SHARING A VISION FOR YOUNG CHILDREN:
A Guide To Community Collaboration

WORKING DRAFT

William Caspar Graustein Memorial Fund
April 2002

OVERVIEW

The William Caspar Graustein Memorial Fund is a family foundation located in Connecticut. The foundation works collaboratively to improve education for Connecticut's children by providing grants, technical assistance and a forum for information sharing across the state to:

➢ support educational change in schools;

➢ inform public debate through policy research and advocacy; and

➢ strengthen the involvement of parents and the community in education.

To date the largest investment of the Memorial Fund is its seven-year commitment to the Children First Initiative (CFI)[1]. The Memorial Fund and the seven CFI communities worked in partnership to explore promising strategies for children birth to eight. This handbook on collaboration is one in a series documenting the important lessons distilled from the CFI experiences. The Memorial Fund hopes that broadly sharing the handbook will help others continue Connecticut's journey on behalf of young children. We look forward to learning from those on the next leg of the journey, in particular the forty-seven communities now engaged with the Memorial Fund in the Discovery grant making effort.

Why the Children First Handbooks?

The experiences of the communities and the foundation over the life of the initiative were rich in content. In partnership we learned to build the plane as we were flying it. From the onset of the Children First Initiative we recognized the importance of inclusion, reflection and the benefit from sharing lessons learned. Cross-site learning opportunities contributed to the successes achieved by each community.

Children First was designed to be an interactive change process. One of the primary goals of CFI was to engage parents and citizens with systems designed to enhance children's development, school readiness and health outcomes. Resources supported the generation of parent leadership, creating or sustaining a parent leadership infrastructure, innovative collaborative programs, policy planning and raising overall community awareness on issues that matter most to families and communities.

The Memorial Fund and the seven CFI cities made substantial investments in community-inspired and community-driven strategies to improve education and life outcomes for children birth to eight. The challenges and accomplishments of the CFI communities needed to be recorded and shared. Replication of promising practices requires such documentation. How else can we learn? How else can we move forward?

---

1 Danbury, Hartford, Middletown, Meriden, New London, Norwich and Windham have been partnering with the William Caspar Graustein Memorial Fund in the Children First Initiative.

The Memorial Fund's Board of Trustees and staff are committed to nurturing a learning community focused on the goal of improving education and life outcomes for young children. The production of the Children First Handbooks speaks to this commitment.

<u>What do we mean by Collaboration?</u>

Collaboration, as discussed in this guide, **is a process among a group of stakeholders with a common agenda, in this case for bettering the lives of children.** Partners include individual parents, other community residents, people representing organized groups of parents and residents (such as seniors), early care and education providers, schools, employers and other business people, government and others with a role to play in helping a community's children to thrive.

At its heart, collaboration comes from an agreement among individuals and institutions that there is something important to be accomplished that none of them can do alone. In successful collaborations, partners agree to support a common goal, as well as their own institutional and individual goals. They offer intellect, time and money; access to existing and new funding, services and constituencies toward that common goal. Through a process built on "enlightened self-interest" they decide what they can and should do collectively. They also decide what they need to do in their separate work to advance the common goal, or, at a minimum, remove barriers to its accomplishment. In so doing,

collaborative partners often agree to give up some of their individual control for greater collective power to make a difference.

<u>How is this Guide Organized?</u>

The guide is organized into the following sections:

Why It Matters (Section I)   provides a brief introduction to the topic. It makes the case for collaboration by reviewing some of what is known about improving the well being of children 0-8, with special attention to the contributions that different community partners make to supporting children's healthy growth and development.

Principles and Components (Section II) offers a vision and framework for collaboration at the community level to expand early education and care for children in Connecticut, upgrade its quality, build stronger connections between early care and elementary education and improve students' social, emotional and academic performance. Many of the principles and examples presented in this section come from the Memorial Fund's experiences and relationships with communities involved in the Children First Initiative (CFI).

Assessing Your Local Efforts (Section III) provides some questions to track and reflect on the process, implementation and results of collaboration.

