



QUILT Partnership Checklist: Shaping A Partnership

The **QUILT** project developed this checklist to assist early education programs in developing strong partnerships that provide **high quality, full-day, full-year comprehensive services** to young children. Partners can use this tool to **raise questions and prioritize critical issues** to work together in building a partnership.

Part I Partnership Components

Part I identifies questions to consider when planning and developing a strong and sustainable partnership. Since the issues are interrelated, partners may approach the list in any order that works best for them. Use the checkboxes at the beginning of each question for prioritizing or grouping questions. Plan to eventually consider all items.

1. **Systems**
 - a. **Planning and Decision Making**
 - b. **Communication**
 - c. **Record Keeping and Documentation**
 - d. **Oversight and Continuous Program/Partnership Improvement**
 - e. **Staff Development**
2. **Staff**
3. **Services**
4. **Resources**

Part II State/Tribal Early Education Systems

Part II raises questions about the **early education systems** in the partners' state or tribe to help partners understand decision making processes and systems in early education, the policies that affect partnerships, and key people to contact for assistance.

- a. **Decision Making**
- b. **Child Care and Development Fund**
- c. **Prekindergarten**
- d. **Head Start**

QUILT Partnership Checklist: Shaping a Partnership, Part I

Partnership Components	Not Yet Addressed	Under Discussion	Finalized	Action Steps
1a. Systems—Planning and Decision Making				
<input type="checkbox"/> How will partners assess community and partners' data, services, strengths, and needs?				
<input type="checkbox"/> How will this information be used to tailor partnership design, services, and decisions?				
<input type="checkbox"/> Who from each program will guide the partnership?				
<input type="checkbox"/> How will partners, staff, and parents be part of the decision making?				
<input type="checkbox"/> What resources, such as technical assistance, an advisory committee, consultants, and colleagues can the partnership use to assist them in planning and decision making?				
<input type="checkbox"/> How will decision making bodies, such as boards of directors, parent groups, and Head Start policy councils be involved?				
<input type="checkbox"/> How will issues be resolved?				
<input type="checkbox"/> How will the partners develop the written partnership plan to document design and services?				
<input type="checkbox"/> How will the partnership record and track ongoing decisions?				
1b. Systems—Communication				
<input type="checkbox"/> How will the partners communicate? How often will meetings occur? When? Who will attend?				
<input type="checkbox"/> How will the leadership inform the staff about the partnership's development and goals?				
<input type="checkbox"/> What ongoing opportunities will the staff have to give input to the partnership?				
<input type="checkbox"/> How will the staff be oriented to partnership operations?				
<input type="checkbox"/> What procedures will ensure that the issues of the parents, staff, and administrators are raised and addressed?				
<input type="checkbox"/> How will partners ensure two-way communication with parents?				
<input type="checkbox"/> Who will make final decisions?				
<input type="checkbox"/> Does the partnership have a conflict resolution policy?				
<input type="checkbox"/> How will technology be used to enhance communication?				
1c. Systems—Record Keeping and Documentation				
<input type="checkbox"/> What documentation and service review system will be used?				
<input type="checkbox"/> How will technology be used to enhance this system?				
<input type="checkbox"/> How will records be maintained to ensure integrated service delivery?				
<input type="checkbox"/> Who will have access to records? What is the partnership's confidentiality policy?				
<input type="checkbox"/> How will records be reviewed and feedback given?				
1d. Systems—Oversight and Continuous Program/Partnership Improvement				
<input type="checkbox"/> How will observation of practices and services occur?				
<input type="checkbox"/> Have the partners determined what information and data need to be tracked to ensure high quality?				

