



Building Effective
Smart Beginnings Coalitions:
Building Blocks and Measurement Tools for Success

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Appendix A

Smart Beginnings Toolkit Introduction

Toolkit Introduction



The Virginia Early Childhood Foundation (VECF) provides grants, training, and technical assistance to local and regional Smart Beginnings Initiatives to strengthen local early childhood systems throughout Virginia. By strengthening and integrating local early childhood systems, local coalitions can give young children and their families improved access to the care and support necessary (e.g., quality child care, social services) to ensure that children are healthy and developmentally ready for kindergarten. These local coalitions are linked via a statewide network that shares resources, best practices, and outcomes. State-level coordination helps to ensure that the local coalitions are not operating in isolation but are working together to support their individual successes and to advance the state's efforts to provide all its children with the best possible start to school and life.

As part of their technical assistance to local Smart Beginnings Coalitions, VECF asked the Altarum Institute to develop a toolkit that could help coalitions be more successful. This toolkit draws on the literature about what makes effective coalitions. Research supports the theory that successful coalitions, like young children, evolve through developmental stages that are associated with important milestones and share specific characteristics. Like children, coalitions vary greatly in how they develop; following evidence-based and promising practices increases the likelihood that the coalition will succeed.

The toolkit is organized around six components that are essential to high functioning and successful coalitions. Although presented here as distinct components, these elements overlap, interact, and influence one another. Coalitions that develop each of these components will be able to create a positive dynamic that engages coalition members and mobilizes the resources and partners necessary to accomplish its goals.

TOOLKIT CORE COMPONENTS

- 1 Leadership.** Ensure that strong leadership is established early in the grant period and sufficiently nurtured.
- 2 Membership.** Ensure that the "right mix" of organizations are recruited and prepared for coalition work.
- 3 Coalition Structure and Governance.** Create a positive work environment and coalition structure that supports common purpose and productivity.
- 4 Assessment and Planning.** Undertake assessment and planning process that will identify community needs, assets, and priority areas, and develop a plan for implementation.
- 5 Public Engagement and Stakeholder Involvement.** Engage stakeholders whose involvement or support is critical to plan implementation.
- 6 Sustainability and Finance.** Develop a plan to sustain coalition and coalition priorities.

This toolkit will support development in each of these areas. The table of contents on page 2 lists all the tools that are available. The subsequent sections provide some additional information on each of these components and explain why they are so critical to coalition success.

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Ensure that strong leadership is established early in the grant period and sufficiently nurtured

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Ensure that the “right mix” of organizations are recruited and prepared for coalition work

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Create a positive work environment and coalition structure that supports common purpose and productivity

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Engage stakeholders whose involvement or support is critical to plan implementation

- TOOL 1** Developing Communication Strategies
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Develop a plan to sustain coalition and coalition priorities

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Toolkit 1 Leadership

Ensure that strong leadership is established early in the grant period and sufficiently nurtured

AVAILABLE TOOLS

TOOL 1

Self Assessment:
Leadership Trait Questionnaire

TOOL 2

Assessing Leadership within the
Leadership Council

TOOL 3

Self Assessment:
Developing Coalition Members

TOOL 4

Developing Leadership Goals

Strong leadership is one of the greatest predictors of success and coalition effectiveness. As a Smart Beginnings (SB) coordinator, you play an important role in establishing healthy and successful dynamics, processes, and interactions for your SB coalition. Because **strong leadership is particularly crucial during coalition formation**, you can take steps early to establish leadership. In addition to influencing the coalition activities, leadership is helpful to develop partnerships and mobilize community members.

Coalitions need to ensure that emerging leaders are continually identified and developed within the coalition membership (Foster-Fishman, Berkowitz, Lounsbury, Jacobson, & Allen, 2001; Roussos & Fawcett, 2000). Developing emerging leaders serves three goals: first, developing the leadership capacity of community members and organizations helps strengthen the community's ability to make meaningful changes and is also an incentive for ongoing coalition participation (Foster-Fishman et al., 2001). A coalition that facilitates learning among its members is critical in the development of members' skills and knowledge, which ensures meaningful coalition participation (Butterfoss, Goodman, & Wandersman, 1993; Cramer, Atwood, & Stoner, 2006). Members who are **more engaged** and **satisfied** foster collaborative environments that are more active and vibrant (Pluye, Potvin, & Denis, 2004a; Pluye, Potvin, Denis, & Pelletier, 2004b; Shediach-Rizkallah & Bone, 1998). Second, providing leadership opportunities to parents, grassroots partners, and other community members moves them beyond being simply supporters into being leaders who can bring community-level buy-in to the coalition's goals (Ouellete, Lazear, & Chambers, 1999; Evans et al., 2001). Finally, because leadership tenure is often short and leadership is so critical to success, a leadership base must be developed (Foster-Fishman et al., 2001).

Beyond the individual coalition members, Smart Beginnings coalitions need to **establish themselves as legitimate leaders in early childhood**; the community must perceive the coalition as being reliable and competent and able to accomplish its goals. Leaders must be able to reach out to community members and potential partners during the formative stages of a coalition and look for opportunities to publicize coalition work and achievements. Leaders need to seek out and take advantage of opportunities to network with groups that share similar interests. In addition to improving coalition visibility within a community, networking with groups whose primary goals and priorities complement the coalition's mission can lead to the discovery of "new innovations and best practices solutions" (Foster-Fishman et al., 2001, p. 253). The ability of leaders to build relationships and galvanize support among coalition members and external partners contributes to coalition capacity (Foster-Fishman et al., 2001). A leader must be able to seek and nurture community connections.

Toolkit 2 Membership

Ensure that the “right mix” of organizations are recruited and prepared for coalition work

AVAILABLE TOOLS

TOOL 1

Inclusion Criteria Checklist

TOOL 2

Assessing Inclusiveness of the Leadership Council and Coalition

TOOL 3

Member Skills and Assets Matrix

TOOL 4

Self Assessment: Membership Engagement

TOOL 5

Promoting Membership Engagement

TOOL 6

Developing Membership Guidelines

TOOL 7

Sample Membership Memorandum of Understanding

An important element of coalition success is membership, which entails **recruiting the “right mix” of organizations and individuals** and **preparing them for coalition work**. Having an impact on a community’s approach to early childhood requires a diverse coalition of stakeholders who are able to bring different resources to the table (Kreuter, Lezin, & Young, 2000; Schultz, 2002).

Recruiting involves drawing from a **broad range of community sectors and potential stakeholders** (Berkowitz, 2001). Several studies have found that coalition diversity is an important factor in coalition development (Berkowitz, 2001; Wolff, 2001; Cramer, Mueller, & Harrop, 2003; Valente, Chou, & Pentz, 2007; Yates, 2007; Downey, Ireson, Slavova, & McKee, 2008). Inclusion criteria should be developed to achieve the best membership composition to accomplish the coalition’s goals (Knitzer & Adely, 2001; Wynn et al., 2006). Criteria could include age, ethnicity, and cultural background, especially if the intervention is targeted at a particular group (Rosenthal, 1997).

Members’ skills and attitudes influence how much they can contribute to a coalition; coalition leaders should be equipped to assess skills, areas of expertise, and other assets that members bring to the coalition. Based on a review of the coalition literature, Foster-Fishman et al. (2001) identified the following skills as essential to collaboration: **collaborative skills** such as being respectful, conflict resolution, valuing diversity of opinions, and communication skills; **programmatic skills**, such as program design and analytic and evaluation skills; and **coalition skills** that support the development of coalition processes and defining member roles and responsibilities. Skills assessment allows leaders to appropriately delegate coalition tasks to the members best equipped to carry them out and to identify skill and knowledge gaps that could be remedied by training.

Recruiting involves **identifying members who are both able and willing to join**. Potential members must be committed to both the issue and the coalition (Shultz, 2002). Developing a memorandum of understanding (MOU) and other formal agreements can solidify member commitments and outline processes and expectations (Wynn et al., 2006). This helps ensure that members understand their role. Finally, to ensure ongoing success, leaders must be able to **create an environment that promotes relationship-building among coalition members**. Coalitions should create a culture that is inclusive and presents an open and accessible decision-making process to all members (Foster-Fishman et al., 2001; Roussos & Fawcett, 2000). An open decision-making process is important to the satisfaction and participation of coalition members; members who feel that they are legitimate contributors are more effective members (Foster-Fishman et al., 2001). Team building, networking activities that facilitate trust and understanding, and the ability to identify and discuss potential conflicts are important elements of a supportive and productive coalition environment.

