**Mapping Your School-Community Partnership Ecosystem**

Workshop outlined developed by Youth Development Executives of King County for public use

Workshop description:

*If a partnership ecosystem is, “the network of interconnected organizations and adults who provide a system of supports for students,” then who are the people and organizations in your school-community partnership ecosystem, and how are they connected?*

*In this interactive session, participants will learn strategies to create a map of the relationships within their ecosystem and identify what types of partnership and collaboration they are engaged in or aiming for. Our guiding tools to support school and community partnerships will provide you with resources to explore during the workshop and to apply after the session in depth.*

*This workshop is designed for leaders at all levels within schools, school districts, and community-based organizations who are developing or managing partnerships between schools and community-based organizations and is highly recommended for new partners or people who are new to their role.*

Session Resources (download from School’s Out WA Resource Library in advance):

* Partnership Ecosystem Mapping Activity
* Partnership Ecosystem Sample Map
* School Partner Programs Inventory
* Partnership Type Identification Checklist
* Partnerships Reflection Worksheet

**Detailed Session Agenda:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Time Estimate** | **Activities** | **Facilitator Notes** | |
| 15-30 min | ***Set-up***   * Designed for use with a virtual meeting account, with breakout rooms * In advance, create a Jamboard via Google, or a similar tool that can be edited by participants with access to the link– 2 pages (Page 1 -Strategies to Build and Strengthen Relationships in Partnerships; Page 2 - Strategies for Managing Challenges, Conflict, and Repair * Prepare to share relevant Partnership Tools in the session; add hyperlinks to workshop outline * Enable Closed Captioning   **Note:** SLIDE 1 serves as a marker for those opening the slide deck afterwards. |  | |
| 4 min | ***Arrival & Community Building***  ***Slide 2 – Welcome to Mapping your School-Community Partnership Ecosystem***   * Welcoming question: Share your name. Pronouns, and org, and what's one word or phrase you would use to describe your school-community partnership ecosystem? * If you haven’t already – get a writing utensil and some paper, as you’ll have a couple of activities today where we’ll ask you to record on paper. | | **Share in Chat:**   * Share your name, pronouns, and org, and what's one word or phrase you would use to describe your school-community partnership ecosystem? * If you haven’t already – get a writing utensil and some paper, as you’ll have a couple of activities today where we’ll ask you to record on paper. * Closed Captioning is enabled. |
| 1 min | **Welcome and Introduction**   * Before we get started, we want to remind you that we are planning to record our session today so we can share it with you afterwards. We plan to pause recording whenever we move into breakout rooms but otherwise will keep the recording going throughout. This will record all interactions, including the chat box. * **We will begin recording now.**   ***START RECORDING***   * Welcome to Mapping your School-Community Partnership Ecosystem! * *Facilitators introduce with name, org, and brief description of partnership background*     ***Slide 3 - Introduction to the School-Community Partnerships Toolkit and why we’re here today***   * A full range of services and supports are needed to ensure that every child has what they need to learn, grow, and thrive. * Community based programs often are structured to support children and youth of color, refugee and immigrant youth, and children experiencing poverty in culturally supportive ways that our schools and larger institutions have rarely been set up to do well. * These services and supports can be most beneficial when they are comprehensive, complementary, and well-coordinated - when they are part of an ecosystem. * The Toolkit is a set of resources and strategies to support schools and community partners that are working together to serve young people and create more equitable systems at the same time. * It was created by Youth Development Executives of King County for public use. | **Share in Chatbox:** Share your name, pronouns, and org, and what's one word or phrase you would use to describe your school-community partnership ecosystem? | |
