

WELCOME TO "DESIGNING AND PLANNING A COLLABORATIVE PARTNERSHIP"!



As you arrive, introduce yourself to another person in the room, and share your responses to this opening question:

- What do you think is valuable about schools and community-based organizations working together to support young people?

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YDEKC

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DESIGNING AND PLANNING A COLLABORATIVE PARTNERSHIP

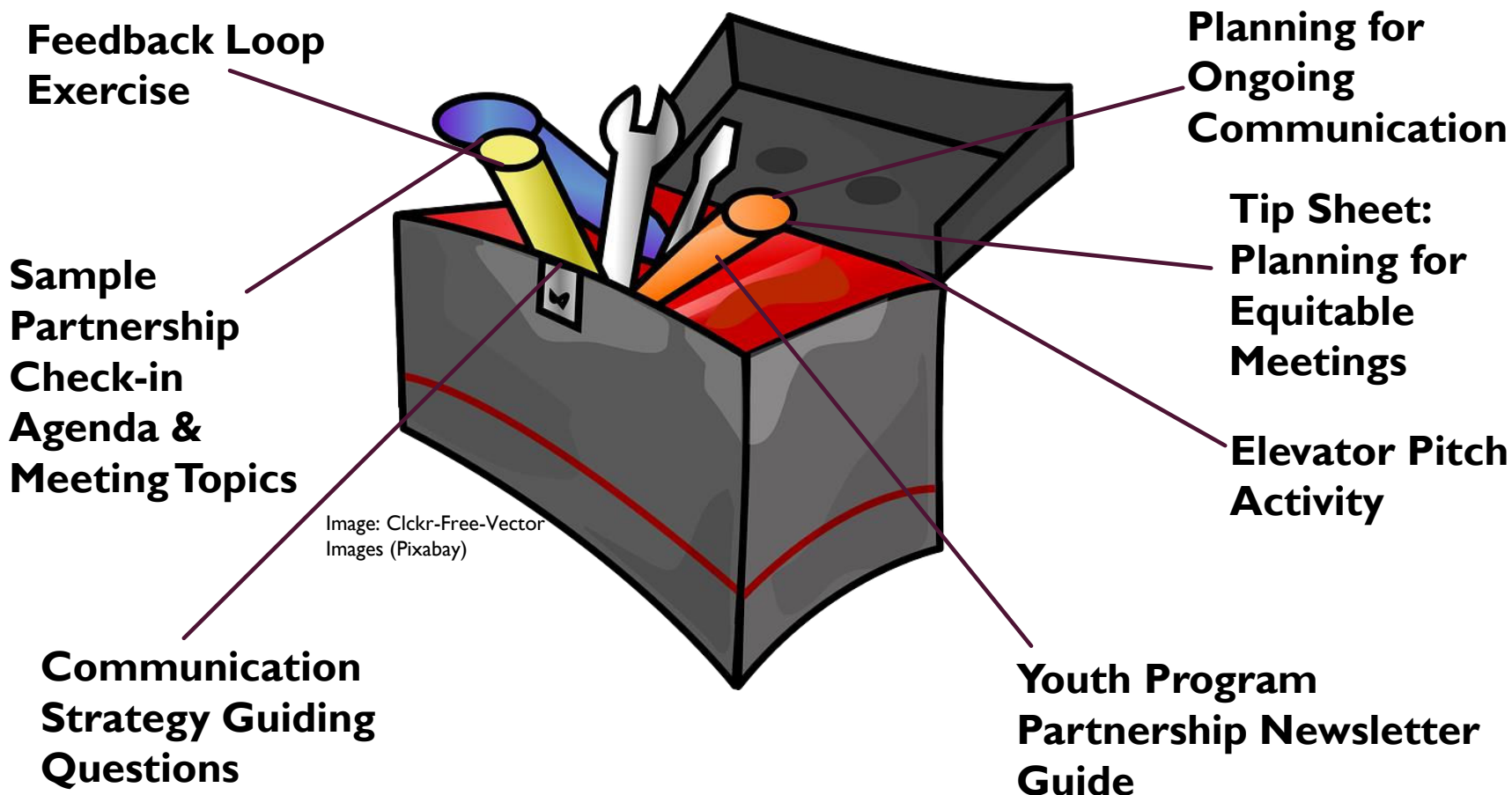


YOUTH DEVELOPMENT EXECUTIVES OF KING COUNTY

YDEKC connects, strengthens, and amplifies the leaders of youth serving organizations so that all Black, Indigenous, and youth of color thrive.

