



# Organizing Partner Connections at the State, District, and Local Level





# Objectives

- Collaborate, explore, and share strategies and approaches to recruiting external partners to increase the resiliency of high school redesign efforts
- **Some examples of types of partners:** higher education, business, social service providers, implementation support and capacity partners, governmental (other agencies and inter-agency)
  - Who else?





Taken from the field of complexity science, **“emergence”** is a term that is used to describe events that are unpredictable, which seem to result from the interactions between elements, and which no one organization or individual can control.

*Stanford Social Innovation Review, 2013*



## The Five Conditions of Collective Impact

### **Common Agenda**

All participants have a shared vision for change including a common understanding of the problem and a joint approach to solving it through agreed upon actions.

### **Shared Measurement**

Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable.

### **Mutually Reinforcing Activities**

Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action.

### **Continuous Communication**

Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and create common motivation.

### **Backbone Support**

Creating and managing collective impact requires a separate organization(s) with staff and a specific set of skills to serve as the backbone for the entire initiative and coordinate participating organizations and agencies.



# Bigger questions

- *What are the work, college, and other connections that will organize the greater community toward supporting high school redesign?*
- *What role can the state play in fostering connections?*





# Broader Brainstorm

- As a state team, brainstorm organizations and individuals that make up the following broader categories:

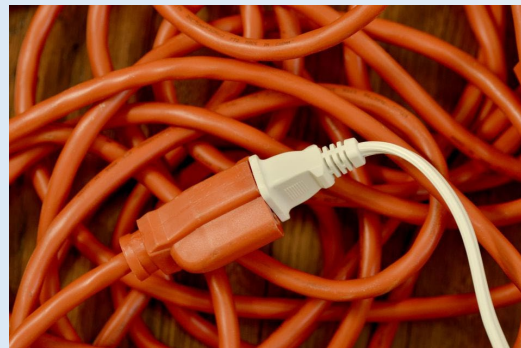
- Workforce
- Higher education
- Community partners
- Student support providers
- School implementation/  
capacity support partners
- Inter or intra agency partners



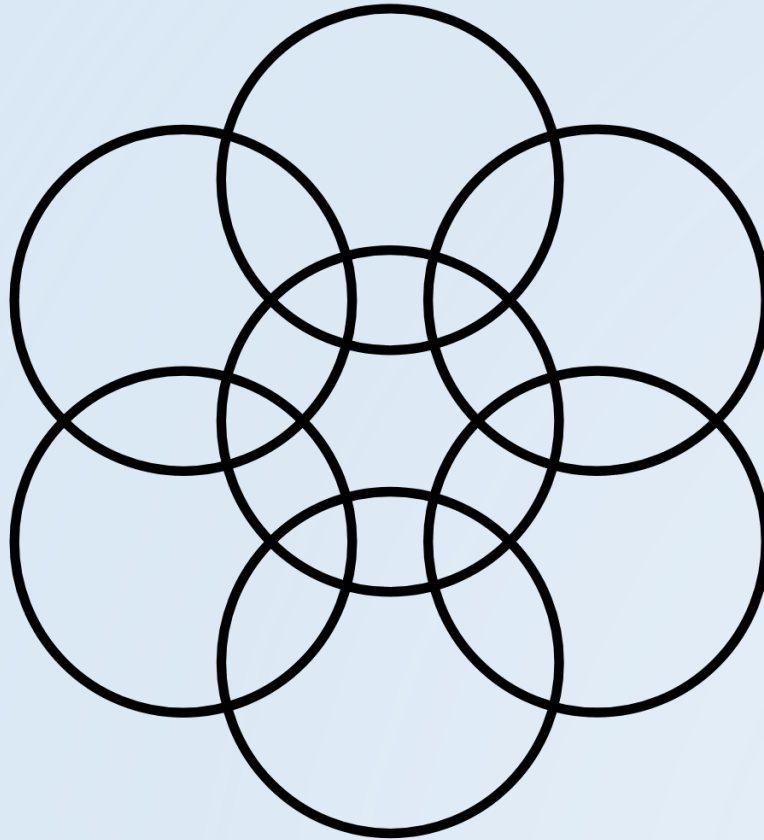
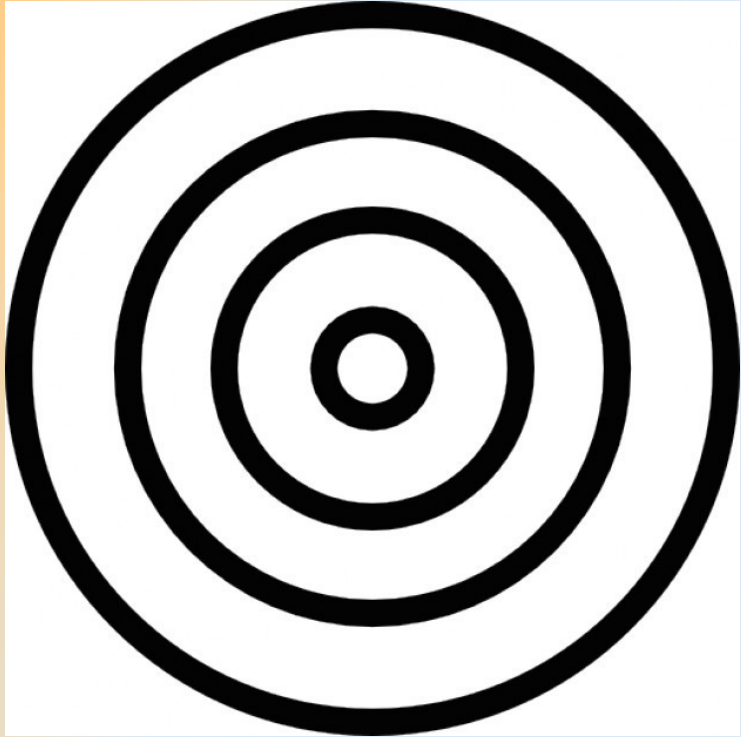


