CALGARY AND AREA RCSD – PARTNERSHIP GOVERNANCE LEVEL RUBRIC

Introduction

Rubrics provide a means of assessment or evaluation by presenting criteria and describing levels of achievement or quality in relation to these criteria. Rubrics are aspirational—they can help articulate a goal or vision, and potentially shift or change as there is growth and development.

The purpose of the Partnership Governance Level Rubric is to begin defining how the "ways of working", or commitments, originally included in Calgary and Area RCSD's Conceptual Service Delivery Model, are operationalized at the governance level of "the Collaborative"[1], and to provide a mechanism against which to measure the progress toward successful implementation. The six original "ways of working" have been adapted and reduced from six to five to reflect activities at the governance level versus service delivery level. This Partnership Governance Level Rubric, then, is a companion document to the Service Delivery Level Rubric. Together they provide a roadmap for the success of Calgary and Area RCSD.

This document includes criteria and describes levels of implementation for each "way of working" at the governance level including:

• Partnering with Children, Youth and Families
• Collaborating and Sharing Information
• Integrating Planning
• Promoting Innovation and Evidence Informed Practice
• Building Capacity

How to Use This Rubric Document

• There is a separate rubric for each "way of working" mentioned above. Collectively all five rubrics address the breadth of the commitments.
• Each rubric is designed so that it can be used on its own, which is more feasible than working through all five rubrics at once. As a result, there is some overlap in the criteria between rubrics. For instance, collaboration is the focus of one rubric but elements of collaboration also exist in other rubrics, such as those that address integrated planning.
• As the rubrics move from left to right, the columns transcend and include the previous columns.
• The rubrics are not intended to be used as a way of grading performance, but rather to prompt reflection and discussion about the "ways of working" and to help identify areas for growth or development.

References

The sources that were consulted during preparation of the rubrics are identified at the end of this document.

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[1] For the purposes of this document, Calgary and Area RCSD is referred to as "the Collaborative", conveying the network of organizations that work together to provide governance and leadership for Calgary and Area RCSD.

Partnering with Children, Youth and Families

Principles and Policies

	Emerging/Developing	Constructing Plans and Actions	Sustained and Embedded Practices	Exemplary Practices
Policies and Practice	Family engagement and a family centred philosophy is valued but there are no formal guidelines or policies. There is inconsistent awareness and practice of family engagement and family centred approaches among partner organizations. Family engagement and a family centred philosophy are referenced in some training and orientation.	Some partner organizations have family engagement and/or family centred policies; usually these were created without family involvement. A family centred lens is applied to most discussions about initiatives and programs within partner organizations. Most partner organizations provide training in the key elements of family engagement and a family centred philosophy.	All partner organizations have family engagement and family centred policies that were developed in collaboration with families. Family centred principles are evident during planning and development of most initiatives and programs, both at the level of the Collaborative and the partner organizations. All partner organizations have ongoing professional development to support family engagement and a family centred philosophy.	The Collaborative and all partner organizations have family engagement and family centred policies that were created in partnership with families. There is widespread awareness and support for this direction. Family centred principles are deeply embedded in planning and developing initiatives both at the level of the Collaborative and the partner organizations. Families are partners in designing and offering professional development about family engagement and a family centred philosophy.

Engagement and Participation with the Collaborative

	Emerging/Developing	Constructing Plans and Actions	Sustained and Embedded Practices	Exemplary Practices
Leadership	Families have limited awareness of the Collaborative although they may access some RCSD-funded services. There are few formal opportunities for families to be in leadership roles within the Collaborative.	Families are occasionally involved with the Collaborative's working groups. Families have a limited role in providing leadership on working groups.	Families help determine when and how their representation is sought in all of the Collaborative's work. Families are active members of some of the Collaborative's working groups or initiatives and are involved in some leadership capacities. Resources are allocated to support family engagement; families may receive some coaching to support them in leadership roles.	The Collaborative has broad-based representation and participation from families including under-represented groups and minorities. Families are in involved in both executive and leadership levels of the Collaborative. Families are offered training in leadership and are partners in planning and conducting this training.
Processes to Support Collaboration	There is awareness about the importance of collaborating with families but there are few formal processes; the focus tends to be on providing information rather than on having a dialogue.	There are some processes to support collaboration with families but the focus tends to be on gathering input, usually through informal, impromptu discussions or formal surveys.	There is a strong commitment to working with families through a variety of formal and informal means including focus groups, surveys, phone calls, emails, and meetings.	Partner organizations and families use a variety of informal and formal means to share perspectives and work together; decisions about the appropriate means are made through collaboration with families.