Photo courtesy of YDEKC

SCHOOL-COMMUNITY PARTNERSHIP TOOLKIT



LEARNING OBJECTIVES

Learn

- Learn strategies to design and plan an effective collaborative school and community partnership

Become familiar

- Become familiar with a tool to support partnership development and revision

PARTNERSHIP TYPES

Independent/Other

- Relationship is typically transactional, such as an exchange of resources.

Cooperative

- Partners operating “side by side.” They may recognize each other’s value but mostly “stay out of each other’s business.”

Collaborative

- Partners working jointly together on a program or programs towards a shared goal. Partners recognize that all have an important role to play in supporting youth.

Integrated

- Partners that work together to set goals, make decisions, and evaluate shared programs and their partnership.

SAMPLE COMMUNICATION FOCUS AND PRACTICES WITHIN PARTNERSHIP TYPES

Independent/Other

- Transactional communication, such as an application for space rental and email confirmation.

Cooperative

- Communication focused on partnership set-up and end-of-program/cycle. Each organization decides how and what to communicate.

Collaborative

- Communication around shared goals, meeting community needs. Explicit agreements around communications – e.g. meeting frequency. Contribute to each other's public communications.

Integrated

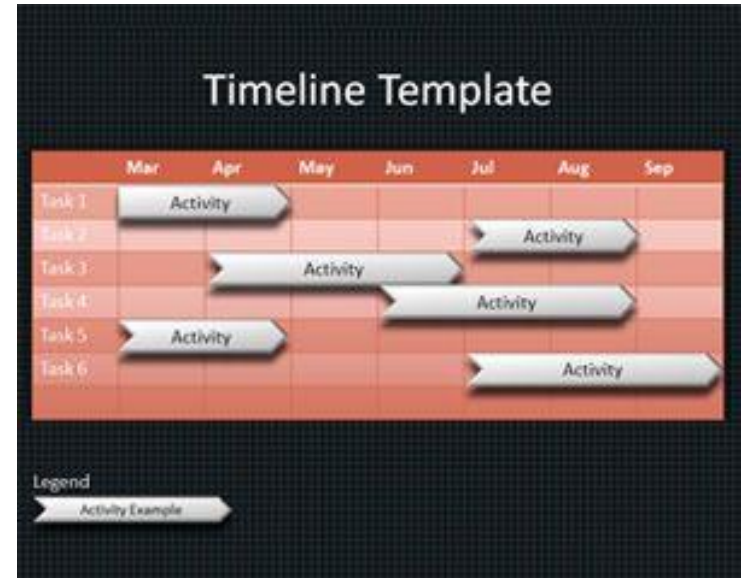
- Regular communication is integral to the partnership and program activities and outcomes, from visioning to evaluation. Relational communication practices, such as shared decision-making and twice monthly meetings. Have a process for conflict resolution and problem-solving as partners.

MAKING THE IMPLICIT EXPLICIT



- Blue: I want our partner to...
- Yellow: I assume our partner will...
- Pink: I need our partner to...

- What is the partnership set-up process in this school district?
- What documentation do we need, e.g. Memorandum of Understanding or Letter of Agreement?
- What are the general dates and timeline for the program and partnership?



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TIMELINE



SHARED VISION & WHO'S INVOLVED

- Who is involved in this partnership?
- How do our visions and goals align?
- How do our staff reflect our communities?
- How are we each or together working on racial equity?

PROGRAM OR PROJECT OUTLINE

What are we doing together to support young people and families?

How will we capture student strengths and needs?

What type of partnership are we pursuing?

ALIGNED, RESPONSIVE IMPLEMENTATION

How will we...