# Triad Discussion

- Stand up, and form groups with representatives from at least 2 states.
- In the context of your state's brainstorm, share the extent to which partners have been engaged to support school- and district-based work.
- What has worked well? Who was the lead connector?









# Stakeholder Graphic Organizer

***What are the work, college, and school support connections that will organize the greater community toward supporting high school redesign? What role can the state play in fostering connections?***

<p><u>Partner</u> Individual or organization; consider champions, power brokers, workers, sponsors, ambassadors, etc.</p>	<p><u>Interest in challenge at hand</u> How is the partner affected by effectively connecting high schools to work/college? What motivations does the stakeholder have?</p>	<p><u>Desired outcomes</u> What does the partner hope to see come out of this?</p>	<p><u>Level of Engagement</u> How much does the person care about the specific challenge and high schools? What kind of information does the partner want?</p>	<p><u>Degree of power and influence</u> What resources does the partner possess, and how may they be brought to bear on the challenge?</p>	<p><u>Values</u> What are the commitments and beliefs guiding behavior and decision-making?</p>	<p><u>Fears</u> What does the person fear losing (status, resources, etc.) if things change?</p>	<p><u>Alliances</u> What shared interests does the partner have that could lead to building influence?</p>



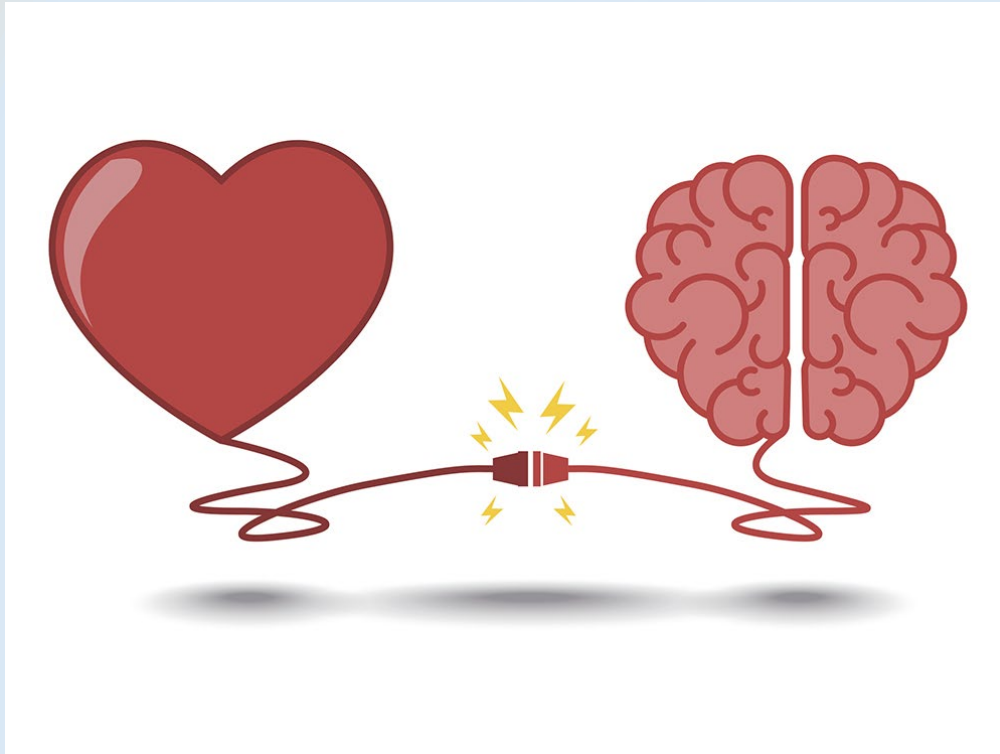


## Table Discussion

How might we more intentionally organize partner connections, considering aspirations and organizing principles/structures?



# Rethinking organization



- Shared values
- Common language
- Co-created vision
- Process of aligning intentions and actions



# Supporting structures

- Calendars
- Contracts, agreements, implementation plans, scopes of work
- Rubrics, tools, milestones, benchmarks





“Collective vision building is a deepening, reinforcing process of increasing clarity, enthusiasm, communication, and commitment. As people talk, try things out, inquire, re-try—all of this jointly—people become more skilled, ideas become clearer, shared commitment gets stronger.”



- Michael Fullan