Toolkit 3 Coalition Structure and Governance

Create a positive work environment and coalition structure that supports common purpose and productivity

AVAILABLE TOOLS

TOOL 1

Vision and Mission Worksheet

TOOL 2

Operational Structure Checklist

TOOL 3

Bylaw Development

TOOL 4

Meeting Agenda and Reporting

Coalition leaders and members must create a **positive work environment and coalition structure that supports common purpose and productivity**. This involves developing organizational capacity with effective communication, strong member relations, the ability to secure sufficient resources, and a culture that is goal- and task-oriented. Creating this environment means clearly defining member roles, as well as creating organizational structures that focus and direct the coalition's work (Foster-Fishman et al., 2001; Roussos & Fawcett, 2000). Toolkit 3 aims to help coalitions develop and reinforce a vision or mission statement, create an organization structure that members support and understand, ensure that members are clear about their responsibilities, structure efficient and productive meetings, and create an environment that promotes learning and solicits input from members.

First, a coalition needs to **develop and reinforce a vision or mission statement**, a milestone in coalition development (Foster-Fishman et al., 2001). This statement should include information on the coalition's values and norms and should be developed with input from members to facilitate buy-in and ownership (Wynn et al., 2006; Knitzer & Adely, 2001). Developing a shared vision and revisiting that shared vision when necessary will keep members focused on the coalition's objectives (Wolff, 2001; Cramer et al., 2003).

To operate effectively, coalitions must create an **operational structure that members support and understand**. The creation of a productive and task-oriented work environment is an important determinant of coalition effectiveness. Organizational processes, such as those for decision-making and conflict resolution, can better manage work and conflict (Foster-Fishman et al., 2001). Developing appropriate communication mechanisms can help members share skills, gain recognition, increase cooperation, and contribute to shared goals (Chinman, Anderson, Imm, Wandersman, & Goodman, 1996; Kegler, Steckler, Malek, & McLeroy, 1998). Although structure can be useful, it should not be so burdensome that it limits coalition effectiveness. Balancing the coalition's size and goals with the appropriate level of formalized governance procedures is a delicate but necessary process (Green, Daniel, & Novick, 2001). An operational structure includes elements such as bylaws, committees, and workgroups to assume distinct responsibilities, decision-making and conflict resolution processes, and internal mechanisms for formal and informal communication.

TOOLKIT 3

continued

Coalition members need to understand their roles and responsibilities, in part so that they feel essential to the coalition's work and maintain their commitment to it (Kaye & Wolff, 1995). Formal coalitions with structures that support governance, management, and communication are more effective in meeting objectives, but these structures and expectations for roles and responsibilities must be clearly communicated to coalition members (Butterfoss et al., 1993; Foster-Fishman et al., 2001). Coalitions should outline specific responsibilities and associated timelines for coalition members with action plans, meeting agendas, and other tools.

Coalition leaders must also respect the time of their members and **structure meetings to be efficient and productive**. Coalitions must have enough communication among members to ensure that productive relationships are developed, but not require superfluous contact (Cramer et al., 2003; Downey et al., 2008; Foster-Fishman & Behrens, 2007; Kaye & Wolff, 1995; Shultz, 2002; Wynn et al., 2006). Creating a structure that minimizes burden on coalition members and maximizes their ability to contribute in a meaningful way is important to coalition effectiveness (Berkowitz, 2001). Steps such as the identification of meeting objectives, the creation of agendas that are distributed in advance, and the identification of next steps are tools that can help create efficient meetings.

Finally, a well-planned and implemented organizational structure can help **create an environment that promotes continuous improvement and solicits input from coalition members**. Coalitions must create an inclusive culture that presents an open and accessible decision-making process to all members (Foster-Fishman et al., 2001; Roussos & Fawcett, 2000). Creating a learning environment that facilitates learning among its members and develops members' skills and knowledge can help ensure meaningful coalition participation and member satisfaction (Butterfoss et al., 1993; Cramer et al., 2006; Pluye et al., 2004a; Pluye et al., 2004b; Shediak-Rizkallah & Bone, 1998). A learning organization can solicit feedback from the larger community, its funders, and technical assistance providers as well as from its members, allowing it to grow and respond to problems as it works toward its goals (Roussos & Fawcett, 2000; Foster-Fishman et al., 2001). To promote a learning environment, coalition leaders can facilitate discussions on prior collaborative experiences and identify what helped or hindered success, and regularly assess costs, benefits, and member satisfaction with participation.

Toolkit 4 Assessment and Planning

Undertake assessment and planning process that will identify community needs, assets, and priority areas, and develop a plan for implementation

AVAILABLE TOOLS

TOOL 1

Community Assessment Template

TOOL 2

Data Collection

TOOL 3

Community Assessment Checklist

TOOL 4

Spotlight Decision Making

TOOL 5

Strategic Planning Template

Assessment and planning is the process of **identifying community needs, assets, and priority areas** to inform the development of a strategic plan. A coalition should conduct an environmental scan to identify existing community priorities and social and political factors that can support or limit coalition work. The coalition should not underestimate the role of its community partners and their history of collaboration (Green et al., 2001); existing social and political harmonies or tensions can help or hinder program implementation.

Understanding the community is essential in defining the issues to be addressed. A community assessment will identify needs and resources. This process involves gathering information about the target population, identifying the priority issues, and learning about the communities in which the coalition operates (Meister & Guernsey de Zapien, 2005). Collecting and analyzing indicator data, defining data that could help the coalition reach its goals, and finding ways to get community input are important parts of this process. A valid project will be informed by community needs and will build on strengths and resources already present (Foster-Fishman et al., 2001). Collecting and understanding data is particularly important, as planners should rely on data for decisions and use it to guide coalition efforts (Downey et al., 2008).

Finally, the coalition **should undertake a strategic planning process** using data to inform coalition efforts; this planning process should take into consideration the level of impact, political climate, potential for sustainability, and available resources uncovered during the environmental scan and community assessment. Although the literature includes multiple strategic planning models, little empirical evidence exists demonstrating higher rates of success with one model over another. However, many of the components emphasized are consistent with other studies of the development of successful coalitions and include identifying supports in the community environment to help implement interventions, planning ahead for evaluation by selecting and monitoring indicators, using data as a “feedback loop” to continuously inform the work of the coalition, identifying key milestones to measure progress and inform decision-making, and developing community support at multiple levels (Gielen & McDonald, 1997; Friedman, 2005; Emery & Trist, 1965; Centers for Disease Control and Prevention, 1991; Racher & Annis, 2008; Florin, Mitchell, & Stevenson, 2000; Kahn et al., 2009).

Toolkit 5 Public Engagement and Stakeholder Involvement

Engage stakeholders whose involvement or support is critical to plan implementation

AVAILABLE TOOLS

TOOL 1

Developing Communication Strategies

TOOL 2

New Partners Tracking Tool

TOOL 3

SB Initiative Integration with the Community

For community systems change to be successful, coalitions must **engage stakeholders whose involvement or support is critical to the initiative's implementation**. The role of community partners should not be underestimated (Green et al., 2001) and recent community initiatives have focused on engaging stakeholders in multiple sectors, including workplaces, schools, health care organizations, community residents, and other communities who are addressing similar issues (Butterfoss et al., 1993; Merzel & D'Afflitti, 2003; Roussos & Fawcett, 2000). Effective collaboration with stakeholders and the involvement of key community members are important elements of sustainability (Mancini & Marek, 2004).

Coalitions need to work to develop strong relationships with stakeholders by identifying key partners and documenting their needs and priorities. Coalitions should consider how best to reach and involve important stakeholders, how to create mutually beneficial opportunities, and how to recognize stakeholder involvement and contributions. Identifying potential champions is an important step; the limited timelines in grant programs can be a barrier to community involvement, so coalitions must approach powerful community figures who can serve as catalysts for change (Merzel & D'Afflitti, 2003; Foster-Fishman et al., 2001; Hill et al., 2007). A model focused on rural coalitions identifies a cycle of recruitment, member empowerment, and collaborative efforts that continues until the coalition is representative of the community and all needed partners are at the table (Downey et al., 2008).

Coalitions must **establish an external communication process for key stakeholders**, including a plan that delineates key messages, targeted audiences, communication channels, alliances with media groups, and media and advocacy strategies. In the Results Accountability strategic planning model, Friedman (2005) emphasizes that partner recruitment is a process and encourages coalitions to continuously recruit new, appropriate partners who can help advance each phase of the project. Downey et al. (2008) emphasize outreach steps, including getting the coalition message out, continuously identifying venues for outreach and opportunities for the coalition to disseminate messages, building relationships with media outlets, and keeping the coalition's efforts in the media.

