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**THE DISCOVERY INITIATIVE: 2004-2009  
FINAL SUMMATIVE EVALUATION REPORT  
TECHNICAL APPENDIX**

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**Prepared by**

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This technical appendix contains the data collection protocols used in conducting the evaluation of the Discovery initiative between 2005 (when the evaluation began) and 2010 (when the final evaluation data collection activities were conducted). These protocols are organized, first by the respondent category – communities, statewide and regional organization grantees, and other stakeholders – and within respondent category by year.

In addition to these formal data collection activities, the evaluation also observed many of the Discovery initiative capacity-building technical assistance activities, attended meetings hosted by the Memorial Fund for its community and organization grantees, and had informal discussions with staff, consultants, community members, and grantee staff.

## **DATA COLLECTION PROTOCOLS – COMMUNITY COLLABORATIVE GROUPS**

**Discovery Intensive Site Study Interview Protocol, Fall 2005**

**Discovery Initiative 2006 Community Progress Report/Questionnaire, Fall 2006**

**Questions about Contributions of Discovery to Changes in Objectives and to Local And State Policy Work, 2007 Renewal Application**

**Use & Value Of Capacity Building Supports, 2007 Renewal Application**

**Community Collaborative Group Membership Chart, 2007 Renewal Application & 2009 Community Survey**

**Collaborative Group Budget Form, 2007 & Subsequent Renewal Applications**

**Coordinator Interview Protocol, Summer 2007**

**Collaborative Agent Interview Protocol, Fall 2007**

**Kindergarten Transition Institute Community Team Focus Group Topics, Fall 2007**

**Community Group Interview – Followup to 2005 Intensive Study Site Visits, Fall 2007**

**Indicators of Success – Community Assessment Form 2007-2009**

**2009 Discovery Community Survey**

**Community Survey on Kindergarten Transition Activities, Summer 2010**

**Focus Group Protocol – Kindergarten Transition Team, Summer 2010**

## **DISCOVERY INTENSIVE SITE STUDY INTERVIEW PROTOCOL – FALL 2005**

### **Opening Question** (ask everyone)

- ✓ Would you describe your role in Discovery...how you became connected to the work, how long you have been involved and the aspects of the work you are engaged in?

### **Vision** (ask everyone)

- ✓ What are the most important areas for improvement in children's well-being and development in the community?
  - What would the community look like if all young children were healthy, developing on course and doing well early in school?
- ✓ To what extent is this vision shared by various key individuals and groups in COMMUNITY NAME?
  - What groups appear to have a different vision for the community?
    - Probe especially for key Discovery stakeholders – mayor, city council, school superintendent/school board, School Readiness Council, major provider agencies, groups representing different resident and/or parent constituency groups
  - How have these different visions that affected the work of Discovery?

### **Major Strategies** (ask everyone)

- ✓ What are the major ways in which the Discovery work is trying to change what is going on in the community for young children?
  - How were these decided on and why?

### **Activities and Accomplishments** (ask active Discovery participants)

#### **Broad Questions:**

- ✓ What have been some of the most important activities carried out in Discovery so far?

- ✓ How successful have these been – in what ways and to what extent?
- ✓ What have been some challenges to doing this work and/or to making the desired changes?
- ✓ What signs have you seen any signs that Discovery is making a difference in changing the community and improving how children are doing?

**Questions on Specific Discovery Strategies (if not covered above):**

- ✓ Has your collaborative focused on **parent engagement and leadership** as part of your Discovery work?
  - How have you engaged parents? How successful have these efforts been? What helps to get parents involved? What hinders involvement?
  - Are there any parent groups or constituencies that you would like to engage but have not been able to engage yet?
- ✓ What **other groups or constituencies** are you trying to engage or have you engaged in your community (examples: business leaders, faith leaders, seniors, etc...)?
  - Please describe your efforts around engaging these groups. How successful have these efforts been? What helps to get them involved? What hinders involvement?
  - Are there any missing groups or constituencies that you would like to engage but have not been able to engage yet?
- ✓ Have you **collaborated with other Discovery communities**?
  - What did you collaborate on?
  - How successful was/is this collaboration
  - Will you continue to collaborate with the other community(ies)?
- ✓ What is your collaborative doing in terms of **communication** in support of your objectives?
  - How has this helped your work?

- What results have you observed so far?
- ✓ Do you think your collaborative is positioned to make **policy changes**?
  - How does your collaborative define policy change?
  - What results have you seen so far?

### **Discovery Structure and Processes** (ask active Discovery participants)

- ✓ Please describe your Discovery collaborative. We are interested knowing who participates in the collaborative, how you are organized and how you work together.
- ✓ How are decisions about Discovery goals and strategies made – how are the options identified and decision points set?
  - When there were debates or questions about Discovery goals or strategies, how did they get discussed and resolved?
  - Have there been debates or questions that are still unresolved? How does this affected Discovery work in the community?
- ✓ How does the Discovery collaboration fit with other groups working on similar issues (particularly the School Readiness Council) in terms of specific goals and activities?
  - How does what Discovery is doing fit with what else is going on in the community – what does Discovery support, complement or add?
  - What kinds of things has the Discovery collaborative worked on with other groups? How successful were those efforts?
- ✓ What have been some particular opportunities and challenges around collaboration in the community? How is the Discovery collaboration responding?
- ✓ How could the Discovery collaborative be more effective and more able to make positive change in your community?
  - Are you working on any strategies to build the capacity of your collaborative?

### **History** (ask people who have been involved with Discovery for several years)

- ✓ Please describe how the work of your Discovery collaborative evolved over time.

- How has the Discovery collaborative built on previous work in the community?
- How have experiences from earlier work on similar issues affected what is going on in Discovery?

**Context** (ask everyone)

- ✓ How has the environment in the community changed (since the Discovery work began/over the past two-three years)?
  - Has the way that your community thinks about early childhood issues changed?
  - Has the policy context changed?
  - Are the key individuals or groups in the community the same or have they changed?
  - Have the needs of children in your community changed in any way during this time?
- ✓ What are some things that are not now being done in the community that would make a difference in children's well-being and development?

**Value Added of Being in Discovery** (ask respondents with at least some awareness of the work and accomplishments of Discovery)

- ✓ How has being involved in the Discovery initiative made a difference in the community? In what specific ways?
  - What has it been about the Discovery initiative that has been especially valuable?
  - How might the initiative – its direction and its supports – be strengthened?

**Lessons Learned** (ask active current or past participants in Discovery)

- ✓ Overall, how much difference do you think the Discovery activities are likely to make for children in the community – either by themselves or combined with other work?

✓ Have there been strategies or activities that did not work out well – either were not implemented well or did not yield the expected results? Why?

- How have these experiences affected the work since?

**Looking Ahead** (ask active current or past participants in Discovery)

✓ What do you see happening with the Discovery work in COMMUNITY NAME in the next few years?

- What are some major opportunities and challenges going forward?
- How will/might the Discovery work need to change to meet those opportunities or challenges?

✓ What about longer term, when the Memorial Fund no longer supports the Discovery Initiative? How do you think the work of Discovery might continue?

- Do you think the changes that have occurred in your community will be sustained?
- What would take to sustain the changes?



# DISCOVERY INITIATIVE

Due: September 15, 2006

## 2006 Community Progress Report/Questionnaire

Please return to: CAPD (mailing address: 1622 Riverside Drive, Trenton, NJ 08618; e-mail address: [sstephens@capd.org](mailto:sstephens@capd.org))

Community: \_\_\_\_\_

Community Contact Person:

Name: \_\_\_\_\_

Telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_

## **Discovery Community 2006 Progress Report Instructions and Definitions**

To respond to the interests of our Board of Trustees, the Memorial Fund staff and the evaluation team have developed the following questions to collect additional information on: a) how your collaborative group is organized, b) parents as members of your collaborative and c) parent engagement in the Discovery communities. This questionnaire takes the place of the Progress Report. The completed questionnaires are to be sent directly to the evaluators. With the exception of a few questions noted with an asterisk, all information will be kept confidential and only shared with the Memorial Fund in aggregate reports.

### **Completing and Returning the Questionnaire**

While the Discovery group may designate one person to fill out the questionnaire, we hope that the answers will reflect the input from members of your collaborative as a whole. We believe that completing the questionnaire will take about 2 to 3 hours.

If you plan to fill out the questionnaire electronically (directly onto the Word document), using “insert” will help maintain the spacing and formatting.

Please send the completed questionnaire by *September 15, 2006* directly to CAPD by regular mail (1622 Riverside Drive, Trenton, NJ 08618) or by e-mail ([sstephens@capd.org](mailto:sstephens@capd.org)). CAPD will notify the Memorial Fund staff that the progress report has been completed.

### **Designated Contact Person:**

On the cover page of the questionnaire, please indicate the person who should be contacted for any necessary follow-up – for example, to clarify a written response on the questionnaire. Please provide both a telephone number and an e-mail address for that person.

### **For More Information:**

If you have any questions or need more information about the questionnaire, please contact Sam Stephens at CAPD (609-334-6904 or [sstephens@capd.org](mailto:sstephens@capd.org)).

**Thank you very much for your assistance in providing this information.**

### **Key Terms Used in the Questionnaire:**

*Discovery collaborative group:* the broadly representative group of community stakeholders that is committed to a common vision, joint planning, pooling resources and sharing risks, results and rewards and has assumed responsibility, on behalf of the community at large, for improving outcomes for young children, by acting as a catalyst or change agent. For the purposes of this report, do NOT include people who are volunteers if they don't also participate regularly in collaborative meetings and decision-making.

*Standing committee:* a subgroup of the collaborative group (that may also include some people who are not members of the collaborative) that is responsible for working on an ongoing basis in an area of interest to the collaborative (such as outreach, publicity, or parent engagement).

*Parents:* the most immediate caretakers of children—mothers, fathers, grandparents, and/or other relatives or adults who accept responsibility for a child's nurturance, safety and well-being; in this questionnaire the term "parent" refers to people involved in the Discovery work primarily in their role as parents, particularly those parents who are not already working on behalf of children in their professional capacity.

*Supports for parent engagement:* an ongoing process to provide opportunities and supports so that parents from all groups within the community can carry out various roles and responsibilities for their own children and all children; the "Honeycomb" developed for Discovery is a way to visually illustrate these roles and responsibilities by dividing them into six areas (civic participation, engagement, information, involvement, leadership, and stewardship).

*The first set of questions asks about the way your community's Discovery collaborative group is organized.*

1. How frequently is the Discovery collaborative group scheduled to meet?
  - \_\_\_\_\_ Once a quarter
  - \_\_\_\_\_ Once every two months
  - \_\_\_\_\_ Once a month
  - \_\_\_\_\_ More frequently than once a month
  - \_\_\_\_\_ There is no set schedule
  
2. a. How many people currently are involved in the Discovery collaborative group (*as defined in Key Terms on page 3 of this questionnaire*)? \_\_\_\_\_
- b. How many of these are parents? \_\_\_\_\_
- c. How many other people are involved in Discovery work in your community, which do NOT attend your regularly scheduled Discovery collaborative group meetings?  
\_\_\_\_\_
- d. How many of these are parents? \_\_\_\_\_
  
3. a. On average, how many **members** attend a regularly scheduled collaborative meeting?  
\_\_\_\_\_
- b. On average, how many **parent members** attend a regularly scheduled collaborative meeting? \_\_\_\_\_
  
4. a. Please estimate how many current **members** have been members of the Discovery collaborative group for the following periods:
  - \_\_\_\_\_ Members since the collaborative was formed
  - \_\_\_\_\_ Members for more than 3 years
  - \_\_\_\_\_ Members for between 2 to 3 years
  - \_\_\_\_\_ Members for between 1 and 2 years
  - \_\_\_\_\_ For less than a year

b. Please estimate how many current **parent members** have been members of the Discovery collaborative group for the following periods:

- Members since the collaborative was formed
- For more than 3 years
- For between 2 to 3 years
- For between 1 and 2 years
- For less than a year
- No parents are currently members of the collaborative

5. Are there limitations in how long individuals may serve on your collaborative?

- Yes → 5a. How long can an individual serve? \_\_\_\_\_
- No

6. Are most collaborative members who are affiliated with a group or organization expected to represent it, or do they generally represent themselves as individuals?

- Members represent their organization or agency on the collaborative
- Members represent themselves as individuals, not their organization

7. When a member affiliated with a specific group or organization leaves your collaborative, does someone else from that group or organization take their place?

- Yes, always     Yes, sometimes     No, not usually

8. Are there positions on your collaborative set aside for particular groups or organizations?

- No     Yes → 8a. Please list these groups or organizations:

\_\_\_\_\_

9. Are there positions on your collaborative set aside for parents?

- No
- Yes →    9a. How many positions are there for parents? \_\_\_\_\_
- 9b. How many positions are currently filled? \_\_\_\_\_

10. Does your collaborative currently have a chair or co-chairs? Please check one.

Chair       Co-chairs       No current chair or leader

Some other leadership arrangement (Please describe below)

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10a. Is your collaborative chair or co-chair the same as the Discovery coordinator?

Yes       No

11. What is the affiliation of the current chair or co-chairs? Check all that apply.

Parent       School district administration       Mayor's Office

Principal or teacher       City agency       Private agency

Early care & education provider       Collaborative agent

Other (Please describe)

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12. Is there a group within your Discovery collaborative group that is responsible for making decisions (like a steering committee or executive committee)?

Yes → 12a. How many people are in that group? \_\_\_\_\_

12b. How many in that group are parents? \_\_\_\_\_

No

13.\* What is the formal relationship, if any, between your community's Discovery collaborative and the local School Readiness Council (SRC)? Please check the one that is most appropriate to your collaborative.\*

There is no local School Readiness Council

There is no formal relationship between Discovery and the SRC

Discovery is part of the SRC (for example, Discovery is a committee of the SRC)

The SRC is part of Discovery (for example, the SRC is a committee of Discovery)

Discovery and the SRC are both part of a larger umbrella group (Please name that group)

\_\_\_\_\_

Discovery and the SRC are one and the same group (Please name that group)

\_\_\_\_\_

There is a position for a Discovery representative on the SRC

There is a position for a SRC representative on the Discovery collaborative

There is some other relationship between Discovery and the SRC (Please describe)

\_\_\_\_\_

14. Is the Discovery collaborative affiliated with any other groups or initiatives in your community working on behalf of children?

