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ABSTRACT

This report details a study designed to test the sustainability of a school-based Collaborative Action Team (CAT) process, which attempted to address the need to enhance family and community involvement in education and to be self-sustaining over time. Based in communities across five Southwestern states, the intervention tested the sustainability of collaborative partnerships among families, community members, school personnel, and students and the efficacy of this intervention to improve student success. Training for CAT participants consisted of activities to improve their knowledge of, skills in, and attitudes toward collaboration and shared leadership. Qualitative and quantitative measures were used to evaluate and continually refine the CAT process. Data collected provided information on site characteristics, implementation and sustainability of the process, the sustainability of team collaboration, and student outcomes. Overall, results indicated that the development of school-based, collaborative partnerships was an effective way to improve results for students and families in school communities. Establishment of a core team of representative partners was possible with appropriate time and support. Most partnerships were sustained for 1-4 years, with numerous goals accomplished. Forms and data from the intervention are appended. (Contains 26 references.) (SM)

Collaborative Action Team Process: Bringing home, school, community, and students together to improve results for children and families

Final Research Report



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Acknowledgments

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Our deepest appreciation goes to our many partners in our 23 Collaborative Action Team sites. Together, we grew in our understanding and practice of collaboration. The partners gave generously of their time and expertise, and demonstrated their strong commitment to students and their families throughout the project.

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Table of Contents

List of Tables	iii-iv
List of Figures	v-vii
Section 1: Collaborative Action Team Project Background	1
Section 2: Participants in the Collaborative Action Team Project	4
Section 3: Characteristics of the Collaborative Action Team Process	12
Section 4: Implementation of the Collaborative Action Team Process	16
Section 5: Research Design and Methodology	25
Section 6: Site Characteristics	34
Section 7: Collaborative Action Team Sustainability	46
Section 8: Student Outcomes	80
Section 9: Results in the Rural Collaborative Action Team Sites	111
Section 10: Implications and Conclusions	143
References	150-152
Appendices	
Appendix A.	153
<i>Collaborative Action Team Application Forms</i>	154-172
<i>Memorandum of Understanding</i>	173-175

Appendix B.	176
<i>Start-Up Training Agenda</i>	177-178
<i>Collaborative Action Team Training Institute Agenda</i>	179-182
<i>Facilitator Training Agenda</i>	183-185
Appendix C.	186
<i>CAT Meeting Checklist</i>	187-188
<i>Collaborative Action Team Meeting Evaluation Form #1</i>	189
<i>Collaborative Action Team Meeting Evaluation Form #2</i>	190
<i>CAT Self-Assessment Instrument and Handbook</i>	191-223
<i>Collaborative Action Team Research Exit Survey</i>	224-225
<i>Resource Guide Feedback Form</i>	226-227
Appendix D.	228
Significance and Probability Values for CAT Sustainability <i>CAT Self-Assessment Questions Across Time</i>	229-234
Significance and Probability Values for CAT Sustainability <i>CAT Self-Assessment Questions Across Cohorts</i>	235-240
Significance and Probability Values for CAT Sustainability <i>CAT Self-Assessment Questions Across Representative Groups</i>	241-246
Significance and Probability Values for RD-CAT Sustainability <i>CAT Self-Assessment Questions Across Time</i>	247-250
Appendix E.	251
Percent Student Attendance for Individual CAT Sites	252-253
Percent Student Dropout for Individual CAT Sites	254-255
Percent Student Graduation for Individual CAT Sites	256-257

LIST OF TABLES

Table 1.	Collaborative Action Team Site Demographics	7 - 9
Table 2.	Timeline I: Assessing the Implementation and Sustainability of the CAT Process	31
Table 3.	Timeline II: Assessing the Impact of the CAT Process on Student Outcomes	32
Table 4.	Total Population and Poverty in CAT Surrounding Area	35
Table 5.	CAT Members Completing the <i>CAT Self-Assessment</i> and the <i>Collaborative Action Team Research Exit Survey</i>	47 - 50
Table 6.	Percent Student Attendance for Cohort 1 CAT Sites	81
Table 7.	Percent Student Attendance for Cohort 2 CAT Sites	82
Table 8.	Percent Student Attendance for Cohort 3 CAT Sites	82
Table 9.	Percent Student Attendance for CAT Sites Across Cohorts	83
Table 10.	Percent Student Dropout for Cohort 1 CAT Sites	88
Table 11.	Percent Student Dropout for Cohort 2 CAT Sites	89
Table 12.	Percent Student Dropout for Cohort 3 CAT Sites	89
Table 13.	Percent Student Dropout for CAT Sites Across Cohorts	90
Table 14.	Percent Student Graduation for Cohort 1 CAT Sites	95
Table 15.	Percent Student Graduation for Cohort 2 CAT Sites	96
Table 16.	Percent Student Graduation for Cohort 3 CAT Sites	96
Table 17.	Percent Student Graduation for CAT Sites Across Cohorts	97

Table 18.	SAT-9 Scores Below the 25 th Percentile for Arkansas CAT Sites	101
Table 19.	Percentile Rankings on CAT/5 and ITBS for Louisiana CAT Sites	102
Table 20.	Percent Passing CTBS5/Terra Nova Plus for New Mexico CAT Sites	103
Table 21.	Percent Scoring Satisfactory on OCCT for Oklahoma CAT Sites	105
Table 22.	Percent Passing the TAAS in Texas CAT Sites	108
Table 23.	Free/Reduced Lunch for RD-CAT Sites	112
Table 24.	RD-CAT Members Completing the <i>CAT Self-Assessment</i> and the <i>Collaborative Action Team Research Exit Survey</i>	117
Table 25.	Comparison of RD-CAT Site and State Student Dropout	136
Table 26.	Comparison of RD-CAT Site and State Student Graduation	137
Table 27.	CTBS5/Terra Nova Test Scores for Mora ISD and State	138
Table 28.	Percent Passing New Mexico High School Competency Exam for Mora ISD and State	139
Table 29.	SAT-9 Percent Passing for Marshall School District and State	139
Table 30.	SAT-9 Percentile Scores for Marshall School District and State	140
Table 31.	Percent Passing OCCT for Clayton School District and State	140

LIST OF FIGURES

Figure 1.	CAT Site Start-Up and <i>CAT Self-Assessment</i> Data Collection	29
Figure 2.	Type of School(s) Collaborative Action Teams Serve	36
Figure 3.	Special School Programs in CAT Sites	37
Figure 4a & b	Team Confidence Level for Activity Accomplishment	39
Figure 5.	Type of School Community Challenges in CAT Sites	40
Figure 6a & b	Existence of Community Factors in CAT Sites	42
Figure 7a.	Days Between Start-Up Training and First CAT Meeting for Cohort 1 Sites	43
Figure 7b.	Days Between Start-Up Training and First CAT Meeting for Cohort 2 Sites	44
Figure 7c.	Days Between Start-Up Training and First CAT Meeting for Cohort 3 Sites	44
Figure 8.	Level of Support from School Administration for Future CAT Sustainability	58
Figure 9.	Level of Support from Campus Staff for Future CAT Sustainability	58
Figure 10.	Level of Support from Community-at-Large for Future CAT Sustainability	59
Figure 11.	Level of Support from Parents/Other Family Members for Future CAT Sustainability	59
Figure 12.	Level of Support from Students for Future CAT Sustainability	60
Figure 13.	Future Goal Accomplishment Across Cohorts	66

Figure 14.	Perceived Changes in CAT Recognition/Importance in the Community by Representative Groups	70
Figure 15.	Importance of Taking Action on Planned Goals for CAT Sustainability	72
Figure 16.	Annual Percent Student Attendance Across Cohorts	83
Figure 17.	Site, District, and State Student Attendance Comparisons Across Cohorts	84
Figure 18.	Arkansas CAT Site vs. State Student Attendance	85
Figure 19.	Louisiana CAT Site vs. State Student Attendance	85
Figure 20.	New Mexico CAT Site vs. State Student Attendance	86
Figure 21.	Oklahoma CAT Site vs. State Student Attendance	86
Figure 22.	Texas CAT Site vs. State Student Attendance	87
Figure 23.	Site, District, and State Student Dropout Comparisons Across Cohorts	90
Figure 24.	Arkansas CAT Site vs. State Student Dropout	91
Figure 25.	Louisiana CAT Site vs. State Student Dropout	92
Figure 26.	New Mexico CAT Site vs. State Student Dropout	92
Figure 27.	Oklahoma CAT Site vs. State Student Dropout	93
Figure 28.	Texas CAT Site vs. State Student Dropout	94
Figure 29.	Site, District, and State Student Graduation Comparisons Across Cohorts	97
Figure 30.	Arkansas CAT Site vs. State Student Graduation	98
Figure 31.	New Mexico CAT Site vs. State Student Graduation	98

Figure 32.	Oklahoma CAT Site vs. State Student Graduation	99
Figure 33.	Texas CAT Site vs. State Student Graduation	99
Figure 34.	Level of Support form School Administration for Future RD-CAT Sustainability	121
Figure 35.	Level of Support from Campus Staff for Future RD-CAT Sustainability	121
Figure 36.	Level of Support from Community at Large for Future RD-CAT Sustainability	122
Figure 37.	Level of Support from Parents/Other Family Members for Future RD-CAT Sustainability	122
Figure 38.	Level of Support from Students for Future RD-CAT Sustainability	123
Figure 39.	RD-CAT Site Student Attendance Comparisons Across Time	134
Figure 40.	RD-CAT Site Student Dropout Comparisons Across Time	135
Figure 41.	RD-CAT Site Student Graduation Comparisons Across Time	137

Section 1: Collaborative Action Team Project Background

Recognizing that “children’s problems are increasingly horizontal, but government is organized vertically (Kirst, 1991, p. 617), those concerned with the well-being of children and families have sought ways to overcome the compartmentalization and fragmentation characterizing traditional delivery systems. Efforts to integrate and coordinate services for children and families across multiple agencies have been promulgated since the mid-1970s, however more often than not at the behest of local social service agencies (Kagan & Pritchard, 1996). It has only been in the past decade that federal support has influenced and hastened the development of collaborative partnerships. The result has been a broad variety of approaches to collaborative work. Models, strategies, and pilot programs accompanied by an abundant literature of opinion, guidelines, theory, survey and case study research, and anecdotal experience have proliferated.

The role of public education in these collaborative efforts has also varied and, in some circles, schools are deliberately avoided. For example, Heath and McLaughlin (1996) note that “partnership with community organizations seldom extends to education” (p. 70), because “many individuals working in youth organizations find schools the ‘most difficult’ partner among the many social agencies with which they have contact” (p. 85). Schools, on the other hand, have attributed the lack of collaboration with community organizations to the inflexible schedules and frequent turnover of agency staff, as well as to what schools perceive as competitive attitudes (Kagel & Routh, 1993).

In addition to the difficulties schools encounter developing successful collaborative partnerships with community agencies, their relationship with the families of students is also a source of conflict. The development and perpetuation of a stereotypical view that many families are uncaring of their children and their children’s success in school has been seen in educational practice (Corbett, Wilson, & Webb, 1996). As families experience this attitude, a self-fulfilling prophecy is set into motion in which families feel uncomfortable coming to the school and as a result, professionals continue to see parents as the problem. Additional reasons for why collaborative partnerships have not necessarily been successful, or even initiated, may include:

- Family and school schedules are often difficult to mesh
- Security issues sometimes take precedence over visitors on school grounds
- Parents’ past experiences as students themselves may have been negative and they lack trust in the educational system.

Although these barriers exist, it is believed that strengthening the involvement of families and communities in education is critical for enabling schools to function more effectively and respond to the complex needs of students and their families. Fulfilling the needs that affect a student's development takes a system of interrelated, interdependent parts, of which the school is just one. The student's home and family life, and the community and society in which the student lives, are other necessary parts of the system. Yet, it is understood that schools play a particularly crucial role for several reasons:

- Students spend many hours of their day at school
- School's explicit mission is to guide student development
- Important relationships develop between students, their peers, their teachers, and other adults in the school environment.

As a result of this systemic shift in thinking, connections between schools, families, and communities are more prevalent today than ever. Increasingly, schools have taken the lead in establishing collaborative links (Kritek, 1996; Payzant, 1992). Often these efforts are part of an overall plan for systemic school reform in an attempt to improve educational outcomes for children (Fox & Williams, 1991; Lourie, 1994). For example, increased academic achievement, motivation and interest in school, and behavioral and adaptive functioning are only just beginning to be assessed in relation to the impact of these collaborative partnerships (Eber & Rolf, 1998). Although on the increase, the establishment of collaborative partnerships among the school, home, and community has been slow in achieving wide spread adoption in the field. This is due, in part, to the existing limited and largely non-empirical knowledge base on school-based collaboration and the absence of a clear specification of the needed skills that promote such an intervention model (Pryor & Church, 1995; U.S. Department of Education, 1996).

Purpose of Current Project

As part of a federal grant initiated in December 1995, the Southwest Educational Development Laboratory (SEDL) developed and implemented a school-based Collaborative Action Team (CAT) process to address the need to enhance family and community involvement in education. The intervention was designed to be self-sustaining over time and improve results for students and their families. This research project, based in communities across a five state Southwestern region of the United States, tested the sustainability of the collaborative partnerships developed among families, community members,

school personnel, and students and the efficacy of this intervention to improve student success. Training for Collaborative Action Team participants was developed and implemented. The training consisted of activities to improve their knowledge of, skills in, and attitudes toward collaboration and shared leadership. These activities were used to enhance the partners' abilities to collaborate on plans and take action to address issues and concerns facing their school community.

Quantitative and qualitative measures were used to evaluate and continually refine the Collaborative Action Team process and capture a holistic picture of student success. Data collected in each site provided information on site characteristics, the implementation and sustainability of the process, and student outcomes. The research also provided CAT sites with descriptive and empirical data on their successes and areas of continued need while increasing their general knowledge base on the use of collaborative efforts within school settings and their impact on student success.

Purpose of this Report

This report serves two functions: first, as a technical manual detailing the methods and procedures of the study; second, as a final, summative report, describing the activities accomplished and the research results obtained from this project. The Collaborative Action Team project was first implemented in the Fall of 1996 in five sites (Cohort 1), then expanded to another ten sites in the Fall of 1998 (Cohort 2), and to another eight sites in the Fall of 1999 (Cohort 3). Of these 23 sites, four were designated as Rural Development Collaborative Action Team (RD-CAT) sites to connect school improvement with community development through the implementation of the collaborative process linked to service learning and school entrepreneurship activities. This report will discuss individual and across site results from the research conducted in all 23 CAT sites as well as results specific to the RD-CAT sites.

This report contains sections describing the characteristics of the Collaborative Action Team process and the CAT sites, the implementation of the partnership process at the sites, the project research methodology, the sustainability of team collaboration, and student outcomes over time. Implications from the research results and what lies ahead for collaboration among schools, families, communities, and students are also discussed in this report.

Section 2: Participants in the Collaborative Action Team Project

The Southwest Educational Development Laboratory's emphasis is on ensuring educational equality for children and youth in the states of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas who live in poverty; who are Hispanic, African-American, or other minorities; or who have mental or physical exceptionalities. Within these states, SEDL identified the following five critical concentrations on which to focus its research and development projects: rural, urban, the Delta, the Border, and the American Indian Nations.

Site Selection

Recognizing the need for the research demonstration sites to be representative of the five state Southwestern region SEDL serves and the critical concentration areas established by the Board of Directors, SEDL project staff solicited applications in 1996 (Year 1), 1998 (Year 3), and 1999 (Year 4). Each Collaborative Action Team (CAT) site is independent and serves one or more schools or an entire school district.

Five sites, one in each state in SEDL's region, were selected in 1996 to comprise Cohort 1. These sites are:

- L. R. Jackson Elementary School (West Memphis, Arkansas)
- P.G.T. Beauregard Middle School (St. Bernard Parish, Louisiana)
- Rio Grande High School Cluster (Albuquerque, New Mexico)
- Jackson Middle School (Oklahoma City, Oklahoma)
- Fabens Independent School District (Fabens, Texas).

In 1998, ten sites throughout the region were selected for Cohort 2. These sites are:

- Dollarway School District (Pine Bluff, Arkansas)
- Barbara Jordan Elementary School (New Orleans, Louisiana)
- Albuquerque High School Cluster (Albuquerque, New Mexico)
- Highland High School Cluster (Albuquerque, New Mexico)
- Ann Parish Elementary School (Los Lunas, New Mexico)
- Mora Independent Schools (Mora, New Mexico)
- Ponca City East Middle School (Ponca City, Oklahoma)
- Balmorhea Independent School District (Balmorhea, Texas)
- Del Valle High School (Del Valle, Texas)
- Rio Hondo Independent School District (Rio Hondo, Texas).

In 1999, eight sites were selected from four of the five states in SEDL's region for Cohort 3. These sites are:

- Little Rock School District (Little Rock, Arkansas)
- Lee County School District (Marianna, Arkansas)
- Marshall School District (Marshall, Arkansas)
- Polk Elementary School (Baton Rouge, Louisiana)
- Clayton Independent School District (Clayton, Oklahoma)
- Clinton Independent School District (Clinton, Oklahoma)
- Geraldine Palmer Elementary (Pharr, Texas)
- Terrell Independent School District (Terrell, Texas).

Four of the 23 sites selected were designated Rural Development CAT (RD-CAT) sites. These sites were required to have a community population below 3,000 persons and be geographically isolated from larger cities or towns in the surrounding region. Additionally, these sites had to be committed to connecting school improvement with economic and community development. Although a number of Collaborative Action Team sites are geographically rural, they did not meet the qualifications to be designated as RD-CAT sites.

All sites, including the Rural Development sites, were selected to be Collaborative Action Team sites based on the following criteria:

- Fits within SEDL's critical concentration areas
- Evidence of low academic performance in student population
- High percentage of low-income students (i.e., Title 1 programs; free/reduced lunch)
- History of ongoing and under-served needs in school community
- Willingness to engage home, school, and community partners in collaboration
- Willingness to commit to long-term project efforts.

SEDL project staff developed and implemented a process to finalize Collaborative Action Team site selections. First, all potential sites were required to submit a *Collaborative Action Team Application Form* (see Appendix A for a copy of the CAT applications used). Once the application was received, project staff reviewed it for completeness and, if incomplete, provided one opportunity for the site to resubmit. Project staff then reviewed all of the applications to determine if the potential site met the criteria established to become a CAT. To further determine site appropriateness, project staff conducted discussions, on-site and/or by phone, with members of each school community applying. All information obtained about the potential sites was then discussed among the

project staff and, as a final step, all sites were notified as to whether they had or had not been selected as a CAT site.

In Year 1, sites that received SEDL services from 1990-1995 through the Home, School, and Community Partnerships (HSCP) project were first contacted to see if they were interested in continuing with SEDL to implement the Collaborative Action Team process. Four of the HSCP sites (West Memphis, AR; Albuquerque, NM; Oklahoma City, OK; and Fabens, TX) submitted applications to become CAT sites. The fifth Cohort 1 site in St. Bernard, LA learned about the project through a community member previously involved with another of SEDL's projects. The five Cohort 1 Collaborative Action Team sites represent three individual schools, one cluster of feeder schools, and one school district, i.e., serving a total of 20 schools (see Table 1). None of the Cohort 1 sites were designated as Rural Development CAT sites.

In Year 3, SEDL project staff used several mechanisms to solicit Collaborative Action Team site applications. These included conference presentations, phone contacts, third-person referrals, and visits to SEDL's website. Cohort 1 CAT sites were also asked to recommend potential sites. Additionally, applicants who were not selected for Cohort 1, but met the eligibility requirements were also encouraged to reapply. The second cohort of 10 sites represents four individual schools, two clusters of feeder schools, and four school districts, i.e., serving a total of 42 schools (see Table 1). Two of these 10 sites were designated Rural Development CAT sites: Mora, NM, and Balmorhea, TX.

In Year 4, the Collaborative Action Team site solicitation methods used were similar to those used in the year prior; however, one particular venue was the primary source for applications. This was a presentation by SEDL project staff at a federal Department of Education 21st Century Community Learning Center Bidder's Conference held in the Southwestern region. For Cohort 3, project staff selected eight sites in four of the five SEDL region states (no new site was established in New Mexico). The Cohort 3 Collaborative Action Team sites represent two individual schools and six school districts, i.e., serving a total of 70 schools (see Table 1). Two of these eight sites were designated Rural Development CAT sites: Marshall, AR, and Clayton, OK.

Table 1

Collaborative Action Team Site Demographics

CAT site	Established	Region	Schools served by CAT	Free/reduced lunch	Student ethnicity
Cohort 1					
West Memphis, AR	08/14/96	Delta/ Rural	1 elementary school	100%	99% African-American; 1% other
St. Bernard Parish, LA	10/19/96	Rural	1 middle school	88%	63% White; 33% African-American; 4% other
Rio Grande Cluster, NM	09/05/96	Urban	1 high; 4 middle and 7 elementary schools	76%	83% Hispanic; 11% White; 6% other
Oklahoma City, OK	10/04/96	Urban	1 middle school	100%	65% Hispanic; 18% White; 10% African-American; 7% Native American
Fabens, TX	09/11/96	Border/ Rural	1 high; 1 junior high; 1 elementary; 1 primary school; and 1 early childhood center	95%	97% Hispanic; 3% other
Cohort 2					
Pine Bluff, AR	09/16/98	Rural	1 high; 1 junior high and 3 elementary schools	66%	80% African-American; 20% White
New Orleans, LA	08/17/98	Urban	1 elementary school	100%	100% African-American
Albuquerque Cluster, NM	10/29/98	Urban	1 high; 2 middle and 10 elementary schools	69%	66% Hispanic; 22% White; 12% other

(continued on next page)

Table 1 (continued)

CAT site	Established	Region	Schools served by CAT	Free/reduced lunch	Student ethnicity
Highland Cluster, NM	10/29/98	Urban	1 high; 2 middle and 8 elementary schools	62%	40% Hispanic; 36% White; 10% Native American; 14% other
Los Lunas, NM	10/21/98	Rural	1 elementary school	100%	63% Hispanic; 31% White; 6% other
Mora, NM	11/14/98	Rural	1 high; 1 middle and 2 elementary schools	89%	78% Hispanic; 21% White; 1% other
Ponca City, OK	09/12/98	Rural	1 mid-high school	44%	82% White; 12% Native American; 6% other
Balmorea, TX	06/30/98	Border/ Rural	1 school all grades (K - 12)	71%	80% Hispanic; 19% White; 1% other
Del Valle, TX	10/03/98	Urban	1 high school	48%	53% Hispanic; 32% White; 14% African-American; 1% other
Rio Hondo, TX	10/24/98	Border/ Rural	1 high; 1 middle and 2 elementary schools	81%	94% Hispanic; 6% White

(continued on next page)

Table 1 (continued)

CAT site	Established	Region	Schools served by CAT	Free/reduced lunch	Student ethnicity
Cohort 3					
Little Rock, AR	09/23/99	Urban	5 high; 8 junior high and 35 elementary schools	50%	68% African-American; 28% White; 4% other
Marianna, AR	09/01/99	Delta/ Rural	1 high; 1 middle and 2 elementary schools	89%	91% African-American; 8% White; 1% other
Marshall, AR	08/17/99	Rural	1 junior/senior high and 1 elementary school	60%	98% White; 2% other
East Baton Rouge, LA	08/18/99	Urban	1 elementary school	98%	99% African-American; 1% White
Clayton, OK	08/30/99	Rural	1 high and 1 elementary school	73%	75% White; 25% Native American
Clinton, OK	09/09/99	Rural	1 high; 1 middle and 3 elementary schools	73%	55% White; 23% Hispanic; 11% Native American; 10% African-American; 1% other
Pharr, TX	10/14/99	Border/ Rural	1 elementary school	88%	2% White; 98% Hispanic
Terrell, TX	08/26/99	Rural	1 high; 1 middle and 4 elementary schools; and 1 pre-K to K center	51%	49% White; 34% African-American; 16% Hispanic; 1% other

Team Composition

The entire school community, consisting of all the people and organizations that either affect or are affected by the school, are the pool from which Collaborative Action Team members were initially identified in site applications. A school community goes beyond those who work and study inside the school. School communities include families, businesses, agencies, organizations, and individuals in the immediate neighborhood. A school community might include residents who have no children attending the school but whose property values are affected by the quality of education the school provides. A human service, health, or mental health agency that serves students' families may be part of a school community even if it is not located in direct proximity to the school. The school board and district or state administrators that affect a school's work are also a part of the school community.