Engagement and Participation with the Collaborative			
	Emerging/Developing	**Constructing Plans and Actions**	**Sustained and Embedded Practices**	**Exemplary Practices**
Planning and Evaluation	There is an awareness, but not yet consistent action, involving the family as an integral part of planning processes. Some efforts are made to have the family's voice heard but few ideas contributed by families are included when initiatives or programs are developed.	Family participation is encouraged in planning processes but is usually limited to individual services not strategic or program planning. Family feedback is inconsistently sought regarding their experience of initiatives, programs and services. Families believe that their input has had some influence on initiatives, programs and services.	Families are regularly engaged in planning processes and at multiple levels (i.e. individual services to strategic and program planning.) Family feedback is routinely sought about their experience of programs and services. Families believe that their input has influenced service plans for their child and may influence broader program development.	Families are consistently engaged as team members at various stages and levels of planning processes (i.e., individual services through to strategic planning; initiation through to evaluation). Family feedback is routinely sought about their experience of programs and services, including the effectiveness of the Collaborative. Families see tangible evidence of their involvement in program and strategic planning. Partner organizations are responsive to feedback provided by families about programs and services.
Barriers	There is an initial awareness of the factors that impact family engagement with the Collaborative but limited action to address those factors.	Families are consulted about ways to support their engagement with the Collaborative and some of their suggestions are implemented.	Family engagement is encouraged by adjusting logistics and other organizational or partnership processes in response to feedback from families, and by providing training and development opportunities.	Opportunities for family engagement occur frequently and are organized in collaboration with families; translation services, child care or other required supports are provided. Families consistently receive the support required to fully participate in the Collaborative.

Building Capacity			
	Emerging/Developing	**Constructing Plans and Actions**	**Sustained and Embedded Practices**	**Exemplary Practices**
Peer Support and Learning	There are opportunities for families to support each other but these are mainly on an ad-hoc basis.	Partner organizations plan and provide some opportunities for families to support each other. Some partner organizations offer learning events designed for families.	The Collaborative and partner organizations actively provide and support opportunities for families to plan and be engaged in peer support and learning activities. Families are invited to topic-specific learning events, designed for the Collaborative, partner organizations or families, and relevant to their needs.	Families have a co-lead role with the Collaborative and partner organizations in the planning and delivery of peer support and learning activities. Families are routinely included, along with the Collaborative and partner organizations, in learning opportunities and choose what they think is relevant to their needs.

