



CO-OWNING IMPACT

Moving from competition to shared responsibility for student success

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THE OVERVIEW



Too often, our partnerships as Community Based Organizations (CBO) are transactional – we pass tasks, students, and problems between programs while working in parallel silos. Co-Owning impact challenges us to move beyond simply delivering services to one another and instead show up as true partners, united by shared goals and shared accountability. It asks us to stop protecting individual programs and start owning results together. When we get this right, students/participants don't experience separate efforts – they experience one connected team fully committed to their success.

THE CURRENT LANDSCAPE

340,000+ youth served annually across boroughs

5,500 grant applications applied to by programs in the same communities

\$200 Million in grants applied annually

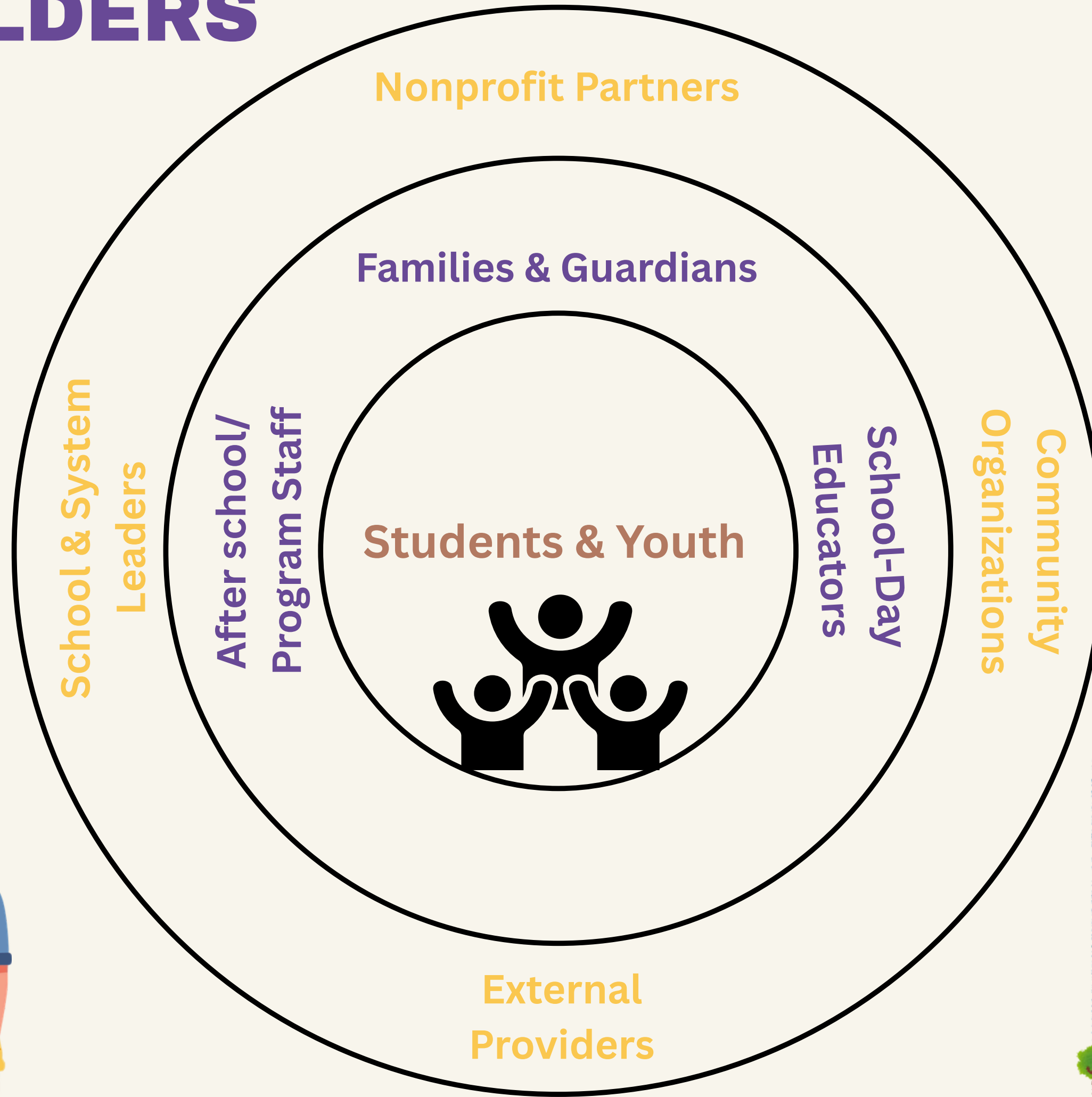
250+ schools served through nonprofit programs

80,000 adults served annually through family & community services

1900+ youth programs operate across the city



STAKEHOLDERS



THE QUESTION

What would it take to move from competition to co-owning impact for student success, and what are we each willing to give up to make that shift real?



