

Linkage Agreement CHECKLIST

When creating a linkage agreement between your agency and the school in which a TPPE curriculum is to be delivered, it is essential to consider and clarify the responsibilities of both parties. A comprehensive linkage agreement can help solidify a partnership, avoid or mitigate conflict and detail the current and future components (e.g., core and booster sessions) needed for success. This checklist will help ensure all necessary information in the linkage agreement is accounted for.

Agreement Overview

- ☐ Date the agreement was established.
- ☐ Description of services, program goals and objectives.
- ☐ Names of all parties involved.

Curriculum Overview

- ☐ Name of curriculum.
- ☐ Grade level(s) targeted for the core and booster sessions.
- ☐ The estimated number of classes and students to be served for core and booster sessions.
- ☐ The number of core and booster sessions in the curriculum.
- ☐ The length of the sessions, in minutes.
- ☐ Frequency of the delivery.
- ☐ Confirmation that the same students receiving core in the current year will receive booster sessions in subsequent year(s), as applicable per the TPPE Overview Chart.

Scheduling

- ☐ Start and end date of the curriculum (core and booster).
- ☐ The class period, timeframe, teacher and room number where the program will be delivered (e.g., Period 4, 10:04 – 10:49, Ms. Smith, Room 305).
- ☐ Date of each lesson number (Lesson 1: Respect - 10/11/07).
- ☐ [Review the school calendar with the school and account for any holidays, field trips or assemblies that may disrupt scheduling].
- ☐ Dates of make-up sessions in anticipation of session cancellations because of unforeseen circumstances such as a snow day, fire drill, assembly, staff illness. [schedule at least one make-up day].
- ☐ Additional sessions (e.g., an orientation session to get to know students; an evaluation session(s) to administer reaction surveys, pre-/post-tests.).
- ☐ Programming beyond regular school hours, if applicable. (e.g., family night, graduation/completion ceremony).

Roles and Responsibilities of Agency

Include the agreed-upon roles and responsibilities of the agency, which may include and is not limited to:

- ☐ Number of staff members to facilitate the program.
- ☐ Provision of curriculum guides and participant materials.
- ☐ Procedure for canceling a session because of unforeseen circumstances.
- ☐ Procedure for communicating with teachers and principals regularly.
- ☐ Provision of program data (e.g., anecdotal, survey results, pre-/post-test data).
- ☐ Provision of program incentives or rewards.

Roles and Responsibilities of School

Include the agreed-upon roles and responsibilities of the school, which may include and is not limited to:

- ☐ Certified teachers to remain in the classroom during each session.
- ☐ Provision of location for program implementation.
- ☐ Procedure for canceling a session because of unforeseen circumstances.
- ☐ Procedure for rescheduling canceled sessions.
- ☐ Participation in program evaluation (teacher feedback, class time to administer program evaluation, class time to administer Illinois Youth Survey).
- ☐ Provision of necessary AV/equipment.

NOTE: Be sure to account for each partner's tasks for completing and the tangible and in-kind resources each partner will contribute to the program.