- Navigate challenges
- Make decisions
- Know who does what
- Check in on a regular basis



RESOURCE DEVELOPMENT & BUDGET

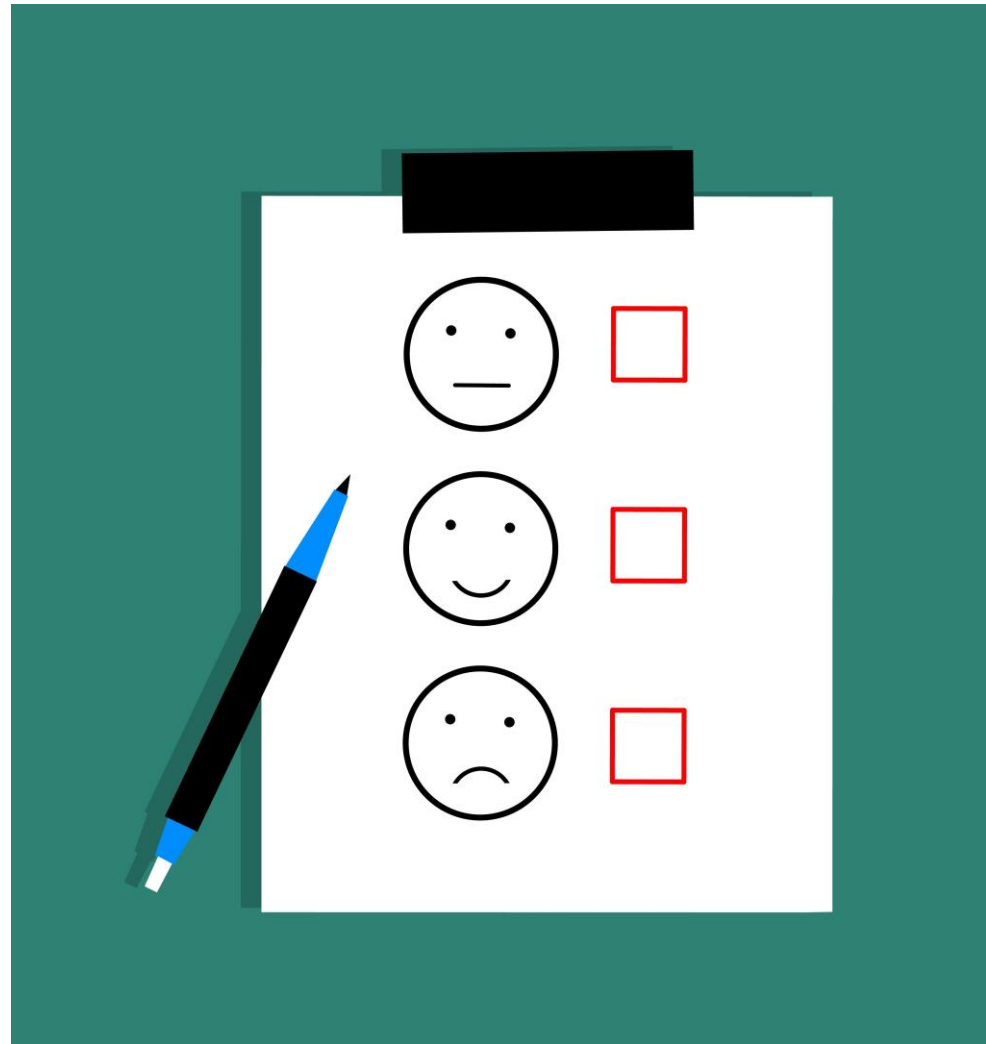
What are the...

- Program and partnership costs
- Resources we are sharing with each other
- Limitations of our resources

EVALUATION & REFLECTION

How will we...

- Know if we are successful?
- Review data with racial equity lens?
- Share partnership results?



SMALL GROUP: DISCUSS THE TOOL

- What?
 - What is an example of what this could look like in action?
- So what?
 - What's important about this tool?
- Now what?
 - How would you use this tool?
 - When would you use it?



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REFLECTION

Share:

- One action and...
- One appreciation



KEEP IN
CONTACT!

- Anne Powell Arias, YDEKC, arias@ydekc.org
- Complete the survey!



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