

Collaboration Summary
Johnny Cake Ridge Park (West) – Athletic Complex

Scott Breuer (observer)
August 9, 2007

Around 1994, discussions began between the City of Apple Valley and Independent School District 196 regarding the location for an additional high school. At the time, the district had narrowed their search to four possible sites in three cities (Apple Valley, Eagan, and Rosemount). An advantage of the Apple Valley site was that the city was planning for a multi-field athletic complex on the adjacent land, as well as a large aquatic center and teen center. The city was suggesting joint ownership of the athletic fields.

The district had named Dr. Dick Dewey as the Principal of this school-with-no-building. Dr. Dewey, and Randy Johnson, the city Parks & Recreation Director, were the two main representatives discussing this possible collaboration. Mr. Johnson was confident of its success, and pointed out the city/district shared indoor sports arena as a time-split model. At that facility, which is seasonally set up as either a hockey rink or tennis facility, is attached to Apple Valley High School, wherein the school has access to the entire space from 6:00 a.m. – 6:00 p.m. on school days, and the city manages the space at all other times.

Dr. Dewey was very receptive to the idea of shared athletic fields adjacent to the school, as it would provide an adequate number of fields for both physical education teaching stations and the sports teams' practices and games. Mr. Johnson proposed a time-split similar to the sports arena. Youth athletic associations would utilize the fields after the school's time had ended.

The School Board and City Council were both enthusiastic about this collaborative project, so the Apple Valley site was selected for the new school, which was later named Eastview. The district would act as the financial agent to build the fields, which allowed for significant savings due to their tax exempt status. The City Attorney wrote the agreement for the joint ownership of the fields, and the School Board approved it.

The site is comprised of 125 acres, 53 of which is the school building, a football stadium and an outdoor tennis facility. The city did not have a need for either a stadium or additional tennis courts, so these facilities were not included in the joint ownership agreement.

Seventeen game fields and multiple practice areas were constructed. To date, the city provides nearly all of the field maintenance, such as mowing, fertilizing, striping, aerating, and dragging infields. At the end of the school year, an invoice is prepared by the city, charging the school for half of the costs for maintenance labor and supplies. The school acknowledges that the city has better equipment and staff who are knowledgeable in turf maintenance, and they realize they are getting all the fields maintained with only half the buy-in, so they are willing to pay it.

Frustrations were part of the process as well. Mr. Johnson expressed that it was somewhat cumbersome going through both the City Council and School Board at various points in the project, because each met at different times of the month. This caused some delays in getting approval for change orders and other related business.

A more significant frustration came when the city was notified of the school's name as being Eastview. The city park across the street, which was another large athletic complex, was also named Eastview. Dr. Dewey stated that the incoming students picked the name because of fond memories playing sports across the street from their new school. One City Councilmember was dissatisfied and felt there would be confusion, so the former Eastview Park was renamed Johnny Cake Ridge Park-East, and the newer jointly owned fields were named Johnny Cake Ridge Park-West. Dr. Dewey and Mr. Johnson both realized that the politician's actions didn't need to hinder their relationship, and continued working on the project.

This collaborative project has resulted in at least two awards. One was the "Partnership Minnesota – Cooperative Public Service Award", which was presented by the State of Minnesota. The other was the "Tommy Johnson Award", which was presented by the Minnesota Recreation and Parks Association for creative programming.

Katie Day
8/9/2007

Reflection of a Collaborative: StreetWorks

StreetWorks is a collaborative with 13 agencies that provide outreach to homeless and runaway youth in the Twin Cities. Their mission is “to foster a diverse collaboration of youth communities and youth-serving agencies that coordinates street-based outreach and assures access to a broad range of resources and opportunities for homeless youth and youth at risk of being homeless.” This mission is carried out and managed by a Collaborative Director and a small administrative staff. Its training manual identifies the structure of the organization as a pyramid with the youth population and community on top. Outreach workers, StreetWorks staff, management team members, and member agencies support the base of the pyramid. They are all connected on the bottom to symbolize cooperation between member agencies. Freeport West is the member agency that spawned its existence, and serves as its grantee agency.