Additional Resources (Section IV)   lists tools, websites and other guides about collaboration to improve community outcomes.

ties from federal and state government.

ent role in providing services.

learer understanding of brain development

istration process. *families are more likely to have a positive first experience with school. Second, the group educates pare*
supporting children and families in terms of ...services;
ng parents. Substitutes were hired to aid school nurses and secretaries in devoting additional time to parents. School nu...

- a long standing neighborhood and the larger.

– often solutions don't exist and new ones

...ile fewer people are voting, more are volun...

of children and families using their... ...vider of more holistic app...

I. WHY DOES COLLABORATION MATTER?

Children need many different kinds of support to thrive in their early years and do well in early grades in school. These supports include child health, nutrition, and safety; opportunities to foster social, intellectual and physical growth and the development of nurturing and responsive relationships with adults. These domains cross many spheres of public and private life including the family, the neighborhood and the larger community (e.g., pediatricians, providers, parks, libraries, and schools).

The quality and ease of family life has a lot to do with the adequacy of early childhood supports. Families with income, benefits, access to transportation and a large circle of connections to friends and other supports have an easier time giving their children what they need. Communities that offer enough affordable, high quality early education and care that meets family circumstances and preferences can make a big difference in the lives of children.

No one family, organization or institution can cover all of these bases alone; no one of them alone has the legal or political power to put all the pieces in place. The business community, taxpayers who vote on city and school budgets, child care and early education providers, schools, elected and appointed officials and organized groups of parents and seniors are all potential partners who can make or break how well children do.

Thus, collaboration matters because:

Improving outcomes for children involves work that falls across more than one agency, policy, regulatory or funding authority. For example, communities that want to increase the supply of child care in a given neighborhood often have to work with planning and zoning boards, provider groups and neighborhood associations and parents to establish centers that meet state and local regulations and that meet neighborhood needs. They may also work with state agencies to blend funds to pay for care, work with local colleges or universities to support staff development and to meet standards for NAEYC or other credentials and work with schools to align their offerings with what the schools are looking for in K-3 grades. They may also need to work with local transportation authorities to find ways to transport children and families between the center and half-day programs or other opportunities.

Numbers and organization improve political and system clout. Organized communities with coordinated parent and institutional voice are much more likely to get the attention of, for example, legislators and others with the power to make major system changes. Collaboration is often a very good vehicle to foster widespread community advocacy, particularly if it is tied to

constituent organizing efforts. Children compete with many things for public attention; collaboration among organizations and advocates improves the chances of being heard. A recent report on children's well being said that the biggest barrier to better results for children was competition among national and local children's advocates for public and policy attention. While that is surely not the biggest barrier, it points out the need for collaboration among advocates to establish goals, priorities and joint strategies.

II. COLLABORATION PRINCIPLES AND COMPONENTS

When people talk about collaboration, they often mean different things. Collaboration can mean an informal way of working together or a formal contractual association. Common definitions of collaboration include the following:

➢ a way of working together that coordinates individual support;

➢ an engaged group of stakeholders;

➢ a set of agreements about a working relationship; and

➢ an entity or collaborative structure.

Collaboration as a way of working together can be a style of working based on a set of core values – sharing, trust, genuine reliance on, and respect for, each partner's strengths and resources and deep sensitivity to their interests and needs. Family support groups often embody collaboration values.

Collaboration can mean the way that many people and groups in a community coalesce around a shared vision. This happens when schools, parents, business people, faith groups, media, tax payer groups, elected and appointed officials, for example, agree to pursue the goal of improving outcomes for children. A fully engaged community will include people who actively agree to participate in a collaborative process and thus agree in principle to carry out particular tasks or take on particular roles (such as advocating for specific policy changes or agreeing to particular funding decisions). Thinking about collaboration in this way makes room for people to contribute a lot of time or just enough time to get a job accomplished; it allows people who are task driven but not interested in process, and vice-versa, to contribute effectively.

