

Partnership Ecosystem Mapping Activity

Use this mapping activity to (a) identify the people and organizations who are already connected to your school, and (b) identify people and organizations in your broader community who support young people and families that you don't yet have relationships with. Draw a map, a visual diagram, of the partnerships and relationships within this partnership ecosystem of student supports (see [example map](#); see example chart). Things to consider as you make your chart or map:

1. Who are the key stakeholders in your ecosystem? Label by name, organization, and role.
2. How is each individual person an asset to the partnership ecosystem?
3. What actions did you take (or will you take) to build each of those individual relationships, and what do you do to sustain it? List the action below the name.
4. How are the stakeholders connected, and what structures are in place to support them (e.g. Memorandum of Understanding)? Where do they sit within the ecosystem?

Who are the stakeholders in your ecosystem? To get started, fill in this chart with some of the key stakeholders.

Stakeholder Name	Role and Organization	How is this person an asset to the partnership?	What key actions did you take (or will you take) to build and sustain this relationship?

Stakeholder Name	Role and Organization	How is this person an asset to the partnership?	What key actions did you take (or will you take) to build and sustain this relationship?

Partnership Ecosystem Mapping Activity

Example Chart

Use this mapping activity to (a) identify the people and organizations who are already connected to your school, and (b) identify people and organizations in your broader community who support young people and families that you don't yet have relationships with. Draw a map, a visual diagram, of the partnerships and relationships within this partnership ecosystem of student supports (see [example map](#)). Things to consider as you make your chart or map:

1. Who are the key stakeholders in your ecosystem? Label by name, organization, and role.
2. How is each individual person an asset to the partnership ecosystem?
3. What actions did you take (or will you take) to build each of those individual relationships, and what do you do to sustain it? List the action below the name.
4. How are the stakeholders connected, and what structures are in place to support them (e.g. Memorandum of Understanding)? Where do they sit within the ecosystem?

Who are the stakeholders in your ecosystem? To get started, fill in this chart with some of the key stakeholders.

Stakeholder Name	Role and Organization	How is this person an asset to the partnership?	What key actions did you take (or will you take) to build and sustain this relationship?
	Interfaith Services (faith based organization)	Many of our students attend services with this organization outside of school time	<ul style="list-style-type: none"> - Invite to school-wide events - Get calendar of organizational events and try to attend as makes sense - Make note of specific holidays and important events
	Football League (community based organization)	Provide extracurricular activities to our students in evenings and on weekends	<ul style="list-style-type: none"> - Meet with program leadership - Gather information about how many students participate - Look into ways to collaborate

Stakeholder Name	Role and Organization	How is this person an asset to the partnership?	What key actions did you take (or will you take) to build and sustain this relationship?
	Bright Futures (on site after school program)	On site, can assist with homework or extended supports; has additional connections to families	<ul style="list-style-type: none"> - Connect teachers to lead so can communicate two-ways regarding student supports - Make note of calendar of events, extra ways to engage families - Invite to weekly staff meetings
	Girl Scouts (on site)	Small group mentoring supports for some students; can come during lunches and be at school	<ul style="list-style-type: none"> - Share MBL goals with leaders prior to sessions so can come to a shared vision
	Communities in Schools (on site)	On site and has capacity to meet 1:1 or in small groups for targeted interventions	<ul style="list-style-type: none"> - Invite to school improvement and/or racial equity team meetings - Invite to staff meetings (weekly) - Establish monthly check in cadence