COMPETING PRIORITIES IN PRACTICE

MISSION ALIGNMENT VS. IMPLEMENTATION



School-Day Culture

- Academic accountability and testing pressure
- Strict schedules and structured instruction
- Often punitive discipline models
- Decisions about students made during the school day

After School Program Culture

- Youth development and enrichment focus
- Relationship-based learning environments
- Restorative approaches to discipline
- Flexible programming designed for engagement

After school staff often:

- Don't know what students are learning academically during day school
- Aren't informed about behavior plans or academic struggles
- Learn about schedule changes after decisions are made

Even though both environments serve the same students, they often operate with different expectations, communication systems, and approaches. Students in high-quality after school programs show improved academic performance and overall attendance.

COMPETING PRIORITIES IN PRACTICE

MISSION ALIGNMENT VS. IMPLEMENTATION



Impact #1 : Student Confusion & Behavior Issues

- Inconsistent expectations between school and after school
- Students don't know which rules apply
- Leads to behavior challenges, disengagement, and frustration

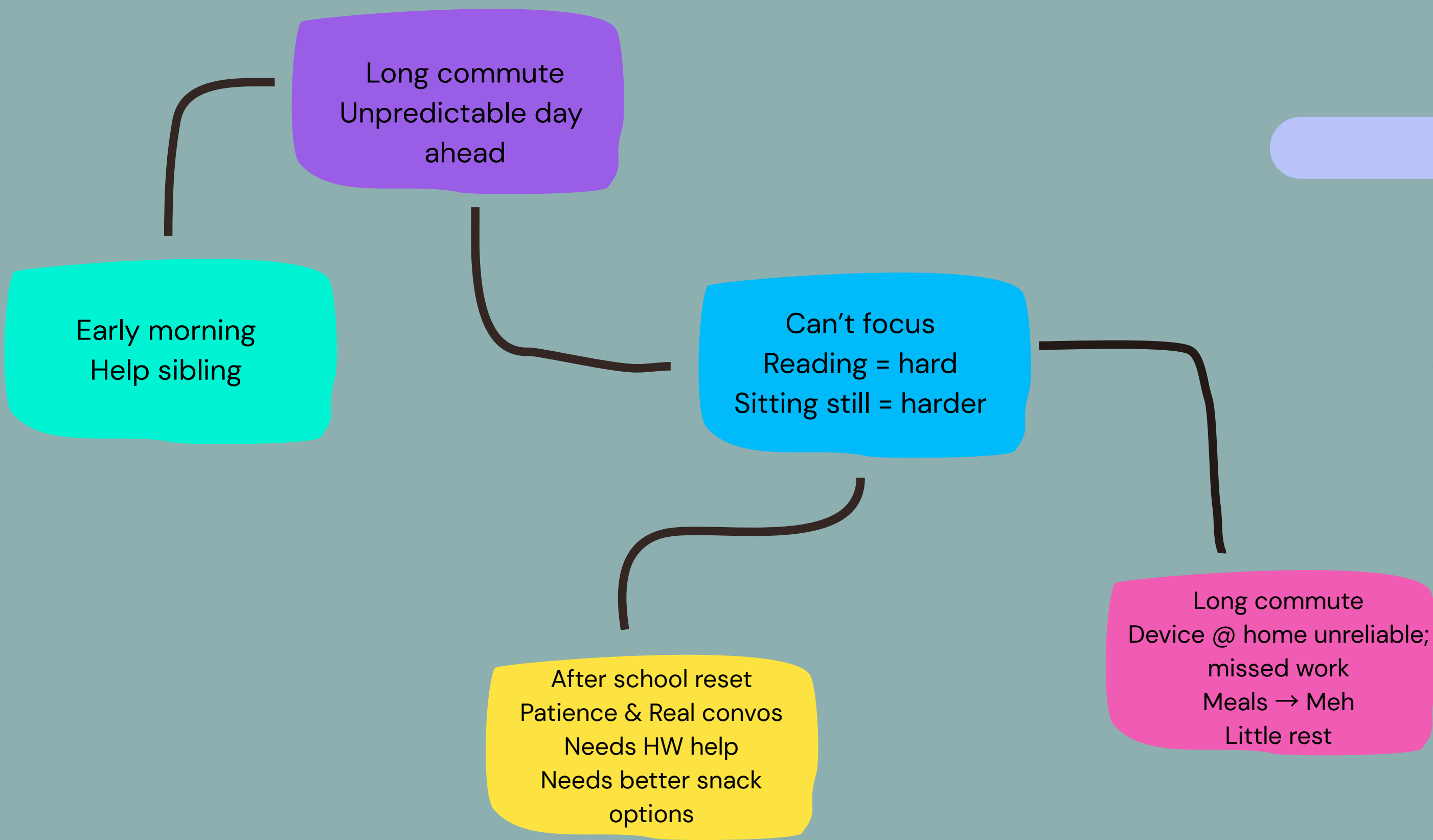
Impact #2 : Gaps in Student Support

- Students who need help are not identified early across systems
- Emotional, academic, or behavioral needs go unaddressed or delayed
- Interventions are reactive instead of proactive