Community Report Card for Children

In the spring of 2000, **Meriden CFI** began work on developing a community report card that would assess the well-being of local children and families. The process of developing the report was guided by a commitment to community ownership of the product. As such, the Meriden CFI collaborative convened parent groups and a provider/parent committee, which met regularly to gain consensus on the outcome areas of interest and indicators.

The CFI steering committee agreed to work with Connecticut Voices for

---

Children -- a nonprofit organization that promotes policy change for children in the state -- pending approval from the full CFI collaborative and involvement from LION (Leaders in Our Neighborhood) parent leaders.   Over a several month period, a dozen parent leaders came together to work with CVC to determine the outcomes they cared about for their families and children.

In early 2001, the full collaborative (including members of LION) approved a draft of a full baseline report on the status of Meriden's children and families. CFI and LION parents then formed subcommittees to prioritize issues related to children's overall health. From this work, CFI/LION created a brochure, presentation, marketing plan and action steps based on priority issues and target audiences.   As part of this work, parent leaders and other key CFI collaborative partners conducted presentations and provided information to audiences including the Meriden Chamber of Commerce, City Council, Board of Education (and At-Risk Committee), state delegates, and potential mayoral candidates.

that provide child care and early education, the health clinic that serves children in the neighborhood and the schools that offer development and rehabilitation services for children 3-5.

*The **Hartford Parent Network** (HPN) worked on a proposal where each elementary school would have a Parent Liaison -- a staff person who would work with parents to support their involvement. HPN brought together all the parent groups, asked for representatives from each PTO/PTA and asked community leaders to develop the job description and hiring process in collaboration with school system officials.*

The Superintendent and Board of Education supported the proposal, which was funded for part-time Parent Liaisons.   HPN brought together other resources for the Liaisons through their partners, such as Padres Abriendo Puertas and Title 1 Parents. HPN later petitioned for full-time Liaison positions and the Board of Education included them in the budget and funded them.

Collaboration can be a set of written and signed agreements among individuals and organizations that specify how the partners will work together toward a common goal. The agreements lay out clearly what the group will do to "walk the talk" of collaboration. Collaborations of this kind are quite formal. The agreements set out clear, measurable goals, delineate the roles of each partner, and specific rules for decision making and accountability. For example, a neighborhood-based effort to improve children's healthy development may develop memoranda of agreements among the local YMCA's

Collaboration can also include the development of a structure that formalizes the partnership and carries out some of its collective work. These structures are often called collaboratives. They are usually directed by a Board or Task Force that is often a composite of organizations and people who have responsibility for the work. They may be led by an Executive Director – who may develop plans and implement them, or by a Coordinator – who may staff the Board and support the community in doing the work themselves.

Collaborative structures can be housed within an existing organization or they can be independent entities. The Children First Initiative in Danbury and in Meriden CT both were collaboratives that were housed in a fiscal agent.

Principles

Collaboration is built on a foundation of shared vision, mission, and principles. The building blocks are values of equity, mutuality, trust, agreed upon roles and expectations, consequences and accountability. Understanding the complexities of this work and applying the key elements increases the likelihood of achieving shared goals and outcomes.

In contrast to popular wisdom, having a shared vision is not a guarantee for success. According to a recent book, *Building Community Capacity*(Chaskin, et. al., 2001) successful community collaboratives share certain specific characteristics. For example, each individual or group member brings a unique contribution to the collective body. Members are able through the work to realize some benefit for themselves and/or

their respective group. They bring what has been called "enlightened self-interest" to the process. The expectations and responsibilities of members are clear, universally understood and agreed upon. Processes are in place to share both the collaborative risks and the recognition for success. Last, and perhaps most important, the collaborative entity is seen as a legitimate actor on the behalf of the community or target constituency.

When you think about inclusiveness are you considering the following groups?

Seniors and business people, as well as parents, providers and educators who are traditionally asked to work on kids' issues.