No If no, please go to Question 15

Yes → 14a. What other groups or initiatives?

\_\_\_\_\_

15. Does your collaborative currently have a coordinator?

No → If no, please go to Question 16

Yes → 15a. How many hours per week does he/she work? \_\_\_\_\_

15b. Is the coordinator paid by the collaborative agent or by another organization?

\_\_\_\_\_ Paid by collaborative agent

\_\_\_\_\_ Paid by another organization → 15c. What organization?

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15d. What percent of the coordinator's pay is covered with the Graustein Memorial Fund grant? \_\_\_\_\_%

15e. How long has this person been the coordinator?

\_\_\_\_\_ Since the collaborative was formed

\_\_\_\_\_ For more than 3 years

\_\_\_\_\_ For between 2 to 3 years

\_\_\_\_\_ For between 1 and 2 years

\_\_\_\_\_ For less than a year

16. Does your collaborative currently have any standing committees?

\_\_\_\_\_ No If none, please go to Question 17

\_\_\_\_\_ Yes → 16 a. (Please list below)

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16b. On how many of these committees do parents serve? \_\_\_\_\_

16c. On how many of these committees is there a parent chair? \_\_\_\_\_

17. During the past 12 months, has your collaborative had any special committees or groups planning or running collaborative-sponsored events or activities (like a community family day or a kindergarten readiness information packet)?

\_\_\_\_\_ No If none, please go to Question 18

\_\_\_\_\_ Yes → 17 a. (Please list below)

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17b. On how many of these special committees or groups did parents serve?

\_\_\_\_\_

17c. On how many of these was the chair or head a parent? \_\_\_\_\_

17d. Were any of these committees working on events or activities that were the ideas of parents?

\_\_\_\_\_ No      \_\_\_\_\_ Yes → 17e. Which ones? (Please list below)

\_\_\_\_\_

*The next questions have to do with parents who are members of your collaborative. If there are no parent members, please skip to Question 23.*

18. In all, how many parents have been members of your collaborative since January 2003?

\_\_\_\_\_

19. How long in general does an individual parent member serve before leaving?

\_\_\_\_\_ months OR \_\_\_\_\_ years

\_\_\_\_\_ No parent member has yet left the collaborative

20. How many parents who currently serve on your collaborative previously participated in other ways in the Discovery work – for example, as a member of a committee, a volunteer for an activity, or a participant in an information or training program?

\_\_\_\_\_ Parents who were previously on a Discovery committee

\_\_\_\_\_ Parents who were previously a Discovery volunteer

\_\_\_\_\_ Parents who previously attended a Discovery event

\_\_\_\_\_ Parents who previously participated in a Discovery program

\_\_\_\_\_ Parents who previously participated in some other way (Please describe)

\_\_\_\_\_

21. How have parents been recruited to participate in your community's Discovery collaborative body or in its activities? Please check each way that has been used and then indicate which 3 have been the *most* successful in recruiting parents.

	Ever used	One of 3 most successful methods
Invited parents from parent leadership training programs		
Invited parents involved in preschool or school parent organizations		
Invited parents active in other community organizations or groups		
Invited parents who were recommended by other collaborative members		
Held events or attended community activities and invited parents to participate		
Put up posters or distributed flyers inviting parents to participate		
Invited parents to participate via newspaper, radio or TV announcements or news reports		
Asked parents currently active in the Discovery work to recommend other parents		
Another way we've recruited parents:		
Another way we've recruited parents:		

22. Please indicate if your community's Discovery collaborative group does any of the following to help make it easier for parents to participate on your collaborative or committees. Please check all that apply.

Provide child care

Provide transportation assistance

Provide a stipend or honorarium (either monetary or otherwise)

Provide translation and interpreter services

Pair a parent new to Discovery with a more experienced person as "mentor"

Provide written materials describing the Discovery group and its work

Hold a training specifically for new members (not necessarily only parents) in Discovery

Schedule meetings at times and places that are convenient for the parent members

Do something else (Please describe)

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23. Other than having parents serve on your community's Discovery collaborative, over the past 12 months how else has the collaborative gotten information, ideas and feedback from parents? Please check all that apply.

This has not happened in the past 12 months

Through a parent or community survey or questionnaire

Through parent or community meetings

Through a parent or community advisory group

Through parents who are not members attending collaborative meetings

In some other ways (Please describe)

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*This section asks about the ways in which your community's Discovery collaborative is working on different aspects of parent engagement. These areas are those described in the Discovery "honeycomb" as part of the Parent Voice and Action resource guide.*

Please put a check mark beside the areas (or segments of the "honeycomb") that are currently part of your community's Discovery work plan. For each area checked, please briefly describe the types of activities the Discovery collaborative has carried out itself or in partnership with other groups in the community.

24. \_\_\_\_\_ **Civic Participation** (parents have opportunities to exercise their civic rights as voters and taxpayers – such as voting, attending town meetings, volunteering on a civic project like a park cleanup)

24a. In this area our Discovery collaborative has....

24b. In this area our Discovery collaborative has partnered with... (leave blank if appropriate)

25. \_\_\_\_\_ **Engagement** (parents have opportunities to develop skills and apply them to benefit a group of children – such as joining the Parent-Teacher Association, joining the Discovery collaborative, attending a Community Conversation)

25a. In this area our Discovery collaborative has....

25b. In this area our Discovery collaborative has partnered with... (leave blank if appropriate)

26. \_\_\_\_\_ **Information** (parents have opportunities to access information on services and supports for their children and family – such as attending a workshop on child development, using a community service directory, finding information at the town library)

26a. In this area our Discovery collaborative has....

26b. In this area our Discovery collaborative has partnered with... (leave blank if appropriate)

27 \_\_\_\_\_ **Involvement** (parents have opportunities to participate in events and gain skills that support their own child's early school success – such as attending school performances, reading to own child, volunteering in the classroom)

27a. In this area our Discovery collaborative has....

27b. In this area our Discovery collaborative has partnered with... (leave blank if appropriate)

28. \_\_\_\_\_ **Leadership** (parents have opportunities to be leaders and make decisions on issues they and other parents care about – such as running parent-led projects, serving on a community board, being chair of the School Readiness Council)

28a. In this area our Discovery collaborative has....

28b. In this area our Discovery collaborative has partnered with... (leave blank if appropriate)

29. \_\_\_\_\_ **Stewardship** (parents are supported in efforts to replenish and sustain a continuum of parent leaders – creating a parent training fund, ensuring access to parent leadership training and development opportunities, ensuring parent participation in selecting leaders of community organizations, supporting parent-led advocacy groups)

29a. In this area our Discovery collaborative has....

29b. In this area our Discovery collaborative has partnered with... (leave blank if appropriate)

*The next questions are about the Parent Voice and Action resource guide.*

30. Did your collaborative receive a copy of the Parent Voice and Action resource guide?

\_\_\_\_\_ Yes

\_\_\_\_\_ No → If no, please go to Question 33

31. If your community's Discovery collaborative group has used the Parent Voice and Action resource guide in any way, please indicate the sections (or segments of the "honeycomb") that were used:

\_\_\_\_\_ Civic Participation

\_\_\_\_\_ Engagement

\_\_\_\_\_ Information

\_\_\_\_\_ Involvement

\_\_\_\_\_ Leadership

\_\_\_\_\_ Stewardship

32. Please indicate the ways that your community’s Discovery collaborative group has made use of the “Parent Voice and Action” resource guide so far, by checking the appropriate boxes. Please check all that apply.

	Our Collaborative Group Has Done This
Attended the orientation session to the Parent Voice and Action resource guide in April 2006	
Distributed copies of the Parent Voice and Action resource guide to all or some collaborative members	
Discussed or used parts of the Parent Voice and Action resource guide in collaborative meetings	
Distributed copies of the Parent Voice and Action resource guide to other groups or organizations in our community	
Used the Parent Voice in Action resource guide (and the “honeycomb”) to help describe ways in which parents can be involved in the community	
Used the Parent Voice in Action resource guide to help identify some ways groups and activities in the community are currently supporting parent participation	
Used the Parent Voice in Action resource guide to help develop Discovery collaborative activities to increase community support for parent participation	
Used the Parent Voice in Action resource guide in some other ways – please describe here:	

33.\* Does your community’s Discovery collaborative group want additional information or assistance in using the Parent Voice and Action resource guide? What specifically would be helpful?\*

34.\* Are there other types of information or assistance that your community would find helpful in thinking about and working on parent engagement and leadership? Please describe below.\*

\* The evaluation will share only this information with Memorial Fund staff. All other information on this questionnaire will be confidential and presented only as aggregate reports.

**Thank you for providing this valuable information.**

**QUESTIONS ABOUT CONTRIBUTIONS OF DISCOVERY TO CHANGES IN OBJECTIVES AND TO LOCAL AND STATE POLICY WORK -- 2007 RENEWAL APPLICATION**

Grant renewal applications submitted at the end of January 2007 asked for community assessment of changes in the Discovery objectives from 2002 through the end of 2006. For each objective, the application asked for a rating of change between 2002 and 2006 using a 5-point scale – decrease, no change, moderate improvement, substantial improvement, improvement to the ideal level (for example, to where supply met demand, all care was of uniformly high quality, there were strong connections between all early care providers and schools, and children from all groups had improved outcomes). (See below.) The application then asked for the evidence on which this rating was based and how, if at all, the Discovery work in the community had contributed to any reported improvement.

**EXPAND THE SUPPLY OF HIGH QUALITY EARLY CHILDHOOD EDUCATION**

**Please place a check in the box below that describes where your community is now compared to where it was in 2004 on progress toward this Discovery objective.**

<i>There has been a decrease in supply</i>	<i>Supply is about the same</i>	<i>Supply has increased moderately</i>	<i>Supply has increased substantially</i>	<i>Supply is now sufficient to meet need</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**INCREASE THE QUALITY OF EXISTING EARLY CHILDHOOD EDUCATION**

**Please place a check in the box below that describes where your community is now compared to where it was in 2004 on progress toward this Discovery objective.**

<i>There has been a decrease in quality</i>	<i>Quality is about the same</i>	<i>Quality has increased moderately</i>	<i>Quality has increased substantially</i>	<i>Quality is now uniformly high</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**BUILD STRONG CONNECTIONS BETWEEN EARLY CARE AND ELEMENTARY EDUCATION**

**Please place a check in the box below that describes where your community is now compared to where it was in 2004 on progress toward this Discovery objective.**

<i>The connections are weaker</i>	<i>The connections are about the same</i>	<i>The connections are moderately stronger</i>	<i>The connections are substantially stronger</i>	<i>Connections between all early care providers and elementary schools are strong</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**IMPROVE STUDENT’S SOCIAL-EMOTIONAL DEVELOPMENT & EARLY SCHOOL PERFORMANCE**

**Please place a check in the box below that describes where your community is now compared to where it was in 2004 on progress toward this Discovery objective.**

<i>These outcomes for children have declined</i>	<i>These outcomes for children have stayed about the same</i>	<i>These outcomes for children have improved moderately</i>	<i>These outcomes for children have improved substantially on average</i>	<i>These outcomes have improved substantially for all groups of children</i>

The application also asked for descriptions of strategies used by the Discovery collaborative group toward local practice and policy changes and of ways in which the Discovery collaborative group was involved in work on state policy.







**COMMUNITY COLLABORATIVE GROUP MEMBERSHIP CHART - 2007 RENEWAL APPLICATION  
& 2009 COMMUNITY SURVEY**

Please list all members of the Discovery collaborative group in the chart below and fill in the requested information about each member. Use additional pages if needed. For the purposes of this chart, only include program volunteers who participate regularly in collaborative meetings and decision-making.

Name or Initials	Stakeholder Category (See * below)	Organization or Group this Member Represents (if any)	Position/Title in Organization or Group	Role in Discovery Collaborative				
				Chair / Co-chair	Committee chair	Executive/ Steering Committee	Chair of Standing Committee	Member

**\*Stakeholder Categories:**

*Parent/Guardian (P) – involved in the Discovery work primarily in their role as parent, particularly parents who are not already working on behalf of children in their professional capacity. Teacher (T) Early care provider (ECP) Health professional (HP) Board of Education member (BOE) Librarian (L) Social service providers (SP) Law enforcement (LE) Faith community (FC) Chief elected official (EO) City/Town council (CTC) School principal (SP) Superintendent’s office/Central administration (SO) Unions (U) Small business (SM) Corporate business (CB) Higher education (HE) Community resident (CM) Other stakeholder category (OS)*

**COLLABORATIVE GROUP BUDGET FORM – 2007 & SUBSEQUENT  
RENEWAL APPLICATIONS**

**Budget Period: January \_\_\_\_\_ to December \_\_\_\_\_**

Revenues	Graustein Memorial Fund	Other Sources		Total	Specific Source (name of foundation, agency, grant, organization, etc.)
		Dollar Amount	In-Kind Value		
Graustein Memorial Fund (new Discovery grant)					GMF
Graustein Memorial Fund (carry-over funds)					GMF
Graustein Memorial Fund (any other grant funds)					GMF
State School Readiness Program grant					State School Readiness Program grant
State School Readiness Quality Enhancement grant					School Readiness Quality Enhancement grant
Other State Funds or Resources (such as Family Resource Center grant)					
Local Public (city or town government) Funds or Resources					
Local United Way grant or funding					
Business Donations or Grants					
Foundation Grants					
Fundraising (fundraising drives or events)					
Fees (such as for programs)					
Other Funds or Resources					
<b>Grand Total Revenues</b>					

Expenses	Graustein Memorial Fund	Other Sources		Total	Specific Purpose
		Dollar Amount	In-Kind Value		
Discovery Coordinator					
• Salary					
• Fringe Benefits					
Other Support Staff					
• Salary					
• Fringe Benefits					
Program Staff (e.g., teachers)					
• Salary					
• Fringe Benefits					
Consultants					
Contracted Early Childhood Services					
Discovery Collaborative Meetings					
• Materials, supplies					
• Food					
• Child care					
• Other					
Programs (in or outside community, such as PLTI, professional development, conferences)					
Other meetings held in community (facility rental, food, materials)					
Travel (for meetings or other Discovery business, including transportation, lodging, meals)					
Printing/Publications					
Postage					
Telephone and other electronic communication (internet service)					
Equipment					
Stipends or Scholarships for Parents					
Release time or substitute stipends for teachers or others					
Other:					
Other:					
Other:					

Expenses	Graustein Memorial Fund	Other Sources		Total	Specific Purpose
		Dollar Amount	In-Kind Value		
Grand Total Expenses					

**Coordinator Interview Protocol – Summer 2007**

**COMMUNITY:** \_\_\_\_\_

**COORDINATOR:** \_\_\_\_\_

**INTERVIEW DATE:** \_\_\_\_\_ **INTWR:** \_\_\_\_\_

**PARTICIPATING IN INTERVIEW:**

\_\_\_\_\_  
Name Position in Discovery

\_\_\_\_\_  
Name Position in Discovery

\_\_\_\_\_  
Name Position in Discovery

**A. COORDINATOR TENURE & APPROPRIATENESS FOR INTERVIEW**

A. i. Looking back over the notes from your conversation with Cheryl, you've been coordinator in COMMUNITY NAME since \_\_\_\_\_ -- is that correct?