| 1 min | **Learning Objectives for Today & Agenda**  ***Slide 4 – Learning Objectives***   * Participants will identify the relationships that exist within their Partnership Ecosystems and actions that develop and sustain those individual partnerships. * Participants will identify strategies for building and managing relationships with people and organizations * Participants will learn different models of partnership and collaboration, and assess what type of partnership they currently have and/or what they are striving for   Here’s how our agenda will flow today:   * Welcome & Community Building * Mapping Your Ecosystem * Strategies to Build & Strengthen Relationships * Reflecting on Partnership Types * Harnessing Our Power & Influence * Reflection & Closing |  | |
| 2 min | **Setting the Stage**  ***Slide 5 – Setting the stage***   * Learn with and from each other * Trust you to take care of your needs during the session * Give each other grace – we're all learning * Keep cameras on whenever possible to support group discussions * Step up and reply to questions or prompts by typing into the chat box or use the raise your hand feature and we’ll call on you to unmute yourself * If you have questions at other times, please type your question into the chat box * If you haven’t already, get a writing utensil and paper so that you’re ready for some of the activities we’ll do today. |  | |
| 32min | **Partnership Ecosystem Map**  **SLIDE 6: Mapping Your Partnership Ecosystem – A Complex Web**  Whether we realize it or not, we are all part of a larger ecosystem of student supports made up of individuals, communities, and organizations or institutions with whom we have, or could have, relationships.  The way the adults in that ecosystem partner with each other – or not – impacts the experience of each young person within that community.  Imagine a school principal and the executive director of a non-profit organization create a Memorandum of Understanding to create a partnership. It may seem as if they created this partnership in isolation, but how that partnership operates will be influenced by the other people and organizations connected to and surrounding it, including the people implementing the program, youth participants, families, funders, and the school district.  As you engage in these kinds of partnerships, we invite you to consider...   * What would it look like to enter into relationships asking, “what do you need?” versus “this what I need”? * Sometimes we can get caught up thinking that people who hold certain types of power are the “most important” to our partnership. What might it look like to see everyone in the ecosystem as a person who has value and who could be a partner in service of young people?   This is an example (on the slide) of a partnership ecosystem at an individual school, from the perspective of the director of an after-school program.   * In the center are the youth and their families * In the school building are the people and partners who influence the design and operations of the program and partnership, from the school principal to the program staff to the teachers whose classrooms the program uses * On the edges and outside of the building are other influences, such as the program director’s colleagues, funders, and the department that licenses this school-age child care program   **SLIDE 7: WHO IS IN YOUR ECOSYSTEM**  At whatever stage of partnership you are in, we believe it’s important to understand which organizations and which individual people are a part of your ecosystem, and the first step is to identify what assets they bring to that ecosystem and your partnership, and then to reflect on what actions you’re taking to *be in partnership* with each person.  In a few minutes, we are going to ask you to exercise your creativity and visualization skills to draw a map, a web, a visual diagram, of the partnerships and relationships within your partnership ecosystem, or at least, begin to make a list of who those people and organizations are.   * Who are the stakeholders in your ecosystem? Label by name, organization, and by role.   (pause and show examples)  **SLIDE 8: ASSETS AND ACTIONS**   * What is an asset each stakeholder contributes to the partnership? You will record this next to their name. * What’s one key action you took to build each of those individual relationships, and what will you do to sustain it? You can List the action you will take below their name.   **SLIDE 9: Mapping Your Partnership Ecosystem – A Complex Web**   * If you’re making a drawing, you may want to connect the stakeholders within lines or pictures that illustrate how they are related to each other. Here is a sample map.   We’re going to give you a chance to work on this on your own. You can choose to use the worksheet, which we’ve linked to in the chat, or you can create a drawing. We’re going to put on some music and give you 7 minutes to work on your own. Then we’ll move you into breakout rooms in pairs to share.  *(7 minutes quiet work time)*  **PRODUCER: STOP SHARING SLIDES**  Now we’re going to give you a chance to process what you’re learning about your ecosystem with another person. Some possible questions to consider:   * What surprised you about your ecosystem so far? * What are you observing about the relationships in your ecosystem? * Who do you have relationships with, and who don’t you have relationships with, in your ecosystem?   **Producer: LAUNCH BREAKOUT ROOMS (7 minutes, pairs)**  **PAUSE RECORDING**  **...7 minutes...**  **Producer: CLOSE BREAKOUT ROOMS**  **RESUME RECORDING**  *Group debrief (5 min):*   * What’s one thing you learned, or one thing you will do as a result of this activity? * How do you imagine you might use this tool in the future?   Other ways to use this mapping activity include:   * During staff transitions – as a way to orient new staff to their role and site * For accountability – as a way to hold yourself accountable to your role in relationship-building and taking a strengths-based approach to partnership * As a way to assess how the ecosystem is changing on key points during the year, such as the change in semester, summer, or the beginning of a new school year | **Producer: Set up Breakout Rooms, 3-4 per room, 7 minutes**  **Share in the Chatbox:**  Some people like to draw a visual representation of their ecosystem, while others like to start with a list. If you’d like to make a list, you can use the Partnership Ecosystem Mapping Activity worksheet: **ADD LINK TO PARTNERSIHP ECOSYSTEM MAPPING ACTIVITY TOOL**  **Share in the Chatbox:**  In your breakout room, discuss:  \*What surprised you about your ecosystem so far?  \*What are you observing about the relationships in your ecosystem?  \*Who do you have relationships with, and who don’t you have relationships with, in your ecosystem? | |
| 20 min | **Strategies to Build & Strengthen Relationships within Partnership**  **Producer: Stop Sharing Slides**  The foundation of all the work we do, with youth and adults, is forming, strengthening, and growing in relationships, including in the context of school-community partnerships. When we engage, how we share leadership, what our approach is, and whether or not we see each other holistically can influence how our relationships develop.  **Producer: Share screen with Jamboard**  We’re going to start with a community brainstorm, where you can choose to unmute and share a strategy, or record a note on the Jamboard. The sticky note function, which you can choose on the left-hand side, is useful for this kind of brainstorm. Open up the link in the chat and add some notes.  *Discuss (max 3-5 minutes)*  Then, we’ll move into groups where you’ll have a chance to share ideas and specific examples in a smaller setting. The categories are:   * Strategies to Build and Strengthen Relationships in Partnerships * Strategies for Managing Challenges, Conflict, and Repair   For example:   * A strategy for the first category could be: Twice per year, write thank you notes to teachers whose classrooms we use after school * A strategy for the second category could be: Partner to bring shared Professional Development for program and school staff on mindfulness, self-compassion, and coping strategies to adults who work with youth   *Now we’re going to give you a chance to choose one of these categories to talk about in more depth.*  Breakout Room Instructions:  You will have 10 minutes to share strategies and examples with each other. We encourage one or more people to also take notes on the Jamboard. We’ll share the Jamboard with you all after today’s workshop as a resource for everyone. You can choose which category you want to start your conversation with – Click on Breakout Rooms to choose a room to enter.  **Producer: LAUNCH BREAKOUT ROOMS** (2-4 groups, depending on # of participants, goal 6+ per room)- 12 minutes)  **PAUSE RECORDING**  *…(10 minutes)...*  **Producer: CLOSE BREAKOUT ROOMS**  **RESUME RECORDING**  Thank you for sharing ideas with each other!  We’ll share a PDF of the Jamboard with you after this session, but here are some ideas that emerged from workshops earlier this year.  **SLIDE 10: Voices from the Field: Strategies to Build**  Here are some strategies from other folks in the youth development field to support the building and strengthening of relationships.  *(Describe them)*  **SLIDE 11: Voices from the Field: Strategies for Managing Challenges, Conflict, & Repair**  Here are a few strategies to support us in preparing for or working through challenges, conflicts, or the need for repair. These also support the strengthening of partnerships.  *(Describe them)*  We are going to move on to reflecting on different partnership types. | **Producer:** Set up Breakout Rooms for next activity - Set up 2 rooms, 1 labeled Building Relationships, 1 labeled Managing Challenge in Relationships  **Share in Chatbox:**  Here is the Google Jamboard where you can record your notes:ADD JAMBOARD HERE | |
