

**Planning Document –
Hope Through Housing Foundation and Eisenhower Senior High School**

NOTE: This document can serve as an agreement and plan for school leadership and program staff. It outlines priorities, contributions of each partner, and key deadlines for moving the program forward. This is a document that can structure the year and ensure that every member of the team is in agreement about the program. The estimated cost also ensures that everyone is aware of the total program costs.

The document begins with the vision, which reminds the team of how programs must fit into the shared vision.

TEMPLATE ITEM:

1. Name of Program (Program Element this program addresses)

Program Description/Info	Person(s) Responsible	Benchmark Activity Timeline (what specific steps need to be taken)	Funding Source	Estimated Cost
Description of what is offered, including key components or requirements.	Who is responsible and for what. This defines each person's role.	• Key activities needed to implement the program. • Target enrollment and attendance.	How funded. This is important, particularly if there are multiple sources.	Annual cost. Helps with budget projections.

Our Vision:

Hope Through Housing Foundation (HTHF) strives to work with students, parents, and teachers to promote a safe and supportive campus culture. Our program resource provides diverse learning opportunities through unique academic and enrichment activities in a casual yet stimulating after school environment..

This document summarizes the programs planned for 2011-12 and 2012-13. The plan outlines key activities and benchmark dates for activities. Questions or needs are summarized in italics. Programs are also categorized as Academic Support, Enrichment, or Family Literacy – three areas required by the grant.

II. 2011-12 Planning - SAMPLES

1. Homework Help (Academic and Enrichment support):

Program Description/Info	Person(s) Responsible	Benchmark Activity Timeline (what specific steps need to be taken)	Funding Source	Estimated Cost
HOPE staff provides homework help, computer access, academic and enrichment support, healthy snacks, and youth development in a relaxing environment, Monday-Friday from 2:30-6:00 pm in E-4 (Enrichment and Academic activities will vary)	Dominique Johnson, Program Coordinator 3 HTHF Staff	• Weekly meeting with Principal Sanchez to discuss and approve enrichment activities and academic requests by teachers, counselors, academic coaches and other IKE staff • Participant target: 1500 units of services	Asset Grant	\$XX,XXX

2. Food Handlers Certificate (Enrichment)

Program Description/Info	Person(s) Responsible	Benchmark Activity Timeline (What specific steps need to be taken)	Funding Source	Estimated Cost
Dept of Public Health provides 20 students with information on the importance of handling food. Each student receives a Food Handlers certificate at the end of the class.	Mrs. Bertoto Public Health Instructor	- Offer the class in the Spring to an additional 20 students (End of Jan 2012 or beginning of Feb 2012) - Contact Public Health for date (Nov 2012) - Coordinate class with Ms Bertoto (Nov 2011) - Receive approval by Principal Sanchez (Oct 2011)	Asset Grant	\$XXX