[IF BEGAN IN 2005 OR AFTER, ASK: Were you involved in Discovery work in COMMUNITY NAME before then?

IF NOT, TRY TO DETERMINE IF THERE IS SOMEONE ELSE WHO COULD ANSWER QUESTIONS ABOUT THE DISCOVERY WORK IN 2002-2004]

**B. GENERAL QUESTIONS ABOUT DISCOVERY DESIGN AND APPROACH**

**1. Describing and assessing components of Discovery "model":**

I'd like to start by asking about how you see the roles and responsibilities of different positions in Discovery, starting with your own role as coordinator.

**a. Role of coordinator**

B.1.a.i. How would you describe your job – what are your main activities and responsibilities?

B.1.a.iii. How well do you feel the Discovery collaborative group as a whole understands your role and responsibilities?

*Very well Reasonably well Somewhat Not very well Not at all DK*

COMMENTS:

B.1.a.iv. What have been the major challenges, if any, in carrying out your responsibilities as coordinator?

**b. Role of collaborative chair**

B.1.b.i. How would you describe the main activities and responsibilities of your community collaborative's chair or co-chairs?

B.1.b.ii. How well do you feel the Discovery collaborative group as a whole understands the role and responsibilities of the chair/co-chairs?

*Very well Reasonably well Somewhat Not very well Not at all DK*

COMMENTS:

B.1.b.iii. What have been the major challenges, if any, for the chair/co-chairs in carrying out their responsibilities?

**c. Role of collaborative group as a whole**

B.1.c.i. In your view, which of the following best describes the role and responsibilities of the collaborative group as a whole...

*Advisory body Governing board Convening/Organizing group*

*Planning group*      *Something else (DESCRIBE)*

PROBE IF NECESSARY: What do you see as the collaborative group's major activities and responsibilities?

**d. Role of collaborative agent**

B.1.d.i. What do you see as the role and responsibilities of the collaborative agent in Discovery?

PROBE IF NECESSARY: How well do you feel your community's collaborative agent fulfills its role and responsibilities?

**2. Assessment of Discovery processes & general supports**

Community capacity-building is a major focus of the Discovery Initiative and there are a number of ways in which communities are offered support. I'd like to ask you some questions about your experiences with these supports.

**a. Community liaisons**

B.2.a.i. Every community has a community liaison assigned to it. In your opinion, what is the liaison supposed to do to support the communities he or she is assigned?

B.2.a.ii. In your understanding, are there particular things that the liaison is not supposed to do in communities?

B.2.a.iii. Overall, how helpful has your community's liaison been to the Discovery work in your community...

DESCRIBE IN GENERAL AND PROBE FOR SPECIFIC WAYS LIAISON HAS BEEN HELPFUL:



B.2.a.iv. Are there things you wish your liaison would or could do or skills you wished your liaison had that would be helpful to you or to the Discovery work in your community?

DESCRIBE IN DETAIL:

B.2.a.v. How about the liaison's role with the Memorial Fund – what is your understanding of what liaison are supposed to do to help the Memorial Fund staff?

**b. Discovery website, listserv, weekly digest**

B.2.b.i. How familiar are you with the Discovery website? About how much have you used the Discovery website?

IF DON'T USE OR USE VERY RARELY, ASK: Why is that?

PROBE IF NECESSARY: What do you usually go to the website for...?

*Check calendar*

*Get background information on Discovery*

*Look for resources on specific topics or specific tools*

*See what other communities have posted*

*Other – Describe:*

B.2.b.iii. How easy do you find the Discovery website to use?

*Quite easy, I can always find what I'm looking for quickly*

*Pretty easy, I can usually find what I'm looking for quickly*

*Not very easy, I often have difficulty finding what I'm looking for or it takes a long time*

B.2.b.iv. Are you on the Discovery listserv? IF NO, GO TO B.2.c.i.

B.2.b.vii. Have you found information on the listserv helpful to the Discovery work in your community?

DESCRIBE SPECIFIC EXAMPLES:

**c. Opportunities for peer exchange**

B.2.c.i. What about other ways that communities can exchange information, ideas and experiences --- like the Stone Soup conference, regional or cohort meetings, and Discovery workshops or training sessions? How helpful have you found these opportunities in connecting your community with other Discovery communities?

*Very helpful   Moderately helpful   Somewhat helpful   Not very helpful*

COMMENTS ON SPECIFIC TYPES OF CONVENINGS THAT HAVE BEEN HELPFUL:

COMMENTS ON SPECIFIC WAYS IN WHICH PEER EXCHANGE HAS BEEN HELPFUL:

B.2.c.iii. Over the course of Discovery, has your community participated in any cross-community or regional projects or major activities?

IF YES, ASK: Which other communities were involved?

What was the project or activity?

Is it still underway/active?

What could or should the Memorial Fund do to foster or support cross-community or regional work?

**d. Connections with statewide grantee organizations**

As part of Discovery, the Memorial Fund is supporting a number of statewide organizations to do a mix of work – some work on policy issues at the state-level and some to provide communities with information, training, and tools to help their work.

B.2.d.i. Over the course of the Initiative, what state organizations, other than public agencies, has your community worked with as part of the Discovery work? Are there any tools or information published or put on the internet by state organizations that your community has made use of?

IF ANY, ASK FOR NAME OF ORGANIZATION & SPECIFIC WAYS THE ORGANIZATION OR ITS WORK HAS HAVE BEEN HELPFUL:

B.2.d.v. Are there particular state organizations you would like to have more information about or closer connections with?

B.2.d.vi. In your opinion, what would be some effective ways to connect the Discovery communities with statewide organizations supported by the Memorial Fund?

**e. Memorial Fund processes – assessment & planning tool, action plan & application, comment & observation memos, staff site visits**

As part of Discovery, the Memorial Fund has asked communities to complete annual assessment forms and submit annual action plans & grant applications. The Memorial Fund has also made visits to communities and given communities memos with comments and suggestions on their progress.

B.2.e.i. Overall, how difficult or burdensome have you found these processes and requirements?

*Very*

*Moderately*

*Somewhat*

*Not Very*

IF BURDENSOME AT ANY LEVEL, ASK: What in particular has been difficult or burdensome?

B.2.e.ii. Regardless of how difficult or burdensome, have you seen any positive results of these processes and requirements?

IF YES, ASK FOR DETAILS.

## **C. CAPACITY-BUILDING OPPORTUNITIES**

As you know, communities participating Discovery are offered opportunities to participate in workshops, trainings, orientation sessions, and meetings on a range of topics related to doing Discovery work. (Topics include Collaborative building & management, Parent engagement & leadership, Community organizing & mobilizing, Using data for community assessment, planning & evaluation, Communicating and building public will, Best practices & topical issues.)

### **1. General Questions**

C.1.a. Do you think communities are generally given enough information on time about these opportunities – the topic, date and time, location, etc.?

C.1.c. In general, who in your community gets information about these opportunities?

C.1.d. Once (you/that person/those people) get the information about an opportunity – meeting, workshop, or training session --, what happens?

C.1.d.i. Who is generally told about it?

C.1.e. How is it decided whether your community will send someone to a particular meeting, workshop, or training session?

C.1.f. If someone from your community goes to a particular meeting, workshop, or training session, what happens afterwards?

C.1.f.i. Is there generally a way in which that person reports back or shares information with others on the collaborative?

C.1.f.ii. Once information is shared, what generally happens next?

GET DETAILS ON SPECIFIC EXAMPLE(S) OF INFORMATION/IDEAS THAT WAS BROUGHT BACK & SHARED

C.2.a.i. Overall how helpful/useful to your community have the capacity-building workshops, trainings, resource guides, and other tools provided through the Discovery initiative been?

*Very helpful/useful*      *Somewhat*      *A little*      *Not at all*      *DK*

C.2.a.ii. Have there been any particular capacity-building sessions, tools, training, or other resources offered during Discovery so far that have been helpful to your community in this area?

DESCRIBE IN AS MUCH DETAIL AS POSSIBLE ON WHAT WAS HELPFUL (CONTENT, MODE OF DELIVERY, TIMING, ETC.):

PROBE IF NECESSARY: How exactly were these helpful? What specifically were the “take aways”? How exactly has your community made use of them?

DESCRIBE IN AS MUCH DETAIL AS POSSIBLE ON HOW THE INFORMATION, TOOL, RESOURCE, TRAINING, ETC. WAS USED:

C.2.a.iv. So far, what results have you seen – what changes in how the collaborative works, in community capacities, in practices and policies affecting young children, etc.?

C.2.a.v. What else in this area might be helpful to your community in the future?

C.3. Has your community used information, tools, training, technical assistance or other resources to help with its Discovery work from some other source?

GET DETAILS ABOUT OTHER SOURCE(S) AND SPECIFIC SUPPORTS USED

C.4.a. Are there new topics that you would like to see added to the capacity-building opportunities offered through Discovery?

GET DETAILS ON TOPICS:

C.4.b. Do you have any other suggestions about how capacity-building opportunities could be made easier to make use of in your community?

#### **D. PLANNING FOR NEXT STEPS IN EVALUATION**

As I think you know, we are interviewing the collaborative agent in as many of the Discovery communities as possible. We will set those interviews up ourselves, but just to confirm, your community's collaborative agent is ORGANIZATION NAME AND CONTACT INFORMATION.

COMMENTS:

LEVEL 1 COMMUNITIES: I would also like to ask your collaborative chair(s) some of the same questions to get their perspective on the Initiative. Again, we will set up those interviews ourselves, but I want to confirm the contact information. CONFIRM NAME & CONTACT INFORMATION.

COMMENTS:

COMMUNITIES IN K TRANSITION INSTITUTE:

We would like to bring together as many of the people that participated in the K Transition Institute as possible for a group interview. CONFIRM LIST. Do you have any suggestions about when might be a good time to do this? Is there a location in the community that could be used?

COMMENTS:

COMMUNITIES THAT WERE IN CFI AND/OR INTENSIVE STUDY:

We would (also) like to bring together a group of people to talk about how the Discovery work has been progressing since (CFI/our visit in 2005). REVIEW LIST PROVIDED AND/OR ASK FOR LIST. Do you have any suggestions about when might be a good time to do this? Is there a location in the community that could be used?

COMMENTS:

**I would like to thank you very much for your time and especially for the detailed information you shared with me. Do you have any questions or comments about this part of the evaluation?**

COMMENTS:

**Is there anything you would like the evaluation to look into or share that might be helpful to your work?**

COMMENTS:



## **Collaborative Agent Interview Protocol – Fall 2007**

**DATE:**

**Name of Respondent, Title (if known):**

**Name of Organization:**

**Name of Community (s):**

### **Background About the Agency**

- Could you give me some general background on the work of your organization? What are its primary mission and activities?
- How closely aligned is the work of Discovery aligned with your organization's mission and goals?
- How long have you been the Collaborative Agent for the [Insert Community Name] Discovery collaborative?
  - Did you have a relationship with the collaborative or any of its members prior to the beginning of Discovery (2001)?
- From your knowledge, how or why your organization was selected to be the collaborative agent?

### **Role of the Collaborative Agent**

- What do you see as the role of the collaborative agent in Discovery?
- When your organization was first approached to be the collaborative agent, how did you get information on what the collaborative agent was supposed to do?
- Why did your organization agree to take on this role?
- How well suited is your organization to fulfill this role? What are some of the strengths or assets your organization brings to the work of collaborative agent?

- Are there any aspects of the work of collaborative agent that you feel your organization is not well suited to fill?
- What have been the benefits of being collaborative agent to your organization?
- What have been the drawbacks or challenges, if any, to being collaborative agent?

### **Relationship between Collaborative Agent and Discovery Collaborative**

- Does your organization participate in the day-to-day work of Discovery?
  - Is someone from your organization a member of the [Insert Community Name] Discovery collaborative?
  - Does this representative attend meetings regularly?
- Does your organization provide additional funding or in-kind support to the [Insert Community Name] Discovery collaborative?
- How does your organization participate in decision-making about Discovery?
- What have been your organization's contributions to the successes of Discovery in COMMUNITY NAME?
- Can you think of any areas for improvement with the way your organization interacts with the [Insert Community Name] Discovery collaborative?
- Do you have plans to make any changes in your relationship to the [Insert Community Name] Discovery collaborative?

### **Assessment of Collaborative Agent as Approach**

- Using a collaborative agent rather than a standard fiscal agent is part of a strategy on the part of the Memorial Fund to build in institutional support for the work of the Discovery collaborative in each community. What are your thoughts on this strategy? Is this a good approach? Can you think of another way for the Memorial Fund to accomplish this?