People and institutions from different systems or different levels within one system (e.g., Superintendent, principals, child care and early education teachers, administrators)

Parents who are currently raising young children, people with older children or who are childless

People who represent different locations in the area (neighborhoods or towns)

Various racial, ethnic and cultural group, including all that are a substantial portion of your community and its children

Key business or economic interests

Faith communities, social affiliations

Varying taxpayer status and economic backgrounds (e.g., renters and property owners, working and non-working parents)

Differing political perspectives

Components

While collaborative work can be slow-moving and difficult, communities have

learned much about what it takes to build, manage and institutionalize successful processes. Based on the experiences of the CFI communities there are a number of recommended components to tackle early.

Five Best Practices and Approaches to Collaboration .

1. Establishing clear goals, expectations, decision-making processes and accountability;

2. Developing meaningful forms of participation for all of the essential stakeholders;

3. Creating a work-plan that is feasible and likely to achieve its intended outcomes;

4. Constructing a process to develop leaders and organizational capacity (if relevant); and

5. Building networks and resources sufficient to achieve desired the outcomes.

These core components also can be clustered around four stages of work: (1) defining goals, priorities and working assumptions; (2) delineating the leadership and organizational structure; (3) accomplishing work; and (4) sustaining and institutionalizing the work. Table 1 on the following page presents these essential components of collaboration as a series of building blocks. They are as follows:

Table 1: The Building Blocks of Collaboration

➢ **Definitions:** explicitly define what you mean by "collaboration" (e.g., does it mean broad and/or targeted input, representation, participation, leadership)? Be thoughtful about who decides how language is used as issues of power and representation are under consideration.

➢ **Assumptions:** Put on the table both individual and any collective assumptions about why the issue you are working on exists, and, thus, how your community might go about improving things. This "surfacing" of theories will help the group identify areas for common work as well as ones to pursue individually or not at all.

➢ **Roles:** With the assumptions in mind, consider the roles of individual parents or residents, key systems that affect families (education, health, recreation, parenting, income and employment, safety, housing), and private and public entities. Trying to bring these stakeholders on board later will be very difficult once the important groundwork has been laid.

➢ **Dynamics:** Also, consider the dynamics of race, class, culture, language and power in these assumptions and ideas for improvement

➢ **Be Strategic:** Ask yourselves how key stakeholders and partners think about these issues. What are the shared assumptions and ideas for improvement? Map out how different

assumptions and ideas for improvement will be discussed, respected, reflected in goals and strategies and reconciled. What are the self-interests of different constituencies (e.g., business, seniors, funders) to come onboard?

➢ **Niche:** From the start, be able to articulate the defining characteristics of your collaborative entity (advisory group, leadership council, etc.). Do your homework: know how your table is different from other early childhood-related partnerships or community bodies. Define what is its niche and value-added to the body of related work?

➢ **Context:** If you're newcomer, do some background research. You might ask others how what you are creating or strengthening is the same as or different from the local norm. If different, what obstacles do they anticipate you'll face? Begin to strategize how these barriers might be overcome and with what resources.

➢ **Models:** Don't recreate the wheel. Find out if there are local, state, or national models of collaboration for you to build on or draw from. What are they best at accomplishing? Why and how?

Leadership and Structure

➢ **Voice:** Build into the structure and processes how the voices of people most affected by your issue (and who

stand to benefit most from achieving your goals) will be heard in the collaboration. Define what roles they will have in setting priorities, making decisions about resource allocation and strategies and deciding what constitutes success.

➢ **Parents:** Consider what the range of roles parents could play on the collaborative. Be sure to consider whether they should be the majority voice at the table; act as Chairs and committee leaders; and/or assume control of resource allocation decisions. Another key issue is whether parents will guide the work but not take on the day-to-day responsibility for doing the work. As you make theses decisions, be sure to allocate resources (e.g., funds for childcare, meals, transportation, translation services) to support parents success in these roles.

➢ **Leadership:** Decide upfront (and agree to review the decision over time) who will act as the public face of the collaborative (e.g., all the partners, parents, the leadership group, Executive Director?) How will initial leaders be selected? Will partners represent key constituencies and institutions, or be there as individuals?

