



PARTNERSHIP TYPE IDENTIFICATION CHECKLIST¹

This checklist will help partner organizations decide what type of partnership they are interested in and what they have the capacity for. Based on selected indicators, you can identify which category best describes your potential partnership. You may find that you check off boxes in multiple columns. No partnership fits neatly in a single category. To determine which category is the best fit, choose the column where you have checked the most boxes. This allows you to prepare for and to begin a conversation with school leadership or site coordinator.

| Domains | Cooperative | Collaborative | Integrated |
|---|--|---|--|
| SHARED VISION AND LEADERSHIP | <input type="checkbox"/> Partner goals are pre-determined by agency, and at least one is aligned with school vision. <input type="checkbox"/> Partner and school leadership decide on the parameters of the site agreement and then, operate with autonomy. | <input type="checkbox"/> Partner is involved to some degree in the school site planning process, and partner and site goals are aligned. <input type="checkbox"/> Partner communicates with school leadership about decisions and gives/takes input, but the final say rests with either the partner org. or school. | <input type="checkbox"/> Partner plays a significant role in the site planning process. Partner and school leadership share responsibility for implementing the shared vision, along with other site partners <input type="checkbox"/> Partner and school make decisions collaboratively. Each leads or co-leads a cross-agency school leadership body. |
| ALIGNED, RESPONSIVE IMPLEMENTATION | <input type="checkbox"/> Partner has a set program that is not generally adaptable but it appropriate for an identified need at the school. | <input type="checkbox"/> Partner and school leadership meet at least twice a year and incorporate feedback on unmet needs. Outreach is targeted mid-year if needed. <input type="checkbox"/> Partner is invited by school site to core and program-relevant committees as needed. | <input type="checkbox"/> Partner is part of core school committees and joins program-relevant committees as needs outside program hours. <input type="checkbox"/> Partner works closely with the school so that strategies are complimentary and impact top priorities or needs. |

¹ Adapted from Oakland Unified School District, Community Partner Identification Tool, Retrieved from <http://www.ousd.org/Page/11101>



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| SHARED ACCOUNTABILITY FOR SUCCESS | <ul style="list-style-type: none">□ Partner collects and provides general participation data. The school gives partner basic information on participants.□ Partner brings some in-kind resources in order to implement our programming. | <ul style="list-style-type: none">□ Partner and school discuss role and strategies for impacting site outcomes or needs.□ School gives partner data on participants, trends, and disparities. Partner collects and provides data to support equity efforts.□ Partner provides in-kind resources beyond the contract. | <ul style="list-style-type: none">□ Partner collects, analyzes, and shares participation and assessment data. Partner and school are part of teams where data trends are being discussed regularly and support equity efforts.□ Partner provides direct services and in-kind resources beyond contract. Partner works with the school on resource allocation. |
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