

SHARED ACCOUNTABILITY FOR SUCCESS CHECKLIST

Use this checklist to monitor the progress of your partnership. Revisit this checklist at regular intervals, or as needed. 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?

BUILD EVALUATION INTO YOUR PROGRAM TO PROMOTE CONTINUOUS IMPROVEMENT

COOPERATIVE PARTNERS	COLLABORATIVE PARTNERS	INTEGRATED PARTNERS	NOTES
<ul style="list-style-type: none"> <input type="checkbox"/> Partner and school can identify how partner is addressing needs of school community. <input type="checkbox"/> Partner and school use a continuous improvement process. <input type="checkbox"/> Partner and school meet regularly to review and suggest improvement strategies. <input type="checkbox"/> Data is available on request from site or partner as it pertains to needs/outcomes and services provided. 	<p>(same as Cooperative Partner, plus...)</p> <ul style="list-style-type: none"> <input type="checkbox"/> School and partners share information on program quality and improvement goals. <input type="checkbox"/> Partner and work together to plan strategies for meeting shared outcomes. <input type="checkbox"/> School leadership and partner meet twice per year to review data on priority student and family outcomes and fine tune strategies together. 	<p>(same as Collaborative Partner, plus...)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Partner and school strategies are complementary and coordinated to impact top priorities or needs of site. <input type="checkbox"/> Partner has access to relevant data concerning student and family outcomes. <input type="checkbox"/> Partner and site identify necessary data to track for agreed-upon site priorities. <input type="checkbox"/> Site and partner regularly review data on priority outcomes to fine tune strategies. 	<p><i>Are the majority of my answers in the “best fit” category for my program?</i></p> <p><i>If needed, what action can I take to move toward a different category of partnership?</i></p>

CREATE A SUSTAINABILITY PLAN AND LEVERAGE RESOURCES

COOPERATIVE PARTNERS	COLLABORATIVE PARTNERS	INTEGRATED PARTNERS	NOTES
<ul style="list-style-type: none"> <input type="checkbox"/> Bilateral provision of resources between site and partner. <input type="checkbox"/> Resources are applied to general district or site need. 	<p>(same as Cooperative Partner, plus...)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Partner and school access resources together to support identified site priorities. <input type="checkbox"/> Partner and school agree on alignment of resources to address identified priorities. 	<p>(same as Collaborative Partner, plus...)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Partner and school plan together at least twice per year for resources development and sustainability. <input type="checkbox"/> Partner and school make resource allocation decisions together. 	<p><i>Are the majority of my answers in the "best fit" category for my program?</i></p> <p><i>If needed, what action can I take to move toward a different category of partnership?</i></p>

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 will have 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.