➢ **Inclusion:** How inclusive does the collaboration want and need to be to accomplish your goals? What do you want diversity to accomplish? Is your goal to understand and be influenced

by different perspectives and interests, link to various constituencies, represent the community in all its parts? This work is difficult and labor-intensive but done well it will save hours of frustration latter on. Given all the possibilities, which perspectives and relationships are <u>most</u> essential and worth expending resources to include?

➢ **Managing Change:** How will the collaborative manage changing leadership needs? Will there be graceful ways for partners to remain engaged or to disconnect from the collaborative? Will there be guidelines for attendance and follow-through on commitments? Will there be term limits?

➢ **Structure:** Ask yourself how formally and within what kind of structure can the collaboration best accomplish its goals. What are some options to consider? For example, creating a formal collaborative with a decision-making, working or advisory board; creating a community task force or less formal partnership; and/or establishing a new collaborative entity or working within an existing structure. In each case, consider what are the decision points for rethinking the structure of the collaboration.

Accomplishing Work

Staffing: If you are staffing the work, what role will staff play? How will staff be directed – what role will

the intended beneficiaries, Board (if there is one), funders, collaborative partners play with respect to staff? Think about whether you are looking for someone to lead the work or to play a staffing or behind the scenes role.

Developing a Work Plan: How will a work plan be developed? What process will you use to develop a work plan? Whose buy-in is required to do the work and achieve your goals? What role should those organizations and constituencies play to ensure ownership and interest in seeing the work gets done?

ImplementationPlan: How does the group envision the process by which work will get done? For example will you achieve your goals if each partner takes responsibility for changing something within his or her own institution? Does new or collective work have to be done that requires new funding arrangements or creation of new entities? Be sure to think about whether your goals require that parents or citizens to organize and actively implement some activities (for example, establishing community benchmarks, educating policymakers, observing and assessing classrooms) or is parent or citizen oversight or input will be sufficient?

Markers of Progress: How will you know if progress is being made? What short-term indications will you use to determine if the plan is being implemented well, and if it is creating the results you want?

Other Agreements: Does the work plan rely on cooperation or changes overseen by institutions, elected or appointed officials who are not part of the partnership? Does the collaboration have strategies to obtain the necessary permission or changes to do its work? What incentives, safety and political cover can the collaboration offer to help partners do the necessary work?

The Greater Norwich Community Leadership Team is a partnership of local government, parents, educators, social service providers and people from the business community who have formed a collaboration to provide a continuum of capacity-building and parent-empowerment initiatives to all segments of its community. This creative collaborative is unique in the State of Connecticut. It was designed specifically for the Norwich community. It provides three distinct training options for parents and community leaders, involves community mentors to work directly with parents, and encourages team building by having parents work together on projects they choose to benefit their community.

Sustaining and Institutionalizing Work

Sustainability: As early as possible, consider what functions may need to be sustained, either through the collaboration or by institutionalizing those functions within other

organizations or institutions (schools, city government)? Have you identified a group of people dedicated to sustaining the work beyond the initial funding period?
Restructuring: As a group examine whether there are structural changes that would increase your future effectiveness. Consider how your choices about structuring and locating the work (e.g., establishing a loose partnership versus working within a long-standing structure) have affected your ability to accomplish goals? Sustain the work?
Developing Resource Plans: Has a resource development plan been put in place? If so, you will want to ask if it includes ways to leverage the resources needed to support your key work going forward. Also, it will be important for any plan to include a diversified funding base – a mix of resources from public sector, state, private – to provide increased stability and independence.
Celebrating Progress: How will you know when you are successful? What will you look at to assess when your work is complete? Also, en route to meeting your goals be sure to acknowledge and reward institutions and individuals for their good work, for taking risks to change things, and for staying the course.

III. ASSESSING YOUR LOCAL EFFORT

This section provides some additional basic questions communities can consider as they

think about assessing their collaboration work. Table 2 on the following page presents questions along three dimensions: process, program implementation, and outcomes. Section IV lists additional resources and tools for assessment.

