

George Mason University
College of Education and Human Development
Counseling Program

EDCD 621.A07 – School, Family, and Community Collaboration
2 Credits, Summer 2020
Asynchronous Format - Online

Faculty

Name: Dr. Lynette Henry
Office Hours: By Appointment and **7:00 – 8:00pm Mondays (June 1, 8, 15, 22, 29)**
(BB Collaborate)
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Prerequisites/Corequisites

B or better in ED CD 613 **or** B or better in ED CD 654

University Catalog Course Description

Provides an overview of consultation and collaboration theories and practice. Helps students develop consultation and collaboration skills that may be applied in schools, community agencies, or other organizational settings. Offered by School of Education. May not be repeated for credit.

Course Overview

This course explore theories, practices, processes related to consultation and collaboration. Students will gain a foundation for facilitating systemic change and building collaborative partnerships, whether as internal or external consultants or in other roles. Students will explore how they can engage in consultation with families, schools, colleges, businesses and community agencies. This will include entering into consultation relationship, developing needs assessments, making recommendations, creating interventions, assessing outcomes. This course will also focus on developing collaborative relationships through school, family and community partnerships. The course will address concerns related to multicultural and social justice, particularly when working with marginalized or low-resourced communities or organizations.

“**Collaborative** initiatives or relationships involving counselors, **students/clients**, their **families**, **school/agency** personnel, and other **community** members and organizations as *mutual* and *equal partners* in planning, coordinating, and implementing programs and activities in their homes, their schools, and their communities to build strengths and resilience and create solutions to academic, social-emotional, mental health, college/career, and community problems that clients face (Bryan, 2005, 2009; Bryan & Henry, 2012).

“Research indicates the counselor’s investment in the partnership of school-family-community collaboration enhances student achievement (Bryan & Henry, 2012; Emde, 2015; Epstein & Van Voorhis, 2010; Griffin & Farris, 2010). Student achievement is defined by greater investment in

academics, social/emotional well-being and college preparedness (Hann Morrison, 2011). Counselors enhance the collaboration of school-family-community stakeholders by being the catalyst through which these collaborations occur (Bryan & Henry, 2012). Family involvement benefits both the student and the school as it increases student achievement and attendance, promotes career development, enhances school climate and fosters student resilience (Epstein & Sheldon, 2006)” (ASCA Position Statement).

“**Consultation** is the **collaboration** of professional school counselors with parents, students, teachers, administrators and other helping professionals, both within and outside the school setting. The goal of consultation is to empower those involved to assist students in the areas of personal/social, academic and/or career development.” <https://dese.mo.gov/sites/default/files/guid-respon-serv-collaboration-and-consultation-guide-2015.pdf>

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous] asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on [May 27th, 8:00am].

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard’s supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:

- Adobe Acrobat Reader: <https://get.adobe.com/reader/>
- Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
- Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, June 1st, 2020 and finish on July 5th, 2020.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3-4 times per week.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Students can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Course Delivery Method

This course will include seminar style class discussions, small group discussions, experiential learning exercises, collaborative group work, some didactic learning/lecture, guest speakers, and assigned readings to advance and evaluate students' knowledge and skills.

CACREP Standards/Learner Outcomes or Objectives

This course is designed to enable students to do the following:

- A. Identify and describe the major historical developments in human services consultation, and differentiate consultation from counseling, supervision, advocacy, and teaching [CACREP 2.K.1.a, 2.K.1.b, 2.K.1.g];
- B. Identify and describe the major theoretical frameworks and associated techniques of consultation, including Mental Health/Triadic Consultation, Systems-level consultation, and Collaborative Behavioral Consultation [CACREP 2.K.3.b., 2.K.3.c, 2.K.3.d, 2.K.5.d, 2.K.5.e];
- C. Identify and describe the stages of consultation processes and methods for collaboration with a variety of consultee types (parents, teachers, other mental health professionals, etc.) [CACREP 2.K.1.b, 2.K.3.d, 2.K.5.a, 2.K.5.d, 2.K.5.e];
- D. Identify, describe, and demonstrate characteristics of effective consultants [CACREP 2.K.1.b, 2.K.5.a, 2.K.5.e];
- E. Identify and describe the role that multicultural and diversity issues play in consultation, including appropriate and effective methods of social justice advocacy [CACREP 2.K.2.c, 2.K.2.d];
- F. Identify, describe, and select appropriate and effective methods of data collection and service evaluation within a consultation framework [CACREP 2.K.5.a, 2.K.5.e, 2.K.8.d, 2.K.8.e];
- G. Identify, describe, and apply ethical, legal, and professional issues related to the provision of consultation services [CACREP 2.K.1.h, CACREP 2.K.3.e, CACREP 2.K.5.g, CACREP 2.K.8.f].

