

## **Quality Expanded Learning Time Partnerships: Guiding Principles**

*Quality partnerships between schools and community learning organizations - arts and cultural institutions, after-school and youth development programs, health and mental health services providers, and institutions of higher education - are central to the successful implementation of Expanded Learning Time. Additional time in the school day and year creates increased opportunities for ELT schools to engage the broader community as partners in teaching and learning. In a successful ELT partnership, the two partners (a school and a community learning organization) collaborate to co-develop, co-manage, and co-sustain a partnership that enhances the experiences of students, teachers, community learning organization staff, and families. Five guiding principles support this work:*

### **I. Common Purpose**

The partnership supports a shared set of goals established by both partners. These goals are aligned to both partners' mission and vision.

### **II. Complementary Content**

The school seeks out community learning organizations with expertise that complements that of their own teachers and staff, establishing partnerships that bring outcome-driven programs, resources and services to the school that correspond with its goals for Expanded Learning Time.

### **III. Communication**

There is clear, consistent communication between partners on two levels: between the leadership of the school and community learning organization responsible for managing the partnership, and between the teachers and staff that work directly with students.

### **IV. Flexibility and Adaptation**

Both partners are flexible in adapting existing programming to create a customized partnership that fits the unique context of Expanded Learning Time.

### **V. Continuous Improvement and Sustainability**

The partnership is a multi-year endeavor, with responsibilities for relationship-building, fundraising, and continuous improvement shared by both partners.

## Quality Expanded Learning Time Partnerships: Guiding Principles and Indicators

### I. Common Purpose

*The partnership supports a shared set of goals established by both partners. These goals are aligned to both partners' mission and vision.*

Indicators	Rating	Rationale/Explanation/Notes	Next Steps
The community learning organization understands the school's vision for implementing Expanded Learning Time, including its school-wide academic focus			
The school understands the expertise and strengths of the community learning organization			
The partnership supports a set of common goals for students which is articulated, documented, and shared between both partners			
There is a process to revisit these goals as the partnership develops and ELT evolves			
Additional partnership-specific indicators of Common Purpose:			

**1=Strongly Disagree**

**2=Disagree**

**3=Agree**

**4=Strongly Agree**

**Quality Expanded Learning Time Partnerships: Guiding Principles and Indicators**

**II. Complementary Content**

*The school seeks out community learning organizations with expertise that complements that of their own teachers and staff, establishing partnerships that bring outcome-driven programs, resources and services to the school that correspond with its goals for Expanded Learning Time.*

<b>Indicators</b>	<b>Rating</b>	<b>Rationale/Explanation/Notes</b>	<b>Next Steps</b>
The community learning organization meets an unmet need at the school, providing a service, program, or resource that the school could not provide on its own			
Partnership programming aligns with the state curriculum standards and school-wide achievement goals. There is a system by which this is documented and shared between partners.			
Partners establish a set of academic and/or non-academic outcomes (such as communication, conflict resolution, or leadership skills) that the partnership programming seeks to meet			
Partners have a system in place to determine whether the desired academic and non-academic outcomes have been met			
Additional partnership-specific indicators of Complementary Content:			

**1=Strongly Disagree**

**2=Disagree**

**3=Agree**

**4=Strongly Agree**

## Quality Expanded Learning Time Partnerships: Guiding Principles and Indicators

### III. Communication

*There is clear, consistent communication between partners on two levels: between the leadership of the school and community learning organization responsible for managing the partnership, and between the teachers and staff that work directly with students.*

Indicators	Rating	Rationale/Explanation/Notes	Next Steps
Expectations are clearly communicated in the planning and implementation phases of the partnership, including the roles and responsibilities of each partner			
Both partners have the opportunity to share what they can contribute to the partnership, and what they need to make it successful			
There are systems in place for teachers and community learning organization staff to communicate regularly around curriculum, instruction, assessment and student needs (e.g. individual meeting time, collaborative planning time, professional development, over email, school mail boxes, by phone)			
The leadership of the school and community learning organization meet or communicate over phone/email regularly (at least once/month)			
Additional partnership-specific indicators of Communication:			

**1=Strongly Disagree**

**2=Disagree**

**3=Agree**

**4=Strongly Agree**

## Quality Expanded Learning Time Partnerships: Guiding Principles and Indicators

### IV. Flexibility and Adaptation

*Both partners are flexible in adapting existing programming to create a customized partnership that fits the unique context of Expanded Learning Time.*

Indicators	Rating	Rationale/Explanation/Notes	Next Steps
Both partners adapt existing programming, or create new programming, to meet the needs and goals of the partnership's target audiences(s), which could include students, teachers/staff, and/or families			
The school supports the community learning organization's needs around enrollment, space, scheduling, orientation to school procedures/policies, professional development, and other key supports			
There is an on-going process to revisit and revise the partnership throughout the planning and implementation to meet the needs of both partners, and to ensure it is meeting the established goals			
Additional partnership-specific indicators of Flexibility and Adaptation:			

**1=Strongly Disagree**

**2=Disagree**

**3=Agree**

**4=Strongly Agree**

**Quality Expanded Learning Time Partnerships: Guiding Principles and Indicators**

**V. Continuous Improvement and Sustainability**

*The partnership is a multi-year endeavor, with responsibilities for relationship-building, fundraising, and continuous improvement shared by both partners.*

Indicators	Rating	Rationale/Explanation/Notes	Next Steps
Both partners provide opportunities for teachers and community learning organization staff to build collegial relationships (e.g. inclusion in faculty/staff meetings, open houses, social events, celebrations, etc)			
Financial sustainability planning is on-going with both partners committed to securing the necessary funding to support the partnership, individually and/or collaboratively			
Systems are established to ensure continuation of the partnership if there is a change in leadership (either at the community learning organization or school) and/or significant teacher/staff turnover			
There is a multi-year vision of how the community learning organization will be integrated into the school			
Additional indicators of Continuous Improvement and Sustainability:			

**1=Strongly Disagree**

**2=Disagree**

**3=Agree**

**4=Strongly Agree**