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Partnership Components	Not Yet Addressed	Under Discussion	Finalized	Action Steps
<input type="checkbox"/> Who will review written documentation, records, and data, and how often will it be done?				
<input type="checkbox"/> How will the analysis of information and observation occur and be communicated to others? Who is responsible?				
<input type="checkbox"/> What written reporting systems will the partnership use and how often?				
<input type="checkbox"/> How will identified areas translate to measurable goals?				
<input type="checkbox"/> How will progress be assessed?				
1e. Systems—Staff Development				
<input type="checkbox"/> How will staff development needs be determined?				
<input type="checkbox"/> Does the partnership have an overall plan for staff development goals as well as individual goals for each staff member?				
<input type="checkbox"/> What approaches, such as formal training, coaching, mentoring, supervision strategies, academic courses, or technical assistance best facilitate staff development goals?				
<input type="checkbox"/> What resources can the partnership draw on for staff development?				
<input type="checkbox"/> What process will partners use for allocating training resources?				
<input type="checkbox"/> What are each partner's and their funders' staffing policies and qualification requirements?				
<input type="checkbox"/> How will the partnership track progress toward meeting these requirements?				
<input type="checkbox"/> How will the partners handle staff release time for development?				
2. Staff				
<input type="checkbox"/> Do all partnership staff meet the qualification requirements specified by funders?				
<input type="checkbox"/> How will new staff be hired? Who decides?				
<input type="checkbox"/> How will parents be involved in staff selection?				
<input type="checkbox"/> How will position descriptions reflect partnership responsibilities?				
<input type="checkbox"/> What orientation will staff receive about their new partnership responsibilities?				
<input type="checkbox"/> How will staff evaluations integrate new partnership responsibilities?				
<input type="checkbox"/> Are partners familiar with each other's compensation packages?				
<input type="checkbox"/> Have staff compensation issues occurred as a result of the partnership?				
<input type="checkbox"/> If yes, what plan does the partnership have to address these issues?				
3. Services				
<input type="checkbox"/> Has each partner shared its funder's eligibility and service requirements?				
<input type="checkbox"/> How will partners learn more about each other's service policies, philosophy, and strengths?				
<input type="checkbox"/> What program will provide which service? Why? When, where, and how?				
<input type="checkbox"/> How will the partnership determine child and family eligibility?				
<input type="checkbox"/> How will partnership families be identified, recruited, and selected?				

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Partnership Components	Not Yet Addressed	Under Discussion	Finalized	Action Steps
<input type="checkbox"/> What is the partnership's intake process?				
<input type="checkbox"/> How will partners introduce the fee collection policies to partnership families?				
<input type="checkbox"/> Have the partners considered service options if parents are unable to pay fees?				
<input type="checkbox"/> How will staffing plans ensure comprehensive, integrated services for families?				
<input type="checkbox"/> How will parental involvement and parent education occur?				
<input type="checkbox"/> How will home visits to families occur?				
4. Resources				
<input type="checkbox"/> What resources does each partner bring to the partnership?				
<input type="checkbox"/> What additional resources can partners access?				
<input type="checkbox"/> How will resources be blended/braided for partnership?				
<input type="checkbox"/> Which agency will have financial responsibility for what resources?				
<input type="checkbox"/> How will the partnership's financial and resource decisions be made?				
<input type="checkbox"/> What financial reports will the partnership generate? Who will receive them, when, how?				
<input type="checkbox"/> What is the fee payment policy and schedule for partnership families?				
Use this space to list additional issues that you and your partners need to track.				
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QUILT Partnership Checklist: Shaping a Partnership, Part II

Early Education Systems	Discussed	To Be Discussed	Next Steps
5a. State/Tribal Early Education Systems—Decision Making			
<input type="checkbox"/> What role do each of the following groups play in your state's early education decision making? state legislature, state agency or department, boards, tribal council, county councils or groups, tribe			
<input type="checkbox"/> Are there local, tribal, or county decision-making councils or groups?			
<input type="checkbox"/> Do the program partners have representation on this group?			
<input type="checkbox"/> How do partners receive information and influence the decisions of the group?			
5b. State/Tribal Early Education Systems—Child Care and Development Fund			
<input type="checkbox"/> Which state or tribal agency administers the federal Child Care and Development Fund?			
<input type="checkbox"/> Is there a local, county or tribal government child care office? Where is it located?			
<input type="checkbox"/> With whom do you need to meet from that office?			
<input type="checkbox"/> What additional information does the partnership need about child care to ensure smooth operations?			
<input type="checkbox"/> How will the partners obtain this information?			
<input type="checkbox"/> How are the partners kept abreast of new issuances from the federal Child Care Bureau?			
5c. State/Tribal Early Education Systems—Prekindergarten (preK)			
<input type="checkbox"/> Is there preK funding available in your state or locality?			
<input type="checkbox"/> Which state or tribal agency administers the preK funding?			
<input type="checkbox"/> Is there a local or county preK office? Where is it located?			
<input type="checkbox"/> With whom do you need to meet from that office?			
<input type="checkbox"/> What information does the partnership need about preK to ensure smooth operations?			
<input type="checkbox"/> How will the partners obtain this information?			
5d. State/Tribal Early Education Systems—Head Start			
<input type="checkbox"/> Has your state or tribe appropriated funds for Head Start programs?			
<input type="checkbox"/> Are there state-level or tribal policies and resources that affect partnerships with Head Start programs?			
<input type="checkbox"/> What are the state-level or tribal policies and resources? How do they affect the partnership?			
<input type="checkbox"/> Do the partners know where they can get additional information about Head Start standards?			
<input type="checkbox"/> How are the partners kept abreast of new issuances from the federal Head Start Bureau?			
<input type="checkbox"/> What other Head Start information do partners need to ensure smooth operations?			
<input type="checkbox"/> How will the partners obtain this information?			