Part of this public engagement is **keeping stakeholders informed of coalition progress**; coalitions should identify activities and accomplishments to share with the broader community and look for ways to connect with existing community priorities or events. Publicizing the coalition's agenda helps ensure that the community recognizes the mission and importance of the coalition and project (Downey et al., 2008). Additionally, coalitions should **identify and pursue needed outreach and education efforts**. Based on needs assessment and asset mapping activities, a coalition should develop a plan for increasing community awareness, conducting community education, and capitalizing on opportunities to connect with established community partners. Coalitions should work to increase awareness in the larger community to establish momentum to continue systems change over time and engage new partners at all levels of the community.

Toolkit 6

Sustainability and Finance

Develop a plan to sustain coalition and coalition priorities

AVAILABLE TOOLS

TOOL 1

Sustaining Impact

TOOL 2

Tracking and Planning for Opportunities

Even at the early stages of a coalition's work it is important to **develop a plan to sustain the coalition and its priorities**. Among the factors associated with sustainability is the development of a sustainability plan early in an initiative (Marek & Mancini, 2003). Beery et al. (2005) concluded that while no factor could fully explain sustainability, a number of factors appear to affect it, including being prepared for the end of the initial funding, having partners committed to the initiative's goals, aggressively pursuing other grants or leveraging other funds, and encouraging partners or other organizations to assimilate programs or aspects of the initiative. Other factors that influence sustainability include the ability of a program to be modified, the presence of a champion, a good fit between the program and the lead organization's mission, tangible benefits to clients and staff, and supportive community stakeholders (Scheirer, 2005). As a part of community outreach, coalitions can **work with champions to find ways to promote the coalition's priorities**. Key leaders and powerful community figures can serve as catalysts for change, helping promote coalition activities and goals (Foster-Fishman et al., 2001; Hill et al., 2007). A coalition will not be sustained if its members are unhappy, so coalitions should find ways to improve member satisfaction and commitment. Coalitions that can maintain membership are better positioned for long-term sustainability (Foster-Fishman et al., 2001). High coalition functioning is associated with sustainability after the initial funding ceases (Feinberg, Bontempo, & Greenberg, 2008).

Developing community ownership over coalition activities has also been associated with sustainability. Increasing community capacity and fostering community ownership are thought to increase the likelihood that the initiative will be implemented and sustained (Okubo & Weidman, 2000; Dearing, Larson, Randall, & Pope, 1998; Merzel & D'Afflitti, 2003; Minkler & Wallerstein, 1997; Mittelmark, 1999). Community capacity and leadership can be developed by providing training to community members, community institutions, and parents; capacity development helps to win the support of community stakeholders and increases the community's ability to implement change (Foster-Fishman et al., 2001). Involving families in program development helps ensure that the coalition's activities address real community and family needs, increasing the likelihood that the community and stakeholders will sustain the activity (Evans et al, 2001; Thies & McAllister, 2001; Anderson, McIntyre, Rotto, & Robertson, 2002; Ouellette et al., 1991).

Finally, a sustainable coalition is one that can **be flexible and adapt to changes in community needs or environment**. An organization that solicits feedback, responds to data and changes in its environment, and engages its members in addressing problems will be more successful (Roussos & Fawcett, 2000; Foster-Fishman et al., 2001). It is likely that the community and environment around a coalition will change with time, and it is important to keep abreast of social and political changes and look for ways to change outdated methods and capitalize on opportunities and new initiatives. Mancini and Marek (2004) describe this as "program responsiveness," or the ability to adapt programming to meet changes in community needs.

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Appendix B

Coordinator Survey

COALITION COORDINATOR SURVEY

Please write the name of your coalition:

1. What best describes your coalition (Check one)

- New coalition
- Building from a prior coalition or an existing coalition

Leadership

2. How long have you been the coordinator of this coalition?

- Less than one year
- 1 to 4 years
- 5 to 8 years

3. Do you have prior experience leading a coalition?

- Yes
- No

4. If so, how many years of experience did you have leading a coalition before leading this Smart Beginnings coalition?

- Less than one year
- 1 to 4 years
- 5 to 8 years
- More than 8 years

5. How many years of experience do you have in working with the early childhood system?

- Less than one year
- 1 to 4 years
- 5 to 8 years
- More than 8 years

6. How many years of advocacy experience do you have?
- Less than one year
 - 1 to 4 years
 - 5 to 8 years
 - More than 8 years

Planning

Within your coalition, please indicate the extent to which the following have been developed:	Large extent	Moderate extent	Little to no extent
7. By-laws/rules of operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Vision/mission statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Goals and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Role description (e.g. member expectations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Planning structure (e.g. executive group; subcommittees)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Decision making process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Conflict resolution process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Communication mechanisms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Planning and resource allocation process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Orientation for new members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. On-going training opportunities for members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Meetings

18. How many meetings has your coalition held in the past 6 months?
19. How were these meetings held?
- Mostly in person
 - Some in person, some by phone
 - Mostly by phone
 - Other (describe):
20. What has been the level of attendance at your coalition meetings?
- All or almost all members attend meetings
 - More than half of the members attend meetings
 - About half of the members attend meetings
 - Less than half of the members attend meetings

21. What has facilitated attendance at meetings?

22. What are common barriers to meeting attendance?

Function

Please check the box that corresponds to the extent to which you agree or disagree with each of the following statements on coalition functioning. (Check one)	Strongly Agree	Agree Somewhat	Neither Agree nor Disagree	Disagree Somewhat	Strongly Disagree
23. There has been minimal turnover in members of the coalition as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Coalition members are engaged in the meetings and work of the Team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Coalition members assume responsibility for tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Coalition members share workload.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Coalition members engage and build partnerships with other key stakeholders in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. I have enough time to devote to the coalition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Satisfaction

Please check the box that corresponds to the extent to which you are satisfied with the following aspects of the coalition's progress. (Check one)	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very dissatisfied
29. Coalition's planning processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Coalition's efforts to sustain itself over time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Success in generating funding for coalition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. The coalition's efforts to advocate on issues related to young children and their families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Progress in completing the actions outlined in the Strategic Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Coalition's contribution to improving the community's early childhood system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. How knowledgeable would you say the coalition's membership is regarding evidence-based and promising strategies to strengthen the early childhood system? (Check one)

- Very knowledgeable
- Somewhat knowledgeable
- Neutral
- Not knowledgeable

36. To what extent do you believe coalition members have the skills necessary to contribute to strengthening the early childhood system? (Check one)

- To a great extent
- To a moderate extent
- To a minimal extent
- Not at all

37. How confident are you in your own ability to contribute to strengthening the early childhood system? (Check one)

- Very confident
- Somewhat confident
- Neutral
- Not confident

How helpful have each of the following been in creating a network of support? (Check one)	Very helpful	Somewhat helpful	Neither helpful nor unhelpful	Somewhat unhelpful	Very unhelpful	Not applicable
38. State-wide Smart Beginnings in-person meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Regional Smart Beginnings in-person meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Smart Beginnings conference calls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Technical assistance provided by VECF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Grantee-to-grantee support outside of Smart Beginnings calls/meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Collaboration and coordination with other community coalitions and coalitions (not other Smart Beginnings coalitions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Appendix C

Coalition Member Survey

VECF COALITION MEMBER SURVEY

Please write the name of your coalition:

1. What best describes your role in the coalition? (Check one)

- Coalition member
- Leadership council member
- Other (describe):

2. Have you been involved in a work group in this coalition?

- Yes
- No

3. Have you held a leadership position in this coalition?

- Yes
- No

4. How long have you been a member of this coalition?

- Less than one year
- 1 to 4 years
- 5 to 8 years

5. What has been the level of attendance at your coalition meetings?

- All or almost all members attend meetings
- More than half of the members attend meetings
- About half of the members attend meetings
- Less than half of the members attend meetings

6. What has facilitated attendance at meetings?

7. What are common barriers to meeting attendance?

Instructions for this section: When answering the following items, wherever “coalition/ leadership council members” is stated, please answer for the group to which you belong.