Professional Standards

Upon completion of this course, students will have met the following professional standards:

(CACREP 2016 Standards addressed in this course:

| <i>CACREP Standard</i> | <i>Course Content and/or Assignment</i> |
|---|---|
| 2.F.5.c. theories, models, and strategies for understanding and practicing consultation | Activity/assignment: Scott, D., Royal, C. W., & Kissinger, D. B., Ch. 1, 2, 4, 5, & 6 Knowledge demonstrated via: Consultation Case Study, Consultation Presentation |
| 2.F.5.k. strategies to promote client understanding of and access to a variety of community-based resources | Activity/assignment: Scott, D., Royal, C. W., & Kissinger, Ch. 8, 9, 10 & 11 |

| | |
|---|---|
| | Knowledge demonstrated via: Weekly Reading Questions and Comments, Midterm and Final Exam |
| 5.G.2.k. community resources and referral sources | Activity/assignment: Scott, D., Royal, C. W., & Kissinger, Ch. 8, 9, 10 & 11 Knowledge demonstrated via: Midterm and Final Exam |
| 5.G.3.h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement | Activity/assignment: Scott, D., Royal, C. W., & Kissinger, Ch. 2, 3, 4 & 9 Knowledge demonstrated via: Weekly Reading Questions and Comments, Midterm and Final Exam |
| 5.G.3.i. techniques to foster collaboration and teamwork within schools | Activity/assignment: Scott, D., Royal, C. W., & Kissinger, Ch. 9 Knowledge demonstrated via: Weekly Reading Questions and Comments, Midterm and Final Exam |

This course fulfills the Virginia Department of Education requirement (8VAC20-543-610) that school counselors possess:

- the ability to support students by cooperatively working with parents, guardians, and teachers;
- an understanding of the skills and processes related to the school counseling program at the elementary, middle, and secondary levels, including program planning, coordination, and consultation.

Required Texts

Due to CoVID 19, in order to be understanding of students’ financial situations, and to remain equitable, there is no text required for this course.

Professional articles and webinars will be assigned and distributed via Blackboard.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor. (e.g., Blackboard, TK20, hard copy).

Assignments and/or Examinations

Students will be assessed on the following assignments:

1. Class Participation and Engagement (10%)
2. Demonstration of Professional Dispositions (10%)
3. School-Family-Community Partnership Plan (80%)

Assignment 1: Class Participation and Engagement (10% of grade)

As this class is Asynchronous, active participation and engagement in course related activities and will enhance the learning process and outcome. Points will be lost for lack of participation and engagement in the course.

Etiquette: Good participation means engaging in discussion, asking questions, and taking part in the class required tasks. **Please check in regularly for any updates to the course.**

Discussion Board will be used to have group conversations around what you are learning and to ask questions. This creates an empowering and collaborative learning environment that facilitates reflection and critical thinking. This needs to be a safe, respectful and collaborative environment where you can engage in meaningful interaction, reflect upon complex issues and dynamics, and share ideas as well as a variety of views.

Assignment 2: Demonstration of Professional Dispositions (10% of grade)

Given the nature of this class and the program, you are expected to exhibit personal and professional integrity. Your grades will be impacted by failing to display professional dispositions.