Partners Collaborating and Sharing Information

Evidence of Collaboration

	Emerging/Developing	Constructing Plans and Actions	Sustained and Embedded Practices	Exemplary Practices
Vision	Partners have a good understanding of partner organizations' visions.	Partners are developing a shared vision for the Collaborative.	Partners have come to consensus on a shared vision for the Collaborative.	Partners persuasively communicate a shared vision for the Collaborative.
Communication among Leaders	Partners communicate with each other primarily at formally scheduled meetings of the Collaborative. Communication between meetings is primarily one-way and formal (e.g., minutes and agendas).	Partners communicate with each other outside of Collaborative meetings to discuss issues. There is some two-way communication between meetings including both formal and informal approaches (e.g., emails and phone calls).	Partners have ongoing communication with each other to discuss trends, needs and issues, and to share leadership of projects and initiatives. Two-way communication occurs between meetings to further the work of the Collaborative; it includes interactive approaches such as conference calls and ad-hoc meetings.	Partners communicate regularly and openly with each other to share leadership of the Collaborative and ensure ongoing alignment of their organization's work with that of the Collaborative. There is consistent, ongoing informal and formal communication between meetings that enhances engagement and furthers the work of the Collaborative.
Expressed Support	Support for collaboration across and within partner organizations is inconsistent.	Partners express support for collaboration and cite some examples of positive outcomes.	Partners describe how collaboration complements and adds value to the work of their own organizations.	Partners actively identify and promote ways that collaboration across disciplines, organizations and sectors can/has enhanced service and achievement of the Collaborative's goals.
Resources	For the most part, partner organizations work independently to secure services and resources.	Partner organizations work together to pool funds for special projects of the Collaborative and occasionally make joint funding applications.	Partner organizations regularly collaborate to leverage funding and resources that support jointly developed priorities. Partner organizations believe that participation has enhanced their ability to effectively allocate resources.	External stakeholders bring resources to the Collaborative. Partner organizations view each other as key resource development partners. Partner organizations recognize that shared resources are resulting in increased efficiency and effectiveness.
Trust	Trust, support and respect are developing among partners; evidence of this is inconsistent.	Trust, support and respect are developing among partners through some successful, effective collaborative efforts.	Partners' trust and shared commitment help to overcome barriers to collaboration and lead to new opportunities to expand collaboration.	Trust levels enable ongoing check-ins and discussions about the functioning of the Collaborative. Trusting relationships are promoting innovation in finding creative solutions and accessing or leveraging resources between sectors.
Power	Power imbalances exist among partner organizations but are not discussed openly.	Partners are aware of power imbalances and are beginning to discuss equality among partner organizations.	Partners explore ways to encourage active participation of all partner organizations and to ensure shared access to resources and processes.	Partners recognize that power imbalances are dynamic and shifting; they strive to monitor and balance power among partner organizations through active participation and shared access to resources and processes.
Organizational Boundaries	There are numerous challenges associated with working across organizations including differences in cultures, processes and norms.	Specific barriers to working across organizations are recognized and there is discussion about ways to address these.	Organizational boundaries are "softening" as partner organizations are finding ways to facilitate working inter-organizationally.	Boundaries between organizations are fluid and staff at all levels of partner organizations can work across organizations with relative ease.

		Processes that Support Collaboration		
	Emerging/Developing	**Constructing Plans and Actions**	**Sustained and Embedded Practices**	**Exemplary Practices**
Roles and Responsibilities	Work is underway in assigning partners' roles and responsibilities in relation to strategic priorities.	Partners' roles and responsibilities are developed in relation to strategic priorities and there is general awareness of these.	Partners' roles and responsibilities are developed collaboratively and aligned with strategic planning. All partners have a good understanding of these.	Leadership is organized around strategic priorities; all partners have a good understanding of this direction and take collective responsibility for achieving desired outcomes.
Decision-making	Partner leaders make decisions about the Collaborative based on information available at the time. Decision-making may be unstructured and/or lack transparency; implementation of decisions may be inconsistent.	Partner leaders make decisions about the Collaborative following some consultation with others from partner organizations. Decision-making processes are established informally; implementation of decisions may be inconsistent.	Partner leaders believe that each has a significant role to play and personal responsibility in decision-making. It is the norm for decisions to be informed by group dialogue. Decision-making processes follow a framework that identifies key points where collaboration is important. Decisions, the process by which they were made, and the involvement of others are clearly articulated.	Multiple paths for input into decision-making are developed. Partner leaders contribute ideas and negotiate a fit between their ideas and ideas of others. There is a solid understanding of decision-making processes and outcomes; a collaborative lens is deeply embedded in these processes. Decision-making is transparent and there is broad awareness of decisions and the rationale for these.
Conflict Resolution	Disagreements among partners are not consistently acknowledged or resolved; key leaders determine the outcomes of disagreements or disputes.	Disagreements among partners are acknowledged and there is a pathway for resolution; use of conflict resolution processes is inconsistent.	As needed, partners follow a mutually agreed upon conflict resolution process; dispute resolution is rarely employed.	Differences are expected and leveraged to increase understanding and strengthen collaboration; conflict resolution follows a mutually agreed upon process.