The initial composition of the Collaborative Action Teams in Cohort 1 included school, home, and community representatives. As the PGT Beauregard CAT in St. Bernard, LA developed, they were the first team to include students as equal members on their team. The SEDL project staff and the other Cohort 1 CAT sites recognized the benefit of including students. As a result, students were incorporated into the CAT process as a fourth representative group needed to comprise team membership and many sites include students on their teams. School representatives include superintendents, assistant superintendents, and other district/central office staff, principals, assistant principals, teachers, teacher aides, librarians, support staff, maintenance personnel, and other school campus staff. Family members such as parents, grandparents, foster parents, other caretakers, and siblings comprise the home representative group. Neighborhood associations, businesses, government offices, human service agencies, religious institutions, and volunteers represent the community. Students, generally from secondary schools, also serve on the CAT; however, student representation is open to all age groups.

Collaborative Action Teams range in size from smaller groups of 8-10 members to much larger groups of 40-50 members, with an average of approximately 15 active members per team. Additionally, although representative membership is a core principle of the Collaborative Action Team process, it should be noted that membership on the team is not static. The teams have an "open door policy", often resulting in variation in team

membership at any given time. However, each team has established a group of core members that, at the least, represent the home, school, and community.

Summary

SEDL project staff used a variety of mechanisms to solicit potential Collaborative Action Team sites and a formal selection process was implemented. Twenty-three sites were selected to participate in the project, of which four were designated as Rural Development CAT sites. All of the sites met established selection criteria related to geographic location, student demographics, school and community needs, an ability and willingness to commit to implementing collaborative partnerships. Participants varied in the Collaborative Action Teams but generally consisted of home, school, community, and student representatives.

Section 3: Characteristics of the Collaborative Action Team Process

The Southwest Educational Development Laboratory (SEDL) designed the school-based Collaborative Action Team (CAT) process to be developed, tested, and refined over a five-year period ending in December 2000. After reviewing the literature on collaboration with an emphasis on its links to educational settings, SEDL project staff identified current collaborative practices, dimensions of successful team partnership development and maintenance, and barriers to effective collaboration upon which the CAT process was initially based. The process was continually developed over the five years to bring together local partners representing the community's diverse points of view to increase the productive involvement of families and communities in the educational achievement and well-being of students.

Defining Collaboration

Collaboration brings separate individuals or organizations into a new relationship with a joint commitment to a common purpose. As described by Mattesich and Monsey (1992), "the relationship includes a commitment to: a definition of mutual relationships and goals, mutual authority and accountability for success, and sharing of resources and rewards" (p. 7). Such a relationship requires comprehensive planning and well-defined communication. Risk is greater because team members' reputations are at stake. Participants pool their resources and share the products of their work. Collaboration is a more formal and long-term arrangement than networking, cooperation and coordination. It differs in the extent to which people share resources and use power and authority to achieve goals they cannot achieve independently (Kagan, 1991).

People in collaborative relationships view each other as partners, enhancing each other's capacity to define excellence, set mutual goals, and use their own personal and institutional power to achieve them (Himmelman, 1992). Collaboration is a style of work and a sense of community in which members knowingly make decisions as a whole. They see themselves as complementary and mutually supportive contributors to the entire community. In other words, collaboration involves the following:

- Developing win-win situations
- Creating a total greater than the sum of its parts
- Sharing responsibility
- Sharing success.

Core Principles

The Collaborative Action Team process is a set of concepts, activities, and resources that individuals, school districts, and other organizations can use to develop a partnership between school, home, community, and students at the local level. It was initially based on a set of core principles and included four stages of team development. The core principles identified were representative membership, shared leadership, consensus decision-making, and networking. As the Collaborative Action Teams developed, it was seen that networking was a natural consequence of collaboration; however, teams having an action focus was integral to team development. Action focus was incorporated into the CAT process as a core principle to embody the characteristics of collaboration. Based on these core principles, the Collaborative Action Team moves through a series of activities within the four stages of team development intended to support effective team partnerships that can be self-sustaining over time.

Representative membership is when a team consists of participants from a cross-section of the school community that consistently attend meetings and are actively involved in making decisions. This includes family members, community representatives, school personnel, and students and should mirror the diversity of the community. Representative membership can help the team develop a more comprehensive response to school community needs and reinforce local control and self-reliance.

Shared leadership exists when leadership roles and responsibilities are equally distributed among all team members. Team members see themselves as partners working to benefit students and their families and are equally included in representing the team, making decisions, carrying responsibilities, and sharing success. Shared leadership can enhance a team's commitment and willingness to work together and help to sustain individual energy, minimize "burnout", and expand the school community's leadership pool.

Consensus decision-making occurs when decisions are made that best reflect the viewpoints of all involved and that all members agree to support. This requires that team members develop the ability to discuss issues, listen to one another, address their differences, work to resolve them, and reach decisions based on general agreement. Consensus decisions can help to minimize conflict and maximize commitment and willingness in order for the team to take action as a whole.

Action focus serves as the underlying purpose of a Collaborative Action Team, i.e., to improve results for students and the school community. Establishing a team vision and mission, and setting goals and forming strategies can help to prepare a team for action. As members take on roles and responsibilities and follow through on mutual decisions, they can generate momentum for further action.

Stages of Team Development

The four stages of team development are: Team Identification, Team Mobilization, Project Development, and Project Implementation. These stages are intended to lead the team to maturity and success in their overall goal to improve results for children and families. Team Identification includes determining who will be on the team and how members will work together to represent the whole community, including developing a vision and mission. Team Mobilization encompasses identifying and utilizing shared leadership, broadening communication and networking opportunities, and structuring the CAT meeting. Project Development is based on creating action plans and Project Implementation on carrying out those plans and maintaining the team's focus while accomplishing its goals. Each of the four stages of team development is comprised of team building and team planning elements created to generate momentum and develop team strength relative to the core Collaborative Action Team principles.

Elements of the CAT Process

Team building elements show team members how to work together as equal partners, respect individual diversity, and build trust to help the team solve problems and create new opportunities. Getting to know one another, talking constructively from differing vantage points, and undertaking projects together help build relationships among team members. The team building activities enable mutual respect and trust to grow as personal relationships and shared experiences evolve.

Team planning elements address tools and techniques for developing a vision, mission, goals and objectives, priorities, and action steps. Finding common ground, participating in dialogues about school community issues, and reaching consensus on what needs to be accomplished are all part of planning

for collaborative action. Team planning helps to keep everyone focused and provides the structure for moving the team forward.

Generating momentum produces visible results quickly by taking easily accomplished steps toward change. Teams can generate momentum by working on manageable size projects often resulting in early success. This success generates the energy and enthusiasm needed for long-term development and increasingly more complicated efforts. Momentum is the product of the effort it takes to improve schools and communities.

Summary

SEDL developed and implemented a collaborative, school-based process partnering family members, school personnel, community representatives, and students to improve results for students and their families. The Collaborative Action Team process is based on a set a core principles and is organized into stages of team development. The core principles of the Collaborative Action Team process are: *Representative Membership, Shared Leadership, Consensus Decision-Making, and Action Focus*. Based on these core principles, the CAT process moves teams through four stages of development: *Team Identification, Team Mobilization, Project Development, and Project Implementation*. Within each of these stages, teams go through a series of elements and activities that support a balance between team building and team planning, based on the core principles. Mechanisms are incorporated throughout the process to maintain the momentum of the team as it moves through the stages.

Section 4: Implementation of the Collaborative Action Team Process

The Collaborative Action Team (CAT) process implemented across the 23 sites included several essential components. First, it was important to have the support and participation of home, school, community, and student members at each site. Second, the team members were trained in the skills, concepts, and principles of the CAT process. Third, CAT meetings were held so that a plan of action could be developed. And last, the on-going needs of the Collaborative Action Team process were assessed and technical assistance was provided. The implementation of the CAT process was continually refined over the five years of the project, reflecting Collaborative Action Team member ideas and suggestions, SEDL project staff observations, and new data that emerged.

Initiating the Collaborative Action Team Process

SEDL project staff contacted school administrators from each site, at the local and/or district level, to discuss the mission, methodology, and goals of the project and to obtain administrative support. Although not standard practice with all Cohort 1 sites, as it was for the Cohort 2 and 3 sites, SEDL project staff met on-site with school administrators. The Cohort 1 CAT sites were not required to give SEDL written approval from their school administrators, but verbal support was attained. Over time, however, the administrative support wavered and resulted in a variety of barriers to the continuation of the Collaborative Action Team in at least one of the Cohort 1 sites. SEDL project staff recognized the need for a more formal system to obtain approval and support from school administrators in potential CAT sites. As a result, they developed a *Memorandum of Understanding* outlining the required commitments to become a CAT site and the joint responsibilities of the site and SEDL (see Appendix A for a copy of the *Memorandum of Understanding*). The Collaborative Action Team process was not initiated in the Cohort 2 and 3 sites until project staff received this *Memorandum of Understanding* with the signature of a school administrator, i.e., the school principal or assistant principal, the district superintendent, assistant superintendent, or director of curriculum, or another designated district administrator. Local school and district administration in each of the Cohort 2 and Cohort 3 CAT sites endorsed the project both verbally and by completing the *Memorandum of Understanding*.

In addition to school administrative support, other members of the school community spoke with SEDL project staff to discuss the implementation of the

CAT process in their site. Many of these conversations took place at an initial on-site visit conducted by SEDL project staff during the application process. At this time, the participants representing the four core groups (home, school, community, and students) talked with project staff as a whole and separately, by representative group. This provided the participants an opportunity to experience initial collaborative dialogue and to discuss any past partnering difficulties among the groups. They were also provided brochures about the CAT project and other resource materials. Those in attendance indicated their support for the development of a CAT in their school community and their interest in participating; however, the number and diversity of representatives present at the initial visit was often greater than the core group that comprised the on-going Collaborative Action Team.

General CAT Member Training

Once support from the school administration and school community members in each site was evident and initial information was exchanged, the next step in implementing the Collaborative Action Team process was to train site members. A one and one-half day intensive Start-Up Training was scheduled with each site to occur shortly after they were selected. For the Cohort 1 and 2 sites, the training was conducted for home, school, and community representatives. Students from secondary schools were included as participants in the training for Cohort 3 sites. The Collaborative Action Team Start-Up Training was designed to foster shared leadership and collaboration skills to enable team members with diverse backgrounds and a wide range of skill levels and experience to participate as full partners with school leaders.

During the Start-Up Training, SEDL project staff introduced the team development activities comprising the CAT process. Project staff developed a structured agenda and provided a written copy to all participants (see Appendix B for an example of a Start-Up Training agenda). The training included an orientation session focused on a variety of factors that impact partnership development. Participants developed a site facilitation plan, designated local facilitators, and established a plan for the first full CAT meeting during the training. The experiential, interactive activities used in the training focused on increasing team members' awareness and understanding of their differences and similarities while helping them become more comfortable with one another and learn the strengths and contributions each could bring to the team. For example, one activity asked each person to list things at which they are good and then posted the responses on flip charts for everyone to see. These skills

and strengths of team members were then matched with tasks needing to be completed during an action planning activity later in the training. The planning activity encouraged members to share their knowledge and skills to accomplish identified goals which demonstrated to them the value of shared responsibility and leadership.

SEDL project staff also provided training for team members through annual Collaborative Action Team Training Institutes held each fall of the five-year project (see Appendix B for an example of an Institute agenda). A representative group of team members from each CAT site were brought together for three days to share ideas, network with one another, and gain new knowledge and skills to assist them in their collaborative efforts. The specific agenda varied at each Institute; however, a number of topics were pervasive throughout all five. These included, but were not limited to:

- Shared leadership
- Action planning
- Resource development
- Assessment and evaluation
- Use of technology in collaboration.

The Training Institutes provided participants with information, skills, and materials for the team members at their sites who were not able to attend the training. This new knowledge was used to further the collaborative efforts of each team.

CAT Facilitator Training

In relation to school change, Hord (1992) described the importance of “facilitative leaders” who are not necessarily “positional leaders”, such as superintendents or principals, but rather people who demonstrate functional leadership, help create an atmosphere and culture for change, and nurture both the vision and tangible supports necessary for effective follow through. This was the type of leadership sought to facilitate the Collaborative Action Teams. During the first few years of the project, SEDL project staff functioned in this role for the Cohort 1 sites, while informally encouraging team members to assume this role. As the CAT project developed, project staff spent less time with the Collaborative Action Teams and, as a result, team members recognized the need for local facilitation. Training local team members to act in the facilitator role and maintain their neutrality while serving in this role was seen as essential to the sustainability and expansion of the CAT process.

In 1998, SEDL project staff developed a two-day curriculum to train members from each site to become facilitators and equip them to train others on their team to assume facilitation responsibilities (see Appendix B for an example of a Facilitator Training agenda). The first Facilitator Training was conducted in January 1999 at the SEDL offices at which at least two members from each Cohort 1 and Cohort 2 site attended. These trained facilitators also attended a refresher workshop in October 1999 to help them improve their skills and assess their progress. A second Facilitator Training was held in September 1999 for another 2-3 members in the Cohort 1 and Cohort 2 sites who had not been previously trained and an equal amount of members from the Cohort 3 sites. The trained CAT facilitators from all three of the cohorts participated in follow-up trainings in March 2000 and September 2000.

SEDL's training for CAT facilitators had several goals. First, to thoroughly familiarize the participants taking on the facilitator role with the Collaborative Action Team process. For example, participants were asked to identify major elements of the process for a case study activity that required them to determine the most appropriate CAT process element to address typical issues and situations teams face. Second, to teach various group process techniques such as brainstorming, consensus building, force field analysis, use of affinity diagrams, and the use of T-charts. Each participant had an opportunity to facilitate either a group process technique or one of the training exercises under the observation and guidance of SEDL project staff. And last, to provide facilitators with the knowledge and skills necessary to train fellow team members in the use of the techniques taught in the training. Participants were provided a knowledge base and basic tools at the training to help them share the facilitation and team development responsibilities seen as necessary to effect change in their school community.

CAT Meetings

An integral part of the project was the implementation of the Collaborative Action Team meetings at which home, school, community, and student representatives focused on issues important to their school community and action for improving results for students and their families. Collaborative Action Team members at the individual sites, especially the trained facilitators, were responsible for assuring meetings occurred. The steps needed to implement the team meetings included: 1) arranging the logistics for the meeting, 2) contacting team members and attending the meetings, 3) conducting the meeting, 4) following through on tasks and responsibilities, and

5) evaluating the meetings. SEDL project staff provided CAT sites with assistance to help them implement team meetings, i.e., through on-site and telephone consultation, by providing written materials and other resources, and by encouraging networking among the CAT sites.

Most of the Collaborative Action Teams met regularly, i.e., once a month. One or two of the 23 teams met more frequently, while a few met irregularly and less frequently. Some of the teams maintained a formal structure, i.e., met at the same time and place, provided an agenda, and kept within timeframes designated on the agenda. Other teams used their meetings as an open forum to discuss their needs and exchange information. Yet others focused directly on activities, events, and actions specific to a written plan they developed. A variety of techniques were used at the meetings to enhance team dialogue, some of which were modeled in the myriad of training SEDL project staff provided. The trained facilitators played a key role in ensuring diverse viewpoints were heard at the meeting and that all members participated. They also, along with other members of the team, were responsible for following through on assigned tasks and monitoring that others did as well. The team meetings were the primary setting in which collaboration took place.

The Collaborative Action Team meetings were primarily evaluated in four ways:

- Feedback provided by team members during team meetings
- Informal discussions with team members outside of the team meetings
- Contacts between the SEDL project staff and CAT members
- Responses on evaluation tools developed by the SEDL project staff to assess the process.

Several tools developed specifically to evaluate individual meetings were the *CAT Meeting Checklist* and the *Collaborative Action Team Meeting Evaluation Form #1 and Collaborative Action Team Meeting Evaluation Form #2* (see Appendix C for copies of these instruments). These evaluation tools helped teams self-evaluate after each meeting regarding how the meeting progressed and how they did, or did not, use the Collaborative Action Team process. Other evaluation tools developed for the project included the *CAT Self-Assessment* and the *Collaborative Action Team Research Exit Survey* (see Appendix C for copies of these instruments). These tools, although created to collect data regarding overall CAT process implementation and sustainability, also provided information on meeting progress. A detailed description of the evaluation process for which these tools were used and the results are provided in a later section of this report.

Collaborative Action Team Materials

Crowson and Boyd (1996), noting the proliferation of guides to collaboration and service coordination conclude, "what the handbooks and guidelines and experiential evidence to date do not adequately provide are insights into 'deep structure' issues in cooperating institutions" (p. 139). Such issues include institutional inertia, a lack of sufficient knowledge and skills, and perceived differences in power, perspective, and belief. These issues serve as barriers to collaborative work and can lead to tensions, miscommunication, and competing agendas among members of a collaborative group as well as between the group and the community it seeks to serve (Delpit, 1995; Schorr, 1997). SEDL project staff recognized the need for team members to have written materials to guide them in their implementation of the CAT process.

In 1998, SEDL project staff developed *A Guide to Building Collaborative Action Teams in Schools and Communities*, detailing the CAT process to assist sites in the development of their teams. The guide included multiple small group activities mirroring the elements of the Collaborative Action Team process. Background information on each of the elements, timelines for accomplishing the activities, and audio-visual aides were also provided. This design was used to help members build their team, plan action, and generate momentum, as well as to deal with many of the barriers known to impact collaboration.

Team members at the Facilitator Training in January 1999 and those at the September 1999 training were given a copy of the guide. SEDL project staff found the use of the guide was spurious; however, team members acknowledged a need for guidance materials. Some of the difficulties team members described with the material included:

- Terminology that was not fully understood
- An academic textbook content
- Too lengthy and not user friendly.

Project staff sought feedback from teams to make the materials more practical and user friendly. As a result, many changes were made and a new set of resource materials was developed and provided to teams at the 2000 CAT Institute. The new materials include the *Creating Collaborative Action Teams Guide (Guide)*, *Toolkit*, and *Toolkit Masters*. All of these materials are, or will soon be, available on CD-ROM and in Spanish. The *Guide* provides information specifically on how to start-up, facilitate, and coordinate the Collaborative

Action Team and explains the CAT process, core concepts, and terms used in the process. Much of the *Guide* is organized around the stages of the process and provides background information and a general overview of the different steps of the process. The *Toolkit* serves as a companion to the *Guide* and contains a variety of activities and additional resources that can be used at team meetings to help members progress through the stages and steps of the process as well as additional resources. The activities each include:

- Preparation and room set-up instructions
- Goals and key introductory points for the session
- Step-by-step instructions and estimated time
- Wrap-up points
- Follow-up reminders.

The *Toolkit Masters* contains forms, handouts, transparencies, worksheets, and ideas for presentations.

A companion to the *Creating Collaborative Action Teams Guide* was also developed for rural communities, and even more specifically for the Rural Development CAT sites. Entitled, *Thriving Together: Connecting Rural School Improvement and Community Development*, this guide provides practical information about how to connect school and community development through such strategies as service and work-based learning. The material describes characteristics and resources important to these and other joint efforts and incorporates activities of the Collaborative Action Team process that can be used to sustain them.

Consultation and Technical Assistance

In addition to the initial CAT training, SEDL project staff provided on-going consultation and technical assistance to each site with an emphasis on basic and advanced skill development to enhance the team's use of the collaborative process. Project staff observed team meetings and provided feedback, particularly to team facilitators. They visited each site at least quarterly and had additional contact more frequently with team members (most often the trained CAT facilitators) via the telephone, postal mailings, electronic mail, and videoconferences.

Several sites specifically requested SEDL project staff assist them with additional training regarding shared leadership. A one to two hour booster training was provided individually to those sites. The training focused on the strengths, needs, and barriers of the particular team and included specific

activities they could accomplish to help them fulfill their needs. A few other sites received a “recharge” training after they lost much of their membership and momentum and feared they might cease to exist. This training included a four to eight hour saturation on the CAT process, use of CAT materials and resources, and discussions of strategies to sustain their team and move toward accomplishing goals.

As initial research findings were obtained, SEDL project staff provided each team with verbal and written data reports on their progress and areas of need in relation to their implementation of the Collaborative Action Team process. These reports included an analysis of the data, specific suggestions for team building and action planning activities, and recommendations for areas upon which their team could focus in the future. Sites in Cohorts 1 and 2 received three of these reports while Cohort 3 sites received two. A detailed description of the findings is provided later in this report.