Professional dispositions are:

- “Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as counselors interact with students, families, colleagues, and communities. These positive behaviors support client and student learning and development.” (NCATE)
- “The commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues.” (CACREP)

Students will be assessed on the following professional dispositions:

- 1) Exhibits sound ethical decision-making and professional behaviors
- 2) Treats peers, colleagues, and authority figures with courtesy, respect, and open-mindedness
- 3) Accepts and uses constructive criticism and seeks feedback
- 4) Interacts appropriately and positively with others
- 5) Displays professional maturity
- 6) Displays openness to diversity and ability to work with diverse individuals
- 7) Demonstrates enthusiasm, confidence, and initiative
- 8) Demonstrates appropriate self-monitoring and control of emotions and behaviors
- 9) Maintains confidentiality of conversations with classmates, colleagues, and clients as well as of client records
- 10) Prepares thoroughly and consistently

The 1 to 5 scale is used to judge a student’s current, observable level of dispositions and professional behaviors. The following rubric is used as the basis for the professional judgment:

| Below Expectations Rating of 1-4 | Meets Expectations Rating of 5-8 | Exceeds Expectations Rating of 9 or 10 |
|--|---|--|
| The student demonstrated a low level of the necessary professional behaviors and dispositions. | The student demonstrated many/most of the behaviors and dispositions in the indicators and example behaviors. | The student demonstrated an exceptional level of professional behaviors and dispositions that are among the highest I have observed. |

Assignment 3: School-Family-Community Partnership Plan – (80% of total grade) -May be completed as an Individual or Group Project)

You will create a school-family-community (SFC) partnership using The Process Model for Building Partnerships (*Bryan & Henry, 2012*) focused on closing achievement and opportunity gaps to result in improved student achievement, attendance and discipline. You will:

1. Identify a target group, examine data, determine an area for improvement at your school, or in a district or other organization that works directly with schools, your rationale for its selection,
2. An intervention that includes multiple stakeholders, including parents, business and/or community representatives, an implementation schedule and a plan to evaluate the effectiveness of the designed intervention.
3. Make sure your SFC partnership is targeted to meet the needs of culturally diverse students.

Target Groups- Students with disabilities, African Americans, Hispanics, English Learners, Immigrant students, Homeless, Poverty, LGBT - Choose 2 intersecting identities

Data:

1. Academic achievement gap
2. Discipline disparities
3. Chronic absenteeism
4. Social-Emotional
5. Mental Health- (Neurodevelopmental, Trauma- and Stressor-Related, or Substance Related and Addictive Disorders (academic related);
6. Mental Health- (Disruptive Behavior (Now Disruptive, Impulse Control and Conduct Disorders), Depressive or Obsessive-Compulsive and Related Disorders (behavior related)
7. Mental Health- (Anxiety, Somatic Symptom and Related or Feeding and Eating Disorders (attendance related)

- 1 Preparing to Partner.** Where do I begin?
 - a. Challenge beliefs & stereotypes about diverse families & students
 - b. Examine inequities in student outcomes
 - c. Get principal & teacher buy-in using rationale based on research about partnership benefits & school data on student outcomes
- 2 Assessing Needs & Strengths.** How do I identify the goals of the partnership?
 - a. Conduct needs & strengths assessment (interviews, surveys, focus groups)
 - b. Identify existing SFC partnerships
 - c. Create community assets map (people, services, resources, organizations, spaces)
- 3 Coming Together.** *How do I bring partners together?*
 - a. Create a Partnership Leadership Team (PLT)
 - b. Share data & identified needs and strengths to get partners' buy-in
 - c. Determine roles of each partner on PLT
- 4 Creating Shared Vision & Plan.** *How do I get all partners on board and on the same page?*
 - a. Develop logic model to help with planning (inputs, outputs, short-term, intermediate, & long-term goals) and timeline
 - b. Identify instruments, surveys for measuring outcomes
 - c. Share plan with stakeholders (school staff, families, community members)
- 5 Taking Action.** *What will we do and how?*

