2:</b> Partners and school leaders schedule regular joint reviews meetings to examine goals, processes, and results with an eye toward continuous improvement and shared relevance.	