Project-Related Activities

The implementation of the Collaborative Action Team process also involved additional activities to provide information to team participants, other members of school community in which the teams are located, professionals in education and other fields of practice, and to a broader audience of persons interested in school reform. The activities included:

- Presentations - given by SEDL project staff as well as by CAT members about the Collaborative Action Team process to professionals, paraprofessionals, and family and community members
- Videoconferences – three events sponsored by SEDL project staff on facilitator leadership skills, resources and training topics for 21st Century Community Learning Centers, and a resource guide for rural communities
- Newsletters and articles – the *CAT Connections Newsletter* which was provided to CAT sites during the first several years of the project; the *FaCilitATor News* monthly update provided to CAT facilitators on upcoming CAT events and resources available; articles in newspapers, magazines, and professional journals written by and/or about the Collaborative Action Teams
- Web-based networking and information – CAT project web pages on SEDL’s website; a bulletin-board and listserves for CAT members and SEDL project staff to converse; regular e-mails to CAT members including the monthly *FaCilitATor News* updates; and individual CAT site web pages available to the general public

- Community involvement – attendance at school board meetings and local events and provision of training for educators in the communities in which a CAT site exists
- Grant writing assistance – reading potential grants being submitted by CAT sites and providing guidance; alerting CAT sites to grant opportunities.

Summary

Members of the school community, including family, school personnel at the local and district level, community representatives, and students, showed broad support for the implementation of the Collaborative Action Team process, verbally, in documentation, and through their participation. As has been seen in the literature, part of the empowerment of collaborative group members takes place during training (Kagan, 1991). SEDL project staff provided intensive training to team members on the CAT process and team facilitation. CAT meetings were conducted in 23 sites across the Southwestern region in which home, school, community, and student partners collaborated on issues and actions to improve results for students and their families in their school communities. CAT sites were provided on-going technical assistance and other resource assistance. SEDL project staff furnished printed and electronic materials about the Collaborative Action Team project and team development process, as well as about community development and school improvement in rural areas. Additionally, other informational activities were provided to a broader audience of persons interested in bringing about school change through the involvement of the entire school community.

Section 5: Research Design and Methodology

SEDL conducted an applied research project using descriptive and empirical approaches to assess the implementation of the Collaborative Action Team process to improve outcomes for students.

Purpose

The purpose of the research was twofold: 1) to determine if collaborative partnerships between the home, school, community, and students can be sustained in the demonstration sites as a result of the implementation of the Collaborative Action Team process and 2) to assess the impact of the process on student success. Sustainability of the CAT process was defined as Collaborative Action Teams meeting and working as a team throughout the CAT project and reporting they will continue to operate in the future for at least one year. The study gathered data about each team's activities in developing and sustaining their team as well as measures of student success, including standardized assessment scores and attendance, graduation, and dropout rates. Comparisons across CAT sites were explored.

The research also assisted the Collaborative Action Team (CAT) sites in identifying effective practices, training, and resources useful in goal attainment as well as those in need of refinement. Further, the study served to build on the limited empirical knowledge base pertaining to the use of collaborative efforts within school settings and the impact of this partnering on student success.

Research Questions

The objective of the CAT process was to develop and sustain meaningful partnerships between diverse participants from a school community who would take action to improve results for students and families. In order to assess the achievement of this objective, the research answered the following questions:

- 1) Are collaborative partnerships between the school, home and community developed and sustained as a result of the implementation of the CAT process, i.e., as measured by team progress through elements of the four stages of the CAT process and use of shared leadership and facilitator skills taught in the CAT trainings?

- 2) Did the Collaborative Action Team process have an impact on student success, i.e., goal accomplishment, changes in student outcomes including standardized assessment scores and attendance, graduation, and dropout rates?

Instruments

SEDL project staff developed a *Collaborative Action Team Application Form* with questions on the demographics of the site (see Appendix A).¹ The application sought information on the: 1) critical concentration area; 2) percentage of students in the school district according to ethnicity, socioeconomic status, head of household; 3) location within an Enterprise Zone or Empowerment Community; 4) school, district, and state standardized test score averages and designation as low performing by the State Education Agency; and 5) existence of special programs and school improvement and/or previous partnership/collaborative efforts in the school/district. Further, the application asked for a response to how confident the site was that a Collaborative Action Team in their community would accomplish eight team development activities and the extent to which nine cultural climate factors exist within their community. The responses to these questions were rated on a 4-point scale, ranging from 1 designating none to 4 designating high. Additional questions on the *Collaborative Action Team Application Form* included information on the key issues identified in the site's school community; parent involvement activities at the site; social challenges and opportunities facing the community; and school administrative commitment and support. Most of these questions were open-ended, however, several required a response of yes or no.

As a means to assess the implementation and sustainability of the Collaborative Action Team process, project staff developed a *CAT Self-Assessment* instrument and handbook (see Appendix C). The *CAT Self-Assessment* explored team progress throughout the four stages of the CAT process by examining the 24 elements to effective team building and team planning that constitute the stages. Team members responded to questions within each of the elements that correspond to the team's accomplishment of activities, or lack thereof. The *CAT Self-Assessment* was designed for administering by SEDL staff or local team facilitators; however, project staff

¹ This form was used with Cohort 3 CAT sites. A different version of the Collaborative Action Team Application Form was used for the other two cohorts of sites with less information required; therefore, data were unavailable for some of the questions for the Cohort 1 and 2 sites.

generally administered it. All teams, however, were given an instruction manual for the *CAT Self-Assessment* to help whenever they did use the instrument.

Another means to evaluate the implementation and sustainability of the Collaborative Action Team process was the *Collaborative Action Team Research Exit Survey* developed by project staff (see Appendix C). The *Collaborative Action Team Research Exit Survey* examined team members' individual perceptions of the factors that have helped to sustain their team and those they feel may impact the continuation of their team after the termination of SEDL involvement. The survey was comprised of eight questions related to the previous, present, and future sustainability of the CAT. Five questions have a "yes", "no", or "don't know response"; three of these questions, if answered "yes", seek further explanation. The responses to two questions were ranked on a 5-point Likert scale and one question required a response of "increased", "decreased" or "fluctuated" change or stayed the "same". The responses were analyzed related to past, present, and future sustainability of the CAT.

In addition to the *CAT Self-Assessment* and the *Collaborative Action Team Research Exit Survey*, other assessment tools were developed to gather feedback from individual members regarding the implementation and sustainability of the process. These included a *Resource Guide Feedback Form*, a *CAT Meeting Checklist*, and *Collaborative Action Team Meeting Evaluation Form #1 and Collaborative Action Team Meeting Evaluation Form #2* (see Appendix C). Further, SEDL project staff observed CAT meetings and documented the findings in extensive field notes as well as obtained information from team participants about the team's activities and changing characteristics in non-structured interviews. One mechanism used to obtain this feedback was structured sessions at both CAT Facilitator Trainings and yearly CAT Institutes.

Existing student outcome data from the school system affiliated with each CAT were used to assess the impact of the team process on student success. This included individual school, district, and state student outcome data on standardized criterion- and norm-referenced tests and attendance, graduation, and dropout rates.

Research Analysis

Both quantitative and qualitative measures were used to collect and analyze data from each of the CAT sites on team development and sustainability, student success, and site characteristics. Three cohorts of sites

were established in Year 1 (1996), Year 3 (1998), and Year 4 (1999) of the project (see Table 1). Comparisons within and between sites and cohorts over time provided information necessary to continually refine the CAT process; provided assistance to help teams sustain collaboration among their home, school and community partners; and increased the existing knowledge base on school, family, and community collaborative efforts for student success.

During the teams' first months of operation, SEDL project staff gathered descriptive data about the sites from any of three sources: 1) the *Collaborative Action Team Application Form*, 2) brief, non-structured interviews with team members at the Start-Up Training, and 3) team member responses to the *CAT Self-Assessment* administered at the Start-Up Training. The data were compiled and a baseline profile of characteristics developed for each CAT site comprised of percentages on student, school, and geographic demographics; programmatic history; and identified key school community issues. The profiles were compared across all 23 sites using SPSS 10.0 chi-square and t-test procedures to determine mean and percentage differences.

The following steps were taken to answer the first research question, "Are collaborative partnerships between the school, home and community developed and sustained as a result of the implementation of the CAT process?" Data collection on the implementation of the CAT process began during the Start-Up Training (see Table 2 for a timeline of data collection activities).² Team members at 22 of the 23 sites completed a *CAT Self-Assessment* and provided anecdotal information on initial team development activities. The CAT established at the L.R. Jackson Elementary School in West Memphis, AR stopped meeting in 1998 and officially terminated its involvement with the project in early 1999; therefore, no *CAT Self-Assessment* data were collected. The data obtained for the 22 sites determined the baseline implementation level of the CAT process in the individual sites.

Baseline data were collected for all three Cohorts. Because the research design was not developed before all of the cohorts were established, accommodations in the collection and analysis of *CAT Self-Assessment* baseline data were necessary. Cohorts 1 and 2 *CAT Self-Assessment* baseline data were collected at the same time, but not at CAT Start-Up, while data for Cohort 3

² Only some of the Cohort 1 and 2 sites completed *CAT Self-Assessments* at their Start-Up Training. Since the collection of these data were not systematic and the instrument varied from the current version, baseline data on the *CAT Self-Assessment* for Cohort 1 and 2 sites were established in the Spring of 1999.

were collected at CAT Start-Up, as seen in Figure 1. It was also recognized that although Cohorts 1 and 2 *CAT Self-Assessment* data were collected at the same time, the two cohorts had been in existence for differing amounts of time before their baselines were established. This difference in the length of team existence not only varied at baseline for Cohorts 1 and 2, but throughout the study across all three cohorts. As a result, a comparative analysis of *CAT Self-Assessment* data within cohorts was performed, as was an analysis across cohorts but the results are limited by the collection time differences. Further analyses of the impact of this variable were beyond the scope of this study.

Project staff also administered the *CAT Self-Assessment* to Cohorts 1 and 2 in Winter 1999 (December 1999 - February 2000) and to all Cohorts at the 99/00 school year end (May 2000 – July 2000). There was a total of three data points for Cohorts 1 and 2 and two data points for Cohort 3, as seen in Figure 1. A comparative analysis using SPSS 10.0 descriptive statistics and univariate and multivariate Analyses of Variance (ANOVAs) within and across sites were completed at data points following baseline.

	Cohort 1	Cohort 2	Cohort 3
Spring 2000	Time 2 collected	Time 2 collected	Time 1 collected
Winter 1999	Time 1 collected	Time 1 collected	
Fall 1999			Baseline collected
Spring 1999	Baseline collected	Baseline collected	Site Start-Up
Winter 1998			
Fall 1998		Site Start-Up	
Spring 1998			
Winter 1997			
Fall 1997			
Spring 1997			
Winter 1996			
Fall 1996	Site Start-Up		

Figure 1. CAT Site Start-Up and *CAT Self-Assessment* Data Collection

The *Collaborative Action Team Research Exit Survey* was administered to individual members of the 20 CAT sites functioning at the beginning of the 99/00 school year (August/September 2000). In addition to the West Memphis site's departure from the project, the Albuquerque High School Cluster site and

Clayton School District site discontinued their Collaborative Action Team meetings and involvement with the project by early 2000 (January/February 2000). Therefore, no *Collaborative Action Team Research Exit Survey* data were collected for these sites. Percentage results and mean scores were tabulated using SPSS 10.0, explanatory responses to questions were reviewed and categorized, and comparisons within and across sites were performed.

As teams implemented the CAT process, answers were sought to the second research question, "Did the Collaborative Action Team process have an impact on student success?" To assess student outcomes for all three cohorts, general student data available from the school system in each site were compiled for one year prior to the Collaborative Action Team's inception in an individual site and again each year of the team's existence until the completion of the CAT project (see Table 3 for a timeline of data collection activities). No data were collected on student outcomes for the West Memphis, AR site. The data were reviewed to provide a clearer understanding of the current measures being used to determine overall student success within and across CAT sites. A baseline of student outcomes was established and a descriptive comparison of like variables was completed at each data point. It was, however, recognized that many variables across CAT sites differed in regard to definition, i.e., dropout rates differ according to how a particular school or district defines the term; population, i.e., age, gender, grade levels; testing instrument; and time of collection, which limited the extent and results on student outcomes. Further, throughout the development of their Collaborative Action Teams, members felt improving student outcomes was important and one of the main reasons they implemented the CAT process; however, they did not specifically focus their actions on this goal. As a result, an analysis of positive and negative trends in student outcomes across time was performed to assist teams in developing future actions to improve student outcomes and to provide them with a more holistic picture of the network of CAT sites in relation to student outcomes.

Further, as part of the Collaborative Action Team process, the teams developed their own objectives and action plan. Some objectives developed by local collaborative action teams were focused on on-going team development while others were on student success. SEDL project staff interviewed team members, observed team meetings, maintained field notes, and obtained written documentation from sites on team accomplishments in relation to these objectives in order to provide additional information on the impact of the collaborative partnering on team development, sustainability, and student success.

Table 2

Timeline I: Assessing the Implementation and Sustainability of the CAT Process

March 1999 May 1999	-	Reviewed and revised <i>CAT Self-Assessment</i> instrument previously used Start-Up data compiled for Cohort 1 and Cohort 2
May 1999 July 1999	-	<i>CAT Self-Assessment</i> baseline administered to Cohorts 1 and 2
June 1999 January 2000	-	Cohorts 1 and 2 <i>CAT Self-Assessment</i> and demographic baseline data entered and analyzed for each site and across sites
July 1999 September 1999	-	Developed <i>Collaborative Action Team Research Exit Survey</i>
August 1999 October 1999	-	<i>CAT Self-Assessment</i> baseline administered to Cohort 3
October 1999 January 2000	-	Reports written on results of Cohorts 1 and 2 baseline analyses
November 1999 April 2000	-	Cohort 3 <i>CAT Self-Assessment</i> and demographic baseline data entered and analyzed for each site and across sites
December 1999 February 2000	-	<i>CAT Self-Assessment</i> Time 1 administered to Cohorts 1 and 2 Baseline reports disseminated and presentations made to Cohorts 1 and 2
February 2000 May 2000	-	Cohorts 1 and 2 <i>CAT Self-Assessment</i> Time 1 data entered and analyzed; comparison of baseline and Time 1 data for Cohorts 1 and 2 completed
March 2000 June 2000	-	Reports written on results of Cohort 3 baseline analyses and Cohorts 1 and 2 <i>CAT Self-Assessment</i> Time 1 analyses (including baseline comparisons)
May 2000 July 2000	-	<i>CAT Self-Assessment</i> Time 2 administered to Cohorts 1 and 2 and <i>CAT Self-Assessment</i> Time 1 to Cohort 3 Baseline reports disseminated and presentations made to Cohort 3 and to Cohorts 1 and 2 on <i>CAT Self-Assessment</i> Time 1 analyses
June 2000 September 2000	-	Cohorts 1 and 2 <i>CAT Self-Assessment</i> Time 2 and Cohort 3 <i>CAT Self- Assessment</i> Time 1 data entered and analyzed within and across sites Reports written on results of Cohorts 1 and 2 <i>CAT Self-Assessment</i> Time 2 and Cohort 3 <i>CAT Self-Assessment</i> Time 1 analyses
August 2000 October 2000	-	Administered and analyzed <i>Collaborative Action Team Research Exit Survey</i> Reports disseminated and presentations made to Cohorts 1 and 2 on <i>CAT Self-Assessment</i> Time 2 and to Cohort 3 on Time 1 analyses
October 2000 December 2000	-	Final reports written on results of CAT process implementation and sustainability for all data points for all Cohorts; reports disseminated on the results of the analyses to sites, OERI, and general public

Table 3

Timeline II: Assessing the Impact of the CAT Process on Student Outcomes

January 1999 April 1999	-	Reviewed current literature and program information related to the impact of school-based collaborative efforts on student outcomes
May 1999 August 1999	-	Compiled and reviewed Cohort 1 (sites established in 95/96) and Cohort 2 (sites established in 98/99) student outcome data and anecdotal information
August 1999 November 1999	-	Compiled and reviewed Cohort 3 (sites established in 99/00) student outcome data and anecdotal information
September 1999 February 2000	-	Cohorts 1 and 2 student outcome data entered and analyzed for each site and across sites
October 1999 February 2000	-	Reports written on results of Cohorts 1 and 2 baseline analyses on student outcomes
November 1999 April 2000	-	Cohort 3 student outcome data entered and analyzed for each site and across sites
December 1999 February 2000	-	Reports disseminated and presentations made to Cohorts 1 and 2 on student outcome baseline analyses
March 2000 June 2000	-	Reports written on results of Cohort 3 baseline analyses on student outcomes
May 2000 June 2000	-	Reports disseminated and presentations made to Cohort 3 on student outcome baseline analyses
May 2000 September 2000	-	Collected final student outcome data for all Cohorts
June 2000 October 2000	-	All cohorts final student outcome data entered and analyzed for each site and across sites (including comparison with previous school year data)
July 2000 November 2000	-	Reports written on results of impact of CAT process on student outcomes for all data points for all cohorts
November 2000 December 2000	-	Final reports disseminated on impact of the CAT process on student outcomes to all cohorts, OERI, and general public

Summary

SEDL conducted an applied research project using descriptive and empirical approaches to assess the implementation of the Collaborative Action Team process to improve results for students and families. Data were collected and analyzed using quantitative and qualitative methods to answer two research questions regarding the implementation and sustainability of the CAT process and its impact on student outcomes. Various measurement instruments were developed to obtain new and existing data from individuals and school systems in the CAT sites. Comparisons within and across sites were performed.

The results of the analyses of the data are discussed in the next four sections. *Section 6: Site Characteristics* provides a descriptive picture of CAT site demographics based on general geographic information and responses given on the application to become a SEDL CAT site. *Section 7: Collaborative Action Team Sustainability* reports on team progress through the CAT process and future sustainability based on team members' responses on the *CAT Self-Assessment*, on the *Collaborative Action Team Research Exit Survey*, and in interviews with SEDL project staff, as well as observations of CAT meetings and other team activities and events. *Section 8: Student Outcomes* describes the trends in student standardized test achievement scores and in attendance, graduation, and dropout rates across the CAT sites and team actions to improve student success. *Section 9: Results in the Rural Collaborative Action Team Sites* presents the analyses of the data on sustainability and student outcomes specific to only the four Rural Development CAT sites. The significance of the results to school-based collaboration and, more generally, to educational reform are discussed in the final section, *Section 10: Implications and Recommendations*.

Section 6: Site Characteristics

Southwest Educational Development Laboratory project staff solicited applications for prospective Collaborative Action Team (CAT) sites in Year 1 (school year 96/97), Year 3 (98/99), and Year 4 (99/00). In Year 1, five sites, one in each state of SEDL's region, were selected to comprise Cohort 1. Ten Cohort 2 sites across the region were selected in 1998 and, one year later eight Cohort 3 sites were selected in four states. Each site completed an application with general demographic information and previous collaboration experience. However, the application form was changed over time to include additional information from each cohort. Therefore, some of the application data collected were not available for all of the sites. Data collected through SEDL project staff contacts with CAT members did provide some additional information regarding site characteristics. A general description and analysis of the characteristics of all 23 CAT sites, and distinctions by cohort, are reported in this section.

Demographics

The 23 CAT sites have similarities and differences in geographic and socio-economic demographics. Some sites are urban, some suburban, and others rural. Some sites lie within a large metropolitan area and others just outside. Some cover a large portion of a district, parish, or county, while others are small isolated communities with little nearby. According to the US Census Bureau (1995), the total population of residents in the geographic areas surrounding the CAT sites varies greatly, i.e., ranging from 767 persons in Balmorhea, TX to 496,938 persons in New Orleans, LA (see Table 4). The level of poverty of the residents in these areas also varies widely, ranging from 11% in Ponca City, OK to 50% in Marianna, AR (see Table 4).

Fifteen CAT sites (65%) serve a rural population compared to eight urban sites. Four of the rural sites are along the US/Mexico border and two are located in the Mississippi delta region. Nineteen sites serve predominantly minority populations, i.e., African-American, Hispanic, or Native American. More specifically, the Cohort 1 sites include three rural, one with a majority African-American population and another with a majority Hispanic population. The other two sites are urban, each with a majority Hispanic population. Six of the Cohort 2 sites are rural, four with a majority Hispanic population and one with a majority African-American population. Two of these five sites also serve at least a 10% population of Native American students. The other four sites are urban, three with a predominantly Hispanic population and the other with a majority

African-American population. Six of the eight Cohort 3 sites are rural, one each with a majority African-American and Hispanic population. Another site serves at least a 25% population of Native American students and two other sites serve at least a 40% minority population including Hispanic, African-American, and/or Native American students. The remaining two of the eight sites are urban, both with a majority African-American population. For more detail on these data for all 23 CAT sites, refer to Table 1.

Table 4

Total Population and Poverty in CAT Surrounding Area

CAT area	Total people	% Poverty	CAT area	Total People	% Poverty
Cohort 1 sites			Cohort 3 sites		
West Memphis, AR	28,259	23	Little Rock, AR	175,781	14
St. Bernard Parish, LA	66,631	15	Marianna, AR	5,910	50
Albuquerque, NM (Rio Grande Cluster site)	384,736	14	Marshall, AR	1,318	27
Oklahoma City, OK	482,660	16	East Baton Rouge, LA	380,105	19
Fabens, TX	5,599	48	Clayton, OK	688	42
Cohort 2 sites			Clinton, OK	9,294	21
Pine Bluff, AR	57,140	27	Pharr, TX	32,921	44
New Orleans, LA	496,938	31	Terrell, TX	12,490	22
Los Lunas, NM	6,013	25			
Mora, NM	2,636	30			
Ponca City, OK	26,359	11			
Balmorea, TX	767	36			
Del Valle, TX	5,635	28			
Rio Hondo, TX	1,793	41			
Albuquerque, NM (Albuquerque Cluster and Highland Cluster sites)				384736	14

Nine of the 23 Collaborative Action Team sites are located in areas that have been designated by the US Housing and Urban Development Department as *Enterprise Communities*. This initiative was established to create jobs and business opportunities in the most economically distressed areas of inner cities and the rural heartland by providing performance grants and tax incentives. The designated areas are: Little Rock and Marianna, AR; New Orleans, LA; Albuquerque and Mora, NM; Oklahoma City, OK; and Rio Hondo, TX.

The level of economic distress in the CAT sites is even more pronounced for the student population in each CAT site. Many students are economically disadvantaged and receive free and reduced lunch services in their schools (see

Table 1). In 18 out of 21 of the CAT sites, at least 50% of the students were in the free and reduced lunch program, with a mean of 77.7% in all of these sites (data were unavailable for two sites).