3. Ike Radio (Enrichment)

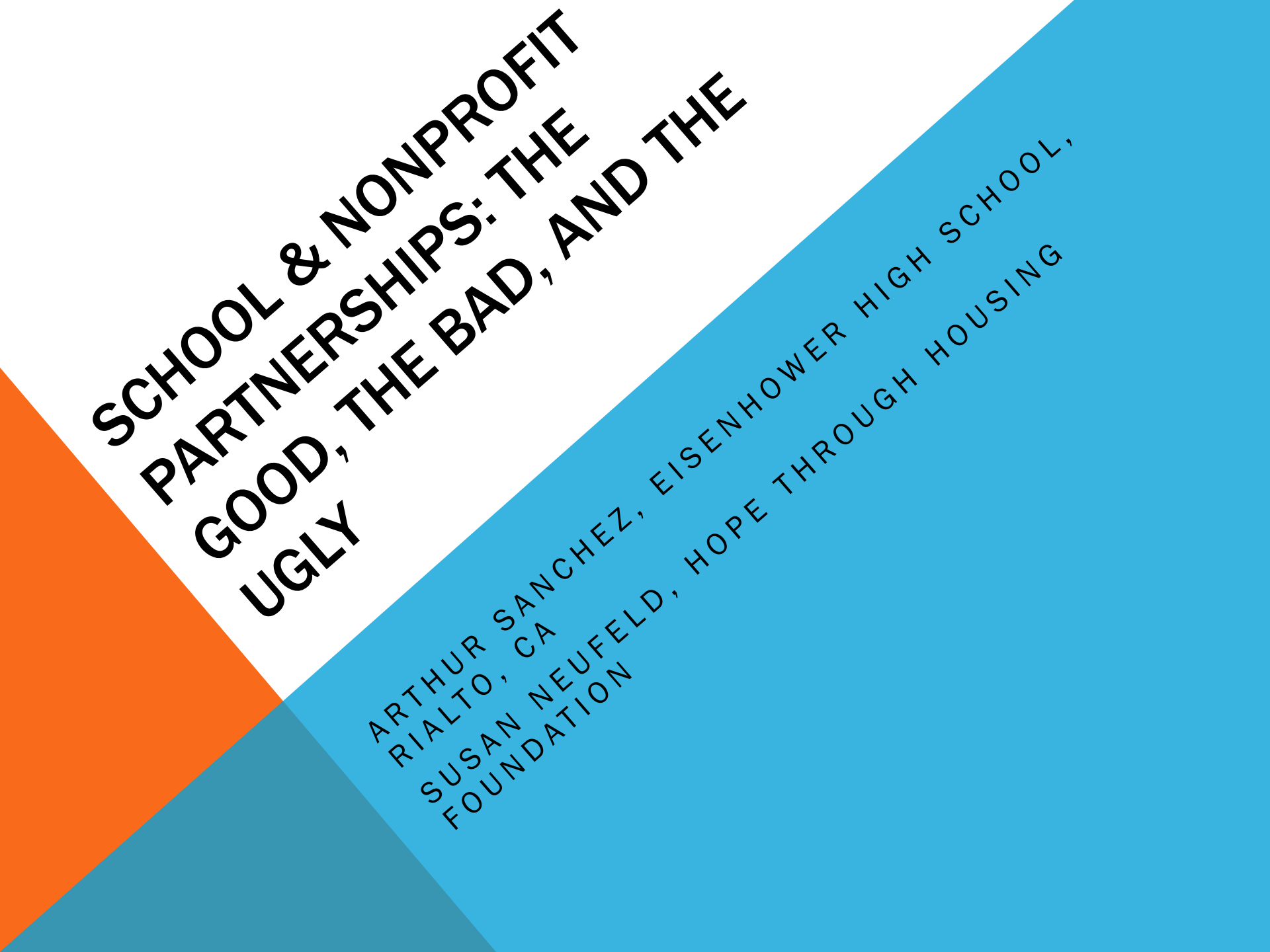
Program Description/Info	Person(s) Responsible	Benchmark Activity Timeline (What specific steps need to be taken)	Funding Source	Estimated Cost
The course is designed to help students learn the basics of radio production, audio editing, and audio advertising. Students will produce radio segments for ASB to be played in the morning announcements. Mike Radio will be held on campus one day per week.	Mike Medina (Instructor) Dominique Johnson Alethea Granados	- Receive approval by Principal Sanchez (10/3/11) - Contact Mike Medina (10/4/11) - Update contract with new dates (10/10/11) - Contact ASB Director Alethea Granados (10/13/11) - Distribute flyers (10/17/11)	Asset Grant	\$XXX

4. Extended hours for Career Center (Academic Support)

Program Description/Info	Person(s) Responsible	Benchmark Activity Timeline (What specific steps need to be taken)	Funding Source	Estimated Cost
Counselor Ronnie Gonzalez will keep the career center open until 6:00 pm Monday, Wednesday, and Friday	Principal Sanchez Ronnie Gonzalez Dominique Johnson	- Identify Project lead - Identify Location for tutoring sessions - Collect pre/ post quiz data collection (TBD)	Asset Grant	\$XXX

5. Parent Engagement (Family Literacy)

Program Description/Info	Person(s) Responsible	Benchmark Activity Timeline (What specific steps need to be taken)	Funding Source	Estimated Cost
To increase parent participation in the community through school offered parent classes, activities, and events. To increase parent ten knowledge of childe development and parent skills.	Principal Sanchez IKE Administration Melissa Thompson Walker Dominique Johnson San Bernardino Valley College Child Development Dept Candace Meehan	- Host FAFSA informational event in Fall 2012 - Talk to Ronnie Gonzalez about partnership opportunities. NAPCA training program - ELL? – include ELAC Parent with information for students - Engage athletes- provide special information to Parent Boosters (could meet with different parent groups) (TBD)	ASSET In-kind support from Ike	\$XXX



