



## Analysis of Strengths & Growth Areas for Collaborations

### **The purpose of the tool is to:**

- *Help collaborations gather baseline data and information in order to identify areas for improvement and/or change.*
- *Spur dialogue and focused conversations within collaborations which lead to greater understanding and commitment to collaboration's work.*
- *Facilitate the sharing of information, resources, mutual support, and improvement tools.*
- *Build shared accountability across sectors.*

### **Instructions:**

- Answer each question by checking the response that most closely applies.
  - **Strongly Disagree:** nothing around this item has been started yet; there have been no discussions about this
  - **Disagree:** nothing around this item has been started yet, but there have been some discussions around this
  - **Unsure:** not sure if anything has been done or if discussions have been had; there might have been something in the past that is not being done anymore
  - **Agree:** progress has been made on this item
  - **Strongly Agree:** every part of the item has been implemented
- Write responses to the open-ended questions.

### **How was this tool developed?**

It was developed by gathering ideas from nine different tools on the BUILD Initiative's website. Section 4B of BUILD's Community Systems Development Toolkit inspired the creation of this tool.

### **What do you need to remember while completing the tool?**

- Remember that these statements apply to the *collaboration as a whole* and not to individual partners, members, programs, agencies, or sectors within the collaboration. Do not answer as a representative of your individual programs, agencies, or sectors.
- The tool is designed for all collaborations. Even collaborations that are well-established will likely not be able to agree with every statement. This is a tool to gauge where your collaboration stands at a point in time. Do not be discouraged if you have a lot of Strongly Disagrees or Disagrees – that just means there is more room for growth.
- If you are between two options (ex. Disagree and Unsure), choose the option furthest to the left. Again, more room for growth!
- To choose Agree or Strongly Agree, all parts of a statement must be met.

### **What if there are individual items or items that we need clarification on or would like to hear examples for?**

There are definitions for terms and examples at the end of this document. Feel free to reference those to understand how the item was intended to be read. You can also request [On-Demand Consultation](#) from the CS3 team for assistance with this tool.

<b>Governance Structures &amp; Accountability</b>	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1. Our collaboration has a clearly defined governance structure spelled out in writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Our collaboration has a shared vision/goal spelled out in writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Our collaboration members can see where their personal vision fits in the shared vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Our collaboration has established concrete, attainable outcomes spelled out in writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Our collaboration meets on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Our collaboration has effective decision-making procedures that are spelled out in writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. All of our members have an opportunity to participate in decision-making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Our collaboration has a task-oriented work environment, guided by a work plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The collaboration has taken on the right amount of work at the right pace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Our collaboration members follow through on tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Member Roles, Responsibilities, &amp; Growth</b>	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1. The roles and responsibilities for our members are clear and spelled out in writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Our collaboration members trust each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Our collaboration has documented procedures for onboarding and training new members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Our collaboration has documented procedures for changing member roles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Our collaboration has an established plan for member professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Diverse Stakeholders</b>	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1. Our membership reflects the ethnic, racial, and socioeconomic diversity of the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Our members have the appropriate level of expertise, knowledge, skills, and decision-making authority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Our collaboration has actively engaged direct service staff and their representatives in the process of making changes in the way agencies serve children and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Our collaboration includes a significant number of agencies and sectors, not dominated by one or two agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Our collaboration actively identifies and works on minimizing or eliminating barriers to participation and engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Our collaboration capitalizes upon diversity and individual, group, and collaboration strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Our collaboration understands the difference between token and non-token roles for parents and community residents and has provided specific opportunities for parents and residents to become providers, evaluators, and policymakers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Our collaboration has developed ways of gaining feedback and involvement of community residents and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

parents which are not dominated by service provider points of view.

<b>Leadership</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Unsure</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. Leadership of our collaboration is effective and shared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. New members of our collaboration have the opportunity to take on leadership roles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Our collaboration leadership facilitates and supports teambuilding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Our leadership has strong facilitation skills so that meetings are efficient and productive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Our collaboration leadership manages conflict resolution successfully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Communication</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Unsure</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. Our collaboration has open and clear communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Our collaboration has an established process for communication between meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Our collaboration has a communication plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Our members are connected and have established formal and informal communication networks at all levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Our collaboration has developed methods of sharing information with other coalitions and policy initiatives in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Our collaboration has a visible presence and identity in the community (ex. logo).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Continuous Quality Improvement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Unsure</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. Our collaboration sets conditions for effective implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Our collaboration adapts to change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Our collaboration has identified realistic goals that are written down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Our collaboration looks for and achieves "quick wins."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Our collaboration collects data to measure progress towards goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Our collaboration has interagency data sharing agreements where partners share program/agency data with the collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Our collaboration has agreed upon a process for improving our interagency data collection and analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Our collaboration incorporates an action learning process for continuous quality improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Equity</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Unsure</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. Our collaboration has a written commitment to cultural diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Our collaboration has formalized mechanisms for exploring power and privilege in its work and decision-making processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Our collaboration targets priority populations with all of its strategies and initiatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Our collaboration has agreed upon the ways we will disaggregate data in order to assess	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