Types of Schools Served

The 23 CAT sites are comprised of four elementary schools, three middle schools, one high school, 11 school districts, and three feeder school clusters, i.e., 132 schools. Ten of the teams serve students in one school, while the other 13 teams serve between two and 48 schools. Cohort 1 is comprised of one elementary school, two middle schools, one school district, and one school cluster, i.e., 20 schools. Cohort 2 includes two elementary schools, one middle school, one high school, four school districts, and two school clusters, i.e., 42 schools. Cohort 3 has two elementary schools and six school districts, i.e., a total of 70 schools (see Figure 2).

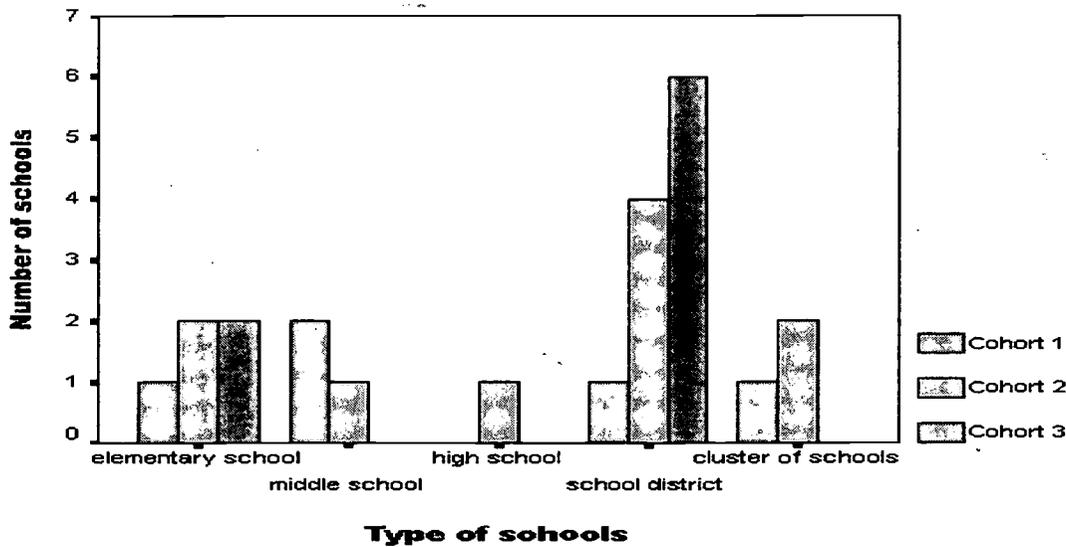


Figure 2. Type of School(s) Collaborative Action Teams Serve

Expected Membership

When asked to list home, school, and community representatives on their application, 21 of the CAT sites proposed teams ranging from 5–36 people, with an average of 19 per team (two sites did not provide data). The sites identified an average of seven school, six community, and six home representatives. The sites were not asked to specify student representatives.

Cohort 1 sites proposed teams ranging from 6–36 persons, with an average of 24 members per team. They anticipated an average of eleven school, nine community, and five home representatives. The Cohort 2 sites expected teams with 5-23 members, with an average of 15 in each site including five each of home, school, and community representatives. The Cohort 3 sites proposed teams that ranged from 12-27 in number, with an average of 21 members per team. They expected an average of eight school, seven community, and seven home representatives to participate on their teams.

Special Programs

Data were obtained from all 23 CAT sites on the presence of special programs in their school(s) at application. Three sites, all individual middle schools, had no special programs. Four sites (17%) indicated they had a *Parents as Teachers* project in the school, district, or cluster. Seven sites (30%) indicated they had a *Home Instruction Program for Preschool Youngsters (HIPPY)* project. Thirteen sites (57%) reported *Head Start* programs functioning. Only one site reported a *Parents as Leaders (PALs)* project and three sites (13%) reported *Communities in Schools (CIS)* as present in the school, district, or cluster. Cohort 1 recorded two *Head Start* programs and one *HIPPY* program. Cohort 2 identified two *Parents as Teachers*, one *HIPPY*, five *Head Start* programs, one *PALS*, and two *CIS* programs. Cohort 3 noted two *Parents as Teachers* programs, five *HIPPY* programs, six *Head Start* programs, and one *CIS* program (see Figure 3).

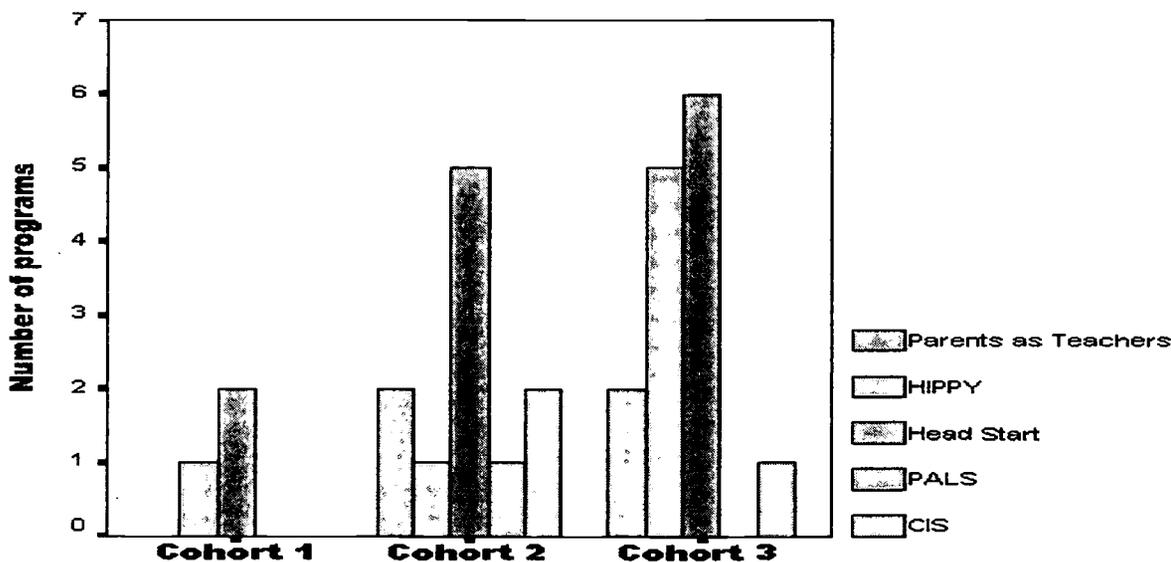


Figure 3. Special School Programs in CAT Sites

School Improvement and Collaborative Efforts

All but one of the 19 CAT sites (95%) responded affirmatively when asked, at application, if their school district was engaged in school improvement. The one site that responded its district was not involved in school improvement efforts was in Cohort 3. Data on the details of the school improvement efforts were not obtained.

At application, 20 of the 23 sites (87%) indicated they had been involved in previous collaborative partnerships. All of the Cohort 1 sites had been involved in these partnerships through either a human service collaborative or a parent-teacher association, and four had been in SEDL's previous Home, School, Community Partnership project. Seven of the Cohort 2 sites (70%) indicated they had been involved in previous partnerships through human service collaboratives, site-based committees, school-to work programs, or campus improvement programs. Six Cohort 3 sites (75%) were involved in partnerships at application. These partnerships included school-to-work programs, parental involvement teams, tutoring/mentoring/training, book programs, and prevention/intervention programs.

Of the 20 CAT sites who identified they had been involved in previous collaborative partnerships, 10 were individual school or school cluster sites and the other 10 were school districts. Two of the individual sites indicated their schools were involved in collaborative partnerships, however, their school districts were not. Conversely, one individual site responded they were not involved in collaborative partnerships, however, their school district had been.

Confidence in Starting a CAT

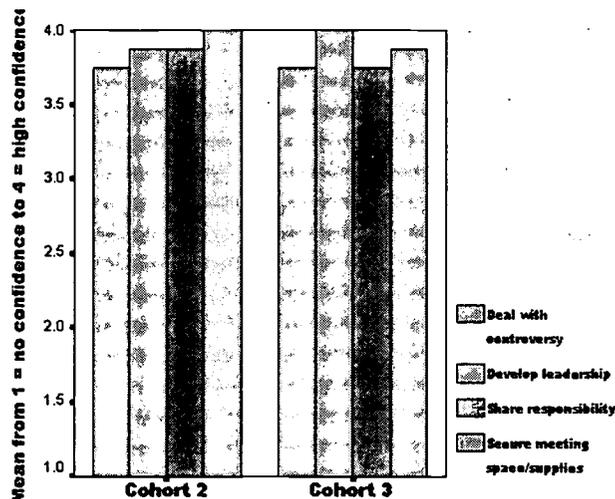
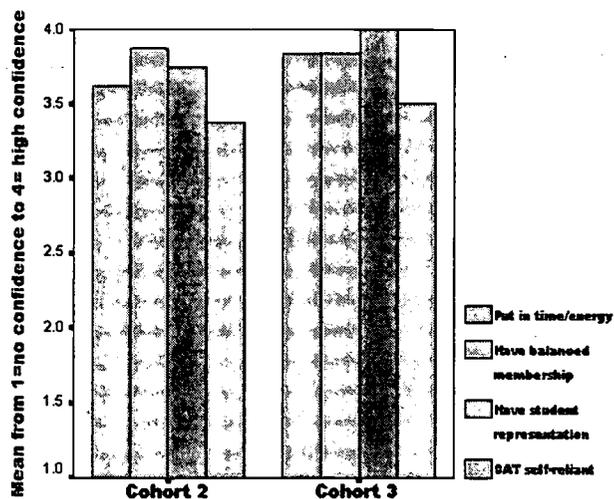
On their applications, sites in Cohorts 2 and 3 were asked to rate the level of their confidence in whether their CAT could accomplish various activities. Data on confidence levels were unavailable for the Cohort 1 sites and two of the Cohort 2 sites. The rating scale for each of the eight questions about confidence ranged from a 4 meaning "high confidence" to a 1 indicating "no confidence". On average, the sites responded they were close to highly confident but not yet completely confident they could carry out all of the following activities:

- Put time and energy into the CAT ($N = 16$; $M = 3.75$)³

³ N refers to the number of respondents; M refers to the mean score

- Include a balanced membership among representatives of home, school, and community ($N = 16$; $M = 3.88$)
- Include students as full members if secondary schools are involved ($N = 14$; $M = 3.86$)
- Develop a self-reliant CAT ($N = 16$; $M = 3.50$)
- Deal with controversy ($N = 16$; $M = 3.75$)
- Develop leadership among CAT members ($N = 16$; $M = 3.94$)
- Share responsibility for CAT development with all CAT members ($N = 16$; $M = 3.81$)
- Secure space, postage, supplies, and refreshments for meetings ($N = 16$; $M = 3.94$).

The eight Cohort 2 sites who responded were more confident they could have a balanced membership on their CAT and secure space and supplies than they were about their ability to be self-reliant or deal with controversy within their group. As a whole, the Cohort 3 sites were most confident they could include student representation on their CAT, but were much less confident they could be self-reliant or develop leadership and share responsibility among team members (see Figures 4a and 4b).



Figures 4a and 4b. Team Confidence Level for Activity Accomplishment

Key Issues, Challenges, and Opportunities

All 23 sites identified key issues in their school communities. The most common issue across the sites was increasing parental involvement in the schools. Social concerns such as substance abuse, violence, and activities for students were also frequently noted. The issue of student achievement and

other student outcomes was not as prevalent across the sites. The Cohort 1 sites identified parent involvement and training, student achievement, teen pregnancy, and violence prevention. The Cohort 2 sites described communication, parental and community involvement, a safe learning environment, after-school activities, drugs, gangs, violence, attendance, and staff development as their key issues. Parental involvement, public transportation, student achievement, upgrading curriculum, economic disadvantage, increased funding, drugs, gangs, and violence were key issues outlined by the Cohort 3 sites.

In addition to identifying issues in their school communities, all 23 sites described one or more challenges they face in their community. Three challenges were most prominent: parental involvement, juvenile violence, and economic disadvantage (see Figure 5). Three of the five Cohort 1 sites indicated parental involvement as their biggest challenge, while the other two sites indicated their challenges were juvenile violence (including teen pregnancy). Four of the Cohort 2 sites also identified juvenile violence as their greatest school community challenge; however, economic problems were prevalent as well. Racial tensions, gangs, and parental involvement were also identified as challenges. Economic disadvantage was also the most prevalent challenge for the Cohort 3 sites along with the challenges of juvenile violence and gangs. The Cohort 3 sites also indicated they were challenged by school board problems.

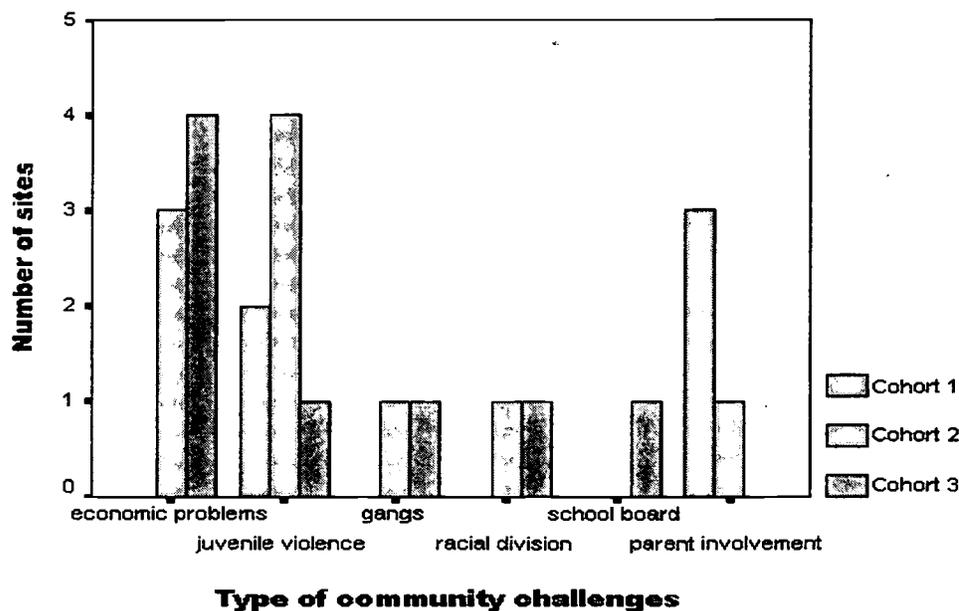


Figure 5. Type of School Community Challenges in CAT Sites

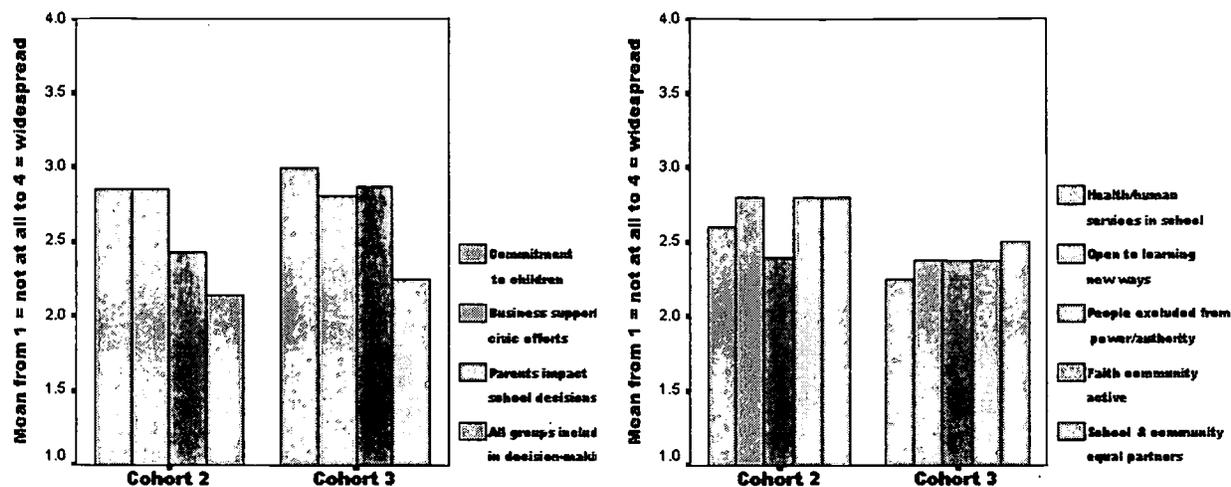
In contrast to the multitude of challenges the sites listed on their applications, only 13 sites (57%) identified they had opportunities to face these challenges. The opportunities included foundation support, a 21st Century Community Learning Center grant, new industry, and recent election results to pass a bond issue or establish a salary raise for teachers.

Community Culture

On their applications, sites in Cohorts 2 and 3 were asked to describe their community culture by rating various factors in the environment. Data on community culture were unavailable for the Cohort 1 sites and two of the Cohort 2 sites. The rating scale for each of the nine questions about community culture ranged from a 4 meaning “widespread” to 1 indicating “not at all”. On average, the sites responded that the following factors somewhat exist in their community that might directly affect the development and success of their CAT:

- Community is deeply committed to nurturing children ($N = 15$; $M = 2.93$)
- Businesses actively support civic efforts ($N = 16$; $M = 2.84$)
- Parents have a direct impact on school decisions ($N = 16$; $M = 2.69$)
- All groups in the community are included in decision-making ($N = 16$; $M = 2.25$)
- Health and human services are provided in schools ($N = 16$; $M = 2.50$)
- People are open to learning new ways of doing things ($N = 15$; $M = 2.60$)
- Certain groups are excluded from positions of power and authority ($N = 14$; $M = 2.29$)
- Segments of the faith community are active in community matters ($N = 16$; $M = 2.56$)
- Business and civic leaders work with schools as equal partners ($N = 16$; $M = 2.69$).

In general, the eight sites in Cohort 2 for which data were obtained described more community factors in existence than did the Cohort 3 sites (see Figures 6a and 6b). The Cohort 2 sites identified that not all groups in the community are included in decision-making and some are excluded from positions of power and/or authority. This was also seen in the Cohort 3 site responses in addition to less faith community involvement and health and human services in the schools. Further, the Cohort 3 sites indicated people in the community are not as open to learning new ways of doing things.



Figures 6a and 6b. Existence of Community Factors in CAT Sites

Parent Involvement

Although parent involvement was identified as one of the biggest challenges faced by many of the sites at the time of their application to SEDL, all 23 responded they had active parent involvement groups or some other form of parent involvement. Parents were involved in various programs such as members of parent-teacher associations (PTA), booster clubs, volunteers, site-based decision-making committees, and parent advisory committees. Parents were also involved in school activities and events such as adult education and parenting classes; fundraising; mentoring; and student field trips, athletics, and band.

School District Support

Of the 19 CAT sites who identified previous collaborative partnerships, five (26%) indicated the district superintendent was not supportive of the effort. The four CAT sites that did not have previous partnering all indicated the district superintendent was supportive of the proposed CAT effort. All but two of the 23 sites (91%) agreed the school district would provide representation at CAT meetings and all but one (96%) said the district would commit to maintaining communication with the people organizing the CAT. Ninety-one percent of the sites (21 sites) responded the district would participate in CAT activities or events and 96% (22 sites) reported the district would provide space for meetings. The least support indicated from the district, although still high, would be to provide refreshments for CAT meetings (87% or 20 sites said the district would).

Getting Off the Ground

As mentioned earlier in this report, SEDL project staff provided each CAT site with Start-Up Training to assist them in getting their teams functioning. Between August and October 1996, the first five sites in Cohort 1 each received 6 hours of training. Each Cohort 2 site received eight hours of Start-Up Training between June and November 1998. The number of hours of the Start-Up Training increased to 10 for the Cohort 3 sites.

The number of days between a site's Start-Up Training and its first CAT meeting varied, ranging from 12 to 66 days (see Figures 7a, 7b, and 7c). Many sites were able to get off the ground within one month of their initial training. Others had more difficulty coming to consensus about logistics for the first meeting.