StreetWorks was conceived in the early 90’s around the time a young man was murdered by his 30 year old neighbor. An outreach worker later revealed to the media, unbeknownst to his family, that the victim had been in an intimate relationship with his same sex neighbor. This information stirred responses from both the general public and homeless youth community. The general public believed that the victim could have been saved if the outreach worker had come forward sooner. The homeless youth community became cautious of outreach workers because they did not believe that information they shared would be kept confidential, making it harder to conduct effective outreach. The *Minneapolis Star Tribune* published a follow-up article to this controversy that stated youths need to know that the system that is designed to help them will not betray them, even after they die. StreetWorks soon emerged to connect and enhance existing programs to provide safe, professional and confidential services to homeless youth.

The leadership in this collaborative sought out existing youth service providers to make it easy for everyone to agree on its main objective. The American Red Cross (Minneapolis Chapter), Lutheran Social Services (Homeless Youth Programs), The Bridge for Runaway Youth,

Catholic Charities (Hope Street Shelter), YouthLink (Project OffStreets), District 202, YMCA – Point Northwest, Hennepin County’s Red Door Clinic, Breaking Free, Phillips United Neighborhood Services (Brian Coyle Center), Hmong Minnesota Pacific Association, and Face to Face (SafeZone) are all agencies with programs that cater to youth populations. Coordinating their efforts allowed StreetWorks and their outreach workers to have readily available access for individual client needs.

Balancing the legitimacy, accountability and funding between different programs is inherently complex. Some member agencies are contracted while others are subcontracted. A contracted agency receives monetary support from StreetWorks to fund supplies and outreach workers. A subcontracted agency only receives in-kind support and has leverage over the collaborative. Shelters are the only subcontracted agencies, and the combination of this status and their vital role in the collaborative causes any reprimands for noncompliance to be ineffective. The supervisory role StreetWorks has over its member agencies is very political and requires creative human resource management. No collaborative is free of challenge or conflict, and accountability may be considered one of its failures. Outreach workers are being held accountable by both StreetWorks and their supervisors within their organizations, and sometimes their short-term objectives misalign. Discretion is heavily utilized in addressing these conflicts, and is dependent on the needs for the collaboration.

It is tough to gauge the actual effectiveness StreetWorks has in serving the youth homeless community. Regardless, it is successful in maintaining its mission of providing *access* to youth of all their coordinated service providers since every outreach worker is at least aware of the types of services and has a contact at each agency. Unfortunately, there is no way to know whether every outreach worker is able to make proper assessments and connections. As an advocate and case worker for families facing homelessness, I do know and have key staff members whom I can contact and know any client I refer to their organization will be directed to appropriate service providers.

Danielle Grant
PA 5490
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New Family Center/ Family Resource Center Merger

In Minneapolis, Family Resource Centers and the New Family Center both offered a set of services to the families of Minneapolis with a particular emphasis on families who do not speak English. Each provided assistance with obtaining healthcare coverage, identifying a medical home and referrals to school and community resources along with other services unique to each program. The New Family Center was a point of school registration for families who do not speak English and provided health assessments and on-site immunizations. The Family Resource Centers maintained a staff presence in 28 schools, and two hub sites and offered unique services to families, helping them to meet basic needs. Family Resource Centers built partnerships with community providers that resulted in bringing services to school sites.

Both the Family Resource Center and the New Family Center were collaborative partnerships. The Family Resource Centers, a program of the Minneapolis Redesign, were a partnership of the Redesign, Hennepin County, Big Brothers Big Sisters, Lutheran Social Services, Children's Hospitals and Clinics, Children's Dental Services and other partners. Their site councils include members representing these agencies, as well as school staff, parents and community members. Funding came from the various agencies, with primary funding coming from the Minneapolis Redesign through Local Collaborative Time Study funds. The New Family Center was a partnership of the Minneapolis Department of Health and Family Support and the Children's Defense Fund - Minnesota. Funding was provided by the Health Department and a grant from the Robert Wood Johnson Foundation.

As they prepared for the 2006-07 school year, the New Family Center and Family Resource Centers faced a reduction in funds that required a reexamination of both services offered and method of delivery. Local Collaborative Time Study Funds had declined dramatically due to federal rule changes, and the Robert Wood Johnson grant was due to expire at the end of June

2006. With the goal of maintaining services, a working group was formed in September 2005 to identify essential services, examine funding streams and create a sustainability model. Staff from the Redesign, the Minneapolis Department of Health and Family Support, Minneapolis Public Schools, Children's Defense Fund-Minnesota, and Portico Health Services took part in the working group. Hennepin County staff joined the working group in progress.

