**Highline School-Community Partnerships Cohort 2018**

**Youth Development Executives of King County & Highline Public Schools**

**Project Description:**

**Highline Public Schools** values strong partnerships with families and the community and believes that we are better when students, families, community, and educators work hand-in-hand. **Youth Development Executives of King County (YDEKC)** is a coalition of more than 100 youth-serving organizations that provides tools, advocacy, and professional development to the youth development field and serves as a cross-sector convener facilitating collaboration and learning with the K-12 education sector. Together we are partnering to host a School-Community Partnerships Cohort to support youth-serving organizations that partner with the school district.

**Project Goals:**

* To strengthen the organizational capacity of each participating organization to develop sustainable partnerships that eliminate opportunity gaps and develop whole day whole child learning environments where every child feels safe, supported, connected, and inspired to learn and thrive.
* To create a peer learning group for community based organization (CBO)/site-based coordinators focused on school-community partnerships within Highline Public Schools to share and gain expertise.
* To give participants the opportunity to apply tools from the Partnership Ecosystem Toolkit within school-community partnerships.

**Partnership Ecosystem Toolkit Background:**

***The Vision:*** *Authentic and vibrant partnerships between schools and youth-serving organizations provide every young person the opportunity and support they need to be successful.*

**The Youth Development for Education Results** workgroup of **the Road Map Project**, staffed by YDEKC, has been working to identify resources and strategies that are integral to creating and sustaining thriving, authentic partnerships between schools and youth-serving organizations.

The Partnership Ecosystem Toolkit is a set of tools designed to improve coordination between educators and community partners working toward holistic student success at multiple stages of partnership: Assessing Readiness, Mapping Needs and Assets, Establishing Partnership, Working Together, and Evaluating Programs. These resources are intended to help schools, school districts, and youth-serving Community Based Organizations (CBOs) to build the web of partnerships that can provide every young person the opportunity and support they need to learn, lead, connect, contribute, and thrive.

**Eligibility Guidelines:**

* Youth-serving CBO that offers programming at a school (or, a CBO with a non-school-based program serving students at a specific school, where a partnership has been established with school administrators).
* School/program site is located in Highline Public Schools.
* Program goals focus on improving outcomes for youth, including influencing their sense of belonging and social emotional skill development.

**Expectations of CBO/Site Coordinators:**

* Engage in the peer learning cohort, including attending meetings, sharing success stories and challenges, asking questions, and building relationships.

Cohort meeting dates (second Wednesdays, with a couple exceptions\*), 10 a.m. to 12 p.m.:

* March 14, 2018 *Kick-off*
* March 28, 2018\*
* April 18, 2018\*
* May 9, 2018
* June 13, 2018
* *(We will not meet in July or August.)*
* September 12, 2018
* October 10, 2018
* November 14, 2018
* December 12, 2018
* January 9, 2019
* Implement tools from the Partnership Ecosystem Toolkit within site-based partnerships and report feedback about their accessibility and efficacy.
* Participate in one-on-one sessions focused on the unique needs of each individual and partnership, including up to 8 hours (per participating site) of technical assistance and coaching on site-specific challenges.

**YDEKC’s Role and Responsibilities:**

* Recruit a diverse group of no more than 20 people to participate in the cohort (no more than 2 school sites per individual CBO; no more than two people per program).
* Partner with Highline Public Schools Student Support & Family Engagement Department to design cohort sessions that promote effective partnering between the district, its schools, and youth-serving organizations.
* Convene peer learning cohort sessions that include opportunities for networking, exchange of learning, orientation to Partnership tools, etc. Sessions will incorporate tools and practices to support youth-serving organizations and their partners at multiple stages of partnership: Assessing Readiness, Mapping Needs and Assets, Establishing Partnership, Working Together, and Evaluating Programs.
* Provide direct technical assistance and coaching to individual leaders.
* Contribute $1,000 to each participating CBO to offset staff time and mileage, develop partnership activities, or otherwise support the program and organization.

**Highline Public Schools’ Roles and Responsibilities:**

* Outreach to existing youth-serving organization partners about the cohort opportunity.
* Partner with YDEKC to design cohort program and establish alignment with district partnership goals.
* Apply feedback from cohort and Partnership Ecosystem Toolkit resources about how district and school practices could be improved.
* Provide an opportunity for cohort participants to share their learnings with the larger network of partners that serve Highline Public Schools students.

A cohort of diverse organizations (e.g. size, scope, inclusive of K-12 spectrum) of no more than 20 people will be selected to participate in the project. **Apply by March 5. Applicants will receive notification by March 7, 2018.**

**Highline School-Community Partnerships Cohort 2018 Application**

Organization Name:

Program Name: School Site Name:

School District: **Highline Public Schools**

CBO/Site Coordinator Name: Title:

CBO/Site Coordinator E-mail Address:

CBO/Site Coordinator Phone Number:

How would you describe the type of partnership that you currently have with your school site? (Circle one.)

* **Cooperative:** Partners operate autonomously from the school. Program goals are primarily established by the partner agency, though they may share one or more goals with the school.
* **Collaborative:** The partner shares goals with the school, and communicates about progress on a semi-regular basis. The school and the partner organization maintain ultimate decision-making authority over their own activities.
* **Integrated:** The partner plays a major role in site planning processes, and shares data, resources, and decision-making authority with the school.
* **None of the above** (please describe):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| 1. My organization/program has an aligned vision with our school partners for student success. | 1 | 2 | 3 | 4 | 5 |
| 2. Our staff are included in school district or school staff trainings and professional development opportunities. | 1 | 2 | 3 | 4 | 5 |
| 3. Our staff communicate regularly with school partners to strengthen our partnership and programming. | 1 | 2 | 3 | 4 | 5 |
| 4. We have structures in place in our partnerships to ensure continuity through leadership and staff changes. | 1 | 2 | 3 | 4 | 5 |

In one paragraph, how would you describe your partnership with the school?

What challenges do you have with developing the partnership with your school?

Who coordinates partnerships at your school site? What other partners exist at your school and how (if at all) do you work with them?

What vision and/or outcomes do you have in common with the school?

How frequently, with whom, and about which topics do you communicate with your school and/or other site-based partner(s)?

What kind of student-level data do you track, and how do you use it?

What would you want to learn by applying school-community partnership tools at your site and participating in this cohort?

CBO/site coordinators benefit when organizational leaders support their involvement in professional development opportunities such as this one, so we ask that the Executive Director of the Youth-Serving Organization is informed and in support of the program coordinator’s participation in the School-Community Partnerships Cohort.

Executive Director Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Executive Director Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

*For questions or more information, contact Anne Powell Arias, Project Manager, YDEKC, at 206-336-6910 or* *aarias@ydekc.org**. Scan and submit your application via e-mail to* *aarias@ydekc.org* *or fax to the attention of YDEKC/Anne Powell Arias at 206-323-7997* ***by March 5, 2018****.*