SCHOOL & NONPROFIT PARTNERSHIPS: THE GOOD, THE BAD, AND THE UGLY

ARTHUR SANCHEZ, EISENHOWER HIGH SCHOOL,
RIALTO, CA
SUSAN NEUFELD, HOPE THROUGH HOUSING
FOUNDATION

OUR PURPOSE

Present our story (Eisenhower & Hope)

How we improved our relationship

How you can create a strong relationship
with your partner(s)

BUT FIRST, THE SPOILER:

TRUST IS THE ROOT OF ALL SUCCESS



From: 5 Dysfunctions of a Team by P. Lencioni

Our Story



Our Challenges

Distant relationship
from the beginning

“Baggage” of partners

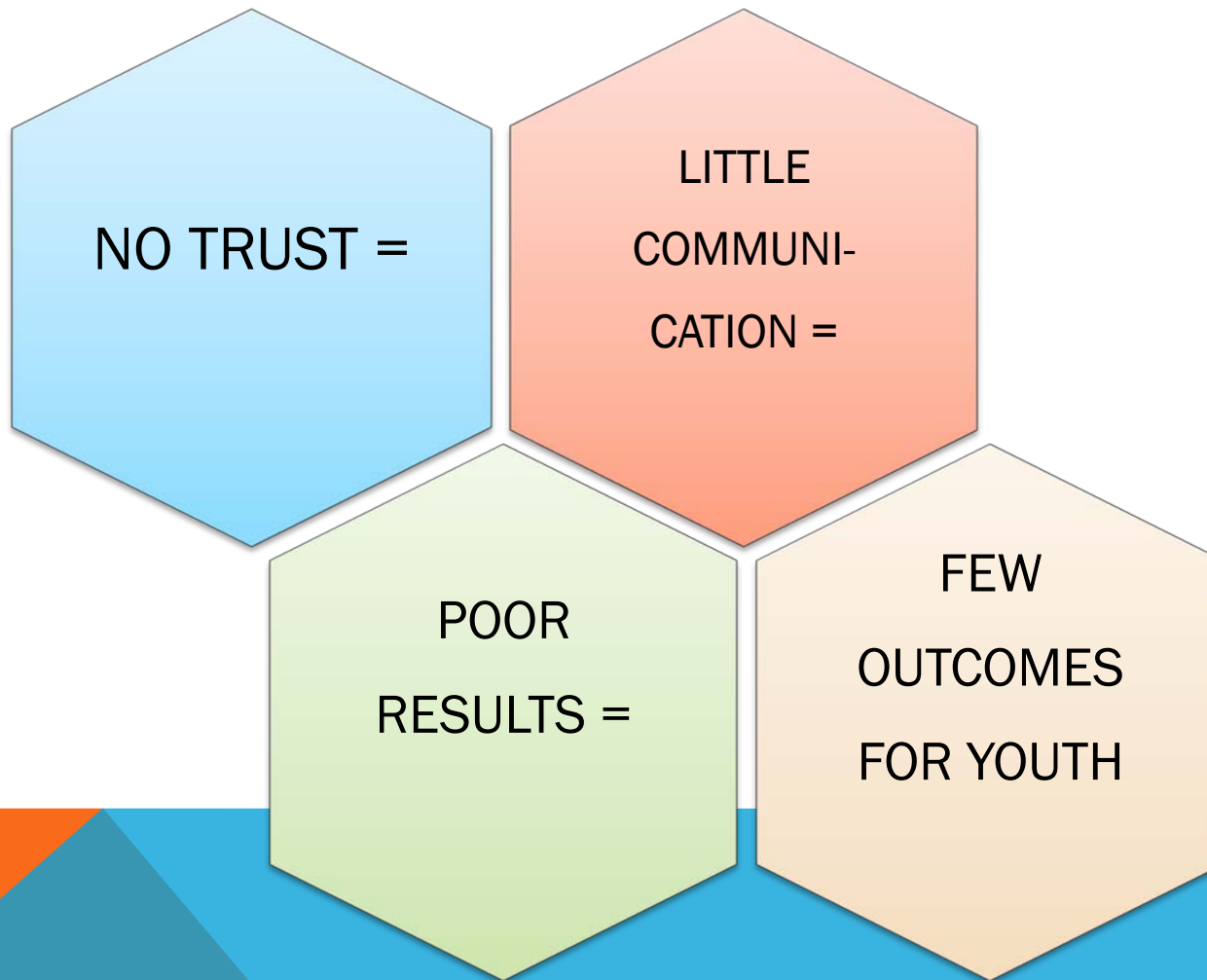
Distorted and
undelivered messages

Program
problems weren't
openly managed

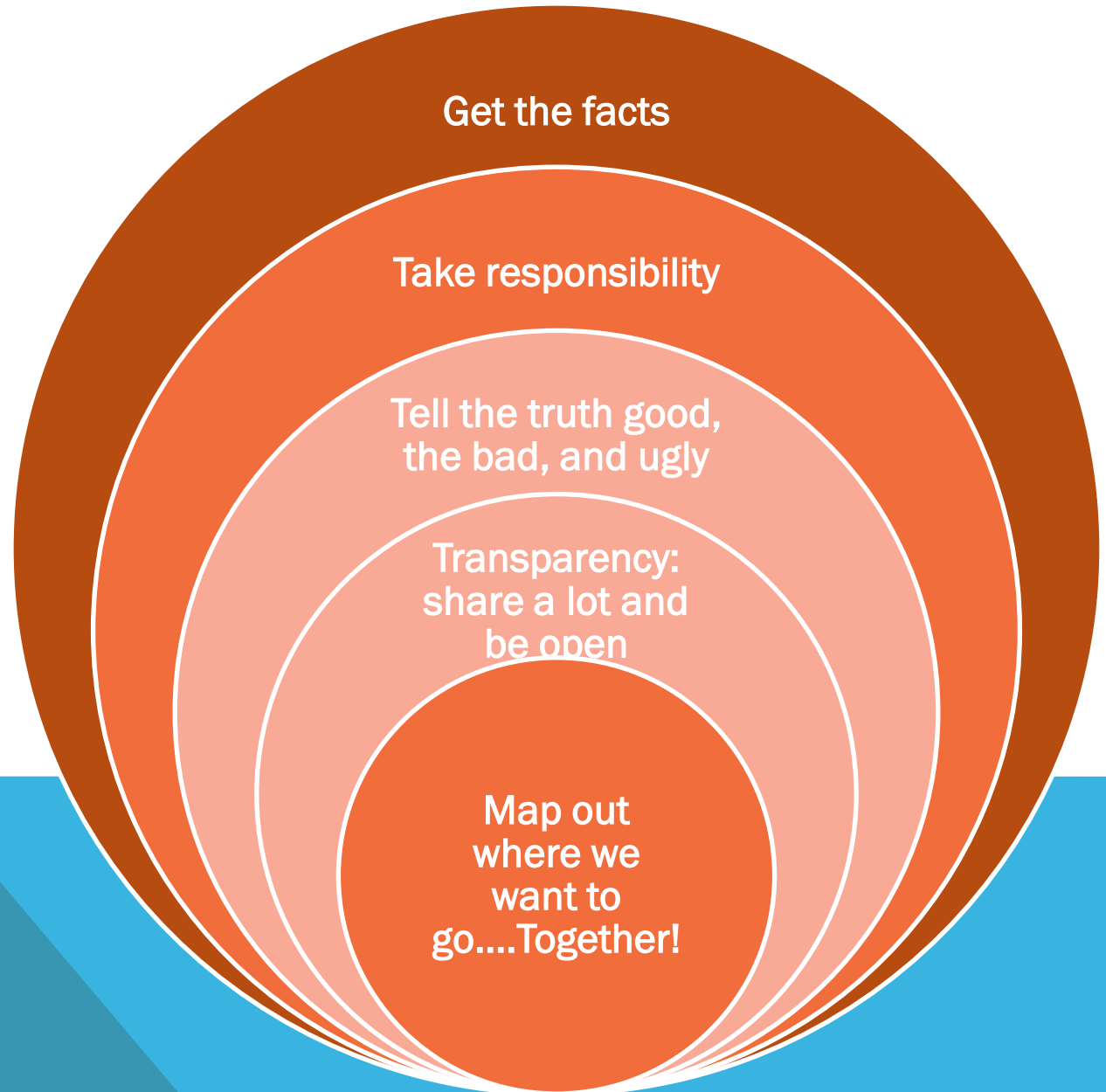
Differing beliefs about
who “owned” the program