Please check the box that corresponds to the extent to which you agree or disagree with each of the following statements. (Check one)

Statement	Strongly Agree	Agree Somewhat	Neither Agree nor Disagree	Disagree Somewhat	Strongly Disagree	Not Applicable
Planning						
8. Coalition/leadership council member roles and responsibilities are clearly defined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. The appropriate agencies and organizations are represented on the coalition/leadership council.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. The coalition’s goals are clear to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. The strategies to accomplish the coalition’s goals are clear to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. My organization or agency values my involvement on the coalition/leadership council	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Our Strategic Plan is realistic, given the time frame and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Statement	Strongly Agree	Agree Somewhat	Neither Agree nor Disagree	Disagree Somewhat	Strongly Disagree
Leadership					
14. The coalition coordinator is committed to the coalition’s mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Statement	Strongly Agree	Agree Somewhat	Neither Agree nor Disagree	Disagree Somewhat	Strongly Disagree
15. The coalition coordinator plans effectively and efficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The coalition coordinator is knowledgeable about the community's early childhood system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The coalition coordinator is flexible in accepting different viewpoints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The coalition coordinator is competent in negotiating, solving problems, and resolving conflicts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The coalition coordinator is effective in managing meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I am satisfied with how decisions are made within the coalition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Coalition/leadership council members have meaningful input in decision-making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. There are opportunities for coalition members to take leadership roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I am satisfied with the balance of power between the coalition coordinator, leadership team, and members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Function					
24. There has been minimal turnover of coalition/leadership council members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Coalition/leadership council members are engaged in the meetings and work of the Team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Coalition/leadership council members assume responsibility for tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Coalition/leadership council members share workload.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Coalition/leadership council members engage and build partnerships with other key stakeholders in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. I am able to make the time to devote to the coalition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please check the box that corresponds to the extent to which you are satisfied with the following aspects of the coalition's progress. (Check one)

	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very dissatisfied
30. Coalition's planning processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Coalition's efforts to sustain itself over time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Success in generating funding for coalition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. The coalition's efforts to advocate on issues related to young children and their families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Progress in completing the actions outlined in the Strategic Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Coalition's contribution to improving the community's early childhood system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. How knowledgeable would you say you are about evidence- and practice-based strategies to strengthen the early childhood system? (Check one)

- Very knowledgeable
- Somewhat knowledgeable
- Neutral
- Not knowledgeable

37. To what extent do you believe you have the skills necessary to contribute to strengthening the early childhood system? (Check one)

- To a great extent
- To a moderate extent
- To a minimal extent
- Not at all

38. How confident are you in your own ability to contribute to strengthening the early childhood system? (Check one)

- Very confident
- Somewhat confident
- Neutral
- Not confident



Appendix D:

Coalition Coordinator Survey Results

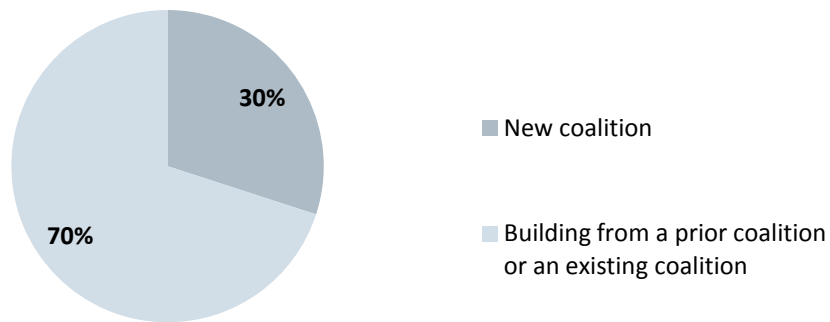
Prepared by Altarum Institute
August 15, 2011

Introduction

Smart Beginnings coalition coordinators were asked to complete a 43-question survey on the following topics: leadership experience of the coalition coordinator, coalition planning and development, factors relating to meeting attendance, overall coalition functioning, and satisfaction with coalition progress to date. Of the 28 Smart Beginnings coalitions in Virginia, 20 coalition coordinators responded to the survey. For each figure on the following pages, 20 coalition coordinators responded to each question (N=20) unless otherwise noted within the figure.

Figure 1 below shows that 30% of the coordinators developed a new coalition while 70% built from an existing coalition.

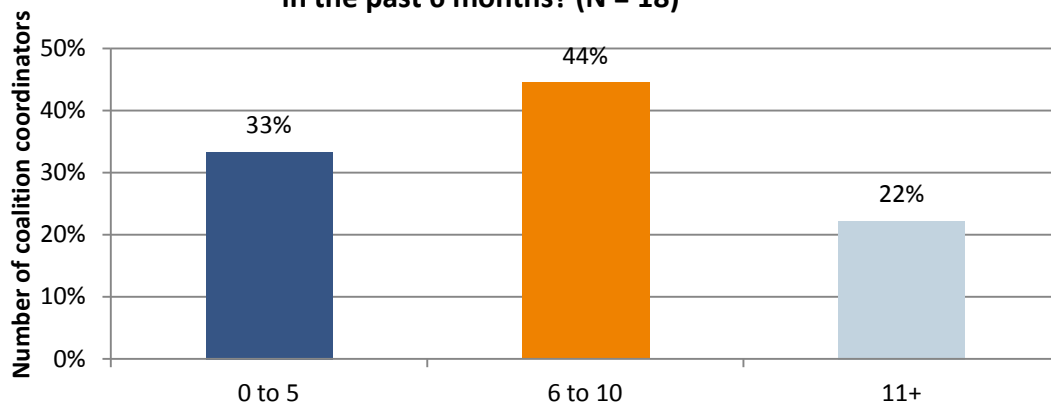
Figure 1. What best describes your coalition?



Meetings

When asked about the frequency of coalition meetings and attendance, the majority of coalitions responded that they have held six or more meetings in the past 6 months (66%), with 95% of those meetings occurring in-person. The majority of coalitions (75%) reported strong attendance at meetings. Only 25% of coordinators stated that less than half of members were present at meetings.

Figure 2. How many meetings has your coalition held in the past 6 months? (N = 18)



How were these meetings held ?

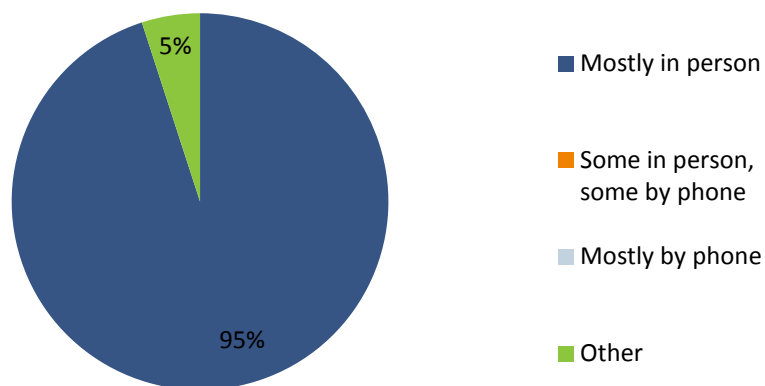
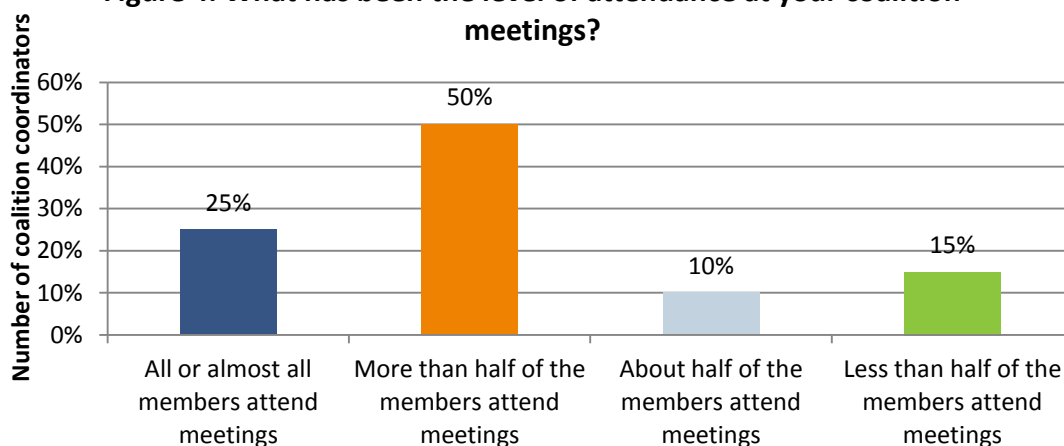


Figure 4. What has been the level of attendance at your coalition meetings?



Coordinators were asked about the factors that both facilitated and hindered meeting attendance. These were the factors that were identified most frequently:

Facilitators

- Having a set meeting schedule
- Convenient locations
- Sending out e-mail reminders
- Having regular communication with members
- Having strong agendas that include guest speakers and meaningful work
- Members’ interest and commitment to the coalition’s mission

Barriers

- Scheduling conflicts
- Personal and professional obligations
- Physical distance between counties in the coalition

Planning

Figure 5 shows the results for the planning questions and the extent to which the coordinator perceived organizational processes have been developed within the coalition. The majority of coalition coordinators indicated that the vision and mission statement (65%), goals and objectives (60%), and planning structure (50%) have been developed to a large extent. Coordinators indicated that bylaws and rules of operation, role descriptions, decisionmaking processes, communication mechanisms, and planning and resource allocation processes have been developed to a moderate extent. The planning items that have been least developed are conflict resolution processes, orientation for new members, and ongoing training opportunities for members.

