ALIGNED, RESPONSIVE IMPLEMENTATION CHECKLIST

This checklist can be used to begin a discussion with a school, or to check in on a particular partnership. It can also be used to orient staff to your ongoing partnership work. For each partnership practice listed, determine which elements in each partnership category apply to you. You may find that your answers fall into multiple categories (cooperative, collaborative, and/or integrated). Think about whether the category where the majority of your responses fall is the "best fit" category for the services you provide. If not, what might you do to move toward a different category?

ALIGN SERVICES WITH NEEDS

COOPERATIVE PARTNERS	COLLABORATIVE PARTNERS	INTEGRATED PARTNERS	NOTES
□ Partner and school can identify how partner is addressing needs of school community. □ Partner collects and provides general participation data.	(same as Cooperative Partner, plus…) □ Partner and school work together to identify and fine-tune strategies for meeting needs of school community □ School provides data on participants and on school wide trends and disparities. □ Partner collects and provides breakdown of their data to show needs and disparities.	(same as Collaborative Partner, plus…) □ Partner and school advise other partners or revise strategies to meet needs of school community. □ School includes partner on teams where data trends are being discussed on a regular basis, e.g. school leadership team, in part to identify needs and disparities.	*Are the majority of my answers in the "best fit" category for my program?* *If needed, what action can I take to move toward a different category of partnership?*

BUILD ON EXISTING ASSETS AND RESPOND TO NEEDS AS THEY ARISE

COOPERATIVE PARTNERS	COLLABORATIVE PARTNERS	INTEGRATED PARTNERS	NOTES
□ Partner has set program based on their expertise and school's identified needs. □ School provides basic information on participants, current partners, and school wide trends.	(same as Cooperative Partner, plus…) □ Partner and school leadership meet at least twice a year to discuss program(s). □ Partner incorporates feedback on unmet needs into program planning for following year. □ If the program is not reaching target populations partner and school conduct	(same as Collaborative Partner, plus…) □ Partner and school leadership meet at least monthly to discuss program(s). □ Both discuss how to make adjustments and/or create new programs to address unmet needs throughout the year.	*Are the majority of my answers in the "best fit" category for my program?* *If needed, what action can I take to move toward a different category of partnership?*

| | | | targeted outreach to address disparity | | |

BUILD TRUST AND RELATIONSHIPS

COOPERATIVE PARTNERS	COLLABORATIVE PARTNERS	INTEGRATED PARTNERS	NOTES
□ Partner and school are aware of appropriate site engagement opportunities; partner participation is optional; but welcome. □ Strong communication at the beginning of the partnership to establish expectation for both parties. □ Strong communication at the end of program/activity to evaluate impact. On-going communication, as needed.	(same as Cooperative Partner, plus…) □ School involves partner in core and program-relevant committees regularly. □ Partner and school meet at least twice a year. □ Both contribute to each other's communications, e.g. newsletters, flyers, brochures, events. □ Both have explicit agreements re: communication, e.g. response time, preferred method, etc.	(same as Collaborative Partner, plus…) □ Partner leads or co-leads a cross-agency school leadership body. □ Partner and school leadership have a set monthly meeting □ School and partner have an identified process for conflict resolution and problem-solving with each other.	*Are the majority of my answers in the "best fit" category for my program?* *If needed, what action can I take to move toward a different category of partnership?*

ACTION STEPS:

Which of the action steps identified above are most important?

Keep in mind that different types of partnerships may be more or less appropriate depending on the type of services a program provides, and the extent to which the effectiveness of those services depends upon close partnership with school leadership. Most programs will not be fully of one type. Many programs will not even meet the criteria of cooperative partnership, but may find themselves in a relationship that is more transactional in nature. This does not mean that they are any less valuable. The partnership ecosystem depends on many kinds of partners meeting the diverse needs of students in the way they are best equipped to do so.

Partnership Toolkit   https://ydekc.org/resource-center/school-community-partnership-toolkit/