disproportionate impact on ethnic and linguistic minorities.					
5. Based on our analysis of disproportionate impact, our collaboration has developed policies and program designs that attempt to improve these outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Systems Change Strategies</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Unsure</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. Our collaboration members are familiar with a systems-change framework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Our collaboration has identified systems change strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Our collaboration members are in agreement with the system-change focus and use this to help plan strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Our collaboration has aligned strategies with identified root causes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our collaboration has implemented systems-change strategies that:					
5. Increase quality of early learning programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Increase enrollment of children in early learning programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Serve priority populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Coordinate intake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Implement collaborative screenings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Align birth to third grade (B-3 framework)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Increase children's attendance in early learning programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Successful activities and programs initiated by the collaboration are incorporated into the ongoing work of local institutions or community groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Our collaboration has identified measures to track implementation and impact of our initiatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Our collaboration has linked programs for children and families with economic and community development initiatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Sustainability</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Unsure</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. Our collaboration has formed relationships to gain the support of local institutions and formal policy bodies such as local government.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Our collaboration has developed a policy agenda for changes in the barriers encountered in our initiatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Our collaboration has informed our state legislators of the state policy priorities which we support and the actions we need from the state government in support of our agenda at the local level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Our collaboration leverages and influences allocation of resources to reach our shared goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Our collaboration has developed a formal plan for identifying and mobilizing non-financial resources from throughout our community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Our collaboration has a financial plan to sustain core functioning and successful strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Our collaboration has developed a multi-year revenue strategy that identifies areas where revenues and related spending may be disproportionate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



What are you doing well as a collaboration?

In what item(s) or domain(s) would you like to make progress and why? What feels comfortable to work on? What feels challenging?

## Definitions & Examples

Collaboration member	Anyone who is a part of your collaboration (ex. attends meetings, provides in-kind support, partners on initiatives, helps make decisions, etc.)
<b>Governance Structures &amp; Accountability</b>	
8. Our collaboration has a task-oriented work environment, guided by a work plan.	A work plan is an outline of a set of goals and processes by which a team can accomplish those goals.
9. The collaboration has taken on the right amount of work at the right pace.	The right amount of work at the right pace means your members are engaged in doing the work, but that there is not too much work straining too few members and yet not too little to do for too many members.
<b>Diverse Stakeholders</b>	
5. Our collaboration actively identifies and works on minimizing or eliminating barriers to participation and engagement.	An example of this would be collaboration meetings are sometimes held in the evening so that working parents can attend.
6. Our collaboration capitalizes upon diversity and individual, group, and collaboration strengths.	Having collaboration members from different backgrounds and tapping into their knowledge, experiences, and strengths allows your collaboration to be more effective.
<b>Communication</b>	
1. Our collaboration has open and clear communication.	All collaboration members have open and clear communication both within and outside of meetings, both written and verbal, and between all stakeholders.
3. Our collaboration has a communication plan.	For example, a plan for when meeting notes and agendas go out to all members.
4. Our members are connected and have established formal and informal communication networks at all levels.	Members communicate both formally (ex. through emails discussing agenda items for the next meeting) and informally (ex. calling/texting someone to ask for information about a training mentioned after running into someone at a store).
5. Our collaboration has developed methods of sharing information with other coalitions and policy initiatives in the community.	For example, information is shared with a coalition in the community working on homelessness initiatives. This refers to sharing information with more than other early childhood collaborations.
<b>Continuous Quality Improvement</b>	
1. Our collaboration sets conditions for effective implementation.	Conditions for effective implementation may include the creation of a project plan, assignment of tasks, and/or creation of a work plan

4. Our collaboration looks for and achieves “quick wins.”	Quick wins are visible, have a benefit, and can be delivered quickly after something begins. It does not have to have a long-term impact; it’s a small success on the way towards achieving a longer-term goal.
5. Our collaboration collects data to measure progress towards goals.	Data is consistently collected and regularly assessed to better understand the progress of collaboration’s efforts. Data collected is a mix of qualitative and quantitative and is shared with community members.
<b>Systems Change Strategies</b>	
1. Our collaboration members are familiar with a systems-change framework.	A systems-change framework recognizes the value of cross-system collaboration to increased collective benefits by focusing on shared goals, and developing coordinated and integrated service delivery across health, early care and education, social service, and other systems.
2. Our collaboration has identified systems change strategies.	Systems-change strategies involve coordination and integration across sectors and systems that do not rely on individuals – examples include collaborative screenings and B-3 grade alignment.
9. Implement collaborative screenings	Collaborative screenings involve coordination amongst different stakeholders in the community to ensure children receive developmental screenings. This may involve a shared hub where screening data is collected from all who conduct screenings (ex. school district, pediatricians, child care centers, etc.).
10. Align birth to third grade (B-3 framework)	The B-3 framework came out of Illinois State University and consists of eight components: community partnerships, comprehensive services, family engagement and parent leadership, supported transitions, joint professional development, aligned curriculum and instruction, aligned assessments, and data-drive improvement.
12. Successful activities and programs initiated by the collaboration are incorporated into the ongoing work of local institutions or community groups.	Activities and programs become embedded in institutions and how the community goes about doing things. Regardless of staff turnover, the initiatives continue because they are built into policies and processes.
14. Our collaboration has linked programs for children and families with economic and community development initiatives.	For example, rather than referring individual children/families when the need arises for certain services, there is a consistent pattern of referral such as to community workforce programs.
<b>Sustainability</b>	
4. Our collaboration leverages and influences allocation of resources to reach our shared goal.	Leveraging and influencing allocation of resources includes both monetary and in-kind resources, such as staff time and donated space.