PLUS Oakland
Training for Principals and Orientation for Providers: 
Partnership Tools and Models

Presented by Seenae Chong and Tracey Logan
The Complementary Learning Department assists schools, non-school supports, and community partners in providing maximum academic, health and wellness, and social-emotional benefit to students through the development of strong, intentional linkages between families, schools, learning supports, and community institutions. The intentional alignment and multiple linkages of complementary learning create pathways that help every child to succeed.

The services provided by Complementary Learning focus on working with schools to find meaningful ways for two or more learning contexts, such as school and after-school, or family and preschool, to connect so that they work toward the same or complementary ends - ultimately improving one another's effectiveness. These purposely linked supports improve learning and developmental outcomes for children and youth.

--from ousd.k12.ca.us

Project Summary: Frame
Project Summary

Context: There are vibrant partnerships in OUSD between many schools and providers; however, they are idiosyncratic. CL wants to “systematize” complementary partnership between schools and agencies through an orientation for providers/training for principals.

Question: What is important to include in an orientation focused on partnerships?

Process: Team research project using literature reviews, case studies, and interviews.
Many successful partnerships

Organizational cultures as strengths and potential points of conflict

Expectations and communication

Bureaucracy

Lay of the Partnership Land: CL program managers, Principals, Providers
- **SFUSD**: Database, Orientation, Site Agreements
- **NYC Dept of Ed**: Guidebook
- **BPS**: Indicators of Quality
- **Cincinnati Public Schools**: “Match-making” Services

*National Best Practices: Models and Tools*
- Orientation as a “kit of parts”
- Required site agreements/site orientations
- Strength/needs assessment to focus partnerships
- Reference binder for administrative procedures, templates
- CBO matrix
- Site Coordinator

Recommendations
Ensure that we've heard enough voices to represent the scope of full scope of the project

Configure Orientation for Providers and Training for Principal using best practice research and what we heard
  ★ How do we create a standard orientation that does not dilute content and effectiveness?
  ★ How do we create a space to for an ongoing dialogue on the competing demands and competing bottom lines between schools and providers?
  ★ What should the District's role be in providing a “soft skills” type of orientation for providers/trainers for Principals? What form should/could it take? How do we make it an adaptive/interactive learning process?

Development of other tools for partnership
  ★ How do we prioritize partnership for both principals and providers?

Phase 2: Tracey Logan