After reviewing the services of both Centers, the group identified the following list of essential services to be maintained:

- Assistance with obtaining health care coverage, including intensive assistance with the application process and connecting families to a medical home
- On site immunizations and follow-up
- Bi-cultural support for families so that services are available in the family's language
- Referrals to community resources

As a result, the NFC and FRC services were integrated as well as connected to the activities and resources of the Minneapolis Public Schools Welcome Center. Since school registration is one of the first things attended to by families as they move into Minneapolis, the Welcome Center is an initial point of contact for families, and provides a point of re-connection for families who are in transition and may be experiencing a need for additional support.

Under the new model, as families engage at the Welcome Center for registration, they also participate in a brief triage process facilitated by school staff, receive immediate service and are referred to the appropriate staff for follow-up and support as needed. The triage process includes a brief questionnaire that identifies needs in the areas of health, education, mental health and basic needs. This needs assessment is evaluated by school staff at the Welcome Center, and referred to the appropriate school or community partner for immediate services. If needs are identified that extend beyond those that can be met at the Center, staff follow-up with the family and the triage report, indicating the unmet needs, is sent to the school site where the student is

enrolling to facilitate the appropriate follow-up by school staff. The Centers are largely staffed by Minneapolis Public School employees, with additional staff provided by Portico Health Services. Hennepin County Human Services provided some co-location and cross-training of staff in 2006-07 with the possibility of an expanded partnership in future years.

There are two main locations for the merged program: the Wilder/Powderhorn complex in South Minneapolis and the Broadway School building in North Minneapolis. In addition, the former Family Resource Center sites at Andersen Complex and Northeast Middle School were maintained and continue to house co-located partners and some outreach staff. The new name for the combined centers is the Family Connection Center. The Family Connection Centers have day to day management from the Minneapolis Public Schools with overall oversight and coordination from a steering committee of all partners. Both the North and South side Family Resource Center site councils continue to meet, in order to discuss concerns of partners, parents and community members. These site councils in turn report to the steering committee.

The first year of the new collaboration had many successes but also challenges. The expectations of the Health Department occasionally differed from that of the Minneapolis Public Schools and the Minneapolis Redesign. Fewer families than expected used the walk in services on the North side, and more than expected visited the South side. A key Somali outreach worker left midway through the year, and it was difficult to find a suitable replacement. Most troubling, the Health Department's financial contribution to the partnership was decreased for 2007.

However, by continuing to affirm the value of the partnership through frequent meetings and contact, with a willingness by all the partners to work through the issues, the collaboration was able to adjust to these challenges. After a series of steering committee meetings in the spring of 2007, funding was put into place to maintain the collaboration for the 2007-08 school year.

Additional grant funding will be necessary to sustain the partnership after that time, but the future of the collaboration is very hopeful. More than 7,500 children received services from this collaboration in 2006.

Blake Road Corridor Collaborative
Eileen Harvala

In December 2005, the city of Hopkins' police chief approached Hopkins' Family Services Collaborative—School and Communities in Partnership (SCIP)—with a concern about families living along the Blake Road corridor, which is a roadway that links Highway 7 and Excelsior Boulevard in Hopkins. Blake Road is a multi-family neighborhood with a high concentration of apartments and duplexes, strip malls, fast food restaurants, heavily-used railroad tracks, and no public playgrounds or recreation spaces. About 300 children live along the Blake Road corridor, of which more than 90 percent are students of color, 79 percent receive free or reduced-priced lunch, and 40 percent are English language learners.

Increasing crime and lack of recreation activities for children were two concerns expressed by the police chief. Responding to his concerns, the Blake Road Stakeholders Collaborative was formed, which includes city of Hopkins' and Hopkins Public Schools' staff members, Neighborhood Watch group leaders, faith community leaders, human services organization representatives including Hennepin County, Ridgedale YMCA and Hopkins Minnetonka Parks and Recreation Services youth program leaders, parents, and other concerned citizens. Collaborative members meet regularly to create short- and long-term plans for supporting a safer and healthier neighborhood for Blake Road residents.

