

Collaboration Pathways to Adult Success Toolkit

RECOMMENDATION 2: IDENTIFYING AREAS FOR COLLABORATIVE DEVELOPMENT

The process of assessing needs and strengths and selecting focus areas will bring awareness of collaborative efforts that must be strengthened or developed in order to achieve the goals envisioned. These collaborations will usually include both information sharing and working together practically to support young people. Developing organizational collaborations is an organic process that requires time and effort, and usually encounters bumps along the way.

TIMELINE & SCOPE

Be realistic regarding timeline and scope in developing collaborations.

- While short-term partnerships for specific events and services may come about fairly quickly, long-term collaborations with higher impact are usually developed over a period of years.
- Initially, many collaborations will involve just one sector other than districts and schools, to keep the project manageable and experience early success.
- Communities where productive partnerships in support of children already exist may be able to start more ambitiously and draw in additional sectors.
- Document actions and outcomes, reflect on and learn from them, and modify as appropriate. Some learning will focus on the process: decision points, timetables, and unanticipated hurdles and opportunities.

EXISTING COLLABORATIONS

Begin with examining existing collaborations.

- Correlate school data and that of existing partners to refine understanding of students' outcomes, particularly in identified focus areas.
- Based on mutual goals and interests, consider additional ways for partners to work together to support students.
- Determine whether (and which) additional partnerships are needed, or whether strengthening and adapting existing relationships would produce faster results; consider decision points and timetables for developing those relationships.



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STUDENT VOICE

Seek creative ways to incorporate student voice as you develop collaborative plans.

Examples include: focus groups, surveys, and/or student representation in planning groups or steering committees.