



# Better Together: Building Relationships and Powerful Partnerships

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**Catherine Jordan**

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# Relationships Are the Key to Afterschool Success

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Stranded on a desert island?  
What current partner would you want with you, and why?



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- What are our program/organization needs?
  - What partnerships are available to us?
  - How can we select and plan for effective partnerships that help us meet those needs?





# Beyond THE Bell

FOURTH EDITION

**A TOOLKIT**  
for **Creating Effective**  
**Afterschool and**  
**Expanded Learning**  
**Programs**



Source: <https://beyondthebell.org/online-home>



# Beyond the Bell Toolkit



- Program management
- Design
- Partnerships
- Delivery
- Evaluation
- Continuous program improvement

Source: <https://beyondthebell.org/online-home>



# Let's Talk Partnerships

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Finding, building, and sustaining effective partnerships in afterschool







<https://medium.com/pressonetwork/best-unlikely-business-partnerships-3b821b48e4cd>; Photo by Allison Shelley for EDUimages- <https://images.all4ed.org/high-school-students-conduct-chemistry-experiment>

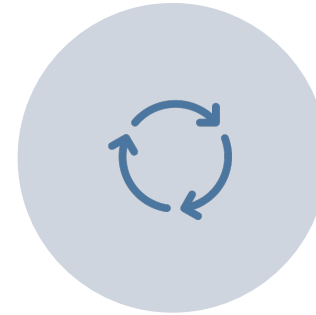


# Elements of a Successful Partnership

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Purpose is clearly defined



Arrangement is mutually beneficial (we are both getting something we want out of this)



Roles and responsibilities are clear

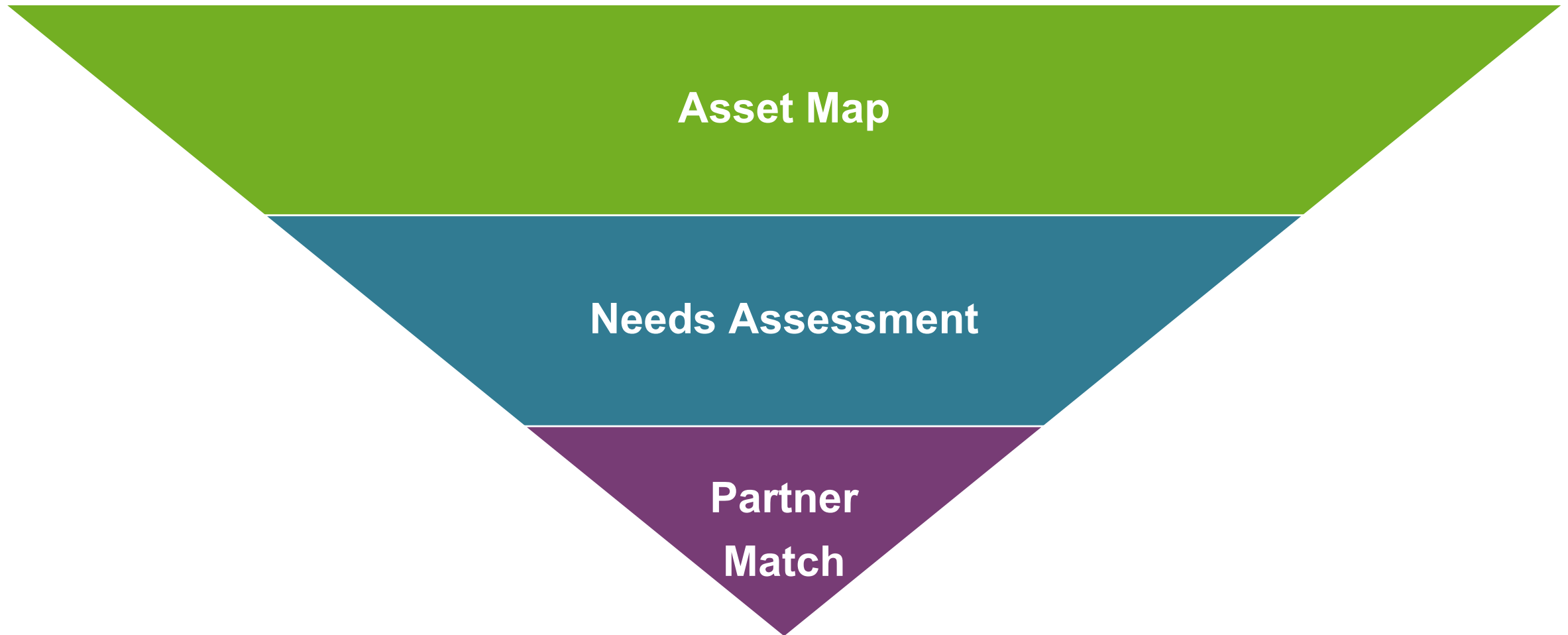


Partnership is formalized



# Matching Assets to Needs

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# Beyond the Bell Tool Highlight

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In Chapter 2, you learned that asset mapping is a great way to uncover the talents and skills of your staff, participants, family members, and community. You can use the assets you uncover to assist with your program planning.