Integrating Planning

Integration of Strategic, Business and Program Planning

	Emerging/Developing	Constructing Plans and Actions	Sustained and Embedded Practices	Exemplary Practices
Strategic Planning for the Collaborative	A core of partners is involved in setting the goals and priorities of the Collaborative, which are often based on immediate issues and pressures.	Most partners are involved in setting the goals and priorities of the Collaborative as part of a periodic strategic planning exercise.	All partners are regularly engaged in ongoing strategic planning for the Collaborative. There is regular review of current priorities, goals and outcomes based on immediate and long-term issues, trends and research.	Partners engage families and community agencies in ongoing strategic planning for the Collaborative. Strategic planning involves refinement of goals and priorities based on comprehensive needs assessments, program development, evaluation of outcomes, and monitoring of issues, trends and research.
Business and Program Planning	Partner organizations have a basic awareness of each other's business plans, goals and priorities. Business plans and programs are developed in silos across the region.	Partner organizations have a good understanding about each other's business plans, goals and priorities. Business plans, program goals and outcomes are shared and there is some focus on aligning these across partner organizations.	Partner organizations and families, collaborate for some aspects of business and program planning; regional needs are considered. Partner organizations share accountability for implementation and assessment of business plan and program outcomes. There is a focus on aligning plans and programs, and on identifying and addressing emerging regional needs.	Partner organizations, community agencies and families collaborate to share, develop and refine business and program plans that are based on a common vision and regional needs, including for services previously considered outside the Collaborative mandate. Partner organizations set common goals during business and program planning and are jointly accountable for their achievement. Business plans and programs are aligned based on jointly established regional benchmarks.

Processes to Support Integrated Planning

	Emerging/Developing	Constructing Plans and Actions	Sustained and Embedded Practices	Exemplary Practices
Vision and Leadership	Partner leaders recognize the importance of integrated planning and encourage their staff to work across organizations and sectors.	Within their organizations, partner leaders express a vision about how integrated planning improves service to children, youth and families; implementation is inconsistent and there appears to be a number of barriers.	Partner leaders collaboratively create a shared vision about integrated planning and delivery, and persuasively communicate this both within their organizations and at the Collaborative. Partner leaders identify barriers to achieving the vision, and focus on addressing these, including through policies and procedures. Partner leaders empower staff to take collaborative action in support of the vision.	A persuasive vision about the benefits and importance of integrated planning and delivery is shared and expressed at all levels of partner organizations and at the Collaborative. Partner leaders focus conversations and initiatives on minimizing and addressing barriers to integration. They regularly and actively champion successful initiatives and communicate progress towards integrated planning and delivery. Partner leaders promote and align policies that support service integration. Staff feel ownership of the vision for integrated planning and delivery; they support and challenge each other to achieve the vision.

Processes to Support Integrated Planning				
	Emerging/Developing	**Constructing Plans and Actions**	**Sustained and Embedded Practices**	**Exemplary Practices**
Resource allocation	Resources (e.g., funding, time, space, personnel, training, technology) are not specifically allocated to support integrated planning and delivery.	Partners allocate some resources (e.g., funding, time, space, personnel, training, technology) to support collaboration and integrated planning and delivery.	Partners collaborate to identify, allocate, and align resources (e.g., funding, time, space, personnel, training, technology) needed to support integrated planning and delivery.	Partners engage in integrated resource planning (e.g., funding, time, space, personnel, training, technology) in order to support integrated planning and delivery.
Data to Support Planning	Organizations rely primarily on their own data when developing plans.	Some data sources are shared across organizations and sectors to facilitate collaborative, integrated planning.	Data from across organizations and sectors is considered when undertaking collaborative, integrated planning.	Collective data from partner organizations facilitates integrated planning across the region.
Evaluation	Partners receive some feedback about the integration of planning and delivery, primarily when issues arise.	Partners identify some ways of assessing the integration of planning and delivery within their organizations.	Partners collaboratively develop metrics and processes to monitor progress towards integration of planning and delivery (e.g. balanced score card) both within their organizations and for the Collaborative.	Partners ensure the involvement of cross organization/sector staff, community agencies and families in the development and use of metrics and processes that evaluate planning and service integration both within their organizations and for the Collaborative.
Outcomes of Integrated Planning				
	Emerging/Developing	**Constructing Plans and Actions**	**Sustained and Embedded Practices**	**Exemplary Practices**
Integrated Service	Partners support collaborative planning to develop integrated services for children/youth but implementation is inconsistent. Families feel that services lack coordination and integration.	Goals, outcomes and accountabilities for service are shared among partner organizations. Families are involved in some planning and see areas where services are enhanced as a result.	Integrated planning is contributing to services that address the needs of the whole child/youth. Families believe that they play a key role in planning to develop integrated service for children and youth.	Service is coordinated around the child/youth/family, not the organizational structure. Children/youth and families experience services they are receiving as seamless and integrated.