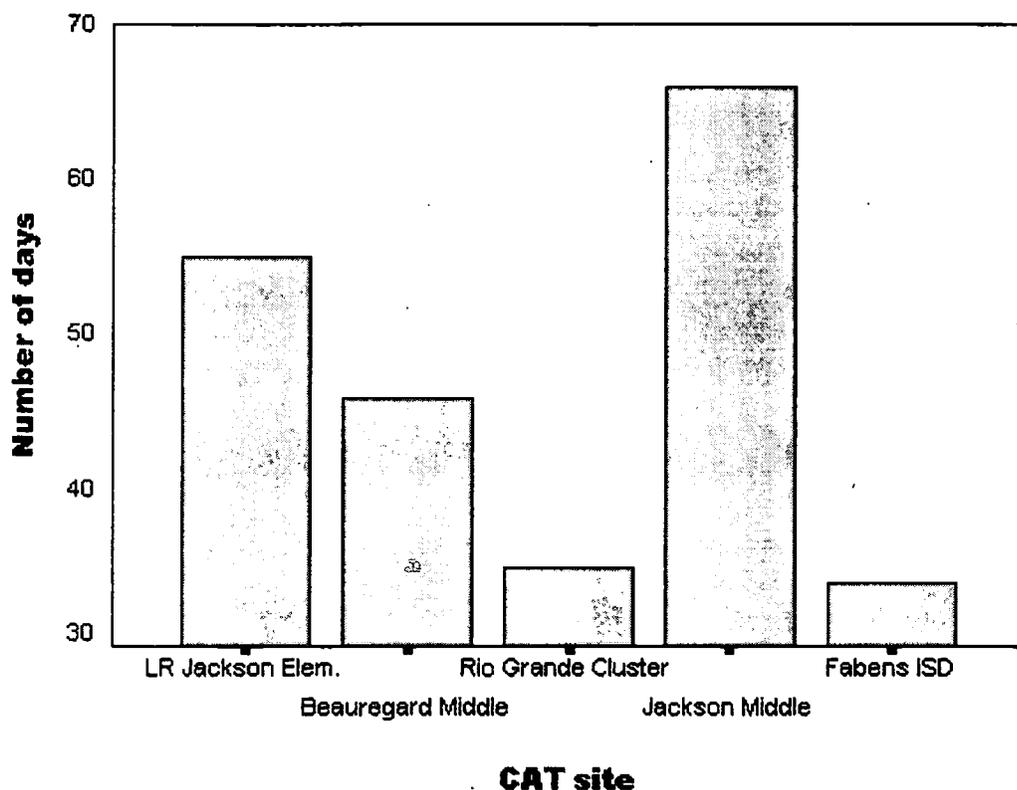


Figure 7a. Days Between Start-Up Training and First CAT Meeting for Cohort 1 Sites

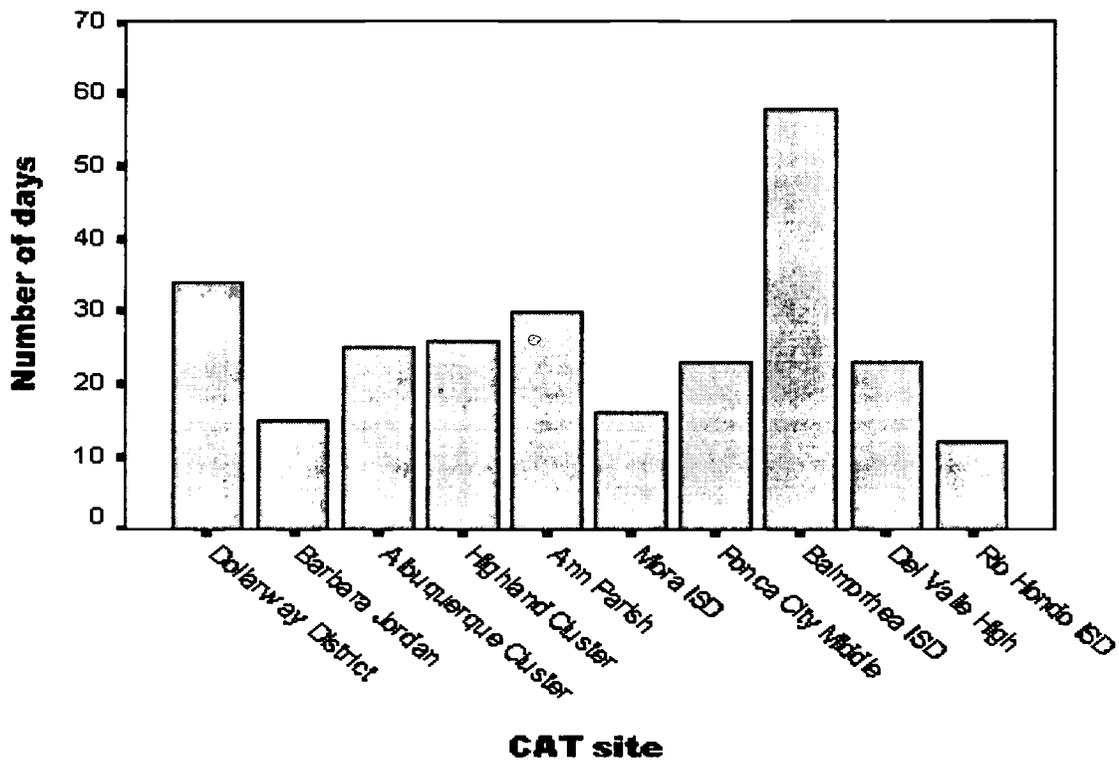


Figure 7b. Days Between Start-Up Training and First CAT Meeting for Cohort 2 Sites

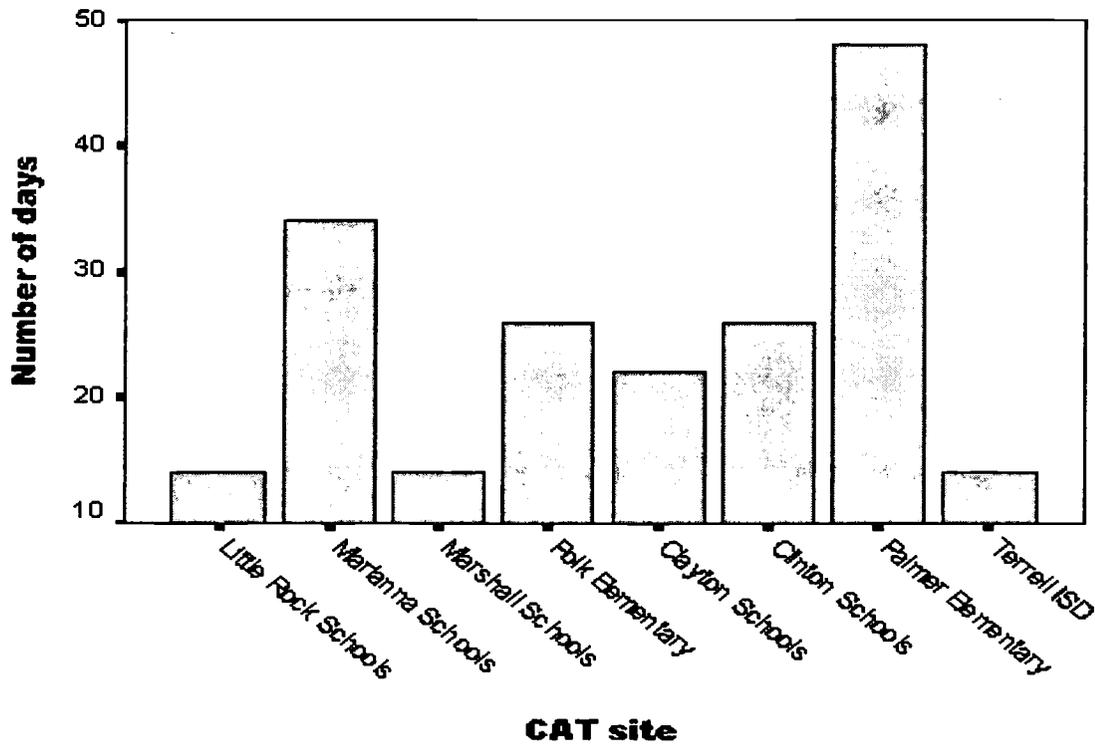


Figure 7c. Days Between Start-Up Training and First CAT Meeting for Cohort 3 Sites

Summary

SEDL project staff solicited applications from prospective sites with information on student, school, and geographic demographics; school community needs; programmatic history; and support for implementing a Collaborative Action Team. Three cohorts of CATs were established, each with varying characteristics and needs, but all confident in their commitment to bring about school change through home, school, community, and student collaboration. There is vast diversity in the geographic size, population, and types of schools the teams serve. Some sites have previously incorporated special programs and/or collaborative partnerships in their efforts to see students succeed. Others have few, if any, resources to assist them. All sites identified challenges, often related to increasing parental involvement, decreasing juvenile violence, and ameliorating the economic woes of their community. However, only a little over a half of the sites felt they had opportunities to help them face these and other challenges in their school community prior to the establishment of their Collaborative Action Team. Additionally, the sites, on average, did not see the culture in their community as overly supportive of partnering and equal decision-making. Add to this the limited support of school district administrators in some of the sites and the setting for collaboration to occur was itself a challenge. Nonetheless, the sites all expressed a strong desire and commitment to pursue the development of a Collaborative Action Team to make improvements for their students and school community.

Section 7: Collaborative Action Team Sustainability

Data from various sources were used to assess the sustainability of the collaborative partnerships between the home, school, community, and students as a result of the implementation of the Collaborative Action Team (CAT) process. The major data sources included: 1) the *CAT Self-Assessment*, 2) SEDL project staff field notes, 3) the *Collaborative Action Team Research Exit Survey*, and 4) non-structured interviews with team participants. Minimal data were obtained from the *Resource Guide Feedback Form*, *CAT Meeting Checklist*, and *Collaborative Action Team Meeting Evaluation Form #1*, and *Collaborative Action Team Meeting Evaluation Form #2*, as these instruments were inconsistently used by the teams and, in many cases, not used at all, (see Appendix C for a copy of the assessment instruments).

Data on sustainability were collected from home, school, community, and student members of 22 CAT sites across the three cohorts. Sustainability data were collected beginning May 1999 and completed in October 2000 (see Figure 1, p. 29). *CAT Self-Assessment* data were collected for Cohorts 1 and 2 three times: at baseline, Time 1 (six months from baseline), and Time 2 (one year from baseline); and for Cohort 3 two times, at baseline and Time 1 (eight months from baseline). The *Collaborative Action Team Research Exit Survey* was administered between August and October 2000 to 20 CAT sites. Responses to the *CAT Self-Assessment* and the exit survey were obtained from on-site visits to CAT sites, through a mailing, or phone interviews conducted by SEDL project staff. Additionally, SEDL project staff maintained field notes on each CAT site and conducted non-structured interviews with team members from the start of the site to the present.

At the different data points, varying numbers of respondents completed the *CAT Self-Assessment* and the *Collaborative Action Team Research Exit Survey* (see Table 5). At the time of baseline data collection, the West Memphis, AR site was no longer a participant in the Collaborative Action Team project; therefore, no data were collected for this site. Since the Albuquerque High Cluster and Clayton School District CAT sites discontinued their Collaborative Action Team meetings and involvement with the project by early 2000, only baseline *CAT Self-Assessment* data were collected. No *Collaborative Action Team Research Exit Survey* data were collected from either site. The issue of sustainability for the West Memphis, AR; Albuquerque High Cluster, NM; and Clayton, OK CAT sites are, however, addressed in relation to their termination of involvement.

Table 5

CAT Members Completing the CAT Self-Assessment and the Collaborative Action Team Research Exit Survey

	Self-Assessment				Exit survey
	Spring 99	Fall 99	Winter 99	Spring 00	Fall 00
<i>Cohort 1</i>	<i>Baseline</i>		<i>Time 1</i>	<i>Time 2</i>	
L.R. Jackson Elementary, AR					
Home	1				
School	3				
Community	1				
Students	0				
Total	5				
Beauregard Middle, LA					
Home	2		5	8	4
School	3		5	6	4
Community	3		3	9	3
Students	2		4	6	0
Total	10		17	29	11
Rio Grande Cluster, NM					
Home	0		3	4	3
School	3		4	4	3
Community	6		3	6	6
Students	0		1	0	0
Total	9		11	14	12
Jackson Middle, OK					
Home	2		1	0	0
School	1		5	4	0
Community	2		3	4	3
Students	1		0	0	0
Total	6		9	8	3
Fabens ISD, TX					
Home	6		3	6	5
School	7		9	11	4
Community	3		4	4	4
Students	11		1	7	1
Total	27		16	28	14
<i>Cohort 1 Total</i>	<i>57</i>		<i>53</i>	<i>79</i>	<i>40</i>
<i>Cohort 2</i>	<i>Baseline</i>		<i>Time 1</i>	<i>Time 2</i>	
Dollarway School District, AR					
Home	1		3	5	0
School	1		3	3	2
Community	5		5	4	4
Students	0		2	2	0
Total	7		13	14	6

(continued on next page)

Table 5 (continued)

	Self-Assessment				Exit survey
	Spring 99	Fall 99	Winter 99	Spring 00	Fall 00
Barbara Jordan Elementary, LA					
Home	3		4	6	2
School	6		5	8	4
Community	4		4	6	2
Students	0		0	0	0
Total	13		13	20	8
Albuquerque High Cluster, NM					
Home	2				
School	1				
Community	2				
Students	0				
Total	5				
Highland High Cluster, NM					
Home	0		0	3	2
School	3		4	7	5
Community	1		2	4	7
Students	0		0	0	0
Total	4		6	14	14
Ann Parish Elementary, NM					
Home	1		0	4	2
School	2		2	3	1
Community	2		8	7	5
Students	0		0	3	0
Total	5		10	17	8
Mora ISD, NM					
Home	2		3	4	3
School	3		3	4	2
Community	2		1	3	2
Students	2		1	4	1
Total	9		8	15	8
Ponca City Middle, OK					
Home	3		1	3	1
School	3		4	3	3
Community	3		2	3	1
Students	4		3	3	2
Total	13		10	12	7
Balmorhea ISD, TX					
Home	4		1	3	2
School	4		6	4	4
Community	1		2	3	0
Students	3		1	2	1
Total	12		10	12	7

(continued on next page)

Table 5 (continued)

	Self-Assessment				Exit survey
	Spring 99	Fall 99	Winter 99	Spring 00	Fall 00
Del Valle High, TX					
Home	3		4	3	1
School	2		5	3	2
Community	3		4	3	2
Students	0		6	3	0
Total	8		19	12	5
Rio Hondo ISD, TX					
Home	2		10	5	1
School	1		7	7	3
Community	4		4	9	3
Students	0		4	6	0
Total	7		25	27	7
<i>Cohort 2 Total</i>	83		114	143	70
Cohort 3					
		<i>Baseline</i>		<i>Time 1</i>	
Little Rock School District, AR					
Home		9		7	3
School		13		6	7
Community		7		6	7
Students		2		5	1
Total		31		24	18
Lee County School District, AR					
Home		2		3	1
School		13		5	3
Community		2		3	1
Students		8		3	0
Total		25		14	5
Marshall School District, AR					
Home		1		3	0
School		8		4	2
Community		5		4	2
Students		3		0	0
Total		17		11	4
Polk Elementary, LA					
Home		3		4	3
School		8		5	6
Community		4		3	2
Students		0		0	0
Total		15		12	11

(continued on next page)

Table 5 (continued)

	Self-Assessment				Exit survey
	Spring 99	Fall 99	Winter 99	Spring 00	Fall 00
Clayton School District, OK					
Home		1			
School		4			
Community		2			
Students		3			
Total		10			
Clinton School District, OK					
Home		2		4	1
School		5		4	4
Community		3		6	5
Students		1		2	1
Total		11		16	11
Palmer Elementary, TX					
Home		9		5	2
School		4		8	6
Community		3		3	0
Students		0		0	0
Total		16		16	8
Terrell ISD, TX					
Home		1		6	0
School		5		5	3
Community		8		5	3
Students		2		3	1
Total		16		19	7
<i>Cohort 3 Total</i>		<i>141</i>		<i>112</i>	<i>64</i>
Grand Total	140	141	167	334	174

A comparative analysis using SPSS 10.0 descriptive statistics (means and percentages) and univariate and multivariate Analysis of Variance (ANOVA) procedures were completed on all *CAT Self-Assessment* items in the four stages at data points following baseline. Comparisons of baseline, Time 1, and Time 2 *CAT Self-Assessment* data were run to assess differences within and across the CAT sites over time in regard to CAT process implementation and sustainability. However, knowing the time between the data collection points and the length of time teams operated differed, additional comparisons were performed to further determine similarities and differences among the CAT sites. Data comparisons across the three cohorts and across the four representative groups that comprise the teams provided more detail about the CAT sites. Significance was determined using an alpha of .05 for all statistical tests.⁴

⁴ The term "significance" used throughout this report refers to statistical significance.

Comparisons within and across sites were also performed on the explanatory responses to exit survey questions as well as on data obtained from interviews with CAT members and SEDL project staff observations (documented in field notes from the time each Collaborative Action Team was initiated). All qualitative data were reviewed, categorized, and analyzed using NUD*IST Vivo (NVivo) qualitative software. Explanatory responses to questions on the exit survey were reviewed three times, whereas the staff field notes were reviewed twice (their length prohibited an additional review). Sustainability data in the field notes were categorized and analyzed using the following nodes (also commonly referred to as codes) reflective of the core CAT principles:

- Meeting held/scheduled – evidence the team had a meeting
- Meeting cancelled/postponed - evidence the team did not have a planned meeting
- Meeting change - evidence the team changed meeting times, locations, or regularity
- Meeting structure - evidence the team followed CAT meeting recommendations (i.e., agendas, icebreakers, timelines, ...)
- Core representativeness – evidence the team has a core group of home, school, and community members (and students if appropriate for the site)
- Recruitment – evidence the team is recruiting new membership or has new members
- Loss of membership – evidence the team has lost members
- Authoritarian – evidence one person is taking on leadership of the team
- Sharing – evidence team members are sharing responsibility for leadership
- Support – evidence of school/district administrative support
- Non-support - evidence of school/district administrative non-support
- Equality – evidence all members on the team have an equal say, are treated with respect, and contribute to decisions
- Conflict – evidence team has experienced internal conflict
- Recognition – evidence team members acknowledge member's strengths/good work
- Goals – evidence team has active goals
- Action – evidence team members are taking responsibility for follow-through on plans
- Evaluation – evidence team evaluates their efforts.

The results of the quantitative and qualitative data analyses are presented in this section. What has been learned about the implementation and sustainability of the collaborative partnerships is summarized for each of the

team development stages. Further implications from these results are reported in Section 10 of this report. More detail on sustainability in the Rural Development CAT sites are reported in Section 9 of this report.

Team Identification

In the Team Identification CAT process stage, the partnership examines who comprises the team, the team's purpose, and what the members have in common about key issues affecting the school community. The elements in this stage are used to focus the team on building consensus on the issues and function collaboratively by finding common ground.

Representative Membership

Representative membership on the CAT, including home, school, community, and students, is a basic tenet of the Collaborative Action Team process. To assess sustainability of representative membership over time, team members were asked a series of the same questions about their team membership on the *CAT Self-Assessment* at the various data points (baseline, Time 1, and Time 2). Additionally, they were asked to describe how much support their CAT will receive from school administration, campus staff, the community-at-large, parents and other family members, and students on the *Collaborative Action Team Research Exit Survey*. Over time, the majority of team members in the 22 sites, described the need for home, school, community, and student representation on their Collaborative Action Teams.

Who should be on the CAT?

Team members were first asked, "Who do you think should be team members on your CAT?" In their responses over time, family members other than parents/caretakers were consistently seen as the least important to have on the team (58%), whereas parents/caretakers were seen as the most important (95%). At Time 1, CAT members across the sites felt stronger that school central office/district staff should be on their teams than they did at baseline; however by Time 2, members felt central office/district staff were significantly less important to be on their teams. At Time 2, CAT members in Cohorts 1 and 2 described four types of representatives as significantly less important to have on their teams: school support staff, the faith community, community volunteers, and human/social service providers (see Appendix D for ANOVA F and p values for representative membership responses across time).

Comparing across cohorts, the Cohort 3 CAT sites generally responded the faith community and community volunteers should be on their teams significantly more than did members of the Cohort 1 sites. Whereas, the Cohort 1 sites felt significantly more than the Cohort 2 sites that representatives from higher education should be on their teams (see Appendix D for ANOVA F and p values for representative membership responses across cohorts).

A greater number of significant differences were found in comparisons across the representative groups in regard to who members think should be on the CAT. In general, school and home team members felt significantly less than school and community members that their team should include all types of representatives, especially from the community-at-large (see Appendix D for ANOVA F and p values for representative membership responses across representative groups).

Who could be on the CAT?

Although team members may believe certain representatives should be on the CAT, they do not necessarily feel everyone could be on their teams, i.e., available and/or accessible to be on the CAT. Members' responses to the question, "Who do you think could be team members on your CAT?", were more diverse, over time, than who they feel should be on their teams. At Time 1, members felt significantly more than they did at baseline that other family members, school central office/district staff, civic organizations, and business/private industry could be on their teams. On average, this increase in opinion did not continue at Time 2 when members were significantly less sure that most types of representatives (home, school, community, and students) could be on their teams.

In contrast, the differences between the three cohorts were minimal. Cohort 2 members believed significantly more than Cohort 3 members that family members other than parents/caretakers could be on the team, but otherwise members of the three cohorts felt similarly. In relation to differences across the representative groups, student team members felt significantly less than home, school, and community members that school support staff and community members, except community volunteers, could be on the CAT. Home team members felt significantly less than school members that civic organizations and business/private industry could be on the Collaborative Action Team.

Who are active on the CAT?

There were a number of changes in opinion over time, between cohorts, and across representative groups in answer to the question, "Who are active members of your CAT, i.e., attend meetings? Principals were seen as significantly more active on the team at baseline than at Time 1 and Time 2. Similarly, members of the faith community were believed to be significantly more active on the team at baseline than one year later, i.e., at Time 2. In contrast, other family members and health providers were seen as significantly more active on the team after baseline. Community volunteers were found to be significantly less active at Time 1 than at Time 2.

On average, Cohort 1 CAT members felt the following members were significantly more active on the team than did the other cohorts:

- Other family members
- Principals
- School support staff
- The faith community
- Health providers

Cohort 2 CAT members felt significantly more than Cohort 3 members that health and human/social service providers were active on the CAT, while the opposite was found between the two cohorts in relation to principals, school central office/district staff, and the faith community.

There were a number of significant differences across the representative groups about who they saw as active members on their Collaborative Action Teams. In general, students thought fewer business/private industry representatives, school support staff, and other students were active members on their teams. Additionally, the following significant differences among the representative groups were found:

- Home team members significantly less than school and community members saw the faith community and health providers as active on the CAT.
- School team members significantly less than community members saw principals and human/social service providers as active on the CAT.

Who are involved but not active on the CAT?

Over time, CAT members responded that school representatives were significantly more involved behind the scenes in response to the question, "Who is involved but not active in your CAT, i.e., does not attend meetings?"

On average, Cohort 1 felt the following members were significantly more involved but not attending meetings than did the other cohorts:

- Central office/district staff
- The faith community
- Business/private industry
- Students.

While Cohort 2 members, compared to the other two cohorts, responded that principals were significantly more involved but not attending their meetings.

There were a few significant differences across the representative groups in relation to members whose involvement occurred outside of team meetings. Home and school team members significantly more than community members saw parents/caretakers as involved but not active on the Collaborative Action Team. Also, school and student team members significantly more than community members saw students as involved but not active CAT members.

Membership recruitment

In addition to the responses on the *CAT Self-Assessment*, data from project staff observations and interviews, and from the *Collaborative Action Team Research Exit Survey*, further documented team efforts to secure and support representative team membership. An analysis of project staff field notes on the Collaborative Action Teams, indicated the teams made an average of five efforts to recruit new members to attain representative membership and increase involvement on the CAT. In a brainstorming session during one CAT meeting, the SEDL project staff liaison noted, "The team identified ten additional parents beyond those that attended the training to be invited to attend the next meeting. They also identified over 50 local businesses, churches, and other community people to be contacted."

To attract new membership, teams used the following recruitment methods:

- Personal invitations on the part of the CAT facilitator
- Massive mailings
- Selective mailings to key persons
- Written announcements in newspapers and newsletters
- Verbal announcements over school public address systems.

A project staff liaison commented, "Approximately twelve people attended [the CAT meeting], including one principal, a facilitator, one high school student, and several new people. Each of the attendees had heard about the meeting in a different way so their [the team's] recruitment strategies definitely worked."

Recruitment of new members also occurred as a result of loss of initial representative membership. Many of the CAT sites faced this problem over time. For example in one of the sites, when a major private employer moved out of the area, team membership was affected. A project staff liaison described the problem,

The team reported that many of the people who had been involved in the past had moved and that the nearby plant was closing, with a loss of thirty jobs. Most of the school representatives on the CAT were not in attendance because they were called away for other training or responsibilities. This problem of 'too few people, too many responsibilities' was underscored at the meeting.