Figure 5. Planning			
	Large Extent	Moderate Extent	Little to No Extent
1. Bylaws/rules of operation	40%	50%	10%
2. Vision/mission statement	65%	25%	10%
3. Goals and objectives	60%	25%	15%
4. Role description (e.g., member expectations)	30%	40%	30%
5. Planning structure (e.g., executive group, subcommittees)	50%	40%	10%
6. Decisionmaking process	15%	85%	0%
7. Conflict resolution process	10%	35%	55%
8. Communication mechanisms	30%	65%	5%
9. Planning and resource allocation process	15%	47%	37%
10. Orientation for new members	15%	20%	65%
11. Ongoing training opportunities for members	5%	30%	65%

Leadership

Figures 6–10 focus on the leadership experience of the coalition coordinators. Forty-five percent of respondents are new coordinators, having been in that position less than 1 year. Slightly fewer (40%) have led the coalition for 1 to 4 years and only seven (15%) have been in their position for at least 5 years. Coordinators also have varying levels of early childhood and advocacy experience. About one third (30%) of coordinators are new to working in early childhood with less than 1 year of experience. Twenty-five percent have been working with the early childhood systems for more than 8 years.

Figure 6. How long have you been the coordinator of this coalition?

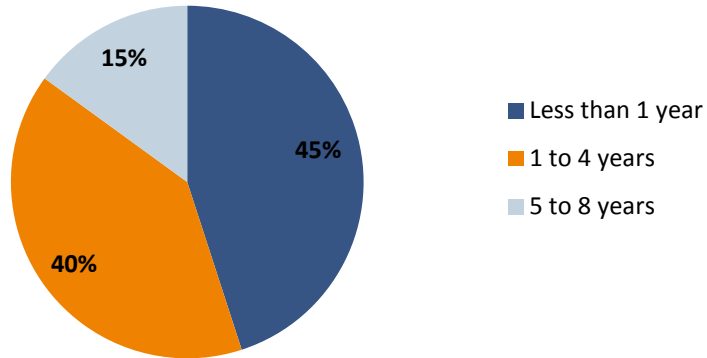


Figure 7. Do you have prior experience leading a coalition?

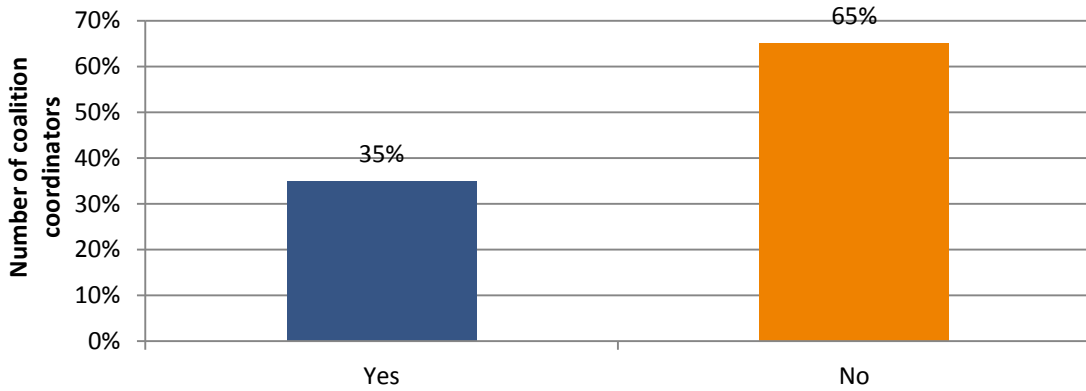


Figure 8. If so, how many years of experience did you have leading a coalition before leading the Smart Beginnings coalition?

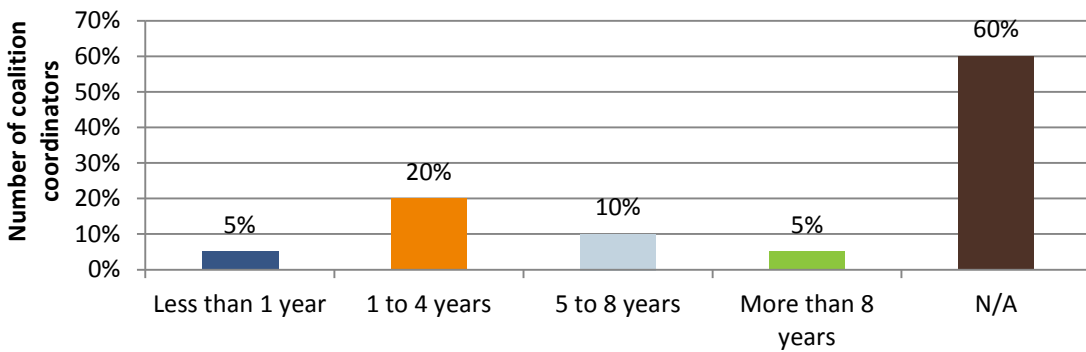


Figure 9. How many years of experience do you have in working with the early childhood system?

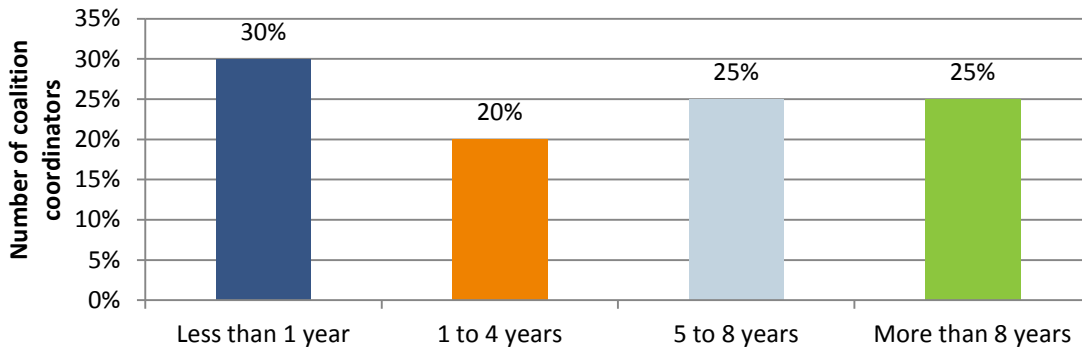
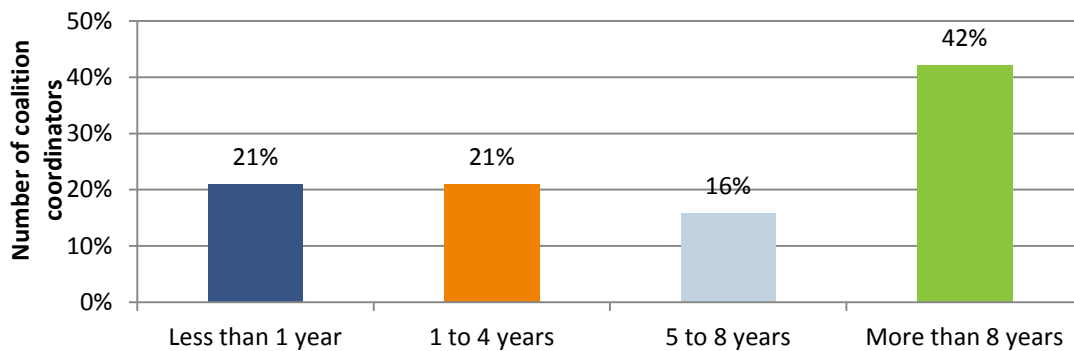


Figure 10. How many years of advocacy experience do you have ? (N = 19)



Function

Coordinators were asked to what extent they agreed or disagreed with several statements around coalition functioning. Forty percent of coordinators strongly agreed that there has been minimal turnover in coalition members as a whole. Most coordinators (75% strongly agree or agree somewhat) reported that coalition members are engaged in the meetings and work of the team. Fifty-five percent of coordinators agreed somewhat that coalition members assume responsibility for tasks. The rates of agreement were lower when asked whether coalition members share the workload. Only 15% of coordinators strongly agreed that coalition members share the workload. Coalition coordinators either agreed somewhat (30%) or neither agreed nor disagreed (30%) when asked if coalition members engage and build partnerships with other key stakeholders in the community. Lastly, about one third (30%) of coordinators strongly agreed that they have enough time to devote to the coalition.