*Can you elaborate on what you expected, how well your role was explained?*

*What is your experience with communicating with the liaison?'*

*Anything else?*

**KINDERGARTEN TRANSITION INSTITUTE  
COMMUNITY TEAM FOCUS GROUP TOPICS  
Fall 2007**

**Topic 1: Community Goals around K Transition**

- Why did your community apply to be in the K Transition Institute?
- What had already done in your community on Kindergarten Transition?

**Topic 2: Progress during the Institute**

- During the Institute, how much progress do you feel your community made?
- What factors do you think affected the progress that was made?

**Topic 3: Progress since the Institute**

- What steps have been taken since the Institute ended?
- How far has your community come in developing and implementing K transition policies and practices?
- What factors do you feel affected your community's progress since the Institute?
- Where do you see work on K transition in your community going over the next year or so?

**Topic 4: Perceptions and Recommendations about the Institute**

- Thinking about how the Institute was structured and implemented, what worked particularly well for your team and your community? What aspects were not as helpful?
- Do you have any recommendations for ways to improve the Institute and how it could help communities move forward on this issue?
- Would your team and community find follow-up to the Institute helpful?

**COMMUNITY GROUP INTERVIEW – FALL 2007  
FOLLOWUP TO 2005 INTENSIVE STUDY SITE VISITS**

**How COMMUNITY has moved forward in key areas since 2005**

- **Collaborative Structure, Processes, and Linkages**
  - The role of parents in the work of the collaboration
  - The relationship with the City and with the BOE
  - Coordination with other groups in community working on similar issues
- **Parent Leadership Development beyond the Collaborative**
  - Engaging diverse groups of parents
- **Policy Work**
  - Role of collaborative in organizing/advocating re policy issues locally & at state level
- **Value-Added of Discovery**
  - GMF's support of capacity-building (liaisons, convenings, workshops, resource tools) – what has been of the most value to COMMUNITY

**Perspective on “capacities” needed in community – vision/plan, infrastructure, resources, mobilization, etc.**

- To build and sustain broad commitment to and action on behalf of young children in COMMUNITY



**INDICATORS OF SUCCESS – COMMUNITY ASSESSMENT FORM 2007-2009**

**Collaboration**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Group Consensus: _____</b>
<b>Broad and Inclusive Collaborative</b>	<ol style="list-style-type: none"> <li>The collaborative has only 1-2 Interest groups or individuals</li> <li><b>The collaborative does not address barriers to participation (timing, childcare, meals)</b></li> <li><b>The collaborative lacks a plan for reaching the broader community, namely parents, and others not usually engaged</b></li> <li><b>There is no effort to share information about the collaborative's early childhood agenda with the broader community</b></li> </ol>	<ol style="list-style-type: none"> <li><b>The collaborative is a small group of 4 or 5 interest groups and individuals, including a parent, early care providers and an employee of the city and/or school district</b></li> <li>The collaborative partially addresses barriers to participation (timing, childcare, meals)</li> <li>The collaborative has a plan for reaching out but efforts are limited and not consistent</li> <li>There is limited effort to share information about the collaborative's early childhood agenda with the broader community</li> </ol>	<ol style="list-style-type: none"> <li>The collaborative group is fairly diverse and representative, but may lack representatives from key sectors present in their community</li> <li>The collaborative more fully addresses barriers to participation (timing, childcare, meals)</li> <li>The collaborative conducts activities to recruit and engage new members, with a special focus on those not usually engaged</li> <li>The collaborative's early childhood agenda is available and accessible</li> </ol>	<ol style="list-style-type: none"> <li>The collaborative group represents most of the critical sectors in their community, directly or through designees on the collaborative including those directly impacted by the work such as: chief elected official, superintendent, parents, residents, faith, seniors, health, library, policy makers, business, early care and social service providers, and other key non-profits</li> <li>Membership reflects the economic, cultural and racial make up of the community as well as other dimensions of diversity important to the community</li> <li>The collaborative has a clear plan and systems for continuous efforts to outreach, engage and mobilize partners and diverse constituents through culturally appropriate communication</li> <li>The group has established mutually beneficial relationships that value and respect each other's role and responsibilities</li> <li>The collaborative's early childhood agenda is public and broadly shared, and includes materials that are easy to read and available in other languages making it more broadly accessible</li> <li>The collaborative routinely facilitates community conversations on issues involving and raised by public leaders and members of the broader community</li> </ol>	<p><b>Summary of Key Indicators:</b></p> <ul style="list-style-type: none"> <li>Size of Collaborative</li> <li>Diversity</li> <li>Outreach efforts</li> <li>Sharing of Information</li> </ul> <p><b>Comments:</b></p> <p><b>Rating:</b></p>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Group Consensus: _____</b>
<b>Engaged Collaborative Group</b>	<ol style="list-style-type: none"> <li>The collaborative lacks a clear agenda and is not able to articulate their vision for young children in their community</li> <li>Agenda is activity or program focused and mostly staff driven</li> <li>The collaborative's meetings are not regularly scheduled and attendance is sporadic and may have a high rate of turnover</li> </ol>	<ol style="list-style-type: none"> <li><b>The collaborative has an agenda that is mostly shaped by the expectations of a grant opportunity and lacks the community's own vision for young children</b></li> <li><b>Implementation of the activities or programs outlined in their plan are for the most part delegated to staff with limited engagement of other partners on the collaborative</b></li> <li><b>The collaborative's meetings are regularly scheduled and a small core group of people attend most of the time</b></li> </ol>	<ol style="list-style-type: none"> <li>The collaborative group is actively engaged in developing an agenda shaped by local vision and needs</li> <li>The collaborative members take responsibility for certain activities or aspects of the plan and partner on projects with other community groups</li> <li>The collaborative meets at least nine times a year and a fairly representative group of people consistently attend</li> </ol>	<ol style="list-style-type: none"> <li>The collaborative has a clear agenda shaped by a shared vision for their communities' young children for which the members representing the multiple sectors are invested and sharing in all decisions made</li> <li>The collaborative members commit their individual organization's resources and assume responsibility for specific strategies and activities</li> <li>The group has clearly defined roles and responsibilities for the staff, the leadership and it's membership</li> <li>Discussions in meetings are open and constructive</li> <li>The group maintains written agreements with each other and other community groups on related agenda</li> <li>The collaborative meets 9 or more times a year and a broadly representative group frequently and consistently attend the meetings</li> <li>The collaborative has public visibility and is recognized as the body responsible for developing and improving early care and education systems</li> </ol>	<p><b>Summary of Key Indicators:</b></p> <ul style="list-style-type: none"> <li>Shared agenda &amp; decision making</li> <li>Shared responsibility</li> <li>Frequency and level of participation</li> <li>Mutual respect</li> </ul> <p><b>Comments:</b></p> <p><b>Rating:</b></p>

<b>Strategic Use of Data</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Group Consensus: _____</b>
	<ol style="list-style-type: none"> <li>1. Data is not used to set priorities and strategies</li> <li>2. Lack of data is used to block progress (no efforts to collect or analyze new data is made)</li> <li>3. Community experience and input is not considered</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Some existing data is used in setting priorities and strategies</b></li> <li>2. <b>There is sporadic and limited data collection</b></li> <li>3. <b>Informal community experience and limited anecdotal information is gathered and used to inform priorities and strategies</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Existing data and newly collected data is used in setting priorities and strategies</li> <li>2. New and existing data is collected and presented in a community report card</li> <li>3. A variety of data sources and collection methods are used to ensure community experience and input</li> </ol>	<ol style="list-style-type: none"> <li>1. Data is collected, analyzed and used in setting priorities and strategies in planning efforts to determine desire measurable results and to track progress</li> <li>2. Qualitative data based on community experience and input is systematically and routinely used to set priorities and inform strategies</li> <li>3. A public accountability system and mechanisms for community feedback is maintained for tracking progress like an annual report card on the status of children</li> <li>4. Data collected informs how organizations and the community can change to improve the effectiveness of their efforts</li> <li>5. The group routinely researches, tracks and shares information about relevant trends and best practices</li> </ol>	<p><b>Summary of Key Indicators:</b></p> <ul style="list-style-type: none"> <li>▪ Data informs priorities and strategies</li> <li>▪ Community input is valued</li> <li>▪ Data is used to track &amp; report progress</li> </ul> <p><b>Comments:</b></p> <p><b>Rating:</b></p>
<b>Governance Structure with Working Committees</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Group Consensus: _____</b>
	<ol style="list-style-type: none"> <li>1. The collaborative has no designated chair or staff serve as chair</li> <li>2. The collaborative has no formal structure or committees to carry out community plan</li> <li>3. There is more than one community collaborative group focused on early childhood <u>with no</u> clear linkages</li> </ol>	<ol style="list-style-type: none"> <li>1. The collaborative has a chair or co-chairs</li> <li>2. The collaborative has no formal structure and forms ad-hoc committees as needed to carry out community plan</li> <li>3. There is more than one community collaborative group focused on early childhood <u>with clear</u> linkages between the groups</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>The collaborative has a chair or co-chairs</b></li> <li>2. <b>The collaborative has a formal structure</b> including an executive committee and <b>an appropriate committee structure to carry out community plan</b>, including a parent focused committee</li> <li>3. <b>There is only one community collaborative group focused on early childhood</b></li> </ol>	<ol style="list-style-type: none"> <li>1. The collaborative has a chair or co-chairs</li> <li>2. The collaborative has a formal structure with a clear set of operating procedures and practices that specify the role and function of all committees in relation to specific strategies in their community plan</li> <li>3. There is only one community collaborative focused on early childhood with clear expectations of authority, responsibility and accountability to the full collaborative (reciprocal consultation and sharing of information)</li> <li>4. The collaborative has a process for developing new leaders for the collaborative and the committees and is clear about service terms</li> </ol>	<p><b>Summary of Key Indicators:</b></p> <ul style="list-style-type: none"> <li>▪ Chair</li> <li>▪ Committees carry agenda</li> <li>▪ A single EC community collaborative</li> </ul> <p><b>Comments:</b></p> <p><b>Rating:</b></p>



## Parent Leadership and Engagement

	1	2	3	4	Group Consensus:
<b>Parent Engagement</b>	<ol style="list-style-type: none"> <li><b>The collaborative has no parents involved or attending the meetings</b></li> <li><b>The collaborative does not formally reach out to parents and parent groups</b></li> <li><b>The collaborative does not offer any parent leadership development and engagement training opportunities like PEP or PLTI in the past 4 years</b></li> <li>The collaborative considers parent/family serving agencies as parent representatives</li> <li>The collaborative disseminates information to parent/family serving agencies or interest groups</li> </ol>	<ol style="list-style-type: none"> <li>There are one or two parents involved or attending the collaborative meetings</li> <li>The collaborative does formally reach out to parents and parent groups</li> <li>The collaborative has offered 1 or 2 parent leadership and engagement training opportunities like PEP or PLTI in the past 4 years</li> <li>The collaborative knows about the honey comb, but does not reference it</li> <li>The collaborative disseminates information directly to parents</li> </ol>	<ol style="list-style-type: none"> <li>There are three or four parents involved or attending the collaborative meetings</li> <li>The collaborative formally reaches out and has an active parent engagement committee</li> <li>The collaborative has offered 3 or more parent leadership and engagement training opportunities in the last 4 years</li> <li>The collaborative references the honey comb when discussing parent engagement</li> <li>The collaborative engages parents in developing and disseminating information to other parents</li> </ol>	<ol style="list-style-type: none"> <li>The collaborative group has four or more parents involved or attending the collaborative meetings</li> <li>The collaborative systematically identifies, recruits, trains and engages parents in leading and supporting the agenda, who represent of the community demographics and the children enrolled in the school district</li> <li>Parents participate in community decision-making when developing and implementing strategies, setting priorities and allocating resources</li> <li>The collaborative systematically and annually offers parent leadership training opportunities like PEP, PLTI and other alternatives</li> <li>The collaborative references the honey comb when developing and implementing parent leadership development and engagement strategies</li> <li>The collaborative actively promotes parent leadership policies and practices in other systems and organizations</li> <li>The collaborative incorporates parent voice using a variety of methods and promotes the civic participation of parents</li> </ol>	<p><b>Summary of Key Indicators:</b></p> <ul style="list-style-type: none"> <li>Number of parents</li> <li>Parent outreach</li> <li>Leadership &amp; engagement training</li> <li>Use of honeycomb</li> <li>Dissemination of information</li> </ul> <p><b>Comments:</b></p> <p><b>Rating:</b></p>

## Local Leadership

	1	2	3	4	Group Consensus:
	<ol style="list-style-type: none"> <li><b>The Mayor/CEO is briefed on proposal and action plan solely to acquire signature for grant</b></li> <li><b>The Mayor/CEO or any representative does not participate in any of the</b></li> </ol>	<ol style="list-style-type: none"> <li>The Mayor/CEO allocates time to meet with collaborative staff to be kept informed</li> <li>The Mayor/CEO assigns a representative to <u>passively</u> participate in collaborative meetings and community events/forums</li> </ol>	<ol style="list-style-type: none"> <li>The Mayor/CEO regularly allocates time to meet with collaborative leadership and staff to be kept informed</li> <li>The Mayor/CEO assigns a representative to actively participate in collaborative meetings and community</li> </ol>	<ol style="list-style-type: none"> <li>The Mayor/CEO regularly allocates time to meet with the collaborative leadership and staff to exchange ideas and discuss related city plans and budgets for collaborative support and alignment of plans</li> <li>The Mayor/CEO directly and actively participates in collaborative meetings and community events/forums, or assigns a upper-level representative to engage in the collaborative who can make decisions on behalf of the city/town</li> </ol>	<p><b>Summary of Key Indicators:</b></p> <ul style="list-style-type: none"> <li>Accessibility &amp; interest</li> <li>Level of participation</li> <li>Public support</li> <li>Financial support</li> </ul>