Other factors related to representative membership

SEDL project staff also noted other factors related to representative membership. First, it seemed easier for district-wide Collaborative Action Teams to maintain core representativeness than for individual school and school cluster teams. Second, teams with good representation and diversity beyond the membership categories, i.e., ethnic, racial, linguistic, age, and power and position, seemed to have fewer membership losses than other teams. Third, staff attributed including students and parents as active team participants to increased team momentum and action-taking. One project staff liaison noted, "Adults seem to be doting on the youthful participants and the students' presence may have influenced a progressive positive attitude on this team." And last, project staff observed that the impact of support or non-support from school and community leaders had varying effects on the team's representative membership. For example, in four sites, the support and participation of a particular school or community leader lead to criticism and non-support of the Collaborative Action Team by other leaders or members of the school community. In these cases, alignment with the particular administrator caused others in the system to withdraw from the CAT, because the administrator did not enjoy wide support him/herself. Similarly, non-support of school or community leaders also served as barriers to team membership and progress.

The impact of membership and leadership changes on the CAT

Team members further responded on the exit survey about whether the representative membership of their teams had changed and what impact this might or might not have made. Of the 170 respondents, 100 (58.8%)

responded that representative membership on their teams had changed over time. Some of the sites reported an increase in their representativeness. For example, a principal in one of the CAT sites responded, "We first started [out with] all school [members], but now have a more broad cross-section." Other CAT members described decreases as seen in one team member's statement, "As people were becoming involved, kids went to another grade and parent and student membership declined." Still other members reported just the opposite occurring. For example, a home representative commented, "Parents and kids continue to be active [on the CAT] after they leave the campus. They [students] are excellent role models for other students."

Ten sites, which had initially demonstrated administrator support for the implementation of the Collaborative Action Team project, experienced changes in school leadership during the course of the project. In five of the sites, school staff were the primary participants in the CAT, with little active participation by parents or community members. When these sites underwent changes in school leadership, the team lost momentum or ended, as school staff directly experienced job uncertainty or increased responsibilities as a result of the change. A community member on one of the Collaborative Action Teams described, "It's been really rough with the changes in [school] leadership. Because of this our team never really got off the ground."

In five other CAT sites, school staff, parents, and community members equally participated in the implementation of the team. When these sites experienced changes in school leadership, the team maintained momentum. A home member commented, "Our team is not able to meet at the school after changes [in administration]. I do not think this will effect momentum of the CAT. Members are committed to students and community with or without administrative support." It was also noted that participants were proactive in informing the incoming school leader about the CAT and demonstrating their support for it.

CAT members were also asked to estimate how much future support their teams will receive from representatives across the different groups, i.e., home, school, community and students. Responses were given based on a Likert scale ranging from a 1 meaning "no support" to a 5 meaning "total support" (see Figures 8-12). The team members, on average, predicted that they would receive more than average support from school administration ($M = 3.69$), campus staff ($M = 3.55$), the community at large ($M = 3.55$), parents and other family members ($M = 3.75$), and students ($M = 3.46$).

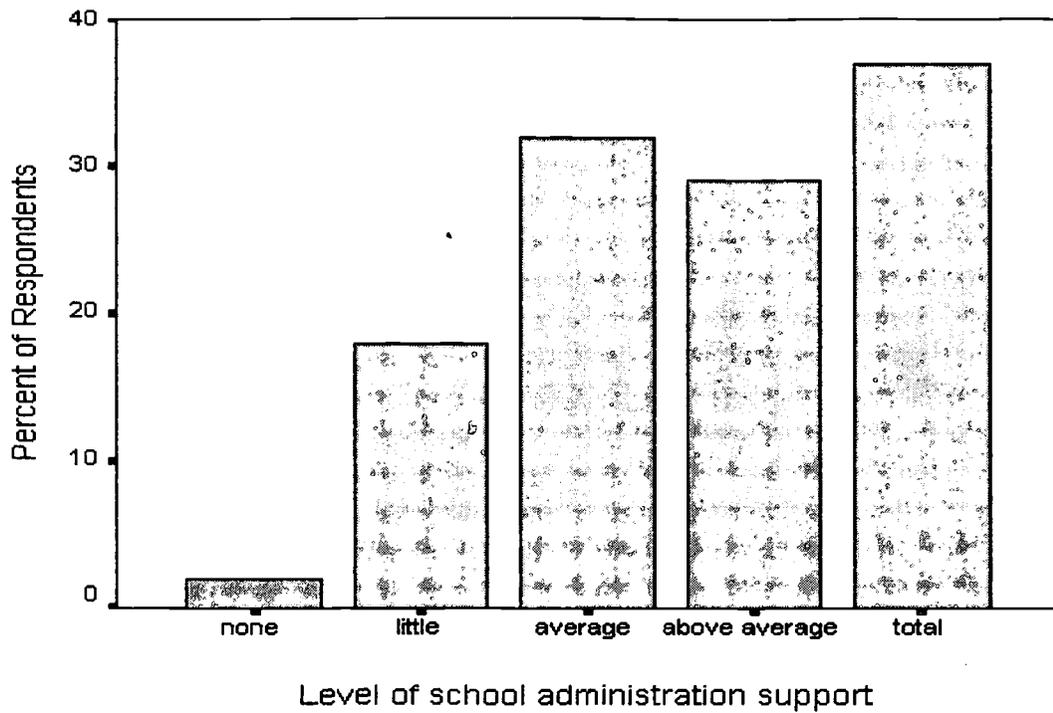


Figure 8. Level of Support from School Administration for Future CAT Sustainability

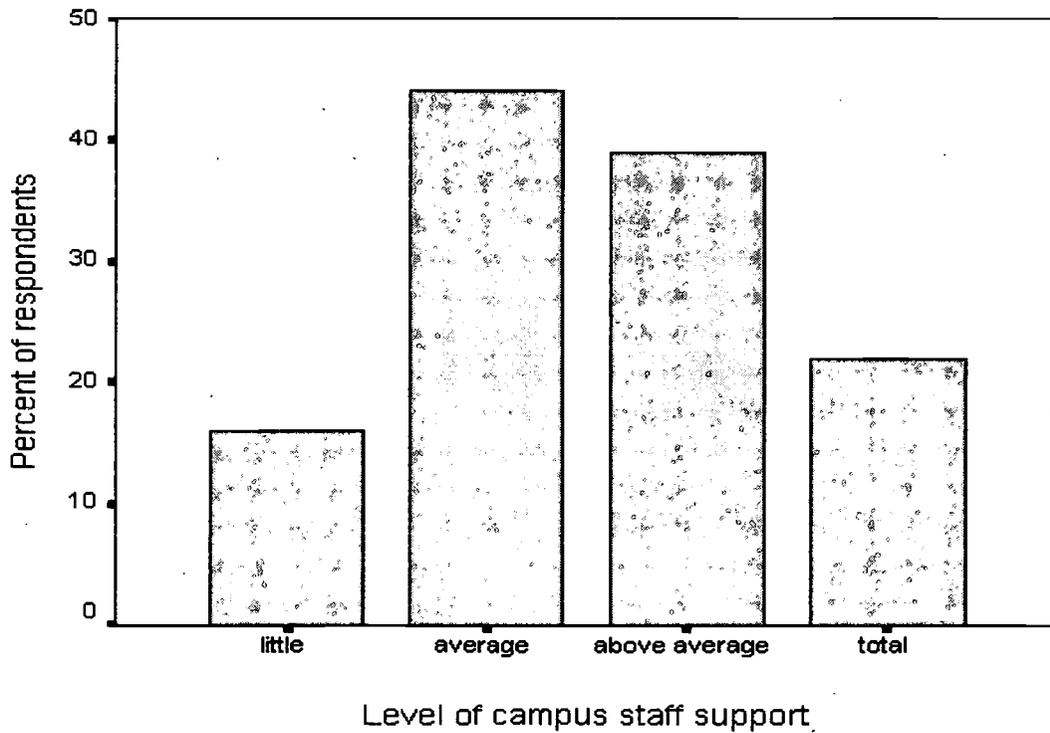


Figure 9. Level of Support from Campus Staff for Future CAT Sustainability

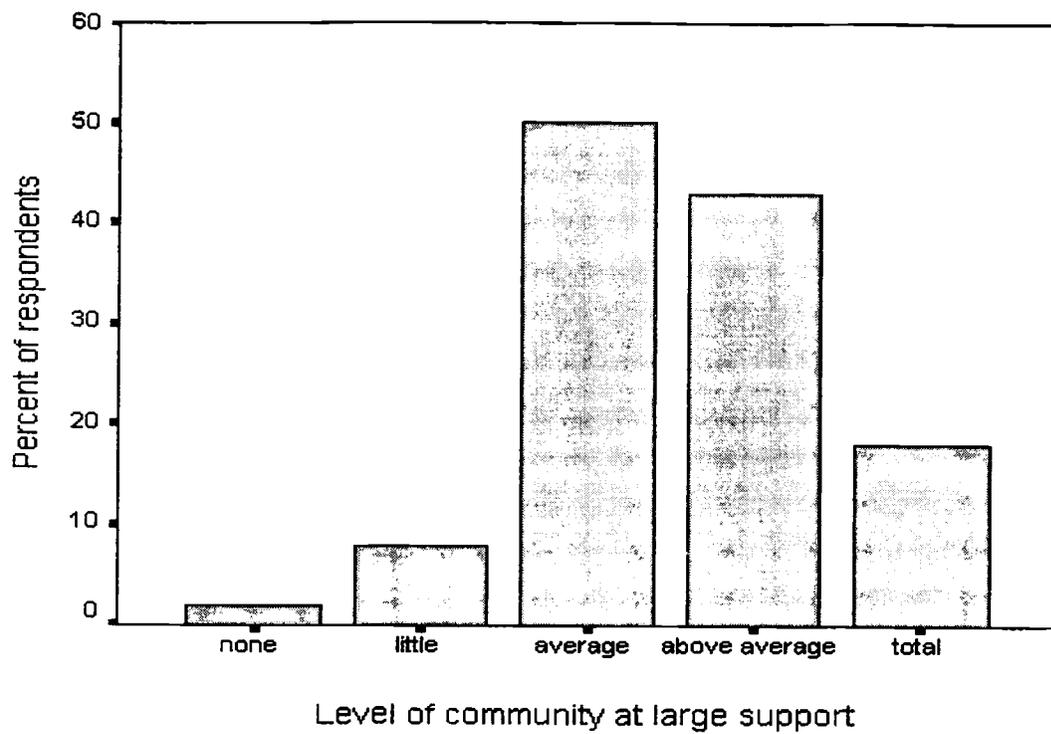


Figure 10. Level of Support from Community-at-Large for Future CAT Sustainability

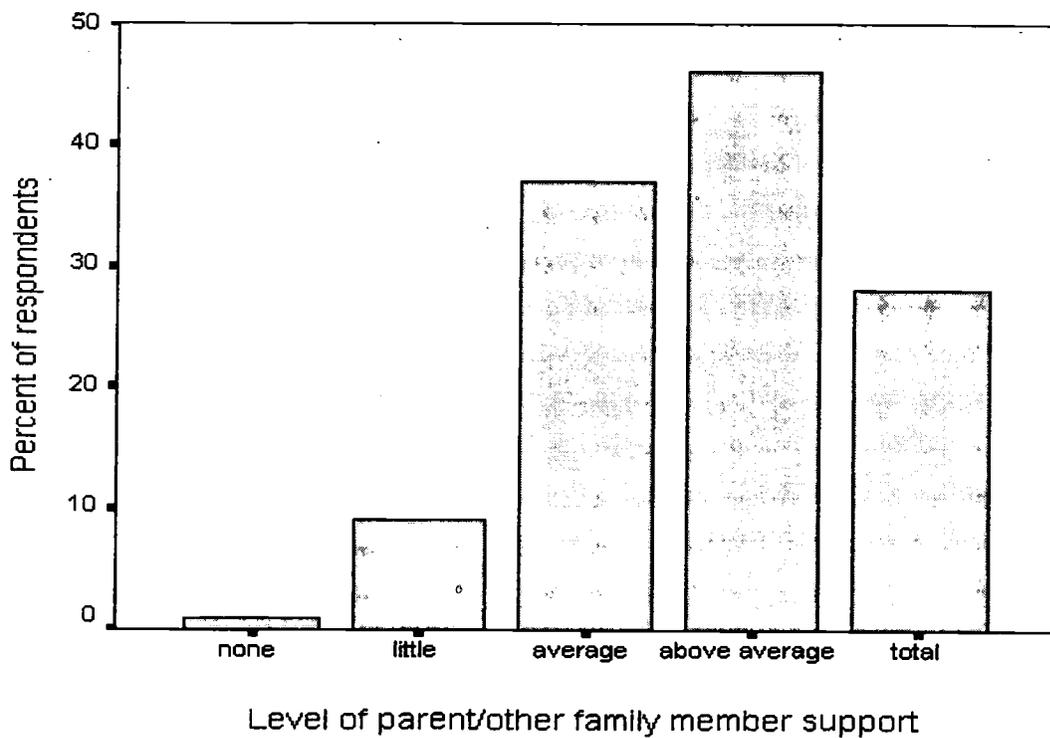


Figure 11. Level of Support from Parents/Other Family Members for Future CAT Sustainability

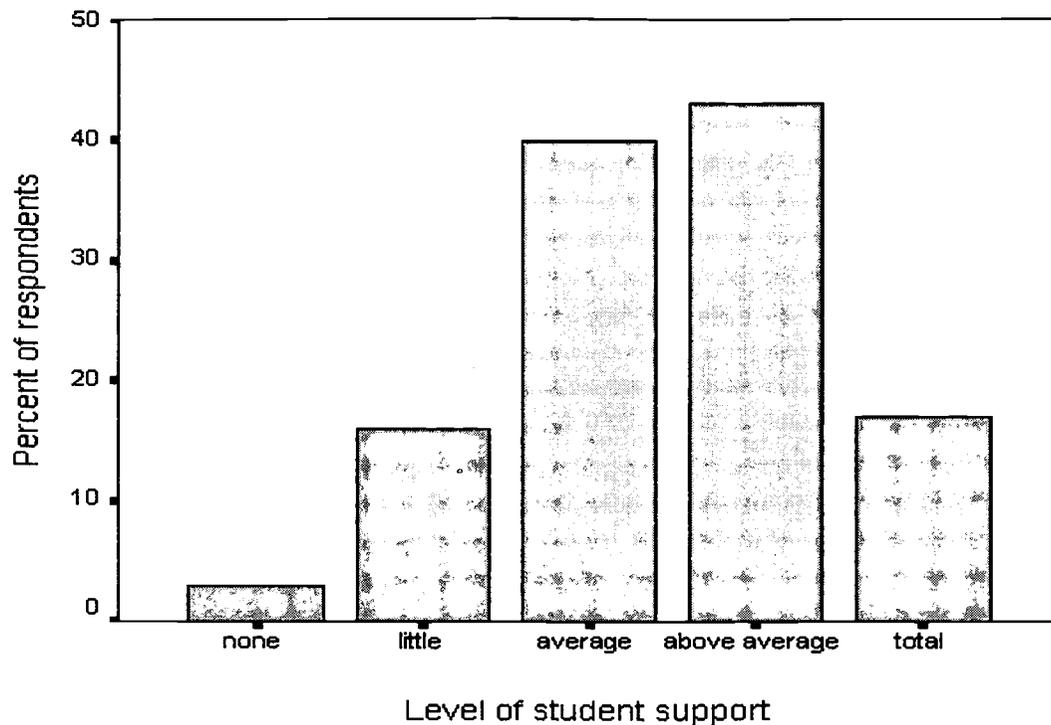


Figure 12. Level of Support from Students for Future CAT Sustainability

Other Team Identification Activities

Besides representative membership, other Team Identification activities central to the CAT process were also measured to assess sustainability over time, across cohorts, and across representative groups. The majority of CAT members agreed the following had occurred on their teams over time:

- finding common ground ($M = 86\%$)
- reinforcing consensus-building ($M = 85\%$)
- establishing communication guidelines ($M = 86\%$)
- agreeing on a common vision ($M = 84\%$)
- identifying and prioritizing community issues ($M = 80\%$)
- developing a mission statement ($M = 85\%$).

At both Time 1 and Time 2, team members identified significantly more accomplishment of each of these activities than had occurred at baseline (see Appendix D for ANOVA F and p values for Team Identification activity responses across time). However, little change occurred between Time 1 and Time 2 except in regard to teams' describing the expected benefits for children, youth, and families through their collaborative efforts. Members felt this occurred significantly more than it had six months prior.

Across cohorts, Cohort 1 and Cohort 2 members responded their teams had accomplished the Team Identification activities significantly more than the

Cohort 3 sites (see Appendix D for ANOVA F and p values for Team Identification activity responses across cohorts). Fewer significant differences were found across the representative groups in relation to these activities (see Appendix D for ANOVA F and p values for Team Identification activity responses across representative groups). In general, home team members, more than other members, felt the team had accomplished significantly more toward team identification. Additionally, school team members felt significantly less than student members that everyone on the CAT actively participates in decision-making.

SEDL project staff also documented many of the Team Identification activities the teams accomplished. Staff regularly observed that active participation by all four representative groups in team meetings was explicitly encouraged and evident. Additionally, many CAT members experienced sharing ideas and group decision-making at team meetings. One CAT member summed up their consensus-building experience as follows, "Our efforts are to be inclusive. We work as a team and appreciate diverse viewpoints which are respected and included." A CAT facilitator reported, "One of the comments one of the parents made [to me] is that she felt she was heard for the first time. Everyone at the meeting seem[ed] to buy into some piece of the pie."

Project staff field notes revealed several reasons why Team Identification activities were not accomplished or served as barriers to team progress. For example, conflict and frustration that too much time was being spent on these activities explained why a number of members left the CAT. A CAT facilitator said, "The reason the schools who did dropout [of the CAT] was because they were tired of planning and setting mission and goals. They perceived a lack of action and too much time spent on planning." The field notes also indicated conflict was a frequent barrier to activity accomplishment in all of the Collaborative Action Team process stages. Reasons given for the conflict included:

- Poor/miscommunication between team members
- Confusion about the purpose/direction of the team
- Frustration with the lack of commitment/follow-through from team members
- Lack of shared leadership and openness or inclusion of others
- Poor personal, social, or communication skills
- Tensions and politics in the environment (external to the team)
- Cultural differences
- Turf issues/competition over resources, taking credit for accomplishments, and hidden agendas.

Learnings on Team Identification

Collaborative team membership is in a constant state of flux, often in need of representative balance, and can be impacted by the changes in leadership in the school community. Yet, throughout their existence teams manage to establish a core group of members with at least one home, school, and community representative. Further, the longer a team exists, the more knowledgeable team members (especially school and community members) seem to be about who they can get on their team and what type of individual representation they have. However as time passes, team membership seems to dwindle and recruitment efforts are more focused on increasing numbers rather than representative balance. Although not all of the different types of home, school, and community representatives are involved in the collaborative partnerships, actively or behind the scenes, parents are the one group that consistently are wanted, available, and participate on teams. Over time, as more parents and community members become involved in the collaboration, fewer school representatives, especially from the central office/district, stay active. What starts out as a school-based collaborative effort becomes more of a community-based effort which also seems to impact the issues and goals upon which the team takes action, i.e., not as much focus on student outcomes.

Time is also significant in achieving other Team Identification activities. The longer collaboration occurs, the more partners are clear on their purpose and how to come to consensus on key issues. Although these activities get accomplished toward the beginning of the collaboration, they also seem to need revisiting annually. Further, conflict is generally present in collaboration and can be a barrier to team development, but is not in all partnerships, especially when a strong core group of diverse partners is in place.

Team Mobilization

In the Team Mobilization CAT process stage, the partnership explores how the team works together to build a common focus. Members explore an organizational work plan and highlight shared priorities to set the direction for the team's action plan. On average, the majority of team members described having accomplished the activities comprising the six elements in this stage:

- Identify shared leadership opportunities
- Assume shared leadership responsibilities
- Enhance communication guidelines
- Initiate networking opportunities

- Enhance group decision-making
- Set goals and objectives.

Significant change over time occurred in all Team Mobilization activities between baseline and Times 1 and 2 (see Appendix D for ANOVA F and p values for the Team Mobilization activities across time). However, several activities were also found to have increased significantly in the Cohort 1 and Cohort 2 sites over the six-month period from Time 1 to Time 2. These included:

- Tasks were matched with individual members' abilities, skills, and strengths
- The team understood and utilized the expertise of all members
- Minutes of partnership meetings were distributed for review ahead of time
- Members exchanged information about upcoming activities in the community
- Existing systems of communication were linked between collaborating agencies/organizations
- Meeting notices were available to all representative groups
- A membership list was printed and kept current
- Meeting discussion was structured to accommodate members' special needs
- The team developed relationships and contacts outside of the partnership
- Members developed strategies for building their networking resource base
- Members came prepared to make informed decisions.

Cohort 1 and Cohort 2 members responded their teams had accomplished the Team Mobilization activities significantly more than the Cohort 3 sites (see Appendix D for ANOVA F and p values for Team Mobilization activity responses across cohorts). Few significant differences were found across representative groups in relation to the Team Mobilization activities. In general, home and student team members felt significantly more than other members that the team had accomplished the activities (see Appendix D for ANOVA F and p values for Team Mobilization activity responses across representative groups).

Shared Leadership

Progress toward achieving the Team Mobilization activities and barriers to their accomplishment were also documented in project staff field notes and in team members' responses on the *Collaborative Action Team Research Exit Survey*. The analysis of these data indicated there are a number of commonalities across the CAT sites particularly regarding team members' abilities to identify and assume shared leadership. For example, many parents took on more active leadership roles over time and their involvement was often seen as integral to completing CAT-related projects. A few took on the role of

meeting facilitator, sharing the role with school and community members on their team. This sharing of leadership at CAT meetings generally resulted in increased input and volunteering from all members of the team. As one facilitator stated at a team meeting, "We have other dreams and we have invited all of you to help achieve them. In this team, there are no single leaders – all of us are leaders and we take turns facilitating." Another CAT member summed up the experience, "The team is not like a soup that gets cooked and gets done, our work is on-going. We'll always be cooking and it's all good."