Figure 11. Function					
	Strongly Agree	Agree Somewhat	Neither Agree nor Disagree	Disagree Somewhat	Strongly Disagree
1. There has been minimal turnover in members of the coalition as a whole.	40%	35%	15%	10%	0%
2. Coalition members are engaged in the meetings and work of the team.	35%	40%	20%	5%	0%
3. Coalition members assume responsibility for tasks.	25%	55%	10%	10%	0%
4. Coalition members share workload.	15%	35%	20%	30%	0%
5. Coalition members engage and build partnerships with other key stakeholders in the community.	25%	30%	30%	15%	0%
6. I have enough time to devote to the coalition.	30%	35%	10%	20%	5%

Satisfaction

Figure 12 indicates the extent to which the coordinators were satisfied with the coalition’s progress. Overall, coordinators were generally satisfied with many of the items. Coordinators were most satisfied with the contribution being made to the early childhood system where 50% reported being very satisfied and 40% reported being somewhat satisfied. Most coordinators also reported higher levels of satisfaction when asked about the coalition’s efforts to advocate on early childhood issues and progress in completing their action plan.

The lowest levels of satisfaction were related to sustainability and success in generating funding for the coalition. For both of these items, 25% of coordinators were somewhat or very dissatisfied. Forty percent of coordinators were neutral in terms of the coalition’s success in generating funding.

Figure 12. Satisfaction					
	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied
1. Coalition's planning processes	15%	70%	10%	5%	0%
2. Coalition's efforts to sustain itself over time	15%	40%	20%	15%	10%
3. Success in generating funding for the coalition	15%	20%	40%	15%	10%
4. The coalition's efforts to advocate on issues related to young children and their families	35%	45%	5%	15%	0%
5. Progress in completing the actions outlined in the strategic plan	35%	45%	15%	5%	0%
6. Coalition's contribution to improving the community's early childhood system	50%	40%	5%	5%	0%

Figures 13–15 indicate that coalition coordinators were confident in their members' knowledge and skills. The majority of coordinators (85%) stated that coalition members are somewhat or very knowledgeable regarding evidence-based and promising strategies to strengthen the early childhood system. Almost all (95%) of coordinators were also somewhat or very confident in their own ability to contribute to strengthening the early childhood system.

Figure 13. How knowledgeable would you say the coalition's membership is regarding evidence-based and promising strategies to strengthen the early childhood system?

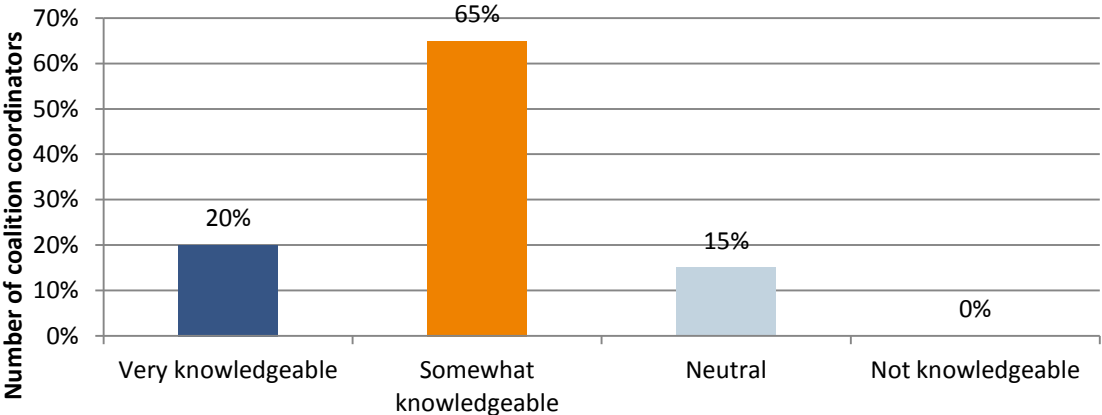


Figure 14. To what extent do you believe coalition members have the skills necessary to contribute to strengthening the early childhood system?

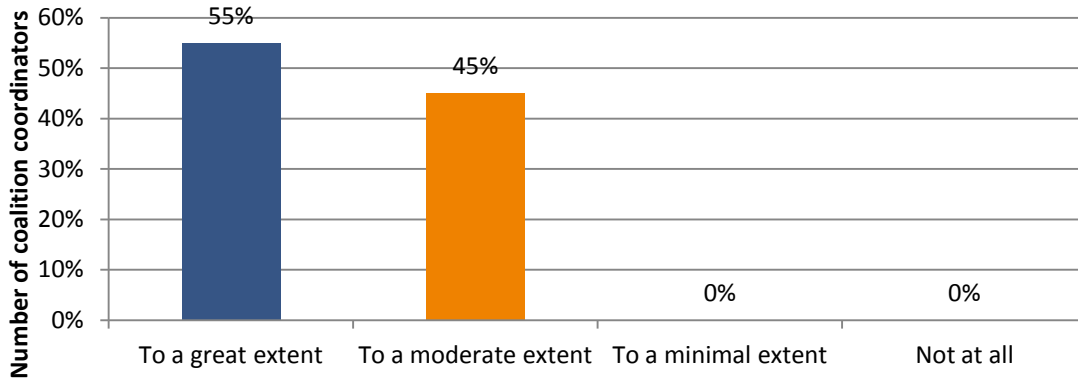
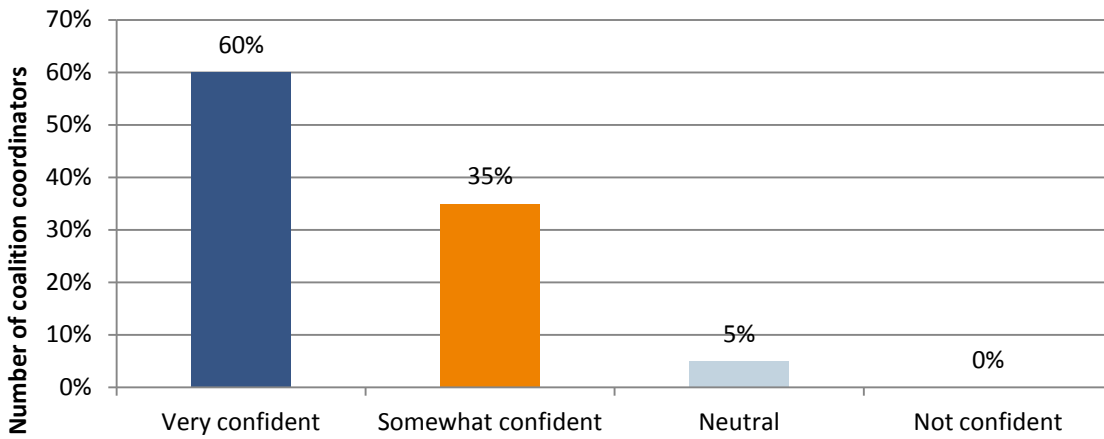


Figure 15. How confident are you in your own ability to contribute to strengthening the early childhood system?



Lastly, figure 16 depicts the coalition coordinators' perceptions of how helpful various resources have been in creating a network of support. The statewide in-person meetings and technical assistance provided by VECF were rated as most helpful overall, with most coordinators (80%) reporting these were very and somewhat helpful. Sixty-five percent of coordinators stated that Smart Beginnings conference calls have been somewhat helpful while 35% cited collaboration and coordination with other community coalitions as being somewhat helpful.

Figure 16. Supports						
	Very Helpful	Somewhat Helpful	Neither Helpful nor Unhelpful	Somewhat Unhelpful	Very Unhelpful	Not Applicable
1. Statewide Smart Beginnings in-person meetings	35%	45%	10%	5%	5%	0%
2. Regional Smart Beginnings in-person meetings	40%	25%	10%	5%	0%	20%
3. Smart Beginnings conference calls	10%	65%	10%	10%	0%	5%
4. Technical assistance provided by VECF	45%	35%	10%	5%	0%	5%
5. Grantee-to-grantee support outside of Smart Beginnings calls/meetings	40%	35%	15%	5%	0%	5%
6. Collaboration and coordination with other community coalitions (not other Smart Beginnings coalitions)	20%	35%	15%	5%	0%	25%

Appendix E

Coalition Summary

Prepared by Altarum Institute
August 15, 2011

Introduction

Smart Beginnings coalition members were asked to complete a 38-question survey about their local coalition. Survey questions were separated into five sections that focused on (1) members' roles in the coalition and meeting attendance, (2) planning and development of the coalition, (3) leadership by coalition coordinators, (4) overall coalition functioning, and (5) satisfaction with coalition progress. Of the 302 Smart Beginnings coalition members who responded to the survey, 15 did not identify a coalition but are included with the total coalition responses. The table on page 3 includes the total number of surveys submitted by each grantee and subtotals for each grantee type. The number of respondents is included for each question (e.g., N=281), as some coalition members did not respond to all questions. Surveys received after the deadline are not included in this analysis.