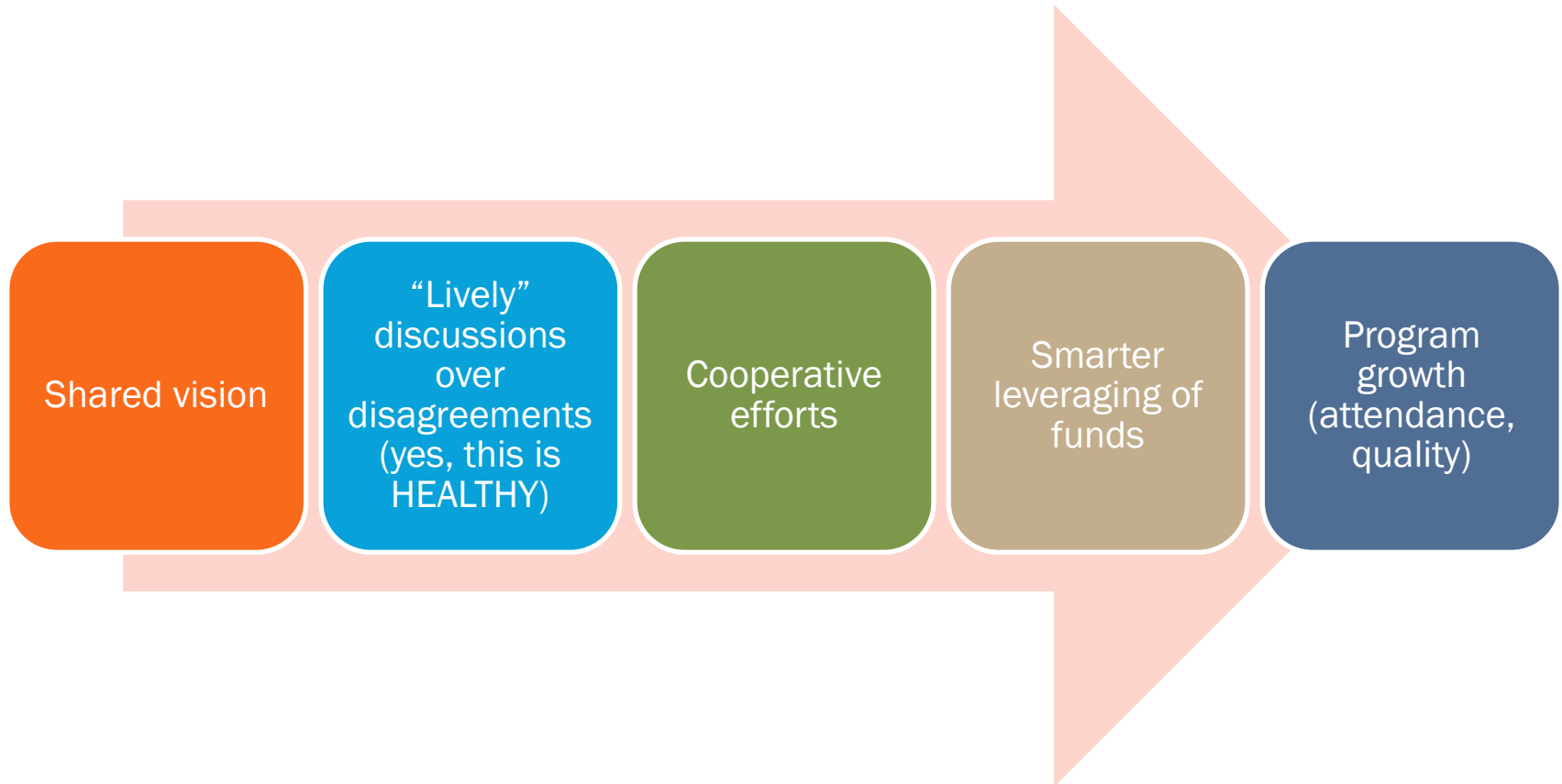
THE RESULT?