Through the work of the collaborative, 150 children participated in a variety of enrichment programs last summer, including summer school and camps. The Park Nicollet Foundation, SCIP, and local Rotary clubs provided grants totaling \$32,500, which were used for scholarships, bus transportation, and interpreters. This summer, about 115 children in 1st grade through 9th grade enrolled in summer school participated in Afternoon Replay, which included enrichment classes, swimming, open gym, recreation room activities, and community service

opportunities. Lunch and transportation were provided. In addition to a SCIP out-of-school time grant, the Park Nicollet Foundation and local Optimists Club provided funding for Afternoon Replay. Coordination of last year's summer activities and this year's Afternoon Replay was provided by Hopkins Public Schools' Community Education Department.

Another subset of the collaborative—Hopkins Public Schools' Community Education Department, Ridgedale YMCA, Hopkins Minnetonka Parks and Recreation Services Department, and Zion Lutheran Church in Hopkins—coordinated other camps and playground activities for children living along Blake Road.

Most of the children who live along the Blake Road corridor have barriers to registering and participating in traditional school and community summer enrichment activities, including economics, lack of transportation, or parents who are not fluent in English. Before the summer programs were organized, most of the children spent their days in their apartments. In an effort to alleviate some of the barriers, collaborative members developed one easy-to-understand registration form parents could use to sign-up for any of the programs offered.

As part of the long-range planning for this collaborative, Wilder Research recently completed the first phase of an assessment of the Blake Road corridor, which included a review of data and information supplied by Hopkins Public Schools and Hopkins Police Department, an online survey of collaborative members, and a series of five focus groups with residents, renters, homeowners, business owners, and landlords. Recommendations from this first phase of research included:

- Increasing availability of programs for youth, parent support, and adult education
- Improving access to or quality of the local park, or creating a community center
- Increasing landlord accountability for screening and monitoring their tenants, and

conducting more frequent and rigorous inspections of rental properties

- Improving lighting and sidewalks to make areas more pedestrian friendly
- Increasing parental and community involvement in community improvement efforts
- Increasing the visibility of police officers, including bicycle, foot, and canine patrols

These results will be used to guide a second phase of research, which will involve gathering feedback from more residents, and comparing the recommendations to results of other local and national community revitalization efforts.

Collaborative members hope that they will be able to secure funds to continue working with Wilder Research—about \$70,000—and will be able to secure funding to create a community recreation space in the Blake Road corridor neighborhood.

A strength and a potential weakness is that this collaborative has taken a lot of time, effort, planning, and money, which will take time, effort, planning, and money to sustain. A strength is that, currently, the collaborative members are committed and moving forward with their work, efforts, and initiatives focused on creating a healthier and safer Blake Road neighborhood for and with the residents living there.

Increasing School, Family, and Community Partnerships

An Asset Building Project

to

Increase Family Involvement at Sandburg Middle School

Public Affairs 5490
Mark D. Preissing

Project Proposal
Summer 2007

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States, cities and communities are struggling to raise healthy and engaged youth. According to the Search Institute (2003), over 202 communities across the United States were surveyed with the results showing that less than half of the youth in each community possess the developmental building blocks to lead healthy and successful lives as adults. A wide range of contributing factors influence what constitutes a healthy member of our society. Some of the factors include family dynamics, peer influence, socio-economic factors, school effectiveness, support from other community adults, value development, and social skills. This paper presents a project that will isolate a few select areas to address youth development and measure the results achieved. The primary goal of the collaboration project is to increase the number of families involved in the lives of students.

In the northwest suburban area of Hennepin County the number of students, exhibiting comparable developmental building blocks is similar to national survey results. The same can be said for youth attending Robbinsdale Area Schools. Completing the same Search Institute survey, it became clear how important building strong community partnerships through healthy youth are critical to lifelong success. With the results of local surveys and two focus group findings, Community Ahead was formed with the objective to work in reducing high-risk behavior in area youth. A framework was developed to build community capacity among youth, parents, families, youth serving agencies and various community partners.

Carl Sandburg Middle School is one of three schools serving students in grades six through eight in the Robbinsdale Area Schools. Sandburg is located in Golden Valley and has 1,200 enrolled students. Some indicators of the student body are limited English proficient students (13% of total enrolled) and free or reduced price lunch participation (44% of total enrolled). In discussions, administrators at Sandburg stated that the need to expand family and parent involvement in the lives of their students has never been greater. In particular, several staff members felt that student achievement was directly tied to the amount of family involved in the lives of school aged youth. The Community Collaboration class project was formed in an attempt to address the specific needs of a target group: goals, objectives and measures have been developed to gauge effectiveness of interventions. Their aim is to increase the developmental assets and family involvement at Sandburg Middle School. While not part of the study or project, the potential exists with increased family involvement to influence and improve student achievement.