- a. Delegate leadership & responsibilities for each event
 - b. Start small
 - c. Plan for barriers & challenges, implement anyway
- 6 Evaluating & Celebrating Progress.** *How will I measure our success?*
- a. Conduct evaluation (before & after events, at identified points in school year)
 - b. Share outcomes & accomplishments with all stakeholders (administration, teachers, other staff, students, families, & community)
 - c. Celebrate all partners & partnerships accomplishments
- 7 Maintaining Momentum.** *How will I sustain this partnership?*
- a. Discuss evaluation results
 - b. Contact partners prior to & early in the school year (retreat).
 - c. Repeat steps in partnerships building process

Class Schedule

PROPOSED CLASS SCHEDULE: EDCD 621– Tentative Class Schedule. Please note that you may complete tasks ahead of time. This is a guide to help you stay on track. In BB you will be given further guidelines for each stage.

| Week | Assignment Tasks |
|--------------|--|
| 1 June 1 | <p>Preparing to Partner <i>Identify a school, examine data for disparities and gaps,</i> Create a case study scenario for your school Complete Project-Implicit Test Begin Research and Presentation</p> |
| 2 June 8 | <p>Assessing Needs & Strengths <i>Create a needs and strengths assessment to determine the need of your target groups</i> <i>Identify existing partnerships for your selected school</i> Create community assets map Continue Research</p> |
| 3 June 15 | <p>Coming Together <i>What strategies will you use to find people who are often marginalized and have no voice and bring them to the table? Who are the people on your team? Why did you select these people?</i> <i>What is the role of each member?</i> Creating Shared Vision & Plan <i>Create a shared goal (SMARTIE)</i> <i>Create a shared partnership plan using the Logic model</i> Create a timeline <i>Identify instruments, surveys for measuring outcomes</i> Continue Research and Presentation</p> |
| 4 June 22 | <p>Taking Action <i>What are possible barriers and challenges to implementation?</i> <i>How will you address these barriers and challenges in order to implement?</i> Evaluating & Celebrating Progress <i>What is your process for conducting evaluation?</i></p> |

| | |
|--------------|--|
| | <p><i>What program will you put in place to celebrate all partners & partnerships accomplishments</i></p> <p>Maintaining Momentum</p> <p><i>How will you use evaluation results to improve plans for the next year?</i></p> <p><i>What will you do to communicate to partners in advance for the next year?</i></p> <p>RINSE & REPEAT!!!</p> <p>Continue Research and Presentation</p> |
| 5 June 29 | <p>Research Paper and Presentation Due by July 5th, 2020, 11:59pm (more Details to follow)</p> |

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Other Requirements

Assignment Policy

As a graduate student, it is expected that all of your work will be turned in on the assigned dates. If an assignment is accepted at a later date, it is subject to a penalty of 10% of the award for every day it is overdue. Assignments are considered late after 15 minutes of the class session in which they are due. When you are absent, you are responsible for the information missed in class, including but not limited to assignments, change in due dates, content of discussion and/or lecture, and handouts. All assignment should be uploaded via Blackboard, as well as turned into class via hard copy on the day the assignment is due.

Students must have their own audio/digital recording equipment. Digital recorders are recommended. Students are expected to be able to use a computer, send and retrieve email, open attachments, access to the internet, participate in online discussions, use Blackboard, and conduct a library search on line. In addition, students should check Blackboard and their GMU email for course updates on a daily basis. All course documents will be available on Blackboard. Email messages sent using Blackboard need to be forwarded to your GMU email.

For more information on checking-out audio/digital recording equipment, please visit STAR-Multimedia (<https://doit.gmu.edu/faculty-and-staff/classroom-support/equipment-checkout/>) or call (703) 993- 8990. The STAR lab is located on the second floor of the Johnson Center, Room 229. Please note that the C&D program has video equipment available for check-out. Please speak with the instructor for more information.