Impact #3 : Strained Partnerships & Inefficiency

- Programs feel excluded from decision-making
- Schools feel programs are not aligned
- Resources (time, space, staff) are used inefficiently

THE STUDENT EXPERIENCE AT THE CENTER



Meet Jordan



✦ WHAT FRAGMENTATION FEELS LIKE ✦

School day

Punitive or inconsistent discipline =
confusion & disengagement

After School Academic Support

Tutoring disconnected from class =
stalled progress



Home

No internet = unfinished work =
stress cycle



After School Logistics

Lost space & last-minute changes =
instability

Basic needs

Hungry, limited food = low focus &
behavior challenges



FROM VENDOR TO PARTNER

BABYSITTING TO PARTNERSHIP: REDEFINING THE ROLE OF AFTERSCHOOL PROGRAMS



After-school programs are often treated as childcare rather than education

When programs are viewed as babysitting, they are excluded from planning conversations about student success



Afterschool Programs Are Often Viewed as Services Instead of Partners

Afterschool staff are often excluded from school meetings and professional development, leading to their expertise in youth engagement, relationship-building, and social-emotional development being undervalued and underutilized.



After-school staff often know students differently than school staff

Students may behave very differently in after-school spaces because those environments are relationship-based, creative, and less rigid.



Lack of communication leads to missed opportunities for early intervention

Afterschool staff frequently observe students' emotional struggles, peer conflicts, and family-related stressors that can contribute to disengagement.



FROM VENDOR TO PARTNER

FROM TRANSACTIONAL RELATIONSHIPS TO CO-OWNED STUDENT SUCCESS



Why Partnership Matters?

Students in high-quality after-school programs demonstrate improved attendance, stronger academic performance, and higher engagement, with nearly 3 in 5 chronically absent students showing gains in attendance after participating.



Why this Happens

After-school programs foster strong relationships with supportive adults, increase student engagement and connection to school, and provide valuable academic support and enrichment opportunities.

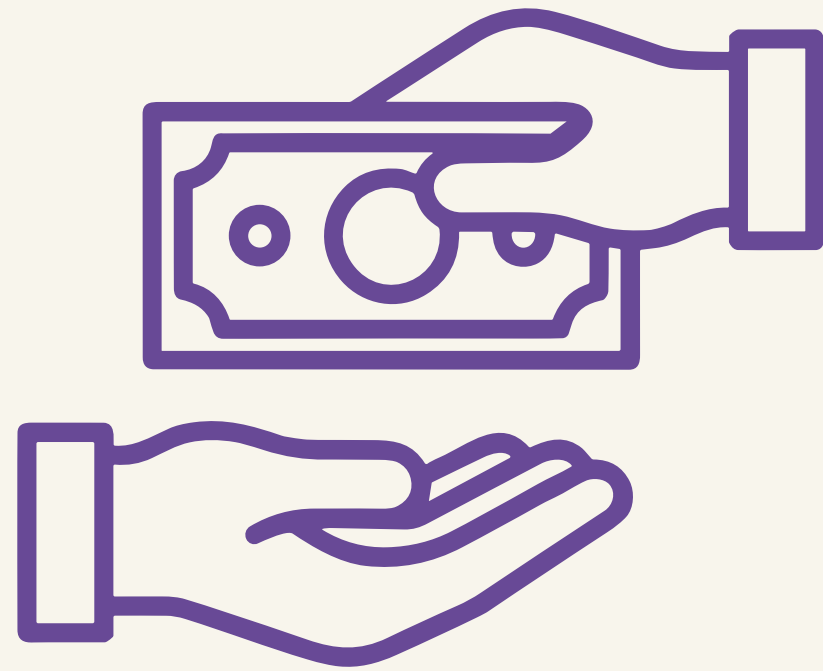


What True Partnership Looks Like?

Effective collaboration includes shared planning and joint decision-making, open communication between school-day and after-school staff, and a mutual recognition that both environments contribute to the same student outcomes.