Additional background information:

- The Robbinsdale Area Schools serves families in the communities of Brooklyn Center, Brooklyn Park, Crystal, Golden Valley, New Hope, Plymouth and Robbinsdale.
- District enrollment currently stands at 13,500.

Definitions of project terms:

- Community-A geographic area such as a town or city. Can also be referred to as a geography of influence, which could be a city, school or local community group.
- Youth-Students between the ages of 5 and 18.
- Family involvement-The extent to which a family is involved in a youth's life.
- Asset-A strength.
- Developmental assets-Social and emotional building blocks used to help navigate through life. The Search Institute has identified 40 common assets found among healthy youth. Two of these assets are safety (youth who feel safe at home, school and in the community) and having a sense of personal power (young person feels he or she has control over "things that happen to me").
- Asset building community-An action oriented group that recognizes their role in building a supportive community for people in need.
- Search Institute-Organization formed to promote and develop healthy communities and healthy youth. Located in Minneapolis, Minnesota.
- Community Ahead-Northwest Hennepin county collaborative developed to build assets in youth and families.

Community Collaboration project goals:

1. Improve family and parent involvement in school sponsored activities or functions at Sandburg Middle School by 10% in one school year based on survey and anecdotal results.

This goal will be assessed by conducting a 400-member family and staff questionnaire sent out through the mail, e-mail, and by telephone in September 2007. The survey will consist of five questions developed by Community Ahead committee members. In addition to the survey developed and delivered, the number of contacts from family members will be monitored over the course of the school year with any change (both more or less) recorded by staff members. A computer student record keeping system makes this information easily accessible. Four mailings to all Sandburg families, a resource based website and material will be made available to Sandburg staff. All of the material and information will be based on promoting the 40 developmental assets. Much of the material is already available through the Search Institute. In May of 2008, a post-survey will be developed to measure any change in family involvement.

2. Improve student involvement by 10% in Community Ahead leadership as well as involvement in planning group activities during this school year or during the 2007-2008 school year.

The Community Ahead leadership group currently has ten regularly attending members with 21 committee members total. One group member is a student and various methods (word of mouth, website recruiting banner, school or agency staff, etc.) will be used to recruit two additional youth members during the 2007-08 school year. Interestingly, community and family involvement in

activities such as Community Ahead are one of the forty developmental assets.

3. Complete the Community Ahead website by September 25, 2007.

While still in the planning and development process, the website for Community Ahead is intended to provide youth, family and youth serving agencies with resource material to assist with the development of healthy assets in all partners. Much of the content is written but is incomplete. Mark Preissing, Linda Kemper, and Steve Onsum will complete the initial website structure and content.

The goal of the Community and Family Involvement project is to increase the number of families who feel comfortable enough to contact both Sandburg Middle School staff and access information available on the Community Ahead website. It is hoped the language of developmental assets, asset building and involving community partners will enhance the long-term health of the Sandburg community. Engaging as many collaborative partners as possible is the ultimate goal in improving the health of our youth and in turn the community as a whole. A report will be developed and presented to the Community Ahead leadership group describing project results achieved in May of 2008. Mark Preissing, Linda Kemper and an unnamed youth leader, will make the progress report.

References

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- Fisher, D. (2003). *Assets in Action. A Handbook for Making Communities Better Places to Grow Up*. Minneapolis, MN: Search Institute.
- Nathan, J. (2007). *In-class lectures and discussions. Public Affairs course 5490: Building Family, School and Community Partnerships*. Humphrey Institute, University of Minnesota.
- Sergiovanni, T.J. (1994). *Building Community in Schools*. San Francisco, CA: Jossey-Bass.

Other Helpful Resources

Center for School Change	www.hhh.umn.edu/centers/school-change
Community Ahead (up by 9/25/07)	www.communityahead.org
Minnesota Community Education Association	www.mn-mcea.org
National community Education Association	www.ncea.org
Robbinsdale Area Schools	www.rdale.k12.mn.us
Search Institute	www.search-institute.org

Nicole Randolph

August 8, 2007

Dr. Joe Nathan

Course 5490

Observation of a Collaborative Effort

Question: Why Should We Collaborate?