Promoting Innovation and Evidence Informed Practice

Knowledge Mobilization (KM)

	Emerging/Developing	Constructing Plans and Actions	Sustained and Embedded Practices	Exemplary Practices
KM Strategy	KM is regarded as the responsibility of a specialist team. Knowledge is recognized as a key component in decision-making but there are few formalized KM strategies.	There is growing awareness that KM is everyone's responsibility. KM plans or strategies are being developed and are used by some partner organizations.	There are accountabilities for KM within the Collaborative and throughout partner organizations. KM plans are developed for initiatives of the Collaborative in order to ensure that learnings are shared with partners, other RCSDs and beyond.	The Collaborative is recognized as a leader in KM practices that support cross-sector collaboration and enhanced service delivery. A common KM framework is recognized, understood and used by the Collaborative and all partner organizations. The Collaborative and partner organizations have an evaluation process in place to assess KM plans and activities.
Evidence of KM Practices	Relevant knowledge is distributed and accessed within partner organizations primarily on an ad hoc basis; there is limited knowledge sharing across organizations.	Relevant knowledge is shared among partner organizations on a regular basis, usually with one body taking the lead.	All partner organizations serve as guardians of relevant knowledge and routinely share learnings from projects, quality improvement initiatives, evaluation results, and professional development activities. KM capacity facilitates development of problem-solving teams that can be mobilized quickly to respond to issues and emerging needs.	Knowledge is easy to access, actively shared within the Collaborative, across organizations and sectors, and with families in a variety of formats, and is continually refreshed and distilled. KM efforts and capacity contribute to system-level learning and innovation within the Collaborative and its partner organizations. New knowledge is created and informs the development of new projects, programs and initiatives.
Processes to Support KM	The Collaborative's website serves as the repository for key documents. Use of KM information technology and knowledge-sharing opportunities is limited and inconsistent. .	A number of different knowledge sharing approaches are available and regularly accessed to facilitate learning and sharing (e.g., Lunch and Learn, webinars, list serves). All partner organizations have access to information technology that supports KM.	Knowledge sharing approaches include cross-sector Communities of Practice that have a mandate to support ongoing knowledge mobilization within the Collaborative. All partner organizations have information technology to support knowledge storage, retrieval and distribution within and across organizations.	A range of knowledge sharing approaches including information technology and networking opportunities are used routinely within the Collaborative to support knowledge storage, retrieval and innovation that is relevant to common goals and accessible to all partner organizations and families.

Evidence-informed Practice

	Emerging/Developing	Constructing Plans and Actions	Sustained and Embedded Practices	Exemplary Practices
Use of Evidence in Practice	Evidence is usually consulted when reviewing projects/programs or undertaking new initiatives.	Current research/evidence is located and appraised for its validity and applicability when reviewing projects/programs or undertaking new initiatives. Evidence is shared to help inform dialogue and decision making across partner organizations and within the Collaborative.	Appraised evidence is collectively considered for its relevance to both collaborative governance and when reviewing projects/programs or undertaking new initiatives. Evidence-informed strategies and best practices are consistently integrated into practice. Decision making integrates appraised evidence with other contextual considerations. Practice, projects and initiatives are adjusted in accordance to findings.	The Collaborative and partner organizations contribute to the evidence base and promote research that translates into better practice. The Collaborative shares learnings about its governance, programs and outcomes to contribute to the knowledge base about networks and inter-organizational practice. Evidence is used consistently as a basis for evaluation and continuous improvement of the Collaborative. Evidence based on both family experience and academic literature is used for evaluation and continuous improvement.