<b>Support of Mayor/Chief Elected Official (CEO)</b>	<p><b>collaborative meetings or community events/forums</b></p> <p>3. <b>The Mayor/CEO or any representative does not publicly support the collaborative's work or the issue of early childhood education directly or indirectly</b></p>	<p>ums</p> <p>3. The Mayor/CEO 's public support is inconsistent for the collaborative's work or the issue of early childhood education</p>	<p>events/forums</p> <p>3. The Mayor/CEO publicly and consistently supports the collaborative work and is a spokesperson on the issue of early childhood education</p>	<p>3. The Mayor/CEO publicly and consistently supports the collaborative work and often champions the issue of early childhood education promoting its importance within city/town policies and practices</p> <p>4. The Mayor/CEO provides cash resources to provide direct staffing support for the collaborative and its efforts</p> <p>5. The Mayor/CEO leverages new resources and/or redeploys city resources to advance the collaborative work</p>	<p><b>Comments:</b></p> <p><b>Rating:</b></p>
	<b>Support of Superintendent</b>	<p><b>1</b></p> <p>1. The Superintendent is briefed on proposal and action plan solely to acquire signature for grant</p> <p>2. The Superintendent or any representative does not participate in any of the collaborative meetings or community events/forums</p> <p>3. The Superintendent or any representative does not publicly support the collaborative's work or the issue of early childhood education directly or indirectly</p>	<p><b>2</b></p> <p>1. The Superintendent allocates time to meet with collaborative staff to be kept informed</p> <p>2. The Superintendent assigns a representative to <u>passively</u> participates in collaborative meetings and community events/forums</p> <p>3. The Superintendent 's public support is inconsistent for the collaborative's work or the issue of early childhood education</p>	<p><b>3</b></p> <p>1. The Superintendent regularly allocates time to meet with collaborative leadership and staff to be kept informed</p> <p>2. The Superintendent assigns a representative to <u>actively</u> participate in collaborative meetings and community events/forums</p> <p>3. The Superintendent publicly and consistently supports the collaborative work and is a spokesperson on the issue of early childhood education</p>	<p><b>4</b></p> <p>1. <b>The Superintendent regularly allocates time to meet with the collaborative leadership and staff to exchange ideas and to bring related new district initiatives and budgets for collaborative support and alignment of plans</b></p> <p>2. <b>The Superintendent directly and actively participates in collaborative meetings and community events/forums, or assigns a upper-level representative to engage in the collaborative who can make decisions on behalf of the district</b></p> <p>3. <b>The Superintendent publicly and consistently supports the collaborative work and often champions the issue of early childhood education promoting its importance within district policies and practices</b></p> <p>4. The Superintendent provides cash resources to provide direct staffing support for the collaborative and its efforts</p> <p>5. The Superintendent leverages new resources or redeploys district resources to advance the collaborative work</p>
	<p><b>1</b></p> <p>1. The collaborative has no chair or staff serves as chair</p> <p>2. The collaborative has no process or criteria for the selection of chair</p> <p>3. Chair is not involve in setting the agenda or sets agenda</p>	<p><b>2</b></p> <p>1. The collaborative has a chair other than staff, but staff is mostly responsible for directing the work</p> <p>2. The collaborative has a process and criteria for the selection of chair, but choice is more about availability than experi-</p>	<p><b>3</b></p> <p>1. <b>The collaborative has a chair and is responsible for directing the work</b></p> <p>2. The collaborative adheres to their process and criteria for selection of chair</p> <p>3. <b>Chair leads the process for setting the agenda and</b></p>	<p><b>4</b></p> <p>1. The chair directs the work and is committed and skilled in exercising distributive leadership –convening the executive/steering committee, delegating responsibility and facilitating collective accountability</p> <p>2. The chair exceeds selection criteria in that they are a leader in the broader community, recognized making connections with diverse groups, leveraging other community assets, engaging other leaders and using their personal influence to advance the</p>	<p><b>Group Consensus:</b> _____</p> <p><b>Summary of Key Indicators:</b></p> <ul style="list-style-type: none"> <li>▪ Chair takes leadership role</li> <li>▪ Process &amp; criteria</li> <li>▪ Chair leads agenda</li> <li>▪ Chair is long-standing</li> </ul>

<b>Strong Collaborative Leadership (CHAIR)</b>	<p>singlehandedly</p> <p>4. There is high turnover in chairs and often not filled for months at a time</p>	<p>ence and skills</p> <p>3. Chair is minimally involve in setting the agenda and there is little involvement outside of regular collaborative meeting</p> <p>4. There is usually a chair, but turnover slows down the work</p>	<p><b>checks in with other committee chairs and staff between meetings</b></p> <p>4. There is always a chair and most chairs serve full term and build relationships</p>	<p>work of the collaborative</p> <p>3. Chair leads the process for setting the agenda and leads responsibility for making progress in implementing strategies</p> <p>4. The chair serves full term and builds strong working relationships with other members, as well as fostering new leadership and ensuring there is a system for leadership succession</p> <p>5. The chair thinks strategically and understands the local and state policy environment</p>	<p><b>Comments:</b></p> <p><b>Rating:</b></p>
<b>Engaged Collaborative Agent (CA)</b>	<p style="text-align: center;"><b>1</b></p> <p>1. The CA employs staff selected by the collaborative</p> <p>2. The CA issues payments as requested by the collaborative</p> <p>3. <b>The CA does not attend collaborative meetings or directly supports the work</b></p>	<p style="text-align: center;"><b>2</b></p> <p>1. The CA participates in selection of staff before employing the individual</p> <p>2. The CA participates in the development of plan and budget and approves requests before making payments</p> <p>3. The CA attends collaborative meetings by request</p>	<p style="text-align: center;"><b>3</b></p> <p>1. The CA participates in supervision of staff</p> <p>2. The CA participates in monitoring progress and budget</p> <p>3. The CA regularly attends collaborative meetings and is actively involved in advancing the collaborative agenda</p>	<p style="text-align: center;"><b>4</b></p> <p>1. The CA shares responsibilities for staff supervision with the executive/steering committee</p> <p>2. The CA uses organization assets to leverage partnerships and access to other resources (public and private), groups, influential individuals and related community efforts</p> <p>3. The CA regularly attends collaborative meetings and tangibly supports the work by providing in-kind, technical assistance and monetary support to advance the collaborative agenda</p> <p>4. The CA publicly promotes the support for early childhood</p>	<p><b>Group Consensus:</b> _____</p> <p><b>Summary of Key Indicators:</b></p> <ul style="list-style-type: none"> <li>▪ Full participant</li> <li>▪ Shares responsibility</li> <li>▪ Actively supports agenda</li> </ul> <p><b>Comments:</b></p> <p><b>Rating:</b></p>
	<p style="text-align: center;"><b>1</b></p> <p>1. <b>There is no visible spokesperson for early care and education issues</b></p> <p>2. <b>There is no communications plan</b></p>	<p style="text-align: center;"><b>2</b></p> <p>1. There is a spokesperson or two who also represent an organization or serve in public office and can be viewed as having other interests</p> <p>2. There is a communications plan to increase awareness and public will not yet implemented</p>	<p style="text-align: center;"><b>3</b></p> <p>1. There is a spokesperson or two who are your likely champion(s) and messengers</p> <p>2. There is a communications plan to increase awareness and public will only partially implemented</p>	<p style="text-align: center;"><b>4</b></p> <p>1. There are one or more unusual suspects, not necessarily a member of the collaborative, systematically communicating the importance of early childhood education</p> <p>2. Highly visible individual(s) in a position(s) of formal or informal leadership who is able to mobilize the community and influence public policy</p> <p>3. There is a communications plan to increase awareness and public will that is being fully implemented</p> <p>4. The collaborative reaches out to legislators and organizes community to advance early childhood public policy and practice</p>	<p><b>Group Consensus:</b> _____</p> <p><b>Summary of Key Indicators:</b></p> <ul style="list-style-type: none"> <li>▪ Credible &amp; visible</li> <li>▪ Communications plan</li> <li>▪ Policy work</li> </ul> <p><b>Comments:</b></p> <p><b>Rating:</b></p>

Community Champion/ Spokesperson					
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**Staff Support**

<b>Strong and Skilled Facilitator (COORDINATOR)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Group Consensus: _____</b>
	<ol style="list-style-type: none"> <li>The staff works up to 10 hours/ week</li> <li>There is no job description or the staff's job description <u>does not</u> align with the role and functions of a community collaborative</li> <li>The staff is only directed by the collaborative agent and gets no direction from the collaborative</li> </ol>	<ol style="list-style-type: none"> <li>The staff works up to 15 hours/week</li> <li>The staff's job description <u>does align</u> with the role and functions of a collaborative, but staff is primarily <u>fo- cused on administrative or program</u> activities</li> <li>The staff is primarily directed by the collaborative agent and may get some direction from the collaborative</li> </ol>	<ol style="list-style-type: none"> <li>The staff works up to 20 hours/week</li> <li>The staff's job description <u>does align</u> with the role and functions of a collaborative, and staff is primarily <u>fo- cused on facilitating the work of the collaborative</u></li> <li>The staff is primarily directed by the collaborative leader- ship and committees</li> <li>The staff exercises some level of leadership</li> </ol>	<ol style="list-style-type: none"> <li>The staff works 20 hours or more per week</li> <li>The staff's job description <u>does</u> align with the role and function of a community collaborative, and staff <u>provides leadership and fa- cilitates the work of the</u> collaborative helping the collaborative to think_ strategic and focus on the "big picture", identifying and raising issues that need to be considered and seeking solutions to challenges or barriers</li> <li>The staff is directed by the collaborative and maintains a func- tional relationship with collaborative agent, chairs, members of the collaborative, parents, other providers and policy makers</li> <li>The staff functions as a neutral facilitator</li> <li>The staff demonstrates commitment to the value of parent en- gagement and collaboration</li> </ol>	<p><b>Summary of Key Indicators:</b></p> <ul style="list-style-type: none"> <li>▪ Number of hours</li> <li>▪ Job description</li> <li>▪ Collaborative direction</li> <li>▪ Facilitative leadership</li> </ul> <p><b>Comments:</b></p> <p><b>Rating:</b></p>

**Meaningful Local Match**

<b>Meaningful Local Match</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Group Consensus: _____</b>
	<ol style="list-style-type: none"> <li>1. There is no local match ( in-kind, redeployed staff or cash) from any of the key partners (city/town, district, or collaborative agent)</li> <li>2. CA's administrative fee exceeds average fee and is not in balance with degree of the CA's participation and support</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>There is some local in-kind match like meeting or office space from one of the key partners</b></li> <li>2. <b>CA's fee is within average generally charged given participation and support provided</b></li> <li>3. At least one key partner is contributing some level of personnel support or staff time to achieve work of the collaborative</li> </ol>	<ol style="list-style-type: none"> <li>1. There is a mix of in-kind, re-deployed staff and up to 20% cash match from multiple key partners</li> <li>2. CA's fee is less than average given participation and support provided</li> <li>3. More that one of the key partners are providing personnel and staff to achieve work of the collaborative</li> </ol>	<ol style="list-style-type: none"> <li>1. There is a mix of in-kind, redeployed staff and more than 20% cash match from multiple key partners (public and private)</li> <li>2. CA's absorbs administrative costs and is fully invested in work of the collaborative</li> <li>3. City/town and/or school system align their resources by redirecting existing funds and/or redeploying personnel in support of specific strategies</li> <li>4. Funds from other sources are administered by the collaborative</li> <li>5. The collaborative has a fund development plan that is jointly owned by community groups, institutions and organizations (influences how resources allocation is prioritized) and considers future needs.</li> <li>6. The collaborative shares financial information and funding plans publicly</li> </ol>	<p><b>Summary of Key Indicators:</b></p> <ul style="list-style-type: none"> <li>▪ Local match</li> <li>▪ Amount of local cash match</li> <li>▪ CA's fees</li> <li>▪ Alignment of resources</li> </ul> <hr/> <p><b>Comments:</b> <b>Rating:</b></p>



## 2009 DISCOVERY COMMUNITY SURVEY

*As mentioned in the July 31<sup>st</sup> letter from David Nee with the 2010 Discovery community application materials, each community is expected to complete this survey for the evaluation as part of the application process.*

*Please answer the following questions about the Discovery community collaborative group and its work since the end of 2006. The year 2006 was selected because it is the last time the evaluation collected the kinds of information on this survey from all the Discovery communities. To the extent possible, the answers should reflect the input of the Discovery group's members as a whole. The answers will be used in the Discovery Initiative evaluation as part of summary reports; individual community information will not be shared.*

*Please complete the survey and return via mail or e-mail by **October 15, 2009**, to:*

*Sam Stephens, CAPD  
1622 Riverside Drive  
Trenton NJ 08618  
[sstephens@capd.org](mailto:sstephens@capd.org)*

*Please feel free to contact Sam or Donna Studdiford via e-mail if you have questions or want more information about how the information will be used.*

*Sam's contact information: 609-334-6904 or [sstephens@capd.org](mailto:sstephens@capd.org)*

*Donna's contact information: 860-309-0128 or [studdiford@onpointconsulting.org](mailto:studdiford@onpointconsulting.org)*

*Thank you very much.*

1. Please answer the following questions about progress in your community on each of the four Discovery objectives, **regardless of whether it was a focus of your Discovery action plan.**

**a. EXPAND THE SUPPLY OF HIGH QUALITY EARLY CHILDHOOD EDUCATION**

**Please place a check in the box below that describes where your community is now (in the fall of 2009), compared to where it was at the end of 2006 on progress toward this Discovery objective.**

<i>There has been a decrease in supply</i>	<i>Supply is about the same</i>	<i>Supply has increased moderately</i>	<i>Supply has increased substantially</i>	<i>Supply is now sufficient to meet need</i>

Please describe the information or evidence you have about change on this objective since 2006.

**b. INCREASE THE QUALITY OF EXISTING EARLY CHILDHOOD EDUCATION**

**Please place a check in the box below that describes where your community is now (in the fall of 2009), compared to where it was at the end of 2006 on progress toward this Discovery objective.**

<i>There has been a decrease in quality</i>	<i>Quality is about the same</i>	<i>Quality has increased moderately</i>	<i>Quality has increased substantially</i>	<i>Quality is now uniformly high</i>

Please describe the information or evidence you have about change on this objective since 2006.