| 5 min | **SLIDE 13: Break** |  | |
| 20 min  (10 min intro, 10 min in breakout rooms) | **Reflecting on Our Partnership Types**  In a moment, we are going to reflect on partnerships within your ecosystems. There is a wealth of knowledge in this room. All partnerships are unique and different- various factors influence these partnerships: who the partners are, the resources, and time frame all come into play.  **SLIDE 13: Partnership Identification Checklist**  The Partnership Identification Checklist is a tool we’ve built that attempts to categorize the various types of partnership. Today we’ll use a reflection worksheet that is based on this tool. It has four categories, ranging from Integrated to Cooperative, with an option for “none of the above” to acknowledge that some partnerships don’t fall into any of these three categories.  **SLIDE 14: Partnership Types – Low Level of Interaction**  For example, within some partnerships there are barely any relationships at all – for example, those where the interaction between the partners is focused on an exchange of goods or services, such as space, without further partnership beyond that.  EXAMPLE: A volunteer asks a library for a room to host a small Saturday literacy program for elementary school students. The library provides the space for free and opens the space for the group, but there is no other interaction beyond that.  For a Cooperative Partnership: Partners decide on the parameters of the site agreement, but then the Partner operates autonomously from the school. Program goals are primarily established by the partner agency, though they may share one or more goals with the school.  EXAMPLE: A child care provider offers a before and after-school program at an elementary school. The provider and school share the goals of cultivating a positive learning environment for children, supporting families through extended care, and providing activities for social and emotional skill development, but in this case the child care provider operates on its own and neither the school nor provider influences each other’s activities.  **SLIDE 15: Partnership Types – Engaged**  For a Collaborative Partnership: The partner shares goals with the school or other partner, and communicates about progress on a semi-regular basis. The school and the partner organization maintain ultimate decision-making authority over their own activities.  EXAMPLE: For example, two community-based organizations might have a collaborative partnership. They share goals around supporting leadership skill development and job training opportunities for high school students. The school-based organization supports their partner with some outreach at the beginning of the year, and they check in twice per year to assess the program status and give each other feedback on how the program and their coordination could improve.  Integrated partnerships create the greatest opportunity for equitable partnerships as well because shared leadership and decision making tend to be built into the expectations and practices of the partnership. The partner plays a major role in site planning processes, and shares data, resources, and decision-making authority with the school or other key partner(s).  EXAMPLE: For example, several community based organizations and a middle school collaborate on a grant proposal for an out-of-school-time program. They work with the school’s Youth Council to establish shared goals, the design for the program, roles and responsibilities, and a plan for continuous improvement and evaluation.  Now we’re going to give you a chance to discuss partnership types in small groups. Here are the questions, we’ll share in the chatbox.  *Discussion Q’s: (10-minute small group discussion in groups of 3-4)*   * Think about the various partnerships you have been in. Do these partnerships distinctions resonate with you? Why or why not? * What kind of partnership are you in? What kind are you seeking? Is your partner seeking the same type? * What does it take to build the kind of partnership you want?   **PRODUCER: LAUNCH BREAKOUT ROOMS**  **PRODUCER: PAUSE RECORDING**  *(Close after 9 minutes – 60 seconds to exit)*  **PRODUCER: RESUME RECORDING** | **References:** Partnership Type Identification Checklist: ADD LINK TO PARTNERSHIP TYPE ID CHECKLIST TOOL  **Producer:** Set up new Breakout Rooms, 3-4 people per room  **Share in the Chatbox:**  Here is a PDF of the Partnerships Reflection Worksheet, to use for self-reflection as you discuss with your group: LINK TO PARTNERSHIPS REFLECTION WORKSHEET TOOL  **Share in Chatbox:** Discuss in your group: \*Reflection: Think about the various partnerships you have been in. Do these partnerships distinctions resonate with you? Why or why not?  \*What kind of partnership are you in? What kind are you seeking? Is your partner seeking the same type?  \*What does it take to build the kind of partnership you want? | |