Surveys Submitted by Grantee and Grantee Type	
Grantees by Type	Number of Responses and Percentage of Total
Planning Grantees	
Smart Beginnings Franklin Patrick	<10
Smart Beginnings Heartland	<10
Smart Beginnings Northumberland Lancaster	11
Smart Beginnings Smyth Tazewell	<10
Smart Beginnings Southside	<10
Smart Beginnings Virginia Highlands	<10
Smart Beginnings Wythe Bland	17
Subtotal	52 (17%)
Getting Ready I Grantees	
Smart Beginnings Appalachia	<10
Smart Beginnings Buchanan Dickenson	<10
Smart Beginnings Danville Pittsylvania	13
Smart Beginnings New River Valley	<10
Smart Beginnings Shenandoah Valley	34
Subtotal	64 (21%)
Getting Ready II Grantees	
Smart Beginnings Alexandria Arlington	23
Smart Beginnings Hopewell Prince George	<10
Smart Beginnings Rappahannock	12
Smart Beginnings Virginia Peninsula	<10
Subtotal	44 (15%)
Sustaining Grantees	
Smart Beginnings Central Virginia	33
Smart Beginnings Greater Roanoke	27
Smart Beginnings Martinsville Henry	12
Smart Beginnings Western Tidewater	<10
Subtotal	81 (27%)
Sustaining Partners	
Smart Beginnings Charlottesville Albemarle	10
Smart Beginnings Greater Richmond	30
Smart Beginnings Historic Triangle	<10
Smart Beginnings South Hampton Roads	<10
Subtotal	46 (15%)
Smart Beginnings Coalition Affiliation Unknown	15 (5%)
Total	302

Coalition Membership

Figure 1 illustrates the role of each respondent. More than half of respondents (55%) are general coalition members while 38% are members of the leadership council and 7% are involved in some other capacity. Most members have been involved in a workgroup (75%) as well as a leadership position in the coalition (70%).

Figure 1. What best describes your role in the coalition? (N = 281)

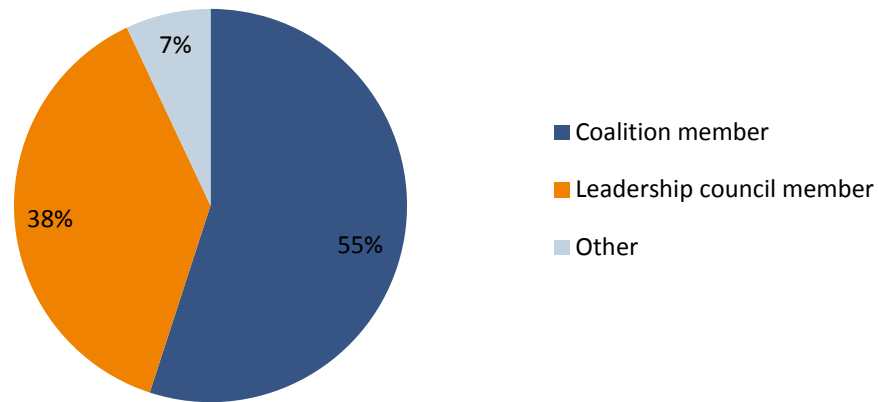


Figure 2. Have you been involved in a workgroup in this coalition? (N = 269)

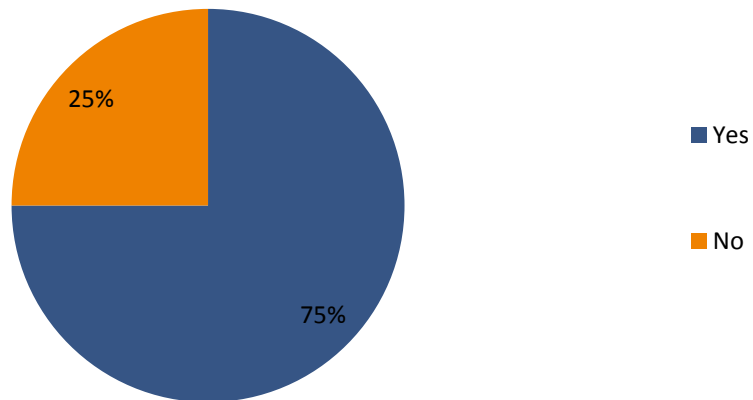
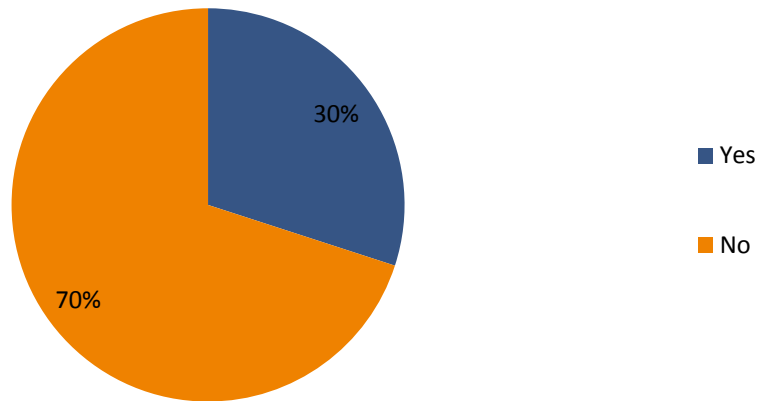


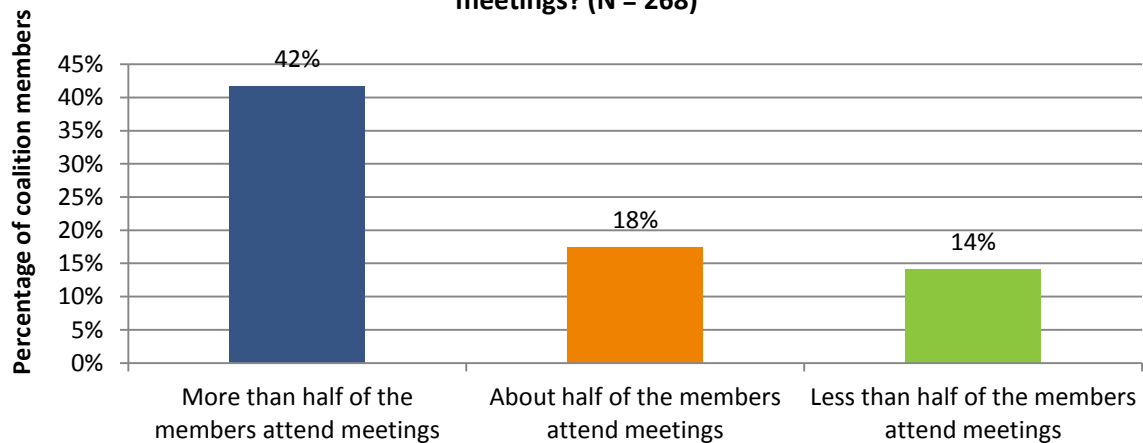
Figure 3. Have you held a leadership position in this coalition? (N = 269)



Meetings

Members were asked about the level of attendance at coalition meetings. Results to this question are displayed in figure 4. Most respondents (42%) stated that more than half of the members attended meetings while 26% stated that all or almost all members attended meetings and 31% indicated that half or less than half of the members attend meetings.

Figure 4. What has been the level of attendance at your coalition meetings? (N = 268)



When asked what facilitated meeting attendance, respondents identified the following items:

- Meetings scheduled in advance
- Clear, well-structured agendas that include substantive work items and learning opportunities (e.g., presentations, speakers)
- Sending reminders and meeting agendas in advance with notes from prior meetings

- Convenient meeting time and location (e.g., meeting at lunchtime; alternating meeting locations; central location)
- Efficient, well-facilitated meetings that allow for discussion among members
- Other incentives (e.g., refreshments, free parking, networking)
- Understanding the coalition’s work
- Strong commitment to a common vision and mission among members
- Members are contributing to the work of the coalition
- The coalition is making progress and has a clear direction
- Strong coalition leadership

Respondents were also asked about the most common barriers to meeting attendance. The largest barrier was finding time to attend meetings given that members are very busy with work and other commitments. Other barriers are listed below:

- Workload and additional responsibilities, both professional and personal
- Schedule conflicts
- Travel distance and inconvenient meeting time
- Insufficient notice of meetings or not scheduling meetings in advance
- Length of meetings

Planning

Figure 5 shows the extent to which members agreed or disagreed with statements around coalition planning and development. There was overwhelming agreement (includes both strongly agree and agree somewhat) that appropriate organizations are represented on the coalition (91%), goals are clear (88%), member roles are clearly defined (84%), and individual involvement is valued by the coalition (82%).

