



Planning for an Integrated School-Community Partnership

Purpose: In an integrated partnership, partners set goals, make decisions, and evaluate shared programs and their partnership. Partners report being on the same page with, embedded, integrated into, or supported by the work of other partners. This type of partnership offers greater opportunities for equitable and authentic collaboration, and can strengthen a partnership's capacity to change culture, climate, practice, and policy at a school-wide level. These questions are critical to discuss when you are planning a partnership that will address existing racial inequity and racial disparities in youth experiences and outcomes.

How to use this tool: Use this tool at a partnership planning meeting and then revisit the questions annually. **Discuss the following questions with your partner and document key decisions to support shared accountability.**

ALIGNMENT OF GOALS, VALUES, & VISION

- What values and goals do we share, and who will be or has been at the table in the development of our vision?
- How will we define success for the program (what we do for youth and/or families) and the partnership (how we work together)? What will it look like?

EQUITY

- What issues of equity will our partnership work on and how?
 - (Such as: power dynamics, how the partnership addresses differences in access for youth and families furthest from opportunities, how families and youth are engaged in the partnership, groups or areas that may be overlooked, or other equity issues you have observed or experienced.)
- In what way(s) does this partnership address racial equity by focusing on youth furthest from educational justice?



LEADERSHIP

- How will leadership function within the partnership?
 - What kinds of decisions will be made, what will our decision-making process be, and who will make the decisions?
 - Who are the individuals who will be giving input on or making decisions (e.g. assistant principal or principal, Executive Director or Program Manager)?
 - Where is power currently held, and what is our vision for how that will change?
 - What legal or institutional parameters are inflexible?
 - What are each of us accountable to?
- How will the school and community-based organization partner(s) collaborate to support trust-building, attend to power dynamics, create opportunities for shared power, and ensure that those who are less willing or able to speak up or be involved are included and valued?

COORDINATION

- How would you describe coordination across organizations that are part of this partnership? (Such as: alignment across organizations, communication, decision-making, using data to inform your work, and how the partnership contributes to synergy or the idea that the “whole” of the partnership or collaboration is greater than the sum of its parts.)
- How much time are all partners willing and able to commit to managing this partnership per month or per quarter?

NAVIGATING CONFLICT

- What challenges or conflicts do you anticipate (e.g. shifts in environment, crises, turnover in leadership, power dynamics), and how will you navigate them?
- What expectations and processes do you have, or will you put in place, to give and receive feedback, work through conflict, and meet needs for repair?