

Safe Schools/Healthy Students  
Sustainability Plan  
Beyond Programs and Activities

**Alignment Strategies**

**What are the 3 to 5 priority needs of youth and families in your community that your Initiative intends to address beyond SS/HS funding?**

Example: truant students: too many of them; they are disproportionately of color and male; they don't succeed at re-integrating back into the school district; the alternative school is too small

**Starting with the most important of these needs, map out your future steps**

Conducting Research	Positioning Initiative Members	Reframing Initiative and Joining Forces	Being ready for the next stage
What other entities (agencies, work groups, etc.) cares about this issue? What do you need to know about them in order to effectively partner? (e.g., their funding sources, planning process, budget cycles, strategic plans or policy documents; what community, local, state or federal entities regulate them?)	What coalitions, task forces, work groups, mandated review processes, etc. involve those entities and are underway or in the planning stages that include this issue? Who do you know you can connect you with them? What role can you play; how can you get involved?	How can you frame your goals in their language, priorities, strategic plan, or reform effort? As you get involved, how can you inform them about your initiative and how its goals and activities address their priorities? What opportunities exist to advance their efforts through your work; ask for their contributions to yours?	What ways can you align their efforts with yours; nudge their process towards yours; broaden your process to include theirs? What does your partnership hope they will do; what could be your within it? What do you need to do to be ready to propose it?

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Task	Action Steps	Timeframe/Responsible parties
Research: find out about other work groups addressing truancy		
Positioning: Meet with member of the neighborhood watch coordinating committee because they are concerned with truant youth		
Reframing: begin to talk about community implications for truancy, not just truancy in the educational context		
Be ready: when police department goes for neighborhood crime prevention money, be ready to partner with ideas about truancy and juvenile crime prevention		

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**Goal: “Being in the Right Place at the Right Time”**

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