TABLE 2: ASSESSING YOUR LOCAL EFFORT   (Page 2)

Question Type	Questions
Outcomes	- Do we have a system in place to track the supply of early care and education in the community and its fit with consumer needs and preferences? What is that system telling us about the changing supply and fit over time? - Do we have a specified objective for early care, school activity and child and family well-being that we can measure? - How are we measuring quality of existing early care and education? Who decides, based on what kinds of evidence? What do our measurements tell us about whether quality is improving, and in what ways? - Have partners implemented particular action steps and/or their separate contributions in a high quality and timely manner? Is there evidence that we are making progress on linking existing collaborations together, supporting collective action, and consolidating our work? - Does our collaboration include the "best practices" of effective collaboration? Are we taking the intended next steps that lead from our activities? (For example, are we changing delivery systems and/or advocating for changes in systems based, in part, on our activities?) - Are we reaching the people our activities are supposed to reach? In sufficient depth or numbers to move the work forward and/or to reach our goals? (For example, are we organizing enough of the right people among child care providers? Among child care users?) - Do we know what people think about our activities - are they satisfied with their quality, purpose and results? - Do we have a common understanding of what improved students' social, emotional and academic performance would look like? If so, have we developed indicators to measure these changes, and a system to track changes at baseline and over time? If so, what are results telling us?

13

IV. ADDITIONAL RESOURCES

Connecticut Commission on Children   www.cga.state.ct/coc. This bipartisan commission works to oversee matters concerning children and youth. The Commission brings representatives from the legislative, executive and judicial branches of government together with the private sector to promote public policies in children's best interest. The general purpose of these activities is to identify and promote public policy and coordinated efforts that support and improve the development of children and strengthen the capability of families to provide for children's basic needs.

Connecticut Association for Human Services   www.cahs.org   CAHS is a nonprofit research, public education and policy development organization that works to strengthen children, families and education. The Web site contains information on child care, health, hunger and other topics. Users may order CAHS publications online.

Connecticut Policy and Economic Council   www.cpec.org. CPEC is a non-partisan non-profit public policy research organization whose mission is to educate citizens and increase citizen participation in public policy decision making. CPEC produces reports on finances, demographics and student performance for Connecticut public schools.

Connecticut Voices for Children   www.ctkidslink.org. CVC seeks to promote the well being of Connecticut's young people through research, public policy analysis, communication, youth leadership and the mobilization of citizens. This site contains a wealth of information, including updates on policy and legislation related to children and education, programs on kids and technology and a "toolkit" to help people become advocates for children.

School-Family-Community Partnership Project   www.state.ct.us/sde/dsi/sfcp was established in 1999 to strengthen and enhance the relationships among schools, families and communities that are essential to the academic success of all students. Connecticut's School -Family-Community Partnerships network now includes over 75 schools and continues to grow. A Policy Action Packet that contains sample policy, procedures and agreements developed in school districts or by parent participation specialists around the country is available at www.state.ct.us/sde/dsi/sfcp .

National Resources for Collaboration

Child Care Partnership Project   www.familiesandwork.org. The Families and Work Institute contains basic information of interest to child care partnerships such as "Community Mobilization Forums" with topic areas such as: assessing community needs, involving families, collaboration, improving program quality, financing, and public engagment. The CCPP also has a more extensive downloadable "How are we

doing? A self-assessment tool for partnerships."

National Association of Partners in Education   www.napehq.org NAPE serves schools, businesses, community groups, educators and individuals who work together to help students achieve. On this site you'll find guides and manuals on partnerships, newsletter articles, contacts for partnerships in your area and professional development/training opportunities.

National Network for Child Care   www.nncc.org. The NNCC offers relevant resources under "Community Involvement and Partnerships in Child Care and Youth Programs". These include a "How to build coalitions" series and a "Child Care Action Manual for Communities", for those who want to explore current child care needs. The site also offers tools to assess needs for child care and for program evaluation.