Abema hamoi basindika eitara. (Haya)
Mikono mingi kazi haba. (Swahili)

Answer: “Many hands make light work.” (English)

“This Haya Proverb in Tanzania teaches our society to adhere to UNITY that is the key to FREEDOM that is the hunger of our time. Every organized society needs a collective power from everybody, which is the root of human development. Nobody is an island. Nowadays we speak about cultural corruptions. It is because everybody wants to follow his/her own way. The sense of togetherness has disappeared from the minds of our youth. Instead the sense of independence, even among children, is the ruling power. Individualism is taking place and weakening unity. People are killed in different circumstances even by wild animals. This is happening partly because the security from the society is no longer there. Instead people are depending on guns and bombs.” *African Proverb Organization*, 194 in E. Neema, *Misemo --Book 3*, page 1.

Collaboration is an essential part of any plan that desires to provide the critical needs of today’s youth. The African proverb clearly states that if we work together our burdens will be much lighter and with richer rewards. I would also assert that women who become mothers learn almost instantly that they must rely on support and kindness from society. If they have ever pushed a stroller, put their child in a car seat or even shopped at a grocery store. It is during these times when a simple incident may happen that forces a mother to accept the assistance from a total stranger. As uncomfortable as some of these situations may feel the assistance is required and greatly appreciated.

The Fine Arts Interdisciplinary Resource (FAIR) School in Crystal, Minnesota functions as a collaboration on multiple levels. FAIR is a Arts Magnet School, the fourth through eighth grade student population at fair is representative of the Twin City metropolitan communities and was created by the interdistric West Metro Education Program (WMEP) FAIR offers students an array of fine arts and core interdisciplinary courses.

FAIR partners with many artists in the community recognizing as a fine arts school professionals in this area of expertise enhance the experience of the students and their families. FAIR'S partners are Stages Theater Company, Perpich Center for the Arts, Stuart Pimsler Dance and Theater Company, Minnesota Orchestra, Minnesota Chorale and Artists; Bruce Henry, Seitu Jones and Sowah Mensah. The diversity of expertise and talent of these partners is beyond measure. In addition, these cohorts teach life lessons of commitment and work ethic for their crafts.

FAIR School creates an annual production called "Family Matters" with Stuart Pimsler Dance and Theater Company with fourth grade students and teachers. This production is centered on self-identification and communal relationships. Students define his or herself, based on their birthplace, religion, family, hobbies, race, talents, culture, fears, or dreams. All fourth grade teaching staff participates in this production where they learn improvisational techniques and choreography for fluid scenes. This collaboration is a theatrical sensation because the entire cast blends many cultures on multiple levels so much so that everyone begins to look and sound the same.

The benefit of the collaboration teaches students to dream big, work hard and act on your goals by seeking the similarities not the differences. It also teaches students be proud of their heritage and appreciate the value in diversity. The production teaches many lessons on the importance of collaborating towards universal goals rather than dividing and conquering. The theme engulfs the entire audience and emits harmonious messages of communal responsibility to one another and ways to protect a future of sharing. Ultimately, the lessons learned in practice for this play are carried out in their school lives each day. It has been several years since I saw this play but I am still able to draw on the significance of working together for the common good.

Manoj Kumar Singh

PA-5940

PULSE - POLIO PROGRAM – A COLLABORATION EFFORT

Pulse polio, an immunization program was established by the government of India in 1995 to eradicate polio from India by vaccinating all children below five years of age. Reported polio cases have decreased from 28,343 in 1987 to 1042 in 1999 --a decline of over 90%. This has further gone down to about 500 cases in 2006. This has been possible largely because of the success of the annual National Pulse Polio Immunization Days in which approximately 147 million children over three days. The major partners in the collaboration are government of India, state governments, Rotary India, UNICEF, the World Health Organization (WHO) and a number of nonprofits and social service organizations. The above partners have formed an unprecedented coalition since 1995 to support polio eradication in India. The program envisages administering the dosage of vaccine to all the eligible children on same day throughout the country. The teams comprising of staff from medical department, women and child development department, education department and others are constituted and assigned the duty of administering vaccine dosage at booths. In this program, collaboration is attempted and established at multiple levels starting from the WHO and Government of India down to the states, district, cities and village level. This is a typical first generation approach of collaboration, initiated from the top level primarily through use of government machinery.