**c. BUILD STRONG CONNECTIONS BETWEEN EARLY CARE AND ELEMENTARY EDUCATION**

**Please place a check in the box below that describes where your community is now (in the fall of 2009), compared to where it was at the end of 2006 on progress toward this Discovery objective.**

<i>The connections are weaker</i>	<i>The connections are about the same</i>	<i>The connections are moderately stronger</i>	<i>The connections are substantially stronger</i>	<i>Connections between all early care providers and elementary schools are strong</i>

Please describe the information or evidence you have about change on this objective since 2006.



**d. IMPROVE STUDENT’S SOCIAL-EMOTIONAL DEVELOPMENT & EARLY SCHOOL PERFORMANCE**

Please place a check in the box below that describes where your community is now (in the fall of 2009), compared to where it was at the end of 2006 on progress toward this Discovery objective.

<i>These outcomes for children have declined</i>	<i>These outcomes for children have stayed about the same</i>	<i>These outcomes for children have improved moderately</i>	<i>These outcomes for children have improved substantially on average</i>	<i>These outcomes have improved substantially for all groups of children</i>

Please describe the information or evidence you have about change on this objective since 2006.

**2. Please place a check in the box next to each activity your community’s Discovery collaborative group has supported, participated in, or carried out since the end of 2006 that has contributed to progress on the Discovery objectives or to other improvements for young children in your community.**

<b>Since the end of 2006 my community’s Discovery collaborative group has supported, participated in, or carried out activities...</b>	
Promoting community goals or targets for young children’s health, development, school readiness, or school success	
Publicizing information on children, such as data on children’s health and school performance	
Holding information sharing and/or discussion meetings for the community on issues related to young children and early education	
Meeting with community leaders one-on-one to provide information and encourage their support on issues related to young children and early education	
Holding forums for candidates and elected officials to discuss their interest in issues related to young children and early education	
Holding voter registration and turnout drives for elections on issues related to children and education	
Presenting policy or program recommendations to town council or school board	
Collecting evidence of community support on issues related to young children and early education	
Providing training or professional development opportunities for early education teachers and providers	
Holding joint professional development for both early education providers and teachers in the early elementary grades	
Providing assistance to early education providers seeking certification or program accreditation	
Providing kindergarten preparation and transition programs for children who had not attended preschool	
Providing kindergarten preparation and transition activities for all children, regardless of whether	

<b>Since the end of 2006 my community's Discovery collaborative group has supported, participated in, or carried out activities...</b>	
they had attended preschool	
Making kindergarten registration procedures simpler, more convenient, and/or more uniform across community schools	
Conducting health and development screenings for young children	
Providing parents with information about child development and community resources, including resource directories and family days	
Holding family literacy programs or events	
Any other program, activity, or event that contributed to progress on Discovery objectives or improvements in child well-being in your community – PLEASE DESCRIBE:	

- 3. Please list any community groups or organizations, including city or town agencies or the local school district, that the Discovery collaborative group is affiliated with or regularly works with on activities and issues such as those listed in question 2 above.**
  
- 4. Please describe any programs, activities, or events initially developed or supported by the Discovery collaborative group that have been “picked up” (that is, are now being carried out or supported on a regular or routine basis) by another community organization or institution (such as the school district, a city or town agency, the local library, the local United Way, a community service organization, etc.).**
  
- 5. Please describe any staff positions or ongoing programs *specifically related to early childhood* that have been created by another community organization or institution since the beginning of Discovery in 2002.**
  
- 6. Please place a check in the box next to each way in which the Discovery collaborative group engages with parents in your community to learn about their interests and ideas and to participate in decision making.**

<b>The Discovery collaborative group...</b>	
Has parents as members of the collaborative	
Has parents who serve in leadership positions on the collaborative	
Has a parent engagement committee	
Has a parent advisory group	
Conducts parent surveys or interviews	
Is affiliated or works with parent groups in the community	
Supports or promotes parent-initiated activities, projects, or events	
Consults with individual parents in leadership positions in the community	

<b>The Discovery collaborative group...</b>	
Supports parents to participate in Memorial Fund events and workshops	
Engages parents in other ways – PLEASE DESCRIBE:	

**7. Please check any of the following that your community’s Discovery collaborative group has participated in, since 2006:**

<b>Since the end of 2006 my community’s Discovery collaborative group has participated in or supported the participation of community residents in...</b>	
Advocacy events in Hartford sponsored by Connecticut Parent Power or the Early Childhood Alliance	
Advocacy events in my community sponsored by Connecticut Parent Power or the Early Childhood Alliance	
Training in advocacy or community mobilizing sponsored by Connecticut Parent Power or the Early Childhood Alliance	
Briefings, conference calls, or webinars on research or policy by Connecticut Parent Power, the Early Childhood Alliance, CT Voice for Children, or the CT Association for Human Services (CAHS)	
Meetings of Connecticut Parent Power or the Early Childhood Alliance	
Work with other communities for the purposes of advocacy or public education on early childhood or related issues	
Work with other communities for the purpose of providing professional development or training for early education providers and/or elementary teachers	
Work with other communities for the purpose of providing information or education programs to parents	
Work with other communities for the purpose of providing parent leadership training opportunities	
Any other activities with state organizations or other communities related to young children and early education – PLEASE DESCRIBE:	

**8. a. Thinking about the information, tools, events, and workshops available through the Discovery Initiative, which have been the most helpful to the work in your community so far?**

**b. What information, tools, events, or workshops would be helpful in the future?**

**9. Please indicate the number of hours of staff time per week available to support the Discovery collaborative group:**

\_\_\_\_\_ Number of hours per week of staff time

**10. a. What kinds of information about children’s development, learning, and education do you think would be useful for parents in your community to know in supporting their own children?**

**b. What kinds of information about children’s development, learning, and education do you think would be useful for parents in your community who are working to improve conditions for all children?**

**11. Please check the box or boxes in the second column next to the descriptions that indicate the role or roles the Discovery collaborative group has played in your community since the end of 2006. Also indicate in the third column the roles that the collaborative group will likely play in the future.**

<b>Roles that the Discovery collaborative group has or will play in the community</b>	<b>Since 2006</b>	<b>In the future</b>
Encourage, support, and/or lead community goal setting and planning for young children		
Encourage or support parent leadership in the community		
Provide ways for the schools, service agencies, and other community groups and organizations to connect, communicate, and work with each other		
Provide ways for parent interests and needs to be communicated to the broader community		
Be a source of information on young children and on early care and education issues		
Mobilize citizens and voters around issues related to young children and early education		
Stimulate or initiate programs or projects that improve services for young children		
Connect citizens with state-wide policy issues and advocacy efforts		
Give the community a unified voice on early childhood issues		

**12. Please list all members of the Discovery collaborative group in the chart below and fill in the requested information about each member. Use additional pages if needed. For the purposes of this chart, only include program volunteers who participate regularly in collaborative meetings and decision-making.**

Name or Initials	Stakeholder Category (See * below)	Organization or Group this Member Represents (if any)	Position/Title in Organization or Group	Role in Discovery Collaborative					Race/Ethnicity				
				Chair/ Co-chair	Committee chair	Executive/Steering Committee	Committee Chair of Standing	Member	White, Non-Hispanic	Hispanic	African- American	Other	

**\*Stakeholder Categories:**  
*Parent/Guardian (P) – involved in the Discovery work primarily in their role as parent, particularly parents who are not already working on behalf of children in their professional capacity.*  
*Teacher (T) Early care provider (ECP) Health professional (HP) Board of Education member (BOE) Librarian (L) Social service providers (SP) Law enforcement (LE)*  
*Faith community (FC) Chief elected official (EO) City/Town council (CTC) School principal (SP) Superintendent’s office/Central administration (SO) Unions (U)*  
*Small business (SM) Corporate business (CB) Higher education (HE) Community resident (CM) Other stakeholder category (OS)*



## COMMUNITY SURVEY ON KINDERGARTEN TRANSITION ACTIVITIES – SUMMER 2010

1. Below are some possible kindergarten transition activities. In the first column, please check any activities that have taken place in your community *since 2004*; in the second column please check any activities that are *currently* underway; in the third column please check any activities that are *being planned*. Please check *all* that apply, regardless of whether or not they were planned, supported, or implemented by the Discovery collaborative group.

*Since 2004*   *Now*   *Planned*

- |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Arranging for early education providers and kindergarten teachers to exchange classroom visits to learn more about each other's teaching methods and curricula   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Holding joint professional development for both early education providers and teachers in the early elementary grades  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Working to make sure early education and elementary curricula, child assessment methods, and teaching approaches are in line with each other   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Providing kindergarten preparation and transition programs for children who had <u>not</u> attended preschool  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Providing kindergarten preparation and transition activities for <u>all</u> children, regardless of whether they had attended preschool  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Making kindergarten registration procedures simpler, more convenient, and/or more uniform across community schools   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Sharing observation and assessment information about individual children between early education providers and kindergarten teachers   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Setting up orientation sessions for the families of entering kindergarten students to learn about kindergarten expectations, the kindergarten experience, and the school system  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Arranging for entering students to visit kindergarten classrooms   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Distributing information about kindergarten registration, curriculum, learning experiences via the local cable tv channel, local newspaper, community meetings, flyers or materials in local businesses like grocery stores, laundromats, doctor's offices, etc. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Working with local organizations to provide incentives for families to register their child for kindergarten or to participate in kindergarten orientation activities  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Communicating regularly with families of entering kindergarteners between registration and the first day of school   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Other kindergarten transition activities in our community – please describe:   |

*If there are no kindergarten transition activities currently underway or planned in your community, please stop here and return this survey to: Sam Stephens, 1622 Riverside Drive, Trenton, NJ 08618 [sstephens@capd.org](mailto:sstephens@capd.org). Thank you.*

2. Please check any of the following descriptions that apply to work on kindergarten transition in your community. Please check all that apply to your community.

- Our Discovery collaborative group has a committee or workgroup working on kindergarten transition.
- A committee or workgroup in our community that is not part of the Discovery collaborative is working on kindergarten transition.
- School district staff are active members of the kindergarten transition committee or workgroup.
- Parents serve on the kindergarten transition committee or workgroup.
- Work on kindergarten transition was started by the Discovery collaborative group. *Worked on it*
- Work on kindergarten transition was started by our school district. *Worked on it*
- Work on kindergarten transition was started by our School Readiness Council. *Worked on it*
- School or central administration staff are assigned by the district to work on kindergarten transition activities and projects.
- Other ways in which work on kindergarten transition in our community was started or is organized:

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3. Please describe how broadly the kindergarten transition activities are being planned or carried out now. Please check the one that best describes the situation in your community now.

- Kindergarten transition activities are being **planned or carried out as a pilot** for some of the schools, early childhood education providers, families, or children, **before expanding** to the entire community.
- Kindergarten transition activities are being **planned or carried out for some** of the schools, early childhood education providers, families, or children, **with no specific plans to expand** to the entire community.



- Kindergarten transition activities are being **planned or carried out for all or almost all** of the schools, early childhood education providers, families, or children in our community.
- Other ways of describing the reach of current kindergarten transition activities in our community:

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4. **Please check any of the following that have helped make work on kindergarten transition successful. Please check all that apply to your community.**

- Having a superintendent who is willing to make changes in district policies and practices
- Having school staff in central administration available to help plan and organize
- Having principals and/or teachers willing to participate in planning and/or carrying out transition activities
- Having other community leaders interested in kindergarten transition issues
- Having an organized group of early care and education providers interested in kindergarten transition
- Having parents express interest or concern about kindergarten transition issues
- Having a history of collaboration between the school system and our community
- Having funds available or resources allocated to support kindergarten transition activities
- Other things about our community that have helped make work on kindergarten transition a success:

5. **Please check any of the following that were helpful to work on kindergarten transition in your community. Please check all that apply to your community.**

- Our Discovery collaborative group as a place to focus our community's work on early childhood and early education issues
- Having kindergarten transition as one of our community's Discovery objectives
- Our community's participation in the Kindergarten Transition Institute
- Sessions on kindergarten transition presented at Stone Soup
- Examples and resources available on the Discovery website or the weekly Digest
- Information and ideas shared by our community liaison
- Information available from the CT Department of Education *pamphlets, booklets*

- Information and materials available from state or national professional organizations
  - Information and materials available from universities or research organizations
  - Other information sources or activities that have been helpful to work on kindergarten transition in our community:
- 

**6. Please check any of the following results that have been seen from work on kindergarten transition in your community. Please check all that have resulted from work in your community.**

- Entering kindergarten students are better prepared to be successful in school
  - Parents of entering kindergarten students know more about what kindergarten will be like and how to prepare their children for kindergarten
  - More kindergarten students are registered in the spring before their kindergarten year
  - Kindergarten teachers are more aware of what children have learned and experienced in our community's early education settings
  - Early care and education providers and programs in the community are more aware of what children are expected to know and be able to do when entering kindergarten
  - Parents of entering kindergarten students are more involved in school activities and in supporting their children's learning at home
  - Kindergarten teachers are better informed about each individual child's development in preparing for the students in their classrooms
  - Community residents are more aware of the value of early education and the importance of children being prepared for kindergarten
  - Our school district has allocated more resources and/or staff time to early childhood education issues, including those related to linking early education experiences and elementary schools
  - Other results from work on kindergarten transition in our community:
- 

**7. Please describe the kinds of information that have been gathered in your community about the results checked above. Please include the name of any instrument or tool that is being used (for example, ECERS or DECA).**

- 8. Please describe the most important way in which participating in the Discovery Initiative has contributed to the work on kindergarten transition in your community:**
  
- 9. Please provide any additional information about work on kindergarten transition in your community:**
  
- 10. Please suggest any information, training, or technical assistance you feel would be helpful to work on kindergarten transition in your community:**

**FOCUS GROUP PROTOCOL – KINDERGARTEN TRANSITION TEAM  
SUMMER 2010**

*Briefly describe COMMUNITY's KT activities/projects. Can you tell us a little about the kindergarten transition work in Vernon? What kinds of programs and activities have you implemented?*

How widespread are these activities?