Many traditional leaders, especially school administrators, were found to share leadership with other CAT members. Project staff described one school administrator in the following way, "He [the administrator] plays a key role and provides key leadership for the team. He seems comfortable working in the background, however, and supporting the visible leadership by others." Often district staff, principals, and assistant principals participated in CAT meetings, spending more time listening to other's perspectives and ideas than showcasing their authority. In other CAT sites, administrators were more direct in their support of shared leadership. One administrator commented, "I can no longer run the school in isolation. Parent and community input is needed." However, not all school administrators were this supportive and some had difficulty delegating tasks and sharing leadership. Several school administrators used a directive management style in their leadership role on the CAT. As a result of this authoritarian approach to leadership, some members were assigned to take on tasks that they would not have otherwise. Generally, the follow through on these tasks was more limited than when participants volunteered themselves.

Meeting Facilitation

Project staff, however, observed that having one or more consistent meeting facilitators, whether a traditional leader, a trained CAT facilitator, or any other member of the team, was an important factor in the forward movement of team meetings. In their responses to the question about team facilitation on the exit survey, team members clearly validated this observation. One community CAT member described, "Facilitators changed five times in the last three years. Because of this, the team has spent lots of time on identification, mission, goals, etc. This has caused the sustainability of the team to be in question for three years." Five of the six CAT teams that relied heavily on paid coordinators lost momentum during staffing and leadership changes. Although this occurred in some of the teams, the majority (54.2%) of the 168 members that responded indicated facilitation on their team had not changed.

Teams that relied solely on volunteer facilitators also had some difficulty obtaining resources necessary for maintaining team infrastructure and action was frequently slower than it was for teams with paid coordinators. Teams that utilized both paid and volunteer facilitators were more likely to stay organized, weather leadership and staffing changes, and take action.

Meeting Structure and Organization

In conjunction with meeting facilitation, CAT members were asked about the importance of meeting structure and organization in sustaining their teams. Responses were based on a Likert scale ranging from a 1 meaning "no importance" to a 5 meaning "total importance". On average, members felt a stable meeting structure ($M = 4.03$), meeting reminder calls ($M = 3.86$), and the distribution of written agendas and minutes ($M = 3.91$) have more than average importance to team sustainability. SEDL project staff indicated that many teams used meeting organization activities recommended in the CAT process, including staying within designated timeframes, distributing agendas, having a recorder take minutes, and using an icebreaker at the beginning of the meeting. A staff member commented, "Participants had a great time [in the icebreaker] guessing their team members' strengths and discovering new things about their co-workers. This helped them later in the meeting when they had to decide who would work on their upcoming family fair."

Meeting organization was also seen as a catalyst for equal treatment and participation of all team members in decision-making and enhancing communication guidelines. Teams that reported and demonstrated strong cohesion created and maintained team structures, such as work groups, communication ground rules, and decision-making ground rules. Three teams in communities with a large percentage of Spanish-speaking residents that provided materials and conducted team business in Spanish attracted and maintained high numbers of Spanish-speaking participants. Also, two teams that used e-mail communication (all members had e-mail) resulted in active on-line discussion and decision-making, particularly by student team members. Further, CAT members reported they stopped participating on the team when their strengths and resources were not being recognized or used by the team.

Setting Goals and Objectives

Conducting CAT meetings and using effective facilitation were found to be important in mobilizing the teams; however, setting goals and objectives was

seen as key to sustainability. All Collaborative Action Teams established goals that were written into their action plans. Over 90% of the 115 respondents said "yes" on the *Collaborative Action Team Research Exit Survey* in regard to whether their teams have future goals. The majority of sites identified at least two goals. On average, members estimated most of their team goals would be achieved in 7 months to 1 year, especially members of Cohort 3 (see Figure 13). Slightly fewer goals were long-term and projected to be accomplished in 2 or more years. Short-term goals, estimated to be achieved in a period of 1-3 months, were the least identified. Some of the goals identified by team members included:

- grant writing
- applying for 501 (C) (3) status
- providing health and social services
- increasing parental involvement
- remodeling the schools' physical plant
- improving student achievement
- creating after school and summer programs.

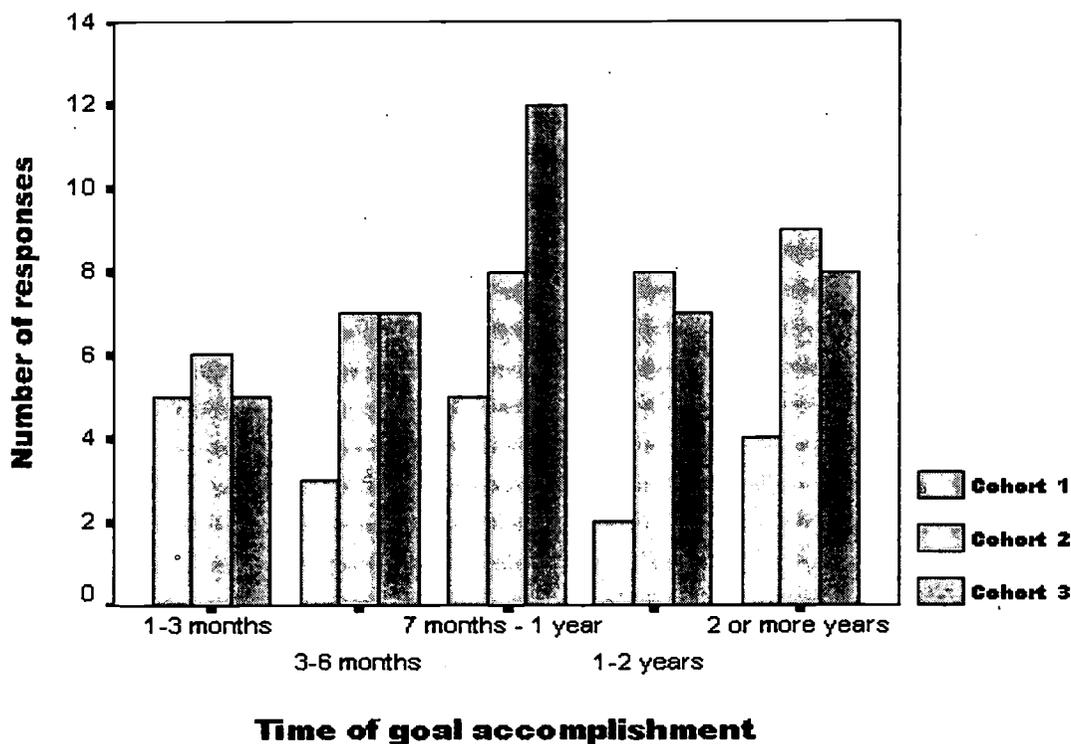


Figure 13. Future Goal Accomplishment Across Cohorts

Learnings on Team Mobilization

Again, the more time the collaborative partnerships exist, the more that gets accomplished, particularly in the eyes of home and student team members. When the CAT principle of shared leadership is adhered to, there seems to be greater input and output from the partners. Further, implementation of the CAT process increases traditional leaders' skills and actions toward sharing their leadership with others who are not generally in that role. However, it seems that shared leadership takes time to develop and is nurtured through consistent team facilitation. Additionally, it seems the training provided to team members on facilitation and shared leadership, which included a number of traditional leaders in the school community, may be a key ingredient to increases in shared leadership over time. The accomplishment of other Team Mobilization activities also seem strongly influenced by consistent meeting facilitation, as well as meeting structure and organization. Specifically, setting goals and objectives and cohesion among the members seems to increase when these exist.

Project Development

In the Project Development stage, the partnership outlines an action plan and reviews and refines it to reflect specific tasks and activities to be completed. This stage emphasizes involvement of the whole team in carrying out the work in the action plan. The elements in this CAT process stage are:

- Determine roles and responsibilities
- Develop resource strategies
- Expand networking opportunities
- Plan activities, tasks, and timelines
- Recognize individual contributions
- Encourage new individual roles and responsibilities.

Significant change over time occurred in all of the Project Development activities between baseline and Times 1 and 2 (see Appendix D for ANOVA E and p values for the Project Development activities across time). However, several activities also increased significantly in the Cohort 1 and Cohort 2 sites over the six-month period from Time 1 to Time 2. These included:

- Ways to get resources are in the action plan
- Members take responsibility for finding resources for the team's projects
- Partnership schools, organizations, and agencies combine resources to implement the action plan

- Team networks have expanded beyond the local community to include state, regional, and national resources
- Beginning and ending dates are established for each task
- Ways to recognize and celebrate individual achievements are part of the partnership meetings
- Group and individual accomplishments are publicized throughout the community

Across cohorts, Cohort 1 and Cohort 2 members responded their teams had accomplished all of the Project Development activities significantly more than the Cohort 3 sites (see Appendix D for ANOVA F and p values for Project Development activity responses across cohorts). Additionally, the Cohort 1 team members responded they had achieved four of the following activities significantly more than the Cohort 2 sites:

- Team networks have expanded beyond the local community to include state, regional, and national resources
- Group and individual accomplishments are publicized throughout the community
- Team supports personal growth of individual members
- A nurturing environment for risk-taking exists within the partnership.

Only one significant difference was found across the representative groups related to the Project Development activities (see Appendix D for ANOVA F and p values for Project Development activity responses across representative groups). Student team members felt significantly more than school members that tasks are outlined in an action plan to achieve team objectives.

Resource Development

Progress toward achieving the Project Development activities and barriers to their accomplishment were also documented in project staff field notes and team members' responses on the exit survey. Data from these sources supported the *CAT Self-Assessment* findings that many team members felt they had accomplished activities related to resource development, i.e., individual, financial, and community-wide. For example, personal growth and individual recognition was evident across many of the Collaborative Action Teams. A project staff liaison noted, "In one CAT, a parent was asked to take over as facilitator. Apparently she is somewhat shy, but the team intends to give her mentoring and support as she takes on this new role." One CAT facilitator spent

an entire meeting discussing the strengths of the team's members and overall team success, while another facilitator consistently pointed out how wonderful it was to have as much student involvement on their CAT as they did. In several of the CAT sites, team members were instrumental in getting school bond issues passed in their communities to help them progress in their school environment/structure team projects. Team members were generally successful in building individual and community resources, but they also expressed concerns during CAT meetings, on the exit survey, and in contacts with SEDL project staff that this was an on-going area of need for their teams.

One of the means used to develop resources and sustain the team was expanding the team's networking, internally and externally. Team members were asked about the importance of word of mouth and team member contact between meetings. Responses were based on a Likert scale ranging from a 1 meaning "no importance" to a 5 meaning "total importance". Team members reported that word of mouth ($M = 3.73$) and contact between meetings ($M = 3.78$) were of more than average importance. A parent on one of the teams commented, "I always walk around saying what the CAT is doing." Team members also indicated that the use of newspaper/media coverage was slightly more than of average importance ($M = 3.21$). A school team member stated, "Our team has used media coverage and it helps [to] keep ideas and concepts in front of us."

Team Recognition/Importance

When asked on the exit survey to describe if the recognition/importance of their CAT in the community had changed over time, almost half of the respondents said it had increased (see Figure 14). Approximately 10% fewer of the respondents felt the recognition/importance of their team remained the same and only 6.2% reported it had decreased. Outside recognition of the CAT and its accomplishments was evident in discussions at school board meetings, in articles in local newspapers, through accolades given at celebrations and events by the community-at-large, and in written memorandums distributed throughout the school system. Team members described the increased recognition their teams were given. For example,

- A school team member commented, "Principals from other schools call for advice on how [the] team is effective."
- A community member said his team was "acknowledged by the school board [when it] passed a resolution to use the CAT to develop a parent involvement initiative."

- A home member stated, "Parents see it [recognition] has gone up and down, but it is getting better now. More [parents] are set in knowing who the CAT is and are open to listening to the team."
- A school member responded, "Community members have spread the word and convey the team's purpose to lots of new people, make them aware."

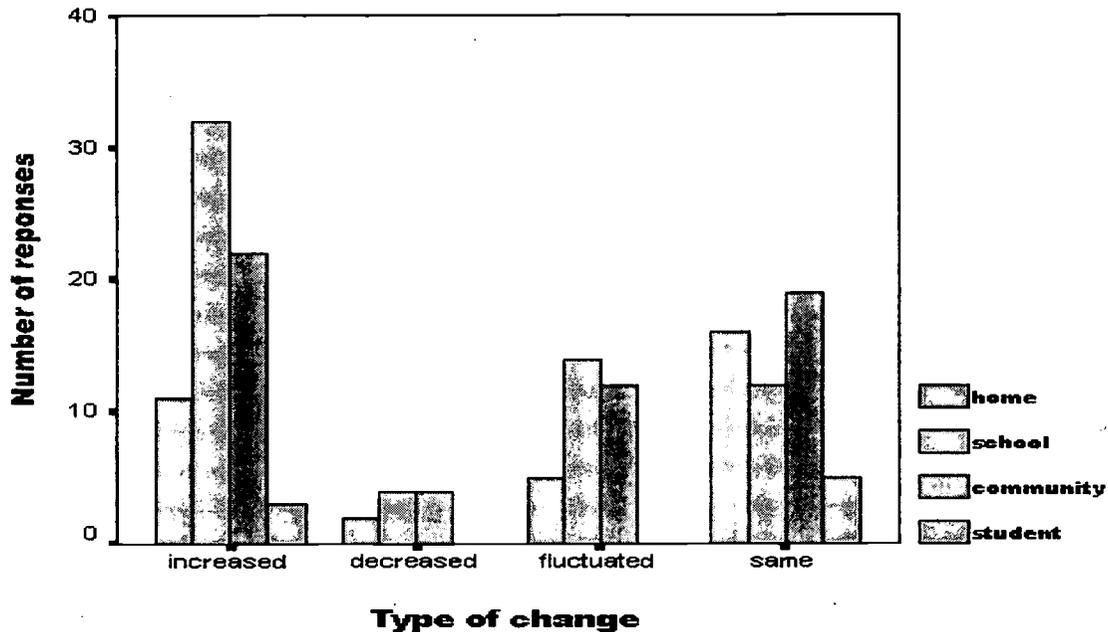


Figure 14. Perceived Changes in CAT Recognition/Importance in the Community by Representative Groups

Learnings on Project Development

As in the other CAT process stages, the more time the Collaborative Action Team exists, the greater the accomplishments. More specifically, when partners are at a point of developing their projects, they seem to accomplish much toward this within six months. The building of resources, internal and external to the team, is also considered very important to establishing projects and requires continual concentration. However, the internal networking does not seem to extend as well to school members who report they are not as aware of the written plans and projects of their teams. As time passes, both the team and the individuals on the team often receive more recognition for their collaborative efforts from members of the school community, but not necessarily from the media who are minimally approached to spread the word about these efforts.

Project Implementation

In the Project Implementation CAT process stage, partnership members carry out the tasks and activities specified in the action plan with an emphasis on maintaining the team's common focus and everyone's participation. The elements that comprise this stage are:

- Implement action plan
- Support new individual roles and responsibilities
- Conduct evaluation
- Practice and promote collaborative teamwork

Significant change over time occurred in all of the Project Implementation activities between baseline and Times 1 and 2 (see Appendix D for ANOVA E and p values for the Project Implementation activities across time). However, the following activities were also found to have increased significantly in the Cohort 1 and Cohort 2 sites over the six-month period from Time 1 to Time 2:

- The partnership's leadership pool is maintained through mentoring and coaching
- The local team's expertise is shared/recognized outside of the partnership
- Team assesses impact of the actions on results for children, youth, and families
- Input from the community outside of the partnership is incorporated into the evaluation process
- Team determines continued and/or new directions for partnership based on evaluation results
- Partnership establishes links with other partnerships
- Partnership contributes to the field of knowledge on collaboration
- Members value and promote the work they have done to improve results for children, youth, and families.

Cohort 1 and Cohort 2 members responded their teams had accomplished all of the Project Implementation activities significantly more than the Cohort 3 sites (see Appendix D for ANOVA E and p values for Project Implementation activity responses across cohorts). Cohort 1 team members responded their expertise and value has been shared and recognized outside of the partnership significantly more than it has been in the Cohort 2 sites.

Only one significant difference was found across the representative groups related to the Project Implementation activities (see Appendix D for ANOVA E and p values for Project Implementation activity responses across

representative groups). Student team members felt significantly more than community members that input from the community outside of the partnership is incorporated into the evaluation process.

Taking Action

Progress toward achieving the Project Implementation activities and barriers to their accomplishment were also documented in team members' responses on the exit survey as well as through project staff observations and contacts with team members. On average, the responses from 173 team members on a Likert scale ranging from a 1 meaning "no importance" to a 5 meaning "total importance" rated the importance of taking action on planned goals in order to sustain their CAT as well above average ($M = 4.37$). The majority of members (56.1%) considered this to be of total importance, while only 1.7% felt it was of no importance (see Figure 15).

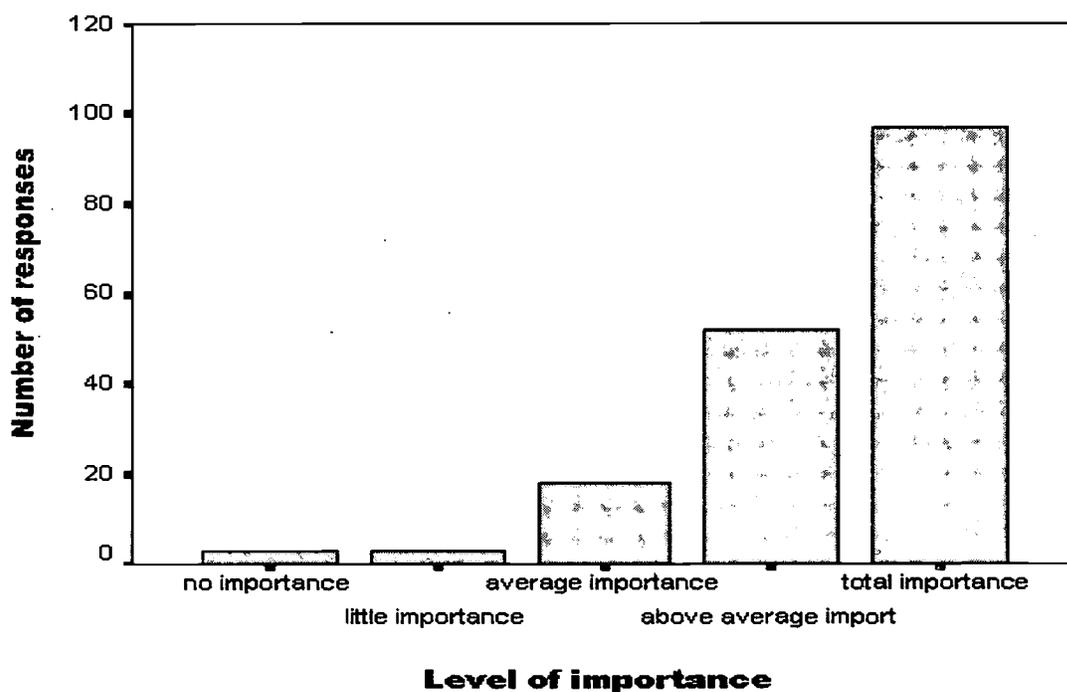


Figure 15. Importance of Taking Action on Planned Goals for CAT Sustainability

A CAT facilitator commented that taking action on planned goals is "extremely important." She said her team has "lost members because [the team] was perceived as not moving fast enough. At the same time, we gained others because they saw us as action oriented." One of the community CAT members said, "Taking action on planned goals is the only way to build

success." SEDL project staff also noted a number of similarities across the CAT sites regarding teams' taking action. They noted increased momentum was generated when action was taken and that team members, on average, were more easily able to accomplish short-term goals such as school clean-up days, family festivals and picnics, and community resource booklets. Many teams that had meetings that were disorganized or not action-focused lost membership and did not complete projects as planned. Further, teams that met frequently, used the time to work on team action projects, and that included team building activities, were more likely to accomplish projects as planned.

An analysis of the project staff field notes and exit survey responses indicate that although taking action was considered of great importance, a number of goals identified in the team's action plan were not accomplished. Some of the reasons observed by staff and expressed by team members include:

- Teams became involved in other projects
- Goals and tasks were too ambitious for the amount of resources available
- Lack of administrative support
- Goals were too vague and specific tasks were not designated.

Project staff noted a downswing in team membership and participation often occurred when there was a lack of team action or the failure of a planned project. Additionally, withdrawal of support for the team by team members and/or external stakeholders in the school community was also seen as a consequence of team inaction.

Team Evaluation

Further, teams often did not formally evaluate their actions. Some teams used evaluation forms from the *Collaborative Action Team Guide* to assess team meetings, but not necessarily their accomplishments, or lack thereof. CAT members relied heavily on SEDL project staff to provide an assessment of their team progress. All of the teams put time in their agendas for project staff to administer and report the results of the *CAT Self-Assessment* and these meetings often led to broader evaluative discussions. The project staff liaisons also prompted team members to self-reflect on their team's progress in contacts they had, with individuals, team facilitators, and with the entire team. Some internal, self-initiated evaluations happened as a result of conflict between team members, frustration and failure to follow through on a goal, or disappointing results when action was implemented.

Learnings on Project Implementation

Again, the more time the collaboration occurs, the greater the accomplishments. Action is taken over time to make improvements for students in the school community, but not necessarily related to the original intentions of the collaborative teams. Further, although taking action is seen as essential to sustaining collaboration, follow through on actions seems difficult. Evaluation of team accomplishments and difficulties encountered are few and far between unless conducted by an outside resource. Yet, evaluation seems to play a key role in the development and implementation of team projects. More specifically, six months after teams receive consultation around team development evaluation results, the more activities accomplished and progress made.

Managing Transitions

The Collaborative Action Teams all began with a group of concerned people representing the school community who wanted to effect change for students and their families through the establishment of collaborative partnerships. Some of the transitions the teams faced to get off the ground might have stopped other communities from ever trying this reform effort, i.e., some school administrators were not initially supportive of the implementation of the CAT process, many of the CAT sites were in depressed areas with little resources, partnerships in the past had often not been effective, and parents were minimally involved in many of the sites. However, each of the sites had confidence and enormous resolve that collaboration would work in their school community. Twenty of the 23 teams continued to progress through a myriad of transitions in their schools, homes, and communities.

Three of the original 23 sites, one from each cohort, discontinued with the CAT project. From Cohort 1, L. R. Jackson Elementary School in West Memphis, AR ended their involvement in late 1998. Although there was good support from community and parent members for the first several years the CAT existed, the team never seemed to overcome resistance from the school system. As the shift was being made to transfer responsibility for sustaining the CAT to local facilitators, the team diminished and shortly, thereafter, ceased to exist. From Cohort 2, Albuquerque High Cluster in Albuquerque, NM, withdrew from the CAT project in early 2000. There seemed to be a lack of grassroots support for the implementation of the Collaborative Action Team process in this site from the beginning, i.e., the school central office supported the idea but others did not. Involvement in the Collaborative Action Team project further

weakened with the multiple changes in the Assistant Superintendent position responsible for the cluster. From Cohort 3, Clayton School District, in Clayton, OK was very strong in the beginning; however, the team lost momentum when two key administrators who were members of the team did not have their contracts renewed. The members left on the small, rural community Collaborative Action Teams were simply spread too thin to make the team a priority in the community. The team no longer participated in the Collaborative Action Team project shortly after the beginning of 2000.