My task at district level was to establish a cooperation among all the concerned departments for sharing their staff and resources to ensure that the booths are set up in time at all designated places, vaccines reaches to teams in time and the supervisory officers mobility on the day of vaccination is kept at high level to sort out the problems of any sort arising at different locations.(A district is an administrative unit of state with geographical area of 3500 s. kilo meters; population on an average of 3.5 million, for which 2000 booths were set up for covering 1000 children at each booth). The biggest strength of the program was that this collaboration was carved out for a specific goal of polio eradication in a time bound manner. The program has proved effective and beneficial in reaching the level of near eradication of the disease by ensuring regular vaccination. The resources

and attention which every one gave to this program also led to improvement in the standards of existing infrastructure of Medical Department especially in rural areas. The high visibility of the program has caused all the collaboration partners to act with promptness. The high priority and high visibility of the program has attracted many partners including private players. The openness to new ideas made the program highly adaptive to local surroundings. Otherwise it may not have been possible to implement in diverse situations at different locations in the country. It was flexible enough to make required changes. Initially, all the eligible children were expected to reach at the booth. Later on strategy was changed and first day was kept for booth and next day workers were asked to go door to door to ensure full coverage. The strength of the collaboration also lies in the fact that the collaboration at all level has been gathered around a specific goal of polio eradication and it is not driven by any one personality or institution.

This collaboration challenged the authority structure of health department, by opening up their assumptions for scrutiny and questioning of representative of other departments who came in collaboration as partners. As it was a specific goal driven collaborative effort directed for a definite period, so it did not lead to problems like threat of erosion of authority on permanent basis and threat to the status of employees of health department. However in terms of certain failings, it seems to be leading to a slippage of the normal routine work and routine immunization program. The result was visible in slow growth of universal coverage in immunization against other preventable diseases with the advent of pulse polio program. Another risk factor that one can find in collaborations like these is difficulty in sustaining the initial enthusiasm. As observed in this case, staff from other departments, who were drawn for work (mostly teachers) in the program, was very enthusiastic initially, thinking this campaign will last for a limited time. Now seeing it go on over for last many years they are losing interest and complaining about neglect and suffering of their basic work. At the same time, my experience shows that the effectiveness and advantages of such a collaborative program done with a missionary zeal outweighs the short comings and weaknesses. Above all such collaborations create a lasting value by leaving strong impressions in the mind of all those who have come in contact with the program at any point of time.

Rashmi Singh

STREE-SHAKTI- A COLLABORATION FOR WOMEN EMPOWERMENT

Writing about my experience of collaboration takes me to the most recent one in my capacity as a Joint Director, Department of Social Welfare, New Delhi from 2004-2006. This relates to a unique inter-agency service delivery project on women empowerment called 'Stree- Shakti' (literally meaning the power of women). Through this , multiple services benefiting women such as vocational guidance, legal counseling, health and nutrition awareness are taken to the underprivileged women living in the slums in a camp-approach on a regular monthly basis, with an objective to reduce the problem of their access to these services and reduce the gap between demand and supply of public services. The key partnering agencies are the departments of health, social services, the education, technical education, the Delhi Commission of Women, Legal Aids Services, besides hosts of NGOs (Non Government Organizations) and community volunteers. The program has benefited more than 250,000 women by the end of 2007 since its inception in the year 2002.

The program owed its successful take-off including the coming together of a wide array of stakeholders to a strong process-champion in then principle secretary to Delhi's chief minister. A major strength of this collaborative has been the breaking of rigid bureaucratic structures where the individual agency viewed its service delivery in isolation. Pooling of resources and use of a common platform by different partners to address the same target group for similar objectives enhanced the effectiveness of the individual programs while avoiding the hitherto duplication of services-this could propel the momentum greatly. High visibility of this venture resulted in greater

enthusiasm as well as accountability amongst the service providers. We also benefited from the openness and flexibility of the venture to adapt to changing needs of the times and the stakeholders feedbacks. Understanding of the uniqueness and differential strengths and weaknesses of the respective partners was also found to be very helpful in streamlining this collaborative effort. Regular interaction and communication amongst the collaborating agencies coupled with regular reviews of the progress further added to its strength. Having an ongoing third party monitoring and evaluation helped in setting up a useful accountability system, further contributing to the overall success. The limitations and gaps of each of the collaborating partner were shared every month so that gap areas could be given focused attention and suitable solutions worked out. .

