PLUS Oakland

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

OAKLAND UNIFIED
SCHOOL DISTRICT
expect Success | every student. every classroom. every day.

CENTER FOR
CITIES & SCHOOLS
UNIVERSITY OF CALIFORNIA, BERKELEY

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

Home   School

Student

Community
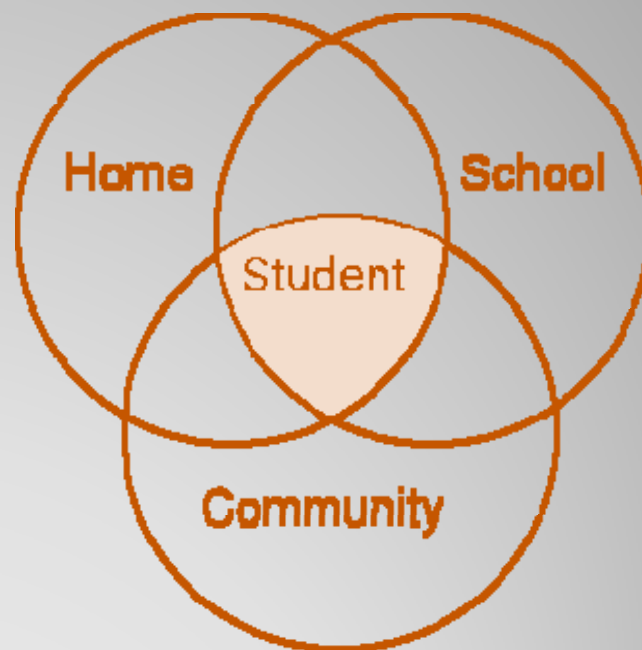
Project Summary: Frame

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
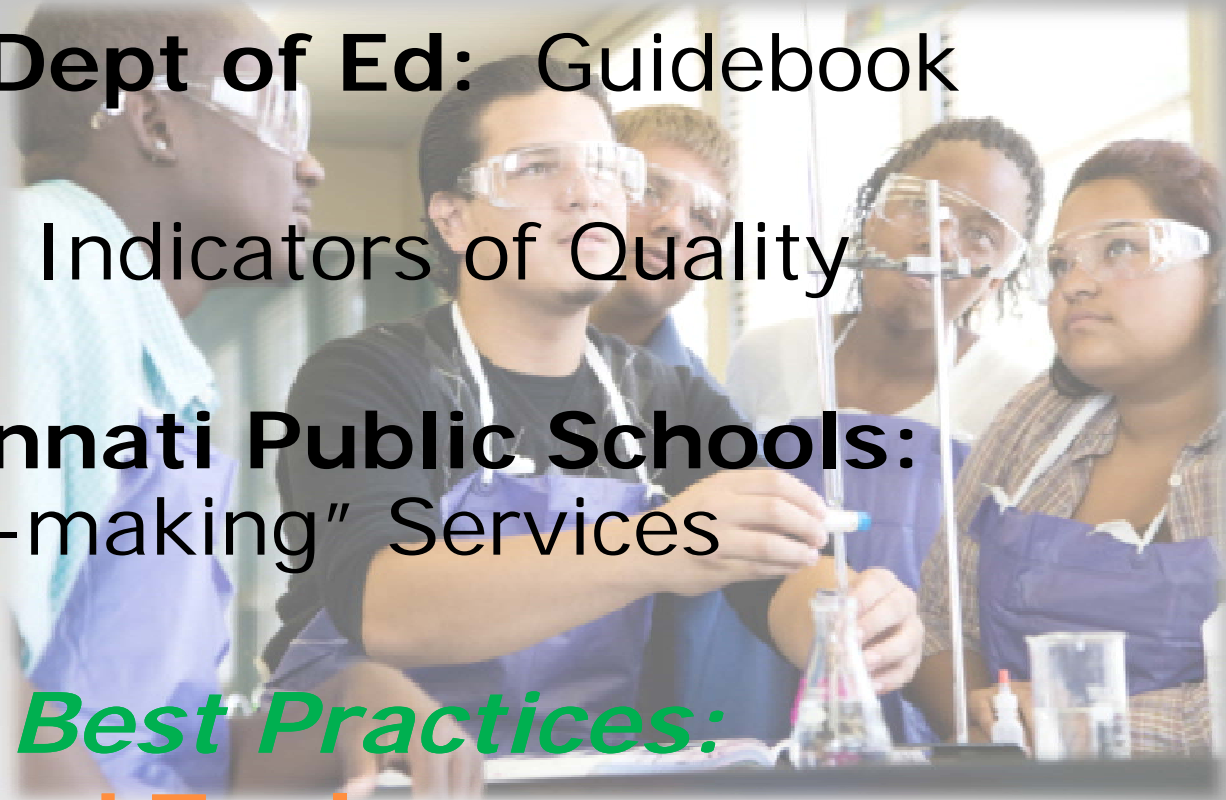
❖ **SFUSD:** Database, Orientation, Site Agreements

❖ **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**