**Directions:** *There are multiple ways to do an asset map. This tool contains some tips and suggestions for developing your map and answers some questions you might have about the process. You can use this information to develop a process that will work best for you and your team.*

## Who Should Be Involved?

It is difficult to do asset mapping alone. We strongly suggest that you bring together a group to conduct the process. This can be one large group or several smaller groups of stakeholders. You may want to include staff, family members, older youth, community organizations, community members, program providers, school staff, etc. You can do several asset maps with individual stakeholder groups (youth, families, or teachers). Post all of the asset maps in a public place, and let people reflect on the commonalities or differences among them.

## How Long Will Asset Mapping Take?

Asset mapping can typically be done in one meeting of approximately two hours. If you are engaging different groups of people, you may have several two-hour sessions.

## What Kinds of Assets Should We Try to Uncover?

# Quick Assets Brainstorm



# Beyond the Bell Tool Highlight

## Identifying Potential Partnerships



In Chapter 3, you learned that not only are partnerships important, but selecting individuals or organizations to complement your mission is also crucial. Collaborations should encourage partners to contribute the resources they have to the broader collective. Several organizations and individuals (including your program) working together can create a whole that is greater than the sum of its parts.

**Directions:** Review the tips below and then complete the worksheet on the following page to begin identifying partners and strategies for reaching out to them.

### Tips for Identifying and Reaching Out to Potential Partners

- **Revisit the work you have already done.** By now, you have likely already captured a great deal of information about potential partners. Look back at your market analysis (**Tool 15**), your asset mapping process (**Tool 34**), and your needs assessment (**Tool 35**). In those tools, you identified a number of potential organizations for partnerships. List them in the appropriate categories below.
- **Ask for what you need.** Once community organizations have been identified, decide which ones offer the most potential to help with your program. Then reach out to the organization to discuss the possible collaboration you have in mind. Don't be afraid to ask the organization for what you need—ask to set up a museum visit, for instance, or tell a local business you'd like a two-hour meeting with 20 youth and a top executive—and set an agenda. Start slowly and build. Consider opening your request list with items that can be delivered free of charge.



# Sustainable Partnership Tips

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- Ask for what you need.
- Let your partners know why they could be so valuable and explain how their participation benefits them.
- Consider a variety of partnership roles.
- Nurture your partners.
- Bring partners together.
- Make sure your partners represent your community.



# Partnership Planning



Photo by Allison Shelley for EDUimages, <https://images.all4ed.org/male-and-female-middle-school-teachers-in-library-2>

# Beyond the Bell Tool Highlight

## Partnership Planning Worksheet



In Chapters 1 and 3, you learned that developing and maintaining successful partnerships is vitally important for afterschool and expanded learning programs. By clearly establishing roles for each partner you will help set the stage for a successful relationship.

**Directions:** Use this tool to think through the details of your partnership, including any potential issues that may arise. In some cases, the decisions made will require a joint response, while other instances will require individual responses. The tool shows when a joint response is needed. **NOTE**—the responses on this worksheet do not need to be developed all in one meeting or session.

It can be used to first explore potential intersections of goals, then be used later to help identify the role required of each organization.

Topics of Conversation	Afterschool and Expanded Learning Program Priorities	Partner Organization Priorities
Goals for the Partnership		

Responsibilities	Afterschool and Expanded Learning Program Role	Partner Organization Role



# Conversation: Partnerships for 2023–24

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Discuss the following:

- What are some of the creative roles you envision for partnerships this year?
- How will you make time and space to nurture, recognize, and bring partners together this year?

**Share your innovations!**





What action can you commit to take this week to build a new partnership or strengthen an existing partnership?





# Resources

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Beyond the Bell: <https://beyondthebell.org/online-home>

- Tool 34: Asset Mapping
- Tool 58: Identifying Potential Partnerships
- Tool 2: Partnership Planning Worksheet



# Access Beyond the Bell

Online:

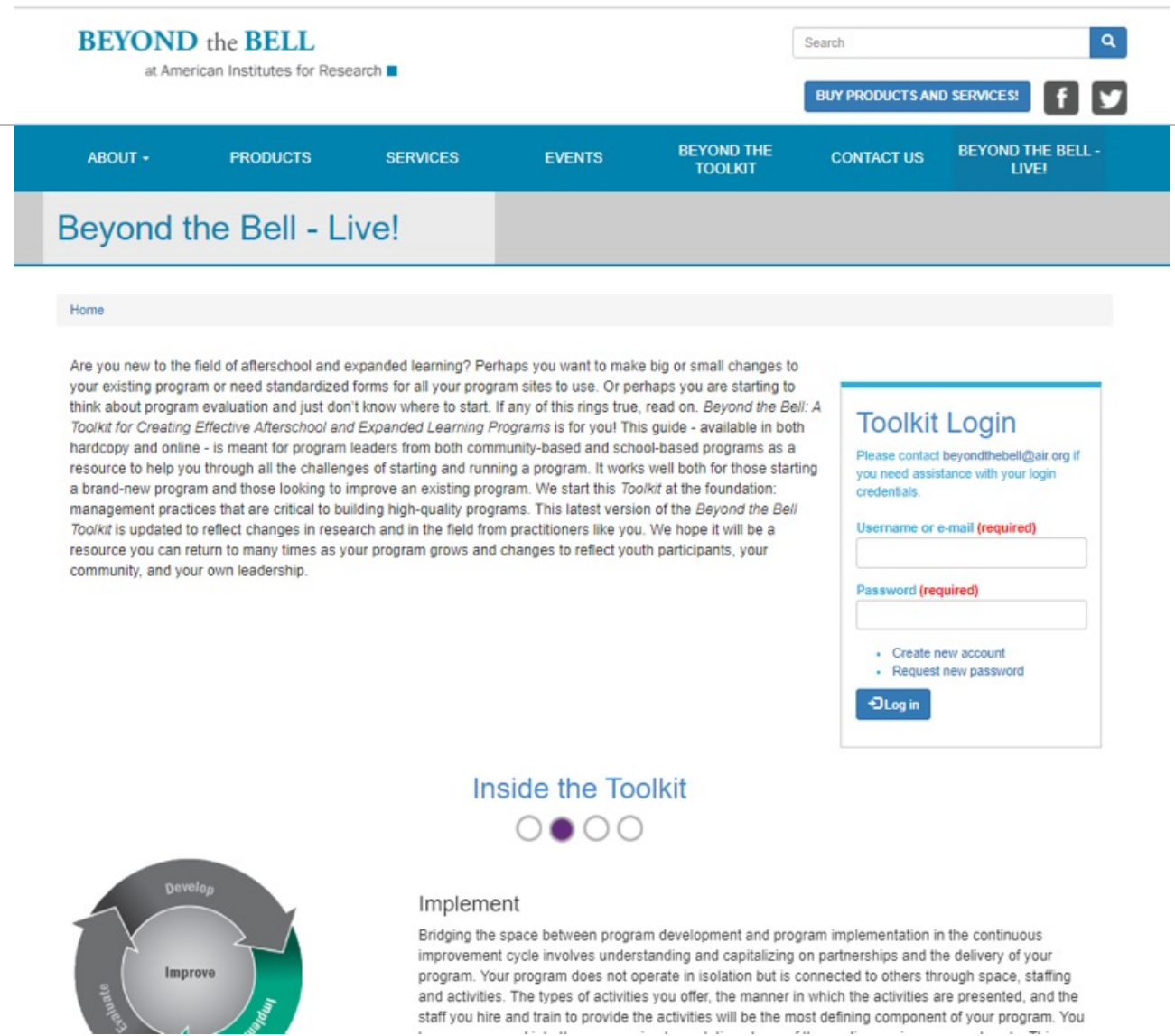
Go to Beyond the Bell – Live!:

<https://beyondbell.org/online-home>

- Click [Create new account](#).
- Complete account registration fields; you will be asked to create a username and password.

Hard copy:

- Use grant funds to purchase [on Shopify](#).



The screenshot shows the website header with the logo "BEYOND the BELL at American Institutes for Research". A search bar is in the top right, along with social media icons for Facebook and Twitter, and a button that says "BUY PRODUCTS AND SERVICES!". The navigation menu includes "ABOUT", "PRODUCTS", "SERVICES", "EVENTS", "BEYOND THE TOOLKIT", "CONTACT US", and "BEYOND THE BELL - LIVE!". Below the menu, a banner reads "Beyond the Bell - Live!". The main content area has a "Home" link and a paragraph of text about the Toolkit. To the right is a "Toolkit Login" form with fields for "Username or e-mail (required)" and "Password (required)", and a "Log in" button. Below the form are links for "Create new account" and "Request new password". At the bottom, there is a section titled "Inside the Toolkit" with a progress indicator showing four steps, the second of which is "Implement".

Home

Are you new to the field of afterschool and expanded learning? Perhaps you want to make big or small changes to your existing program or need standardized forms for all your program sites to use. Or perhaps you are starting to think about program evaluation and just don't know where to start. If any of this rings true, read on. *Beyond the Bell: A Toolkit for Creating Effective Afterschool and Expanded Learning Programs* is for you! This guide - available in both hardcopy and online - is meant for program leaders from both community-based and school-based programs as a resource to help you through all the challenges of starting and running a program. It works well both for those starting a brand-new program and those looking to improve an existing program. We start this *Toolkit* at the foundation: management practices that are critical to building high-quality programs. This latest version of the *Beyond the Bell Toolkit* is updated to reflect changes in research and in the field from practitioners like you. We hope it will be a resource you can return to many times as your program grows and changes to reflect youth participants, your community, and your own leadership.

**Toolkit Login**  
Please contact [beyondbell@air.org](mailto:beyondbell@air.org) if you need assistance with your login credentials.

Username or e-mail (required)

Password (required)

- Create new account
- Request new password

Log in

**Inside the Toolkit**

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**Implement**

Bridging the space between program development and program implementation in the continuous improvement cycle involves understanding and capitalizing on partnerships and the delivery of your program. Your program does not operate in isolation but is connected to others through space, staffing and activities. The types of activities you offer, the manner in which the activities are presented, and the staff you hire and train to provide the activities will be the most defining component of your program. You