Do you think that the kindergarten transition work has “taken hold” in your community?  
How do you know?

What results/outcomes are you hoping for/expecting? What have you seen so far?

What has helped you to move the Kindergarten Transition work forward and be successful?

How has being part of the Discovery Initiative helped in COMMUNITY's Kindergarten Transition work?

What challenges have you faced in achieving the goals set out in your kindergarten transition plan?

What can you tell us about how the school system is involved in this work?

Has the relationship evolved over time or was there already a history of working together?

What are the future plans for the kindergarten transition work in COMMUNITY?

What challenges, if any, do you see to continuing or expanding this work moving forward?

Is there anyone else in COMMUNITY who you think we should talk with about the Kindergarten Transition work here?

Are there any materials or documents that we should see?

**DATA COLLECTION PROTOCOLS – STATEWIDE & REGIONAL GRANTEE ORGANIZATIONS**

**Protocol: Telephone Interviews with GMF Regional And Statewide Policy Grantees, 2005**

**Statewide/Regional Grantee Questionnaire, Fall 2006**

**Protocol: Interviews with Regional And Statewide Policy Grantees, 2007**

**Protocol: Telephone Interviews with the 4 Core Statewide Grantees and Other Statewide Informants, Fall 2008**

**Questions for Statewide Grantee Interviews, 2010**

**PROTOCOL:**  
**Telephone Interviews with GMF Regional and Statewide Policy Grantees, 2005**

Intro: We are calling as part of an evaluation of the Discovery Initiative of the William Caspar Graustein Memorial Fund, or GMF. Our understanding is that your organization has received a grant from GMF, and we'd like to talk with you about the goals of your work under the grant, and your relationship with GMF. This should take approximately 45 minutes (*an hour, if question 13 applies*), and your answers will be confidential in our reports and feedback to GMF.

*Verify that they are the most appropriate person to discuss the grant and the work being funded.*

**SCOPE OF WORK:**

1. What are the major goals of the work you are doing that is being funded by GMF?
  - a. Probes: are you being funded to do policy work at the state level; to support communities (and what kinds of support?); to support GMF? – *important to distinguish between these goals*
  - b. *Note whether or not they spontaneously mention connections to Discovery – this is one of the things we need to report on for the initiative level study re: integration of work*
2. (If not already mentioned): when was the first time you were funded by GMF?
3. In what ways, if any, has GMF been involved in helping to shape this work and determine the goals of your grant?

**INTEGRATION WITH DISCOVERY:**

4. Are you familiar with the Discovery Initiative?

If so: Please describe your understanding of its key goals and objectives.

If not: The Discovery Initiative is the current initiative of GMF in which they are working with 49 local communities, as well as some regional and statewide policy organizations, on issues around early care and education. Does that sound familiar? (*If it sounds familiar, ask if they can recall hearing about the 4 goals of Discovery. If not, tell them the goals – see page 3*)

5. In what ways does your work connect with and contribute to Discovery's goals?

*(note whether they link it to none, one, or more of Discovery's goals. If their answer does not clearly connect with any of the goals of Discovery, ask which of the 4 goals their work is related to/contributing to)*

6. Are you collaborating with any regional or statewide policy organizations or coalitions on work that contributes to the Discovery Initiative? If so, please describe.

7. Have you worked with any of the communities that are participating in the Discovery Initiative? Please describe this work.

- a. Probes: Do you provide supports to any of the communities as part of their Discovery work? What kinds of supports? What are the goals of this work? What's the impetus for this work (the community asks them? GMF or Laura asks them? The grantee instigates?)
- b. Is your work affected by the Discovery communities? How? (e.g. does the grantee seek out parent or community input to set their policy agenda)?

GMF'S ROLE:

8. How does GMF support your organization's work? What types of supports, linkages, and guidance do they provide, and how useful have these things been?

9. In your opinion, to what extent and how does GMF contribute to progress at the policy level (*overall, not directly tied to organization's work*)?

INDICATORS OF PROGRESS:

10. In your opinion, what are 2 or 3 key policies to track if you wanted to know if GMF is making progress toward meeting its objectives for the Discovery Initiative?

11. What types of evidence do you look at to know if your work is making a difference and contributing to the goals and objectives of Discovery?

- a. Probe: How do you share this information with GMF? How often?

12. In your opinion, what (if any) changes have you seen at the community level that indicate progress is being made toward Discovery's goals?

- a. What changes have you seen at the state level?



CONTEXT:

**13.\* For select grantees only:** In what ways has the policy context changed in CT since you've been involved in Discovery, and how (if at all) have the changes affected your work?

**\*Grantees to ask Q13:**

Bridgeport Child Advocacy Coalition

CT Association for Human Services/ Communities Committed to Kids

CT Parent Power

Voices for Children

Community Foundation for Greater New Haven

CT Center for School Change

DISCOVERY INITIATIVE GOALS:

Expand the supply of high-quality early childhood education opportunities in communities

Improve the quality of existing early care and education

Build strong connections between early care and elementary education

Improve children's social, emotional and academic performance

**Statewide/Regional Grantee Questionnaire**  
**Fall 2006**

**As you may know the Center for Assessment and Policy Development (CAPD)** is in the process of evaluating the Discovery Initiative. In evaluating the initiative we are looking for patterns and trends across communities and at the state level. We are not evaluating the progress of individual communities or organizations. This evaluation has been designed to provide the William Caspar Graustein Memorial Fund (“the Memorial Fund”) with information to make strategic choices in their work, and help Discovery communities and statewide and regional grantees to assess and reflect on their work.

The evaluation team will be looking at work at the state level by interviewing Memorial Fund staff, and interviewing stakeholders and grantee organizations, as well as analyzing the responses to this and other questionnaires. While the Memorial Fund will be kept informed about progress, information collected by the evaluation will be reported to the Memorial Fund only in summary fashion.

**Please complete the following questionnaire and return by November 3, 2006.**

***Thank you in advance for your participation.***

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# WILLIAM CASPAR GRAUSTEIN MEMORIAL FUND DISCOVERY INITIATIVE EVALUATION

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## STATEWIDE/REGIONAL GRANTEE QUESTIONNAIRE

*Please complete the following questionnaire and return by November 3, 2006*

**Name of the organization:** \_\_\_\_\_

**Your name and title:** \_\_\_\_\_  
\_\_\_\_\_

***Please provide some background information on the organization:***

1. Usual or main geographic focus of the organization's work:

\_\_\_\_\_ In CT and other states

\_\_\_\_\_ Statewide in CT

\_\_\_\_\_ Regional in CT → [Please describe the geographic area:  
[  
\_\_\_\_\_ Local in CT → [

2. Areas of expertise and skills represented among the staff (check all that apply at this time):

\_\_\_\_\_ Advocacy

\_\_\_\_\_ Education and school reform

\_\_\_\_\_ Communications and public relations

\_\_\_\_\_ Evaluation and research

\_\_\_\_\_ Community organizing

\_\_\_\_\_ Facilities development

\_\_\_\_\_ Data collection and analysis

\_\_\_\_\_ Financing strategies

\_\_\_\_\_ Early childhood development

\_\_\_\_\_ Public policy analysis

\_\_\_\_\_ Early education program  
and management

\_\_\_\_\_ Strategic planning design

Please describe any other areas of expertise and skills represented among the staff:

3. Have there been any major changes in the areas of expertise and skills among the organization's staff since 2001?

\_\_\_\_\_ No    \_\_\_\_\_ Yes → Please describe:

***Please answer the following questions about the work of your organization.***

4. Please briefly describe the type of work or specific projects that your organization is currently funded by the Memorial Fund to do.
  
5. How closely do you feel the work of your organization aligns with one or more of the objectives and strategies of the Discovery initiative? Please indicate on the rating scale below and then briefly describe ways it is aligned.

\_\_\_\_\_ I don't feel I know enough about Discovery to answer confidently.

→ Please go to question 6

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Very closely aligned		Somewhat closely aligned		Not aligned

Please describe the specific ways you feel your organization's work is aligned with the Discovery objectives and strategies.

6. How, if at all, does the work of your organization reach parents and provide them with information, tools and/or resources?
  
7. How, if at all, does your organization engage parents in its work or connect directly with parents?

***Please answer the following questions about connections between your organization and the work of other statewide and regional organizations.***

8. Which other organizations in Connecticut does your organization work closely with? Please list the organizations and give a brief example of the work with that organization.

Organization

Example of Work with That Organization


Please add lines as necessary.

9. Does your organization belong to any coalitions or groups of other CT organizations working in the area of early childhood and early care and education?

\_\_\_\_\_ No      \_\_\_\_\_ Yes → Please list these coalitions or groups:

10. Are there any significant challenges or barriers to establishing and maintaining working relationships with other organizations? If so, please describe the challenges or barriers.

***Please answer the following questions about how your organization is connected to the work of Discovery communities.***

11. To what extent is working directly with local communities one of your organization's strategies?

\_\_\_\_\_ Not at all → Go to Q. 13      \_\_\_\_\_ Occasionally  
\_\_\_\_\_ Often                                      \_\_\_\_\_ Almost always

12. Has your organization worked directly with any of the Discovery communities?

\_\_\_\_\_ No → Go to Q. 13  
\_\_\_\_\_ Yes → Please indicate or estimate the number of Discovery communities that your organization has worked with directly: \_\_\_\_\_

Please describe what this work usually involves:

13. Are there any significant challenges or barriers to establishing relationships and/or working directly with the Discovery communities? If so, please describe the challenges or barriers.
14. Is there anything that the Memorial Fund might do to assist your organization in dealing with those challenges and barriers? If so, please describe below.

***Please answer the following questions about the relationship between your organization and the Memorial Fund.***

15. What types of support from the Memorial Fund, beyond grant funding, have been helpful to your organization and its work? Examples of supports might include providing space and staff support for events or meetings, convening stakeholders, facilitating relationships with other organizations or to Discovery communities, publishing your organization's work or providing advice or information.
16. In what ways has being a Memorial Fund grantee helped your organization increase its own internal capacities and/or shaped the direction of your work?
17. In what ways has being a Memorial Fund grantee influenced the relationships, partnerships, and/or collaborations your organization is involved in?

18. How clear and consistent would you say messages from the Memorial Fund have been about the role of your organization and its work in the Discovery Initiative?

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Very clear And consistent		Somewhat clear and consistent		Not clear or consistent

If relevant, please provide an example of a situation in which messages from the Memorial Fund about the role of your organization in Discovery were **clear or consistent AND/OR** a situation in which messages were **not clear or consistent**.

19. Are there any things the Memorial Fund could do (or do more of) that would help your organization to be more effective in carrying out its work and accomplishing its goals?
20. Please estimate the approximate percentage of your budget **for your early care and education work** that is provided by the Memorial Fund.

Please feel free to add any other comments or thoughts below.

*Thank you very much for completing this questionnaire.*

**Please return the questionnaire by November 3, 2006.**

**PROTOCOL:**  
**Interviews with Regional and Statewide Policy Grantees, 2007**

Intro: Thanks for taking the time to fill out the questionnaire about your work and sharing your thoughts about the Discovery Initiative and the work at the state level. The purpose of this round of interviews with the statewide and regional grantees is to follow up on some of the responses we received and discuss some of the topics covered in the interview in more depth. Ultimately, we are looking for trends and patterns that will help us to assess the contribution of the Initiative to state capacities and policies that affect the Discovery objectives – that is, increase the supply and quality of early care and education opportunities, improve the connections between early education and the early grades of school, and ensure that children develop well and achieve early school success. Our reporting back to the Memorial Fund will reflect what we learn with regard to those trends and patterns, and not identify information from an individual respondent or grantee organization, unless you request that we specifically share particular observations.

Before we get started, I wanted to ask if you have any questions about the evaluation. I want to make sure that you are clear about what this evaluation is trying to accomplish and answer any questions you might have.

***ORGANIZATIONAL GOALS AND STRATEGIES:***

I'd like to begin by making sure we understand your organization's primary goals and strategies in the area of young children and early care and education.

*Ask only those organizations that were established after 2001:*

1. How and for what purpose was your organization formed?

*Ask of all organizations:*

2. What would you say are your organization's major goals related to changes in policies and practices related to young children and early care and education?
3. What are the major strategies you are using now to pursue those goals?
4. What would you say have been the most significant successes related to these goals?
5. What have been the major challenges, disappointments or set-backs?
6. Who do you think of as your customers or clients, or the audiences or users of your work?

7. When you think of the Discovery communities, how do you characterize the relationship of your organization with them? Is this in any way different from your relationship with other Connecticut communities?

***ORGANIZATIONAL CAPACITY:***

In the questionnaire, you indicated that your organization (has/has not) made major changes in the areas of expertise and skills among staff since 2001 (*refer to response to question 3 in questionnaire*).

8. Have there been any major changes in other capacities of your organization – like computer technology, communications including use of the internet, meeting space, publication production, etc.? What about changes in the way you have structured your work and/or ways in which your organizational thinking has evolved?

*Skip to asterisked question if no staff or other changes were reported:)*

9. What has allowed or supported your organization in making these changes? (PROBE with the next question if not included in their answer.)
  - How did your relationship (grant, support) with GMF contribute to these changes, if at all?
10. How have these changes affected the work of your organization – its goals or its strategies? (PROBE: Has your organization changed direction or focused on something different as a result of your increased (staff, expertise, knowledge)?)

***ASK THE FOLLOWING QUESTIONS OF ALL RESPONDENTS:***

- \*11. Are there any capacities you would like to add or strengthen in your organization – such as additional staff, increased skill or expertise among existing staff, enhanced technology, etc.?
12. How might these additional or strengthened capacities affect the work of your organization?
13. How might GMF assist your organization in these areas, other than with grant support?

***INFLUENCE OF CONNECTION WITH DISCOVERY:***

14. How has the work of your organization – focus, goals, strategies, products or activities, etc. -- been influenced by the Discovery Initiative, if at all?
15. To what extent, if at all, do you feel being funded by the Memorial Fund as part of their Discovery initiative has assisted your organization in implementing its strategies and/or making progress toward its goals?