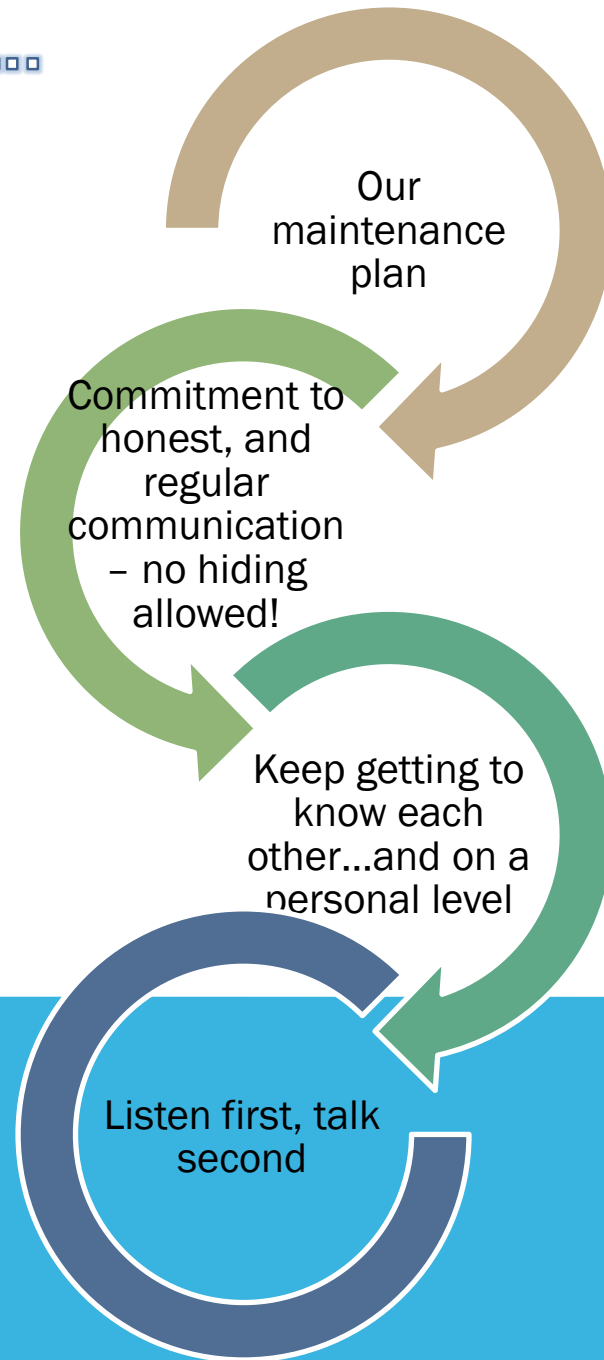
HOW WE REPAIRED THE RELATIONSHIP



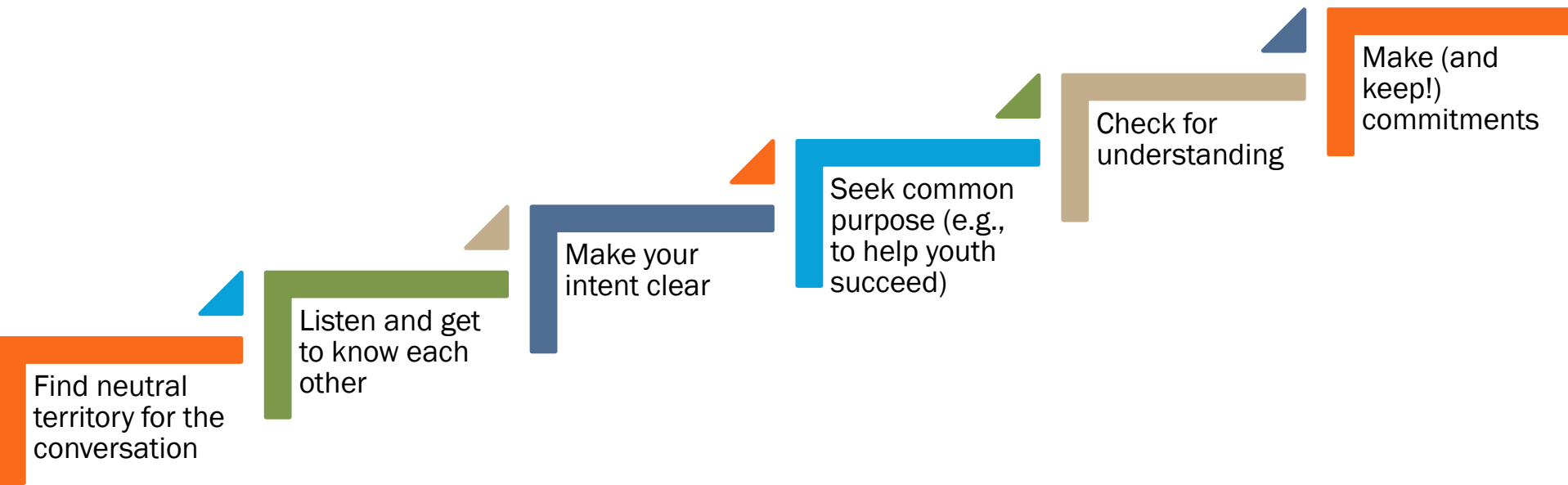
The Result?



