A Feast for Thought: Three Important Areas to Consider in Standard 2 and some Guiding Questions and Ideas
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By now, we hope that you see that CAEP Standard 2 is actually quite complex and that effective implementation of the standard is no "piece of cake". However, we have provided a "tasting menu" of some important areas for consideration, as well as some questions and ideas to guide you as you work on building mutually beneficial collaborations that will be of great value to Providers and P-12/Community Partners alike. Of course, the list below is certainly not intended to be exhaustive, but it is intended to get you thinking more deeply about how to work with the stakeholders who will be "sitting around the table". Bon appetit!

First Course: Taking Stock of the Status Quo

Now is a good time to consider current collaborative efforts between the provider and partnering stakeholders. Some questions that should be considered include:

➢ How did the current collaborations begin?
➢ Who are the key stakeholders involved in current collaborations? How did they become involved?
➢ What are the roles of key stakeholders in current collaborative efforts? How were these roles established?
➢ For each collaborative effort, what are the mutual goals and objectives? How were these established? In what ways are they mutually beneficial?
➢ How do partnerships and collaborative efforts support impacts on P-12 student learning and the overall goal of program/school improvement?
➢ How are the collaborations evaluated and what is done with the results of evaluative efforts to improve the quality of partnerships and collaborations? How do the results of evaluation improve mutual benefit for all stakeholders?
➢ How are collaborations between stakeholders revised? How often are partnerships reviewed?
➢ How are collaborative agreements documented?

➢ How do collaborative efforts incorporate diversity?
➢ How do collaborations incorporate technology?
➢ How do provider/partner collaborations mesh (or not) with CAEP Standard 2?

An important consideration-would your partners have similar answers to these questions? If so, you may be on the right track. If not, then it may important that you review the state of your collaborative efforts.

Second Course: Communication

Think about how you communicate with your collaborative partners. Some suggestions to improve communication include:

➢ Establish program and overall (EPP-level, for example) advisory boards made up of relevant stakeholders from the program/provider, P-12 partners, and the community.
➢ Make sure that collaborative groups reflect the diversity of the communities involved in partnership efforts.
➢ Ensure that collaborative groups meet on a regular basis for the duration of the collaborative effort. Some groups may be permanent, while others may be more of an ad hoc effort.
➢ Make sure that there is an organized system of minutes reflecting partnership communication and activities. These should be made available to all stakeholders to that transparency is maintained. The organizational website is a good place to archive minutes and make them available to stakeholders and the general community.
➢ Make use of social media such as Twitter, Facebook, and other outlets to keep stakeholders and the larger community informed of collaborative efforts. Not only will social media provide reach a diverse audience, but it is an effective means to demonstrate the use of technology as part of the partnership process.
➢ Make sure that lines of communication are open throughout collaborative development, implementation, and evaluation. Ensure that there are multiple opportunities for input and feedback. NOTE: In some cases, partners may not initially make use of opportunities for communication. Therefore, it may be up to the Providers to encourage partners to engage in meaningful, two-way communication.
➢ Be sure to respond to partner communication in a timely and meaningful manner, so that partners understand that their communicative efforts are received and valued.

Third Course: Stakeholder Engagement and Involvement

CAEP Standard 2 seeks a greater mutually active involvement of stakeholders in the partnership process. Often, however, partnerships only involve a limited number of stakeholders, leaving other stakeholders disengaged. Some things to consider:

➢ Survey stakeholders electronically through Qualtrics, SurveyMonkey, or another platform to gain insights into what stakeholders feel that they want or need.

➢ Leverage partnership groups to gather potential ideas and suggestions from diverse segments of P-12 partners and communities.

➢ Consider inviting P-12 and community partners to an "Open House" where they can meet and share ideas that can spark new and meaningful collaborations.

➢ Make EPP/Provider personnel aware of the roles that they can play in developing and implementing mutually beneficial collaborations.

➢ Provide professional development for all stakeholders in the area of developing, implementing, and evaluating mutually beneficial collaborations. Stakeholders who feel competent are more likely to become involved in the collaborative process.

➢ Ensure that partners are active participants in the evaluative process. This includes the development and implementation of evaluation processes. For example, make sure that partners are represented on any evaluation committees or teams. Also, make sure that they are key stakeholders in the formalized feedback process—including any accreditation actions involving the Provider.

➢ Conversely, Providers should be represented in "partner-centric" evaluation and feedback activities on joint collaborations.

➢ "Mutually beneficial" should be a watchword. Collaborations need to be constantly monitored to ensure that all parties are benefitting. If partners or the Provider indicate that the collaboration is not (or is no longer) benefitting all parties, then evaluative action should be taken to determine what should be done.