Figure 5. Planning						
	Strongly Agree	Agree Somewhat	Neither Agree nor Disagree	Disagree Somewhat	Strongly Disagree	Not Applicable
1. Coalition/leadership council member roles and responsibilities are clearly defined. (N = 266)	43%	41%	8%	6%	2%	
2. The appropriate agencies and organizations are represented on the coalition/leadership council. (N = 265)	55%	36%	5%	3%	1%	
3. The coalition’s goals are clear to me. (N = 266)	57%	31%	6%	5%	1%	
4. The strategies to accomplish the coalition’s goals are clear to me. (N = 262)	42%	40%	8%	8%	2%	
5. My organization or agency values my involvement on the coalition/leadership council. (N = 267)	52%	30%	10%	3%	1%	4%
6. Our strategic plan is realistic, given the time frame and available resources. (N = 265)	42%	37%	13%	4%	0%	4%

Leadership

Most respondents have very favorable opinions of the coalition’s leadership. The majority of respondents were in strong agreement that their coordinator is committed to the mission (89%), an effective planner (72%), knowledgeable about the early childhood system (75%), accepting of different viewpoints (75%), and effective at managing meetings (73%). A slightly smaller percentage of respondents were in strong agreement with other leadership aspects in their coalition, such as satisfaction with how decisions are made (67%), feeling they have meaningful input (66%), and opportunities for leadership (67%).

Figure 6. Leadership

	Strongly Agree	Agree Somewhat	Neither Agree nor Disagree	Disagree Somewhat	Strongly Disagree
1. The coalition coordinator is committed to the coalition’s mission. (N = 264)	89%	8%	2%	1%	0%
2. The coalition coordinator plans effectively and efficiently. (N = 264)	72%	19%	6%	2%	1%
3. The coalition coordinator is knowledgeable about the community’s early childhood system. (N = 264)	75%	17%	6%	1%	1%
4. The coalition coordinator is flexible in accepting different viewpoints. (N = 264)	75%	15%	8%	2%	0%
5. The coalition coordinator is competent in negotiating, solving problems, and resolving conflicts. (N = 264)	65%	24%	9%	1%	1%
6. The coalition coordinator is effective in managing meetings. (N = 263)	73%	18%	7%	2%	0%
7. I am satisfied with how decisions are made within the coalition. (N = 261)	67%	24%	6%	3%	0%
8. Coalition/leadership council members have meaningful input in decisionmaking. (N = 263)	66%	25%	7%	2%	0%
9. There are opportunities for coalition members to take leadership roles. (N = 264)	67%	24%	9%	0%	0%
10. I am satisfied with the balance of power between the coalition coordinator, leadership team, and members. (N = 262)	69%	20%	9%	2%	0%

Function

Coalition members were asked to what extent they agreed or disagreed with several statements around coalition functioning. The results are displayed in figure 7. The highest areas of agreement were with the items related to members engaged in meetings and the work of the team (47% strongly agreed) and members engaged and building partnerships with other key community stakeholders (47% strongly agreed). Regarding members' ability to devote time to the coalition, 11% of members felt they were not able to do so and only 35% strongly agreed.

Figure 7. Function					
	Strongly Agree	Agree Somewhat	Neither Agree nor Disagree	Disagree Somewhat	Strongly Disagree
1. There has been minimal turnover of coalition/ leadership council members. (N = 266)	43%	36%	16%	4%	1%
2. Coalition/leadership council members are engaged in the meetings and work of the team. (N = 264)	47%	41%	8%	4%	0%
3. Coalition/leadership council members assume responsibility for tasks. (N = 264)	44%	42%	11%	3%	0%
4. Coalition/leadership council members share workload. (N = 264)	32%	47%	16%	5%	0%
5. Coalition/leadership council members engage and build partnerships with other key stakeholders in the community. (N = 264)	47%	39%	11%	3%	0%
6. I am able to make the time to devote to the coalition. (N = 265)	35%	44%	10%	10%	1%

Satisfaction

Figure 8 presents results for the questions related to members' level of satisfaction with the coalition. Respondents were most satisfied with the coalition's efforts to advocate on issues (56% very satisfied) and the coalition's contribution to improving the community's early childhood system (56% very satisfied). The lowest rate of satisfaction was related to success in generating funding for the coalition. Only 34% were very satisfied, whereas 9% were somewhat or very dissatisfied.

Figure 8. Satisfaction					
	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied
1. Coalition's planning processes. (N = 268)	51%	34%	10%	4%	1%
2. Coalition's efforts to sustain itself over time. (N = 262)	44%	35%	15%	5%	1%
3. Success in generating funding for the coalition. (N = 263)	34%	33%	24%	8%	1%
4. The coalition's efforts to advocate on issues related to young children and their families. (N = 267)	56%	31%	11%	2%	0%
5. Progress in completing the actions outlined in the strategic plan. (N = 267)	46%	33%	18%	2%	1%
6. Coalition's contribution to improving the community's early childhood system. (N = 267)	56%	30%	12%	2%	0%

The last few survey questions asked about the individual member's knowledge of evidence-based practices and having the skills and ability to contribute to strengthening the early childhood system. Figures 9–11 indicate that coalition members are confident in their own skills and abilities. The majority of members (86%) stated that coalition members are somewhat or very knowledgeable regarding evidence-based and promising strategies to strengthen the early childhood system. Coalition members also believe, either to a moderate or great extent, that they have the skills necessary to contribute to strengthening the early childhood system. Only 18 individuals reported not having the necessary skills. Lastly, the majority of members (90%) are also somewhat or very confident in their own ability to contribute to strengthening the early childhood system.

Figure 9. How knowledgeable would you say you are about evidence- and practice-based strategies to strengthen the early childhood system?

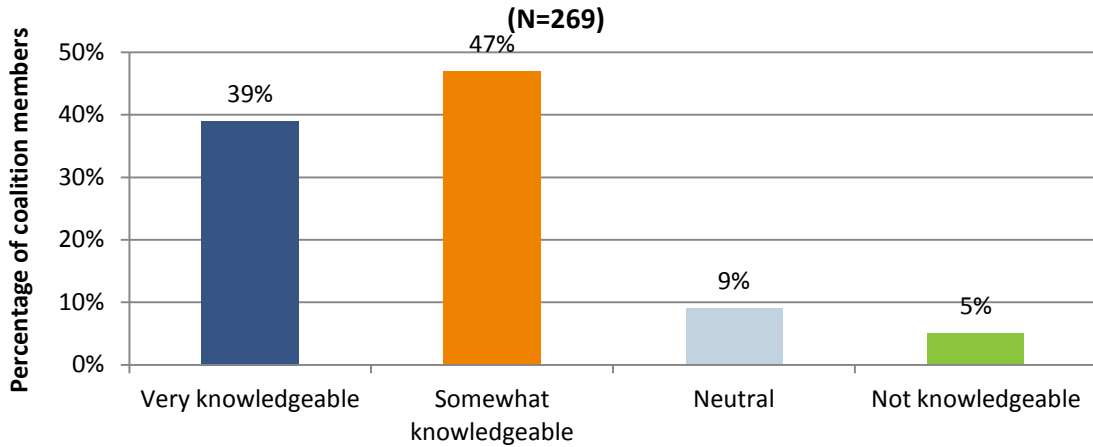


Figure 10. To what extent do you believe you have the skills necessary to contribute to strengthening the early childhood system? (N = 271)

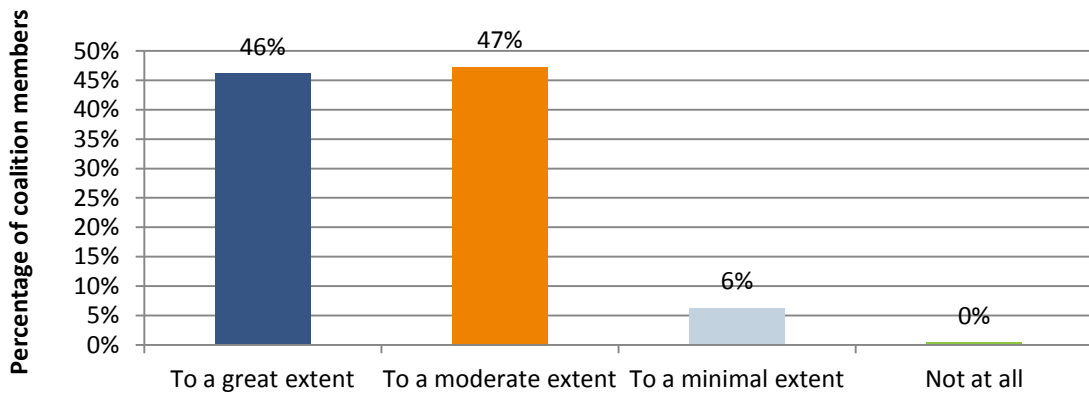


Figure 11. How confident are you in your own ability to contribute to strengthening the early childhood system? (N = 269)