But it's not all perfect....



HOW TO HAVE A COURAGEOUS CONVERSATION



Adapted from Crucial Conversations by Patterson, et al.

An Example

Scenario:

You have heard through the grapevine that the Principal makes negative comments about the program. When you ask the Principal how it's going, you get neutral feedback. The rumors and negativity continue.

What do you do?

YOUR EXAMPLES

Take 5 minutes....

- Scenarios (real or hypothetical)
- Role play & discuss

STRUCTURES THAT HELP

- Planning document: summarizes commitments, timelines, and budget
- This can become the “agreement” moving forward.

REGULAR TEAM MEETINGS

- Meet regularly – even briefly
- Take and share notes/minutes (key agreements)
- Plan your agenda in advance (time is precious)
- Ensure the appropriate staff are present

INVITE FEEDBACK

- Share evaluation data
- Schedule an internal site visit or tour
- Schedule a performance evaluation (bottom up and top down)
- Reflect on the past year: lessons learned, new challenges, new goals

QUESTIONS & DISCUSSION

DISTRICT – NONPROFIT RELATIONSHIPS
A CHECKLIST FOR CREATING A STRONG PARTNERSHIP

WHO SHOULD KNOW? It is better to have a team that is inclusive rather than exclusive. In the life of a 5-year grant, it is common to experience staff turnover, shifts in district administration, or changes in nonprofit leadership. A bigger team that is “in the know” can guard against re-creating the wheel each school year.

All members of the team understand...

- ✓ **the grant requirements and limitations** (e.g., what is allowed or not allowed under the grant; attendance requirements).
- ✓ **the budget detail:** how much is allocated to each cost category and the purpose of each cost category.
- ✓ **the reporting requirements**, including attendance, budget, and evaluation reports. The team knows who is responsible for what and by when.
- ✓ **documentation requirements**, including what is required for compliance monitoring visits, attendance verification, permission slips, etc.

The team has discussed and is in agreement on...

- ✓ **the program vision:** what is the purpose of the program? The goals? What can we envision achieving each year and over the project period?
- ✓ **the team values:** how do we want to treat each other? How do we handle conflict? How do we build trust in each other? What do we want to model for youth?
- ✓ **roles and responsibilities** of the team members: who is the public “face” of the program? Who is involved in decision making? How is the program agenda set?
- ✓ **how funding is allocated** according to program offerings: will other funding sources be used? How will this happen? What are the partners willing to contribute?
- ✓ **basic program logistics:** where will the program headquarters be held? How will the program be supported and promoted by the administration and staff? How will the program be branded?
- ✓ **a communication structure:** how often will the team meet? Are there committee or small group meetings that need their own schedule? When decisions are made, how will they be communicated and by whom?
- ✓ **how youth will be involved in planning, implementing, and evaluating** the program: what is their role?
- ✓ **what quality looks like:** how will we know we’re on track? What do we do if a program isn’t engaging or meeting our quality standard? How often will we track program quality?

WHEN THINGS GO SOUTH...

- √ Communicate **face-to-face** (no email or texting!!). An in-person conversation communicates respect and care for the relationship.
- √ **Deliver your messages** in a fair, calm, and direct way. This is not the time to hold back messages, engage others in a conflict that isn't theirs, or avoid people.
- √ **Re-establish** your shared purpose, listen, take responsibility for your part in the conflict (and you always have a part!), and make concrete commitments for moving forward.
- √ **If this doesn't work**, engage a trusted team member to help work through the conflict. A neutral third party can help everyone stay on track, feel heard, and reach agreements.

And remember...

"Communication works for those who work at it." – John Powell