At the same time, this collaborative model had its own set of limitations too. One has been the existence of a turf war amongst the varied players. I have been witness to very delicate situations where fragile egos over small issues have made the delivery of combined services, a very difficult task. Another problem has been of collective ownership for the project since often the multiple partners would view the lead agency,(in this case the Department of Social welfare) as the one mainly accountable for the overall progress. Differing perceptions on outcomes, overall vision, result measures, have also been challenging aspects. A shortcoming which I can perceive clearly now is ambiguity in roles and responsibility that resulted in shifting of responsibilities too. What personally worries me is the sustainability of the initiative, given its mammoth form, banking a lot on key driving personalities. Our chief minister herself has been strongly identified as the main motivator and force behind this. Whether this venture can sustain itself even after a change in the government, remains a matter of concern.

Submitted by: Ramakrishnan Venkateswaran.

Community Kitchen Collaboration

Introduction

Tribal women in the district of Bharatpur in the state of Rajasthan, India have been facing a daily drudgery of collecting firewood and cooking over conventional wood stoves. This practice causes air pollution, steady deforestation and affect infants, children, pregnant women, senior citizens, and all those suffering from allergies, asthma, bronchitis, emphysema, pneumonia, or any other heart or lung illness. To solve this problem a collaborative effort called 'Community Kitchen' project was conceived in June 2006 with the active participation of Lupin Foundation (NGO), Bharat Petroleum Corporation Ltd (Public sector Company), District Administration and the Gram Panchayat (village governing council).

Objectives

1. To save the forest from further destruction
2. To stop air pollution in the area
3. To protect vulnerable population from diseases caused by wood smoke
4. To relieve the pain of women folk in the area
5. To provide a clean and hygienic cooking environment
6. To encourage and popularize the use of cooking gas in the rural and tribal areas.

Collaboration

At the community kitchen, common cooking place, the village women can come with their stuff and cook their food using the common facility and take home their cooked food. To make this dream a reality I as the District Magistrate (head of the district administration) called a meeting of all stake holders, explained details of the project to them and after a thorough understanding an agreement was reached. As per the agreement, the project will be implemented on pilot basis in one village (Purbai Kheda, 250 house holds), the NGO will run a public awareness campaign and ascertain the public opinion in the village in 7 days, if the opinion is found positive then the district administration will provide free land for constructing the community kitchen, the NGO and the village council will equally share the construction cost (Rs.50000 or \$1250), the petroleum company will provide the cooking gas (free for six months and thereafter at

75% of the cost for 12 months) and gas stoves free of cost, NGO and village council will look after the day to day affairs of the kitchen. It was also decided to operationalize the kitchen in two months. The NGO found an overwhelming (83% of the house hold) acceptance of the project in the village.

Accordingly everyone associated in the project went about doing things as decided and the kitchen was ready and opened to the villagers on 15th August 2006, India's Independence Day. The date was so chosen to symbolically celebrate the freedom of villagers from all the said ill effects of wood smoke. The villagers especially the women were very happy. Initially the kitchen was used by around 20% of the house hold and it reached 66% mark by the end of December 2006. By this time we have been able to put up similar facilities in three more villages. More and more villages were demanding, as much as 70, for such facilities. I left India to pursue MPA in the first week of January 2007. My successor informed me that 20 more kitchens have been opened and they are in the process of putting up another 15. Further the state government has decided to support the scheme and implement it in other districts.

Strengths and Shortcomings

The major strengths of the project are derived both from the acute need for safe and clean cooking facility in villages and the unflinching support/ownership displayed by the partners. However the project is not without shortcomings. Though 83% of the households have expressed willingness in the first village, only 66% were using the facility even by December 2006. The reason for this can be attributed to lack of acceptability, happy with fire wood, lack of awareness, not willing to pay for the gas (as fire wood is free), not able to pay owing to poverty, and time sharing issues at the facility as most of them would turn up at around the same time. Limitations of space and capacity of the NGO restricts expansion. The petroleum company's ceiling of 30 lbs of gas per household per month is another limiting factor. Non availability of free land in villages is another key factor which limits further reach.

It has been a satisfying collaborative initiative for me personally. The beauty of the project is its replicability and ready acceptability. The project has achieved almost all the stated objectives to a large extent. This eco-friendly cooking method will revolutionize the rural India in times to come.