Building Capacity

The Collaborative and Partner Organizations

	Emerging/Developing	Constructing Plans and Actions	Sustained and Embedded Practices	Exemplary Practices
Profile and Influence	Within the health, education, children's services, and community and social services sectors, there is limited and inconsistent awareness about the purpose and goals of the Collaborative. The Collaborative has few community champions outside of its immediate executive or leadership team.	Within the health, education, children's services, and community and social services sectors, there is general and consistent awareness about the purpose and goals of the Collaborative. The Collaborative has some community champions who provide some degree of support.	Within the health, education, children's services, and community and social services sectors, the work of the Collaborative is recognized as making a valuable contribution to families, children and youth. Community members with varying degrees of profile and influence are involved or associated with the Collaborative and champion its work.	The Collaborative's work is integrated with the broader health, education, children's services, and community and social services sectors and has the capacity to influence key decision-makers. The Collaborative has a breadth and depth of community allies that provide influence, advocacy and support when needed.
Leadership	Leadership of the Collaborative is provided by a small group of partner leaders.	Capacity for leadership of the Collaborative is expanding as a function of increasing cross-sector collaboration on various initiatives.	Capacity for leadership has developed enabling broad participation of partner organizations and smooth transitions when there is a need for new leadership.	Leadership for aspects of the Collaborative's work is embedded at various levels within the partner organizations.
Resources	Primary funding for the Collaborative is provided by one source. Resource constraints limit the Collaborative's capacity to respond to priorities.	Primary funding for the Collaborative is provided by one source; funding for special projects is occasionally accessed from other sources. Partners occasionally redirect resources in order to support the Collaborative's strategic priorities.	Primary funding for the Collaborative is provided by one source; partners regularly collaborate to access funding from other sources for special projects. Partners adjust resource allocation and pool resources on an ongoing basis to respond to the Collaborative's priorities. Secondments and special assignments, including cross-sector, are used to facilitate quick response to needs.	The Collaborative has access to multiple sources of funding including both direct and in-kind sources. The Collaborative continuously explores new mechanisms to access additional resources and further its work. Action on priority items is facilitated through ongoing review of resource allocation and through involvement or leveraging of external partnerships. The Collaborative has increased capacity to meet service needs. Ongoing cross-organization/sector review and refinement of staffing models ensures efficient and effective response to needs.
Performance Management	There is limited measurement and tracking of the Collaborative's performance.	Data is collected to help measure the Collaborative's performance.	The Collaborative's performance is measured and tracked in multiple ways and reviewed throughout the year.	Integrated systems such as a balanced scorecard are used for measuring the Collaborative's performance.

The Collaborative and Community				
	Emerging/Developing	**Constructing Plans and Actions**	**Sustained and Embedded Practices**	**Exemplary Practices**
Role in Planning and Delivery	Community agencies provide parallel services to those offered in the health, children's services, community and social services and education systems; there is some information sharing but limited collaboration.	Community agencies provide parallel services to those offered in the health, children's services, community and social services and education systems; they are occasionally invited to express their needs, goals, resources and capacity, and to collaborate.	Community agencies are co-collaborators with the Collaborative, partner organizations and families to undertake needs assessment and develop plans. Community agencies and partner organizations collectively discuss their resources and capacity to support families and children/youth.	Community agencies play a key role identifying and responding to the needs of families and children/youth. The Collaborative works with community agencies, other initiatives, partner organizations and families to strengthen the comprehensive network of support for both individuals and populations.
Engagement with the Collaborative	Community agencies and the broader community receive information about the Collaborative.	Community agencies and the broader community are occasionally involved with the Collaborative's working groups.	Community agencies and the broader community are active members of some of the Collaborative's working groups.	There are opportunities for community agencies and the broader community to assume leadership roles within the Collaborative. The Collaborative has broad-based representation and participation from the community including under-represented groups and minorities.
Involvement in Advocating	There is limited engagement of community agencies and the broader community in advocating for families and children/youth.	Partner organizations may collaborate with community agencies to advocate about specific issues. Partner organizations occasionally work with community leaders and elected officials to advocate for policies that will benefit families.	Community agencies collaborate with the Collaborative and partner organizations to advocate in support of services for children/youth. The Collaborative and partner organizations regularly work with community leaders and elected officials to advocate for policies that will benefit families.	The Collaborative, partner organizations and families have allies and stakeholders in community agencies and in the broader community who actively advocate in ways that enhance programs and services for children/youth and families. Collaboration with community agencies and the broader community includes advocating for systems level change and reaching out to increase engagement of families, community, and under-represented populations. Elected officials and community leaders seek out the Collaborative and its family partners for input regarding policies that impact families.

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