WHAT BECOMES POSSIBLE WHEN WE CO-OWN IMPACT

FROM TRANSACTIONAL TO TRANSFORMATIONAL



**Vendor Relationship =
Transactional**

- deliver service
- limited communication
- success measured separately



True Partnership = Co-owned Impact

- shared goals for youth
- shared accountability
- collaboration before, during, and after programs

WHAT BECOMES POSSIBLE WHEN WE CO-OWN IMPACT

CHARACTERISTICS OF A TRUE PARTNERSHIP

Shared Vision & Goals

Organizations align on goals for youth and community

Communication

Regular check-ins and feedback loops

Shared Learning

Partners train together and build common frameworks

Shared Accountability

Success measured collectively



WHAT BECOMES POSSIBLE WHEN WE CO-OWN IMPACT

EXAMPLE: CENTER FOR SUPPORTIVE SCHOOLS -
COMMUNITY SCHOOLS

Before Programs Begin:

Shared Decision Making -
Community School Directors
employed by CSS but selected with
school principals

Community Voices Heard -
Needs assessments through surveys
and listening sessions with students,
teachers, and families

During School Year:

Relationship Building -
Intentional efforts to integrate staff and
build trust within the school community

Shared Accountability -
Advisory boards with families, partners,
and community stakeholders meet 3-
4x a year to review progress and guide
future direction

WHAT BECOMES POSSIBLE WHEN WE CO-OWN IMPACT

EXAMPLE: SUMMER SEARCH

Before Programs Begin:

Summer Search works with partner organizations to provide summer programming for their youth.

Prior to programs beginning they host a program partner orientation.

They also host a Program Partners Depth Mentoring Institute (DMI) Workshop

After Programs End:

- Debrief with partners
- Youth Surveys
- Summer Experience Quality Criteria Assessment (SEQC)

Impact:

Summer Search doesn't just send youth to programs — they actively shape the experience through partnership.

MOVING TOWARD CO-OWNED IMPACT

Learn

Align academic support through shared curriculum, training, and expectations

Own

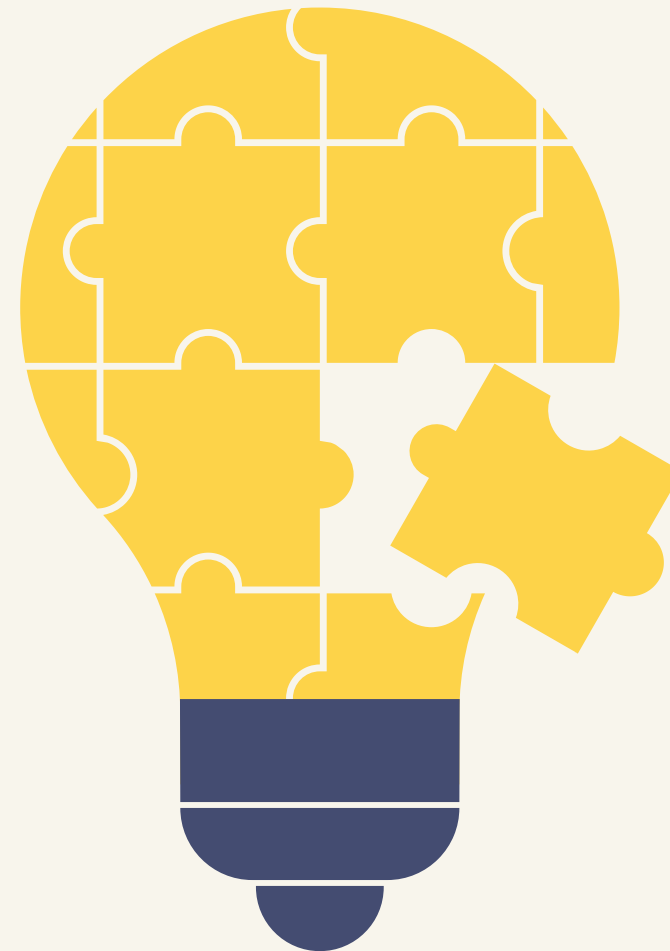
Define and track collective student outcomes across partners

Communicate

Build consistent touchpoints by establishing quarterly, monthly, or bi-weekly updates/check-ins

Align

Start the year aligned on policies, culture, space, and shared priorities



Respond

Create systems for immediate communication to address behavior and prevent escalation

Alignment isn't a moment; it's a set of ongoing practices

CO-OWNING IMPACT STARTS WITH US

The goal isn't more programs. It's a system that works together so every student, like Jordan, can succeed, be seen, and be whole. That's the impact we co-own.





**"COMING TOGETHER IS A BEGINNING.
KEEPING TOGETHER IS PROGRESS.
WORKING TOGETHER IS SUCCESS."**

- HENRY FORD

