



## Day 2 Breakout Session Summary

April 27, 2021

### Meeting Whole Student and Family Needs Through Collaborative Partnerships at School

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**Presenters:** Richard Raya, [San Francisco Mission Promise Neighborhood](#); Elia Dominguez, [Insitituto Familiar de la Raza](#)

This tabletop discussion examined how two organizations partnered to provide wraparound services to support student achievement.

### Session Highlights

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- » Promise Neighborhoods started 10 years ago under the Obama Administration and were based on the premise that children can get to college if they get wraparound supports from birth. Staff were positioned at schools and early learning centers to connect families to needed supports (e.g., housing and income resources). They partnered with the Instituto Familiar de la Raza for mental health supports and also as an out-of-school time provider so that all services were aligned and integrated.
- » Insitituto Familiar de la Raza provides services specifically aimed at promoting community wellbeing. They nurture relationships and build trust by bringing familiar practices, traditions, and celebrations into their work serving predominantly immigrant communities.
- » Knowing how to complement other service providers on the ground is important for building successful partnerships.
- » When COVID hit, the infrastructure was already in place to respond to emerging needs.

### Shared Resources

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- » [Afterschool Spotlight: ourBRIDGE for KIDS](#)
- » [Community Learning Hubs: Meeting the Needs of Students & Families](#)
- » [Mission Promise Neighborhood During the COVID-19 Pandemic](#)
- » [The Future Growth of our Cities Requires a Racial Equity Lens to Create Opportunity for All Families and Kids](#)



## Questions and Answers on Meeting Whole Student and Family Needs Through Collaborative Partnerships at School

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**How do you begin to establish relationships to build collaborative interactions and create communities? How do you help different communities see value in each other and want to come together to work together?**

Sometimes a large grant is the catalyst for organizations coming together. Trust building and aligning of vision are important. It is also critical to get everyone together on the measurable outcomes and mutually reinforcing activities. Constant communication, mutual accountability, and transparency are essential as well.

Entering interactions slowly (as a guest) and observing rather than intervening early on can be helpful towards building trust. Open communication and follow-through on commitments can also help to establish trust.

**How do you align shared goals and track your efforts to meet targets, especially for targeted groups of students?**

Government Performance and Results Act indicators that are reported semi-annually can serve as a common agenda. Developing and documenting strategies to improve outcomes and establishing related performance measures can help to ensure partners are all on the same page.

Building relationships with partners is also about knowing how to complement each other.

**How do you work with students that had good grades before the pandemic, but have let their grades fall since the start of the pandemic?**

In-person learning hubs have been critical for meeting the needs of students who may have been falling through the cracks. Coaches and school partners have also been keeping their eyes open to the needs of vulnerable students and their families.

**Realizing that funds were essential to bring many of the partners together and to reach outcomes initially, what does sustainability look like when the funds disappear? How do you keep everyone engaged for the good of the students, families, and communities?**

Keeping the infrastructure that has been developed during this unprecedented time may require champions in local school districts and cities who will want to contribute funding to preserve the infrastructure.

**In thinking about the last year and the impacts on mental health, are there areas that have come to light where capacity building is needed around this topic?**

Adult caregivers supporting children need a safe space to talk about challenges that they are experiencing. Online support groups have helped to meet this need.

**While providing wraparound services for students and families, what innovations were helpful during this time?**

Creativity has been key during the pandemic, with everything going virtual. A lot of individualized attention was needed initially through phone calls and mass texting. In some cases, it was necessary to leverage relationships where trust already existed to get important information to students and families. Support groups with families through telehealth were also employed, as well as family success coaches.