16. Has being funded by the Memorial Fund as part of their Discovery initiative opened up opportunities that otherwise might not have been available, or not?

***COLLABORATION:***

17. Who do you think of as your organization's most important allies or partners in CT?
- Are there organizations in the state without which you could not do your work or do it as effectively?
  - For each, ask: What specifically does that organization do or offer that is critical to your work?
18. How, if at all, have your organization's relationships with these organizations changed over the past few years?
19. How has being funded by the Memorial Fund as part of their Discovery initiative contributed to those changes, if at all?

***STATE CAPACITIES AND PROGRESS:***

20. What things – policies, institutions or organizations, structures, networks, expertise or other capacities – exist in CT already that have contributed toward or are a strong foundation for achieving the Discovery objectives?
21. What kinds of things (reiterate the list above if necessary) would need to be developed or strengthened in CT to realize these objectives?
22. From your perspective, what, if any, changes have you seen at the state level that indicate progress is being made toward Discovery's goals?
23. What changes, if any, have you seen at the community level?
24. What do you feel is your organization's unique contribution toward these capacities and changes?
- What would you say would be the effect in CT in terms of capacity to effectively pursue the Discovery objectives if your organization no longer existed?
25. What types of evidence do you look for to indicate that your organization's work is making a difference and contributing to the Discovery objectives?







**PROTOCOL:**  
**Telephone Interviews with the 4 Core Statewide Grantees and Other Statewide Informants**  
**Fall 2008**

Intro: Thank you for taking the time to speak with me today. The purpose of these interviews is to [if talking to a grantee] get an update on the work the four statewide grantees have been engaged in and understand how you and others think the early care and education work is moving forward and how it will fare in the coming legislative session. The Memorial Fund is also engaged in a strategic planning process and would like to hear from colleagues around the state about what the Memorial Fund should be thinking about going forward.

I will not be sharing particular observations, but will report back to the Memorial Fund on themes that surface during these conversations. So, I hope you will feel comfortable speaking candidly about your observations.

Please let me know if you have any questions at this point or as we go along.

***Predictions for the 2009 Legislative Session***

*The 2007 legislative session was a big win for ECE supporters and very little ground was lost in the 2008 session. I would like to get your perspective on how you see things moving forward and what you expect will happen in 2009.*

- Setting the economy aside for a moment—do you see anything missing from the current ECE picture? Are things moving forward on a positive trajectory? Are the pieces in place to ensure continued support for this issue? Do you see any missing pieces?
- Why do you think ECE did not take a hit as much as other areas did during 2008? What helped to contribute to the good outcome for ECE?
- What do you expect to see happen in the 2009 session? What do you see as the competing issue areas? How do you think ECE will fare? How “stable” are the results from the previous two sessions, in your opinion?

***Memorial Fund Strategic Planning Questions***

*The Memorial Fund is engaged in a strategic planning process that will determine the focus of its work for the next 5 years. Staff are interested in hearing from their colleagues around the state about what aspects of the Initiative they feel have been most valuable and what the Trustees and staff should be thinking about going forward.*

- When you think about the work the Memorial Fund has been engaged in for the past several years with the Discovery Initiative, what would you say has

“worked” and should continue to be part of the Memorial Fund’s strategy going forward?

- What should be changed or done differently?
- Is there something that the Memorial Fund has not done that you might suggest they try going forward?

***Update on Your Work [For statewide grantee interviewees only]***

*I attended the Mid-Point Review meeting in Old Saybrook where the 4 statewide grantees updated the Memorial Fund on your individual and joint work. I want to ask a few questions to get an update on any new developments since that time period. [Talk about what the grantee said was happening with their work at the meeting and with the joint work]*

- Can you give me a brief update of the work your organization has been engaged in since that meeting?
- Are there new developments in the joint work? Were you able to put in place any new processes for working together as a result of the discussion you had as a group during that meeting?
- Are there any particular challenges that you are facing as you move forward with implementing the plans you laid out in your grant application? Have you had to make any modifications?
- Where do you think this work will be going into the 2009 session? What do you anticipate will be the main areas of progress you will have to report to the Memorial Fund?

## Questions for Statewide Grantee Interviews, 2010

**Intro:** *Share the framework and definitions documents and explain that this interview is intended to help us understand how the work has unfolded since 2002 from the grantees' perspective and ask for their assessment of whether the advocacy approach of the Discovery Initiative has worked. The framework is intended to illustrate that GMF focused on capacity-building of the 4 organizations individually and collectively/collaboratively rather than on funding specific advocacy strategies. So we'd like them to think about how well that approach worked – pros/cons, lessons, etc. – as well as thinking about how well the specific strategies worked and what results they believe those strategies contributed to.*

**Questions** (Will be provided in advance)

- **Can you talk about the strategies your individual organization has used and invested in over the course of Discovery? (10 mins)**
  - What kinds of things did you learn through implementing these strategies?
  - Which strategies worked and which did not work as well?
  - Did you have to change your approach because of the policy environment?
  
- **What about joint/collaborative strategies with the other statewide grantees and joint/collaborative work with other organizations? (10 mins)**
  - What kinds of things did you learn through implementing these strategies?
  - Which strategies worked and which did not work as well?
  
- **Given all that has transpired over the course of Discovery, and the economic climate, what results would you have expected to see at this point? (10 mins)**
  - What results have you seen? Have you accomplished what you would have expected to accomplish 8 years ago?
  - What results were hoped for but not achieved?
  
- **What capacities did your organization need to implement the strategies and how were those developed? (10 mins)**
  - What capacities have made a difference and how you have used those to carry out the strategies?
  - How has being part of Discovery affected your organization's capacity to do this work?

- In hindsight, what aspects of your strategy was your organization well positioned to move?
- Are there capacities that still need to be developed or strategies that, looking back, would have helped you accomplish greater results?
  
- **How has your relationship with the other 3 "core" statewide grantees evolved over the course of Discovery? (10 mins)**
  - What collective capacities have the four "core" organizations developed to implement your collective strategies?
  
- **How has your relationship with the Discovery community grantees evolved over the course of Discovery? (10 mins)**
  - Have you seen changes in community-level capacity to do this work?
  
- **How has the capacity of the state to focus on and move an early childhood agenda changed since 2002? (10 mins)**
  
- **If you were serving as an advisor to another foundation that was launching an initiative, using Discovery as a model for the new initiative, what advice or lessons learned would you offer? (15 mins)**



## **DATA COLLECTION PROTOCOLS – OTHER STAKEHOLDERS**

**Stakeholder Protocol-National Stakeholder, Fall 2007**

**Questions for Liaisons, 2008**

**Questions for Staff About The Liaison Role And Value, 2008**

**Legislator Interview Protocol, Fall 2009**

**Interview Protocol for Interviews with Consultants, Fall 2009**

## Stakeholder Protocol-National Stakeholder, Fall 2007

Intro: Thank you for taking the time to speak with me today. The purpose of these interviews is to understand the degree to which the work of the Graustein Memorial Fund is visible on the national level and whether what aspects of the work might be of interest to others in the field.

If you have any questions about this process now or throughout this interview, please let me know.

1. How familiar would you say you are with the work of the Graustein Memorial Fund?
  - a. *Prompt for details of what interviewee knows about the Memorial Fund's work.*
  - b. How did you learn about GMF's work?
  - c. Are there aspects of GMF's work that are of particular interest to your organization?
  
2. How has your organization interfaced with the Memorial Fund?
  - a. *Have you or your organization been involved with GMF in any way? Prompt for details. Examples: joint presentation at funders event, funding of same grantee, participation in same national group...*
  - b. If yes, did that work with the Memorial Fund change your perspective or approach to your work? Did it prompt you to become interested in different areas of work or topic areas? Do you know if it changed the perspective or approach of Memorial Fund staff?
  
3. Are you familiar with other foundation-supported work focused on improving the school readiness or other outcomes for young children? If yes, how is the Memorial Fund's work similar or different?
  
4. Are there aspects of GMF's work that you think the field [examples: other funders, organizations involved in early childhood or education issues, etc] might be interested in learning more about?
  - a. Do you have any thoughts on how the Memorial Fund might best share their experiences?

## **QUESTIONS FOR LIAISONS 2008**

Introduction: Do you have any questions or comments on the preliminary results from the coordinator interviews?

1. What do you feel are the most valuable things you do as a liaison to support community work?
  
2. What do you feel are the most valuable things you do as a liaison to support the work of the Memorial Fund (work of Discovery?)?
  
3. Do you have any specific skills, experience, training, or characteristics that particularly suit you to be a community liaison?
  
4. Are there any skills you wish you had or would like to acquire that would help you in doing this work?
  
5. What is it you enjoy most about being a community liaison?
  
6. Is there anything you don't enjoy or find difficult about being a liaison?
  
7. In your opinion, what have been any important ways that the liaison role has changed over the course of the Initiative?
  - 7a. [IF CHANGES ARE IDENTIFIED] What difference have these changes made in your effectiveness with communities?

8. What have been the most supportive things the Memorial Fund has done to help you do your job as liaison?
  
9. If you were giving advice to a foundation thinking about using consultants as liaisons in a community initiative like Discovery, what would you tell them? What would you suggest replicating and what would you do differently?
  - 9a. What if foundation staff took that role?
  
  - 9b. What if employed as consultant directly with community?
  
10. What advice would you give to another foundation considering how to support work in communities?

**QUESTIONS FOR STAFF ABOUT THE LIAISON ROLE AND VALUE  
2008**

11. What specific skills, experience, training, or characteristics do you think are particularly valuable for community liaisons to have? If you were writing a set of ideal qualifications and experiences, what would that include?
  
12. If you were recruiting liaisons “from scratch,” how would you go about finding individuals with the necessary qualifications and experience?
  
13. If the Memorial Fund were embarking on a new initiative and were thinking about using liaisons as a support, how might you craft the aspects of the role differently?
  
14. If you had recruited a new cohort of liaisons or were starting an initiative using community liaisons, what kind of advance orientation or training do you think would be ideal to provide?
  
15. Based on your experience, what kinds of ongoing supervision and support do you think are necessary to provide for liaisons? What would be valuable, though not necessary, to provide?
  
16. What have been areas of concern on your part about the liaison role as a concept and how it is playing out? What approaches, if any, have you used to address these concerns?
  
17. If you were giving advice to another foundation thinking about using consultants as liaisons in a community initiative like Discovery, what would you tell them? What would you suggest replicating and what would you do differently?
  - 7a. What would be the pros and cons if foundation staff took that role?
  
  - 7b. What would be the pros and cons if consultants were employed directly by the community?

## LEGISLATOR INTERVIEW PROTOCOL, FALL 2009

Intro: Thank you for taking the time to speak with me today. I am part of a team that is evaluating the Discovery Initiative, an early childhood initiative of the Graustein Memorial Fund. The purpose of these interviews is to understand the policy environment related to early care and education in Connecticut. Ultimately, we are looking for trends and patterns that will help us to assess the contribution of the Discovery Initiative to state capacities and policies that affect young children. Our reporting back to the Memorial Fund will reflect what we learn with regard to those trends and patterns, and not identify information from an individual respondent. If you have any questions about this process now or throughout this interview, please let me know.

### QUESTIONS

*At the end of the 2007 session, after the increase in funding for school readiness funding, we talked to a group of legislators and state-level stakeholders and asked them what groups in CT [e.g., parents, business, advocates] are well organized to work on early childhood issues. Part of what we are interested in learning through these interviews is whether there have been any changes in the advocacy efforts, in the number and type of champions, and/or in the constituencies engaged in this issue area.*

1. Given the political and economic context/climate during the 2009 legislative session, how well do you feel that early childhood issues fared in terms of support and results during the session? Compared to everything else, how do you think early childhood has fared compared to other issues.
2. Do you feel there is a strong base of support around early care and education issues?
3. What groups did you see advancing the early childhood agenda?
4. How have you have gotten information and input on early childhood issues?  
*Probe: your colleagues, advocates, consituents*
5. Have you seen new champions emerging in support of these issues in the past 2 years?

6. Has it made a difference to have a group of communities working on comprehensive early childhood plans?
  
7. Would you say that there is a cohesive vision for addressing the needs of young children in the state? *If yes* Do you think this vision is more widely shared and understood than it has been in the past?
  
8. *[If changes have been identified]* Have these changes impacted the way that you think about issues affecting young children? Do you think the changes impacted your colleagues' thinking about these issues?
  
9. Do you predict that early care and education will continue to be a prominent area of focus for the state in the coming years?
  
10. At the end of all of this, what will success look like for early care and education?
  
11. Do you think Connecticut has some of the pieces in place in terms of improving school readiness for young children? *Probe for strengths/capacities.*
  
12. What does Connecticut need to do as a state to position itself as a national leader in early care and education?

## **Interview Protocol for Interviews with Consultants Fall 2009**

**Purpose:** In preparation for a set of stakeholder interviews the Discovery evaluation team will be doing related to the 2009 legislative session and what capacities/strengths Connecticut has and will need to build an early childhood system, we are interviewing consultants who are close to the early childhood work of Discovery communities, statewide grantees and advocates. We are interested in your perspective on the infrastructure and capacities Connecticut will need to strengthen or develop to move forward on building an early childhood system.

### **Questions:**

13. If you were assessing Connecticut's ability to build an early childhood system, what aspects of infrastructure and capacity would you look at?
  - a. In your opinion, which of these aspects already exist in Connecticut? What already exists that would be a strong foundation for building an early childhood system?
  - b. Which aspects need to be developed?
  - c. Is Connecticut positioned to develop the needed capacities? [question wording should reflect response from 1(b)]
  
14. How has the Memorial Fund and Discovery contributed to developing the necessary infrastructure and capacity?
  - a. How has the work in communities contributed?
  - b. How has the work of the statewide and regional grantees contributed?
  - c. How has the work of the Memorial Fund staff contributed?
  
15. What do you see as the role of the Memorial Fund in building an early childhood system going forward?