Grading

In accordance with the George Mason University Grading Policy, the following grades may be achieved: A[100-97]; A- [96-94]; B+ [93-91]; B [90-87]; B- [86-84]; C [83-80]; F [79 and below]

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

Professional Dispositions Assessment

Professional Dispositions are assessed in all required courses. The minimum score (benchmark) is based on the level of the course, as described below.

| Level of Assessment | CMHC | SC | Minimum Score |
|---------------------|--|--|---------------|
| Basic | 602, 609, 601, 525, 603, 604 654, 652, 656, 658 | 602, 606, 601, 525, 603, 604 613, 611, 626, 615 | 2 |
| Intermediate | 608, 750, 660, 628, 619, 621, 610, 797 | 608, 751, 660, 628, 619, 621, 610, 797 | 3 |
| Advanced | 792, 793 | 794, 795 | 4 |

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should expect to achieve this rank.
- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.
- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.
- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.

N/A: Not Applicable – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

Counseling and Development Mission Statement

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Assessment Rubric(s):

Assignment 3: School-Family-Community Partnership Plan – (80% of total grade)

| Rubric for School-Family-Community Partnership Plan | | | | |
|--|---|--|--|--|
| Criteria | 4: A [100-97]; A- [96-94]; Exceeds standards | 3: B+ [93-91]; B [90-87]; meets standards | 2: B- [86-84]; C [83-80]; approaching standards | 1: F [79 and below]; below standards |
| 1. Preparing to Partner. <i>Where do I begin?</i> 10% | Adherence to the assignment. All components of the stage are included (school data, case study scenario, Project Implicit-Test results summary, literature review shows strong rationale for SFC Partnerships to get buy in) | One of the previously described components is not present. | Two of the previously described components are not present. | None of the previously described components are present. |
| 2. Assessing Needs & Strengths. <i>How do I identify the goals of the partnership?</i> 10% | Survey to clearly identify needs and strengths of target group. Research summary shows how SFC Partnerships meet the specific needs of the target group. Includes community asset map. | Rationale is made but unclear or unrelated to the target group. One of the previously described components is not present. | Rationale is unclear, unrelated to population, or not present. Two of the previously described components are not present. | None of the previously described components are present |
| 3. Coming Together. <i>How do I bring partners together?</i> 10% | Describes how PLT was created, members of team, roles and rationale for choosing the team members. Correspondence may include recruitment flyer notices to teacher, parent letters or emails, etc. | One of the previously described components is not present. | Two of the previously described components are not presents. | None of the previously described components are present. |
| 4. Creating Shared Vision & Plan. <i>How do I get all partners on board and on the same page?</i> | Clear, concise and specific goal that reflects the need of the target group. Logic model to show inputs, outputs, outcomes and timeline of partnership plan. Evaluation instruments are identified for measuring outcomes. Flyer or brochure to | One of the previously described components is not present. | Two of the previously described components are not presents. | None of the previously described components are present |

| | | | | |
|---|--|--|--|--|
| 10% | share vision and plan to stakeholders. | | | |
| 5. Taking Action. <i>What will we do and how?</i> 10% | Clearly states potential barriers and challenges and ways to address them. | All components are present but not clear or easy to understand | Two of the previously described components are not presents. | None of the previously described components are present. |
| Evaluating & Celebrating Progress. <i>How will I measure our success?</i> 10% | Evaluation plan is described clearly with evaluation snapshot of outcomes. Celebration plan for partners and stakeholders are included. | Evaluation procedures and celebration plans are present but not clear or easy to understand | Evaluation procedures or celebration plans are present but not clear and only one component is present. | None of the previously described components are present. |
| Maintaining Momentum. <i>How will I sustain this partnership?</i> 10% | Evaluation results and how they will be used to improve program. Communication plans for partners before school begins is present | All components are present but not clear or easy to understand | Two of the previously described components are not presents. | None of the previously described components are present. |
| Presentation 10% | Excellent integration of all information presented and thorough discussion of rationale and implications. Free of spelling and grammar errors; clear expression; well organized. References and related resources. Creativity. | Good integration of all information presented and somewhat thorough discussion of rationale and implications. Mostly free of spelling and grammar errors; mostly clear and well organized. References and related resources. Creativity. | Poor integration of all information presented and limited discussion of rationale and implications. Many spelling and grammar errors; some problems with clarity and organization. References and related resources. Minimal creativity. | No integration of information presented or discussion of rationale and implications. Significant problems with spelling, grammar, clarity and organization. No References and related resources or creativity. |