National Network for Collaboration   http://crs.uvm.edu/nnco. To support collaboration among universities and community-based programs, the Cooperative State Research, Education, and Extension Service (CSREES), USDA, created five National Networks: Child Care, Collaboration, Family Resiliency, Science and Technology Literacy, and National Decisions for Health. The collaboration work includes a framework model, principles and roles, and challenges for building and maintaining community coalitions on behalf of children, youth, and families. The website offers a number of resources, including guides to collaboration.

Fullerton: The Four Tools   http://hdcs.fullerton.edu//cc/tools.htm. Includes a downloadable local collaborative assessment of capacity.

Other Resource Guides:

Collaboration: What makes it Work, 2 nd Edition. Paul Mattessich, Marta Murray-Close, and Barbara Monsey. Amherst H. Wilder Foundation, 2001. (104 pages). ISBN 0-940069-32-6

Through an up-to-date and indepth review of collaboration research, this book answers the question of what makes the difference between your collaboration's failure or success. This new edition also includes The Wilder Collaboration Factors Inventory.

Collaboration Handbook: Creating, Sustaining, and Enjoying the Journey.   Michael Winer and Karen Ray. Amherst H. Wilder Foundation. 1994. (192 pages).

This book includes information on getting a collaboration going, defining the results you're after, determining everyone's roles, creating an action plan, and evaluating the results. Includes a case study, worksheets, and special sidebars with helpful tips such as what to do at your first meeting.

Together We Can: A Guide for Crafting a Profamily System of Education and Human Services. Atelia I. Melaville (Center for Study of Social Policy) and Martin J. Blank

(Institute for Educational Leadership) with Gelareh Asayesh. U.S. Department of Education and U.s. Department of Health and Human Services. 1993. ISBN 0-16-041721-X

This guide to collaboration to improve child and family outcomes has been praised by many communities over the years. It discusses five stages of work: getting together; building trust and ownership; developing a strategic plan; taking action and going to scale.

Building Community Capacity. Robert J. Chaskin, Prudence Brown, Sudhir Venkatesh, Avis Vidal. Aldine De Gruyter, New York, 2001.

This book provides detailed case studies and lesson about community building. It offers a lot for practitioners and community leaders to think about (though it is written in an academic style). The book has chapters on defining community capacity and capacity building, leadership development, organizational development, community organizing, collaborations, partnerships and organizational networks. The chapter on collaboration was particularly helpful in developing this guide.

Building Capacity for Local Decision-Making . Center for the Study of Social Policy, Georgia's Family Connection, Missouri's Family Investment Trust, Vermont's Agency for Human Services, with support by the Annie E. Casey Foundation. CSSP, 2001.

This is a very detailed series of guides to developing local governance structures to improve outcomes for children and families. There are six guides in the series: (1) Theory and purpose of local decision making, (2) Working with members, (3) Setting a community agenda, (4) Strategies to achieve results, (5) Financing and budgeting strategies, and (6) Using data to ensure accountability.

A Community Builder's Tool Kit Institute for Democratic Renewal, Project Change and the Center for Assessment and Policy Development. 2000.

This brief guide is targeted to people in communities who want to do multi-racial and multi-cultural collaborative work. It has been widely praised by people who work on collaborations to improve child and family outcomes, but have not yet discussed race openly, and by people who work on anti-racism efforts but have not yet thought about issues of community building and collaboration. The guide is short and includes examples from 15 communities. It is available in six languages: English, Spanish, Chinese, Korean, Tagalog and Vietnamese.

Ten Tips for Getting and Keeping Business Involved : *An Illustrated Guide for Early Childhood Leaders.* Nina Sazer O'Donnell and Carter McJunkin, Families and Work Institute.

This guide is designed to help early childhood leaders work effectively with business partners. The guide offers tips drawn from research and interviews with business leaders on how to create and sustain successful early childhood partnerships. It is designed for leaders who want to start, improve or expand partnerships and can be used to plan meetings and strategy sessions, to enhance staff training and leadership development, to help evaluate efforts or spark new partnership ideas.