| 25 min | **Harnessing Our Own Power & Influence**  **SLIDE 16: CONNECTIONS**  One of the reasons it’s important for us to get out of our silos is we create greater opportunities for systemic change. When we center relationships in our work, work in collaboration with others who are dedicated to racial equity, and assess and shift power dynamics, we are influencing change within our own ecosystem, which also influences the system at large.  The final stage of ecosystem mapping is to dive in a little deeper and consider:   * How are the organizations and individuals connected to each other, and to you and your organization? * Give examples   **SLIDE 17: HOLDING POWER AND INFLUENCE**   * Where and how is power held in the ecosystem, and how will you share leadership and decision-making with those most impacted to work towards positive change? * *Give examples*   *Take about 5 minutes to look at your map or list of your ecosystem and consider these questions.*  *(5 minutes quiet reflection)*  **SLIDE 18: CLOSE YOUR EYES....**  One of the reasons science fiction is so powerful is that it enables us to take on new viewpoints, to imagine new worlds and ways of doing and being. I’m going to invite you to use your imagination to tell your own fairytale about a situation you’re facing or have faced in your partnership ecosystem.  *(Ad libbing encouraged in this section. Walk participants through this visualization exercise.)*   1. What is a challenge or obstacle (person, place, or thing) you face in your ecosystem? 2. *(Pause, give time for people to think about this)* 3. What is your goal? 4. *(Pause, give time for people to think about this)* 5. What is your magical power? Are you a Warrior, Wizard, Royal, or Rebel? 6. *(Pause, give time for people to think about this)* 7. Who are your potential allies? 8. *(Pause, give time for people to think about this)* 9. What kind of plot twist would help you reach your goal? 10. *(Pause, give time for people to think about this)*   Share in the Chat, raise your hand, or unmute to speak.  What did that bring up for you? Did it open any new avenues?  **SLIDE 19: HARNESSING OUR OWN POWER & INFLUENCE**  When you consider these aspects of your partnership ecosystem, where do you see yourself?   * Where are you investing your resources (time, energy, etc.), your power and influence? * Does this align with your program goals and mission? * What is your role in affecting change in this ecosystem to support those most impacted (our young people)?   Unmute to speak or share your thoughts in the Chat. These will also be reflection questions we encourage you to take back to your work. | “Rather than seeing people as opponents that must be defeated or neutralized, restorative organizing calls us to view them as members of society who may not be in right relationship with others and may be using their power to cause harm, but whose liberation is nonetheless bound entirely with our own. The shifting and more equitable distribution of power should not come from targeting or attacking the weaknesses of your opponents, but instead from uplifting the strengths and wisdom of all your allies (including unlikely allies) and your ever-growing, beloved community.” - Restorative Justice Project | |
| 5min  4:50-4:55 | **Reflection**  **SLIDE 20: One Takeaway You’ll Apply in Your Work**   * What’s something you learned or heard today that you plan to apply in your work?   Share in the Chat or unmute to share. | **Share in Chatbox:**  Please complete the Workshop Evaluation Survey: ADD SURVEY LINK IF USING ONE | |
| 5 min | **Closing**  **SLIDE 21: KEEP IN CONTACT**  We will follow up with a recording of this session and links to several tools we’ve referenced today.  We will email you a workshop survey and would love your feedback.  **We are stopping the recording.**  If you have any additional questions, we can stay on a few extra minutes so feel free to send us a message in the chat box or stay in the meeting if you have a question.  Otherwise, thank you for joining us today and we hope to connect with you again soon! |  | |
| 120 min/  2 hours | **Total time**  **Post Event Tasks:**  Email to registrants with PDF of slidedeck, links to resources, and access to recording of session |  | |