Members from the remaining 20 teams were asked at the beginning of the 00/01 school year if their CAT will continue in the future, 74.9% felt sure they would, 23.4% were not sure, and only 1.8% thought their team would cease to exist. Additional data were collected to provide an in-depth picture of the past, present, and future transitions facing these 20 teams.

School Administration Transitions

When asked on the exit survey about transitions in school district and campus administration, 58.1% of the CAT members reported changes had occurred, while 36% had not experienced any changes. The majority of CAT members further explained their views on school administrative transition in relation to the sustainability of their team. One community team member described, "When new administrators come, they have to learn that the team can accomplish a lot. With each turnover, the team has to inform the new administrator. It seems just when they know enough about the CAT, they leave [the school/district]." Another community member noted, "[A] change in [the] superintendent will affect sustainability because [the superintendent] is supportive. He made a visit to the CAT and was complimentary to [our] efforts." A representative from the home commented, "Changes in the district were devastating for parents but the team was able to move on." On average, the administrative transitions were positive, i.e., greater support of the team and collaboration in general, but some saw them as creating uncertainty for the team. A home team member commented, "Withdrawal of school/district support would mean the end of the CAT."

Funding Transitions

Although the Collaborative Action Teams are voluntary and they receive no project funds, financial support is constantly being sought from the school community and other entities. The school systems affiliated with the teams

made an initial commitment to provide assistance via postage, phone use, and space for meetings. Some teams get more support, others less. Therefore, a question about changes in school funding was also asked on the exit survey. Only 30.2% of the 169 CAT members who responded to the question indicated they were aware of funding changes and thought these only slightly impacted their team. Most of these members expressed concerns with funding losses, while others described new grants and program funding. As one community team member noted, "We've lost money, not directly related to the team but everything impacts the team." Another community member commented, "The team attracted funding resources over the years." Home, school, and community representatives emphasized how grants will help to sustain Collaborative Action Teams.

Future Technical Assistance

As the teams faced the end of SEDL's Collaborative Action Team project, they, on average, expressed a need to find resources to replace those that SEDL had previously provided. Specifically, CAT members feel they will need to find resources to train members about collaboration (65.9%) and to be facilitators (68.3%). The majority of members (66.7%) also think they will need to find resources for on-going technical assistance, and approximately the same amount (69%) see the need to find resources to help them evaluate their teams. The greatest need seems to be finding resources to help them identify funding and program opportunities, i.e., 73% feel this needs to occur. Some respondents indicated team members could serve as these resources since they received adequate training from SEDL. Others indicated their team could rely on community, school, and business resources. One community member stated, "I believe that we have learned enough to continue to function." Another community member did not see the need to find on-going technical assistance because "We have enough with the *Guide* and it all hinges on commitment anyway." This member was referring to the project's *Creating Collaborative Action Teams Guide*. A school team member suggested the team could become part of a listserv or make more use of the Internet to find information and resources SEDL project staff currently provide. A number of members indicated they would like their team to be evaluated by others who are not part of the team. One member commented, "An outside eye is good for objectivity. You can't see the forest through the trees." At the same time, several members responded that their teams could conduct evaluations of their work using school and community resources to devise instruments.

Improvements Made

Although each team has dealt with transitions of some kind or another, and will likely deal with many more in the future, they identified some overarching improvements they believe will help them sustain their collaborative partnerships. First, students have become more involved, not only on the team but in community activities, helping community agencies, and tutoring/mentoring programs. As a result of their involvement on the CAT, students have become more familiar with resources in their communities and in the collaborative partnerships that have developed. One parent on a Collaborative Action Team explained, "Student involvement has increased. They have a direct impact." Another parent commented, "The CAT brought students into decisions." Additionally, increased student involvement has pushed teams to be more accountable, particularly related to moving forward and keeping on task to make further improvements for students and their families.

Heightening parent and community involvement and communication with the schools was another common improvement the Collaborative Action Team sites described and see as on-going. A parent explained, "Parents attend meetings, volunteer time in the classrooms, playground and cafeteria. Children enjoy this." A community team member described, "Our success has been related to more involvement of the community." Another community member strongly agreed and made this comment, "The CAT empowered community members to get actually involved and change leadership." A home representative added, "The CAT is getting the community together. The team is providing information on how to acquire help from organizations/agencies." A school member in another CAT site also described this improvement this way, "Our parents seem to feel more relaxed and confident when visiting our schools. There has been an increase in parents visiting during our open house activities district-wide. Community and parents are supporting our efforts to develop a football field with a track where this facility can be used by all [of] the members of our community." Increased parent and community member involvement, like student involvement, have kept teams together that might otherwise have fallen apart and have encouraged continued action for further improvements.

Change has not only occurred across the school communities in which the Collaborative Action Teams have been established, but it has also personally impacted individuals involved. As one school member expressed, "The most significant change is within themselves [the CAT members] - to impact people personally."

Summary

The sustainability of the Collaborative Action Teams is dependent on an ability to maintain at least a core group of diverse representative members who have built relationships and trust in one another and moved to take action on school community issues important to them. The most essential factor to sustainability is time. The more time a team has to build collaborative partnerships and networking, the greater the likelihood of long-term sustainability.

Members want home, school, community, and student representatives on their Collaborative Action Teams, but this does not always occur. While parents are seen as the most important to have on the team, and the most active in the majority of sites, representatives from the school have become less and less actively involved, especially administrators. School personnel, however, seem to be interested and working more outside of team meetings to support the CAT. Teams have utilized recruitment efforts to increase their representative membership; however, these efforts have often been widespread and not focused on particular individuals or representative groups. Team members, and SEDL project staff, have seen the need for teams to move away from recruiting numbers and, instead, soliciting a core group of partners who can help the team take action and enhance their sustainability. Family and student representatives, in particular, concur but want to assure they are well represented. In general, it has been easier for teams that serve school districts, in comparison to individual school sites or school clusters, to develop and maintain this type of core representative group. The Collaborative Action Teams believe they will receive the support from all of the representative groups in the future, but are concerned that school administrative support may be the most difficult to sustain, especially when school leadership changes.

Over time, the teams accomplished more CAT process activities in all four of the stages: Team Identification, Team Mobilization, Project Development, and Project Implementation. In general, home team members felt their teams had achieved more than did other members of the team. The biggest barrier to activity accomplishment was conflict, particularly within the team and with politics in the school community. Although progression through the stages of the CAT process is not intended to be linear, most of the teams progressed in this way. Once a team was able to develop shared leadership among trained

facilitators and other members, meeting organization, team cohesion, team action, and communication within and outside of the team increased.

Not only did teams develop, but individuals did as well. Parents took on more leadership roles within the teams and students became more active in their schools and communities. Increasingly individual's strengths were recognized and their expertise was shared outside of the CAT. Additionally, members' work on the team was valued more and more over time, both internally and externally.

Taking action was found to be essential to the sustainability of the Collaborative Action Teams. Many of the goals and objectives the teams established were planned for completion within one school year. Despite changes in school administration, limited resources in most of the sites, and other barriers that surfaced along the way, many established goals were accomplished. Team member buy-in was important, as was school administrative support. Teams were not inclined to evaluate their results, often leaving this task to SEDL project staff and with the ending of the Collaborative Action Team project, many team members continue to see a need to obtain outside assistance, not only for evaluation but for training and guidance.

The existing 20 CAT sites indicate their collaborative partnerships will continue in the future and they will utilize the knowledge and materials they acquired from their partnership with SEDL to sustain these partnerships.

Section 8: Student Outcomes

As teams implemented the Collaborative Action Team (CAT) process, answers were sought to the second research question, "Did the Collaborative Action Team process have an impact on student success?" Annual student attendance, graduation, and dropout rates and standardized criterion- and norm-referenced achievement test scores from the school system affiliated with 22 CAT sites were collected for one year prior to establishment of the team through the 99/00 school year, as available and appropriate⁵. The L.R. Jackson Elementary School CAT in West Memphis, AR stopped meeting in 1998 and terminated its involvement with the CAT project in early 1999; therefore no student outcome data were collected. The data were generally gathered from the five State Departments of Education in SEDL's region. However, some of the data were only available through the local schools and/or school districts.

The data were reviewed within and across CAT sites to provide an understanding of the measures used to determine overall student success. A baseline of student outcomes was established and a descriptive comparison of like variables was completed at each data point. Although throughout the development of the Collaborative Action Teams, members felt improving student outcomes was important and one of the main reasons they implemented the CAT process; they did not specifically focus their actions on this goal. Instead, many teams concentrated on other goals, such as increasing parental involvement and cleaning up school environments. These goals have been shown to have an impact on student outcomes; therefore, a potential halo effect on student outcomes in the CAT sites was anticipated (Eber & Rolf, 1998). As a result, an analysis of positive and negative trends in student outcomes across time was performed to assist teams in developing future actions to improve student outcomes and to provide them with a more holistic picture of student outcomes across the network of CAT sites.

The analyses of the trends in student outcomes and a summary of what has been learned in relation to the CAT process are presented in this section. It is, however, recognized that many variables across Collaborative Action Team sites differed in regard to definition, i.e., dropout rates differ according to how a particular school or district defines the term; population, i.e., age, gender, grade levels; testing instrument; and time of collection, which limited this research.

⁵ Data availability varied across sites depending on the school systems' data collection structures. Some sites did not collect data on a variable or for a particular year, others did not archive their data, and others had not analyzed their data for 99/00. Some site data were not appropriate, i.e., graduation/dropout from an elementary school.

Attendance Trends

Student attendance rates were gathered beginning school year 95/96 for Cohort 1, 97/98 for Cohort 2, and 98/99 for Cohort 3. Some data were not available (N/A); however, the majority of school systems calculated an annual percent of attendance for schools, the school district, and the state.

Data were available for the four Cohort 1 sites from 95/96–98/99, and for three sites in 99/00, i.e., no Fabens Independent School District (ISD) data were available for 99/00 (see Table 6). Across the sites, attendance ranged from 84.4%-96.4% and remained relatively stable over time. The two middle schools in Cohort 1, on average, had lower attendance rates than the larger sites, i.e., a school district and a cluster of schools. Most sites' attendance rates increased or decreased by less than 1%-3%. Only the Rio Grande High Cluster site had an attendance increase each year. Over time, little variation in attendance occurred after the implementation of the CAT process. However, school administration related improvements in attendance to the CAT process. As noted by one principal, "Our school had the best attendance percentage in the whole district last year. The parental involvement as a result of CAT activities had a lot to do with this."

Table 6

Percent Student Attendance for Cohort 1 CAT Sites

Site	School Year				
	95/96	96/97	97/98	98/99	99/00
Beauregard Middle School, LA	88.2	89.4	89.1	88.8	91.4
Rio Grande High Cluster, NM	90.1	91.3	92.3	92.4	93.3
Jackson Middle School, OK	84.4	84.6	86.9	86.8	86.5
Fabens ISD, TX	96.2	96.1	96.4	95.8	N/A

For Cohort 2, data were available for six CAT sites from 97/98–99/00. No data at all were accessible for Ponca City Middle School; for 99/00 for Barbara Jordan Elementary and Ann Parish Elementary; and for 97/98 for Mora ISD (see Table 7). Over the three years, student attendance ranged from 88%-95.8% across the sites. Attendance remained basically stable over time, although Del Valle High evidenced a 5% overall decrease. The first year the CAT process was implemented, attendance increased at four sites, decreased at two, and stayed the same at two. On average, little difference was found in attendance across school, district, and cluster Cohort 2 CAT sites.

Table 7

Percent Student Attendance for Cohort 2 CAT Sites

Site	School Year		
	<u>97/98</u>	<u>98/99</u>	<u>99/00</u>
Dollarway School District, AR	93.2	94.7	93.6
Barbara Jordan Elementary, LA	90.0	93.4	N/A
Albuquerque High Cluster, NM	94.4	94.6	93.3
Highland High Cluster, NM	93.6	93.8	93.3
Ann Parish Elementary, NM	93.0	93.0	N/A
Mora ISD, NM	N/A	92.1	92.7
Ponca City Middle School, OK	N/A	N/A	N/A
Balmorea ISD, TX	95.3	94.2	94.9
Del Valle High School, TX	92.8	92.4	88.0
Rio Hondo ISD, TX	95.8	95.8	93.0

Data were available for six Cohort 3 sites over the two year period from 98/99–99/00, and for only one year (98/99) for two sites (see Table 8). Attendance ranged from 93.0%–99.7% across the sites. Over time, the CAT site's attendance rates remained relatively stable, with the greatest variance (2%) in Marshall, AR. In most sites, little difference was seen in attendance after the CAT process was implemented. Both Cohort 3 elementary school sites had higher attendance rates than the other sites (all others are school district sites), except for the Clinton School District site which had the highest attendance among all Cohort 2 sites.

Table 8

Percent Student Attendance for Cohort 3 CAT Sites

Site	School Year	
	<u>98/99</u>	<u>99/00</u>
Little Rock School District, AR	93.7	94.1
Lee County School District, AR	95.2	94.5
Marshall School District, AR	95.9	94.1
Polk Elementary, LA	96.8	N/A
Clayton School District, OK	93.0	93.0
Clinton School District, OK	98.0	99.7
Palmer Elementary, TX	97.3	97.3
Terrell ISD, TX	95.4	N/A

Although it is recognized there is variation across Collaborative Action Team sites, i.e., populations served by the teams, length of time in existence, the number of sites within each cohort, these variations were not incorporated into annual mean attendance percents calculated for each cohort (see Table 9). In general, across the three cohorts student attendance changed little over time, increasing steadily until 98/99 and then slightly decreasing in 99/00. Cohort 3, on average, had higher attendance than Cohort 2, who had a higher rate than Cohort 1 (see Figure 16).

Table 9

Percent Student Attendance for CAT Sites Across Cohorts

Cohort	School Year				
	95/96	96/97	97/98	98/99	99/00
Cohort 1 (initiated in 96/97)	89.73	90.35	91.17	90.95	90.40
Cohort 2 (initiated in 98/99)			93.51	93.78	92.69
Cohort 3 (initiated in 99/00)			95.66	95.45	N/A

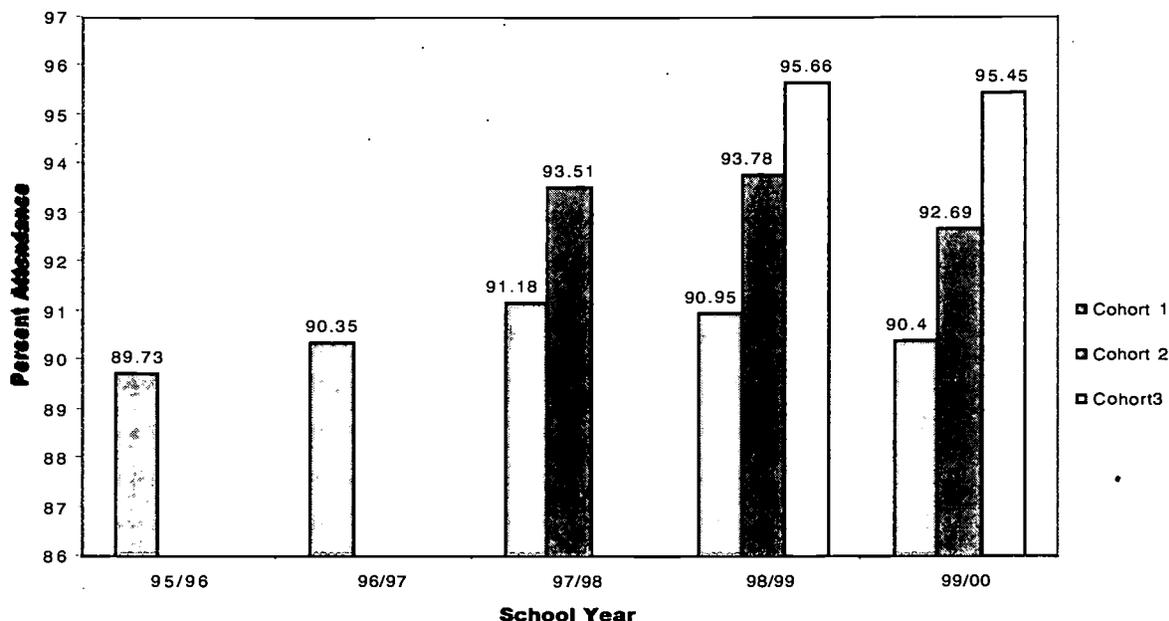


Figure 16. Annual Percent Student Attendance Across Cohorts

Comparing student attendance in each Collaborative Action Team site with their respective school district and state rates, a similar picture is found across cohorts (see Appendix E for individual site comparisons). On average,

across time for Cohort 1 and Cohort 2, the student attendance rate in each site was below district and state rates. The Cohort 3 sites, however, had a slightly higher average attendance rate than the district and state rates (see Figure 17).

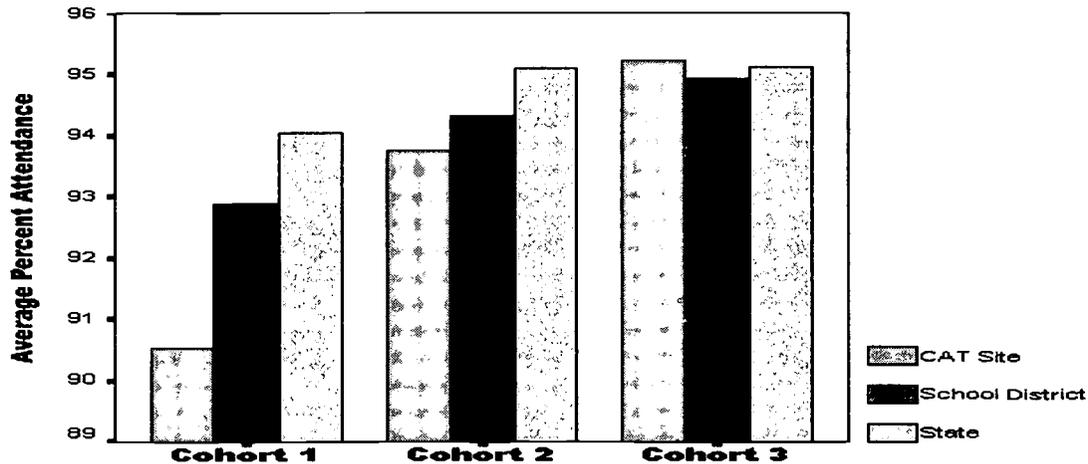


Figure 17. Site, District, and State Student Attendance Comparisons Across Cohorts

On an individual site basis, Fabens ISD (Cohort 1), and Rio Hondo ISD (Cohort 2), were the only sites with higher attendance rates than their state each year, i.e., 95/96-98/99 for Fabens and 97/98-99/00 for Rio Hondo. In Cohort 3, Polk Elementary School had higher attendance than elementary schools across the district and state, and Terrell ISD had higher attendance than the state; however, data were only available for one year (98/99) for these sites.

Comparing CAT site student attendance data to state rates within each state provides a more in-depth illustration of the variation across sites.⁶ Arkansas Collaborative Action Team sites, all of which are district sites, had lower attendance rates than the state rates, with the exception of Marshall School District in 98/99 and Lee County School District in 99/00 (see Figure 18). Generally, the Arkansas CAT sites followed the same attendance trends as Arkansas state, i.e., increases from 97/98-98/99 and then a decrease from 98/99-99/00. The trend in attendance for Little Rock School District, however, differed as attendance increased from 98/99-99/00.

⁶ The New Mexico Department of Education does not collect student attendance data for the state.



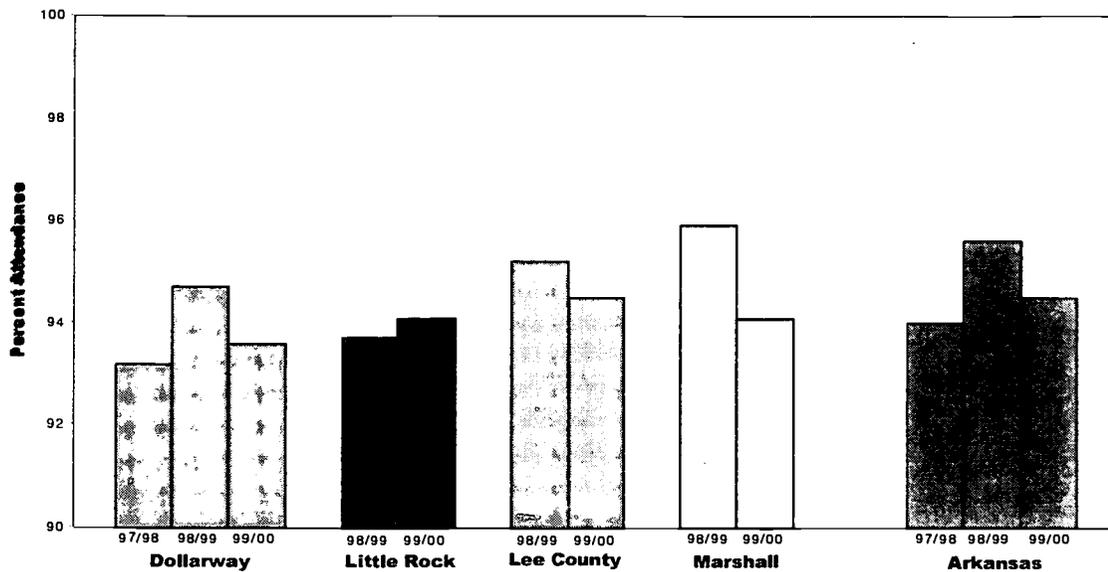


Figure 18. Arkansas CAT Site vs. State Student Attendance

In Louisiana, the three CAT sites, all of which are individual schools, varied in relation to their percent of student attendance compared to the state rates. Beauregard Middle School and Barbara Jordan Elementary School had lower attendance rates than the state over the years, whereas Polk Elementary had a higher attendance rate for the one year (98/99) data were available (see Figure 19). Comparing the individual sites over time and the sites to the state, the attendance trends varied with little pattern, except between 95/96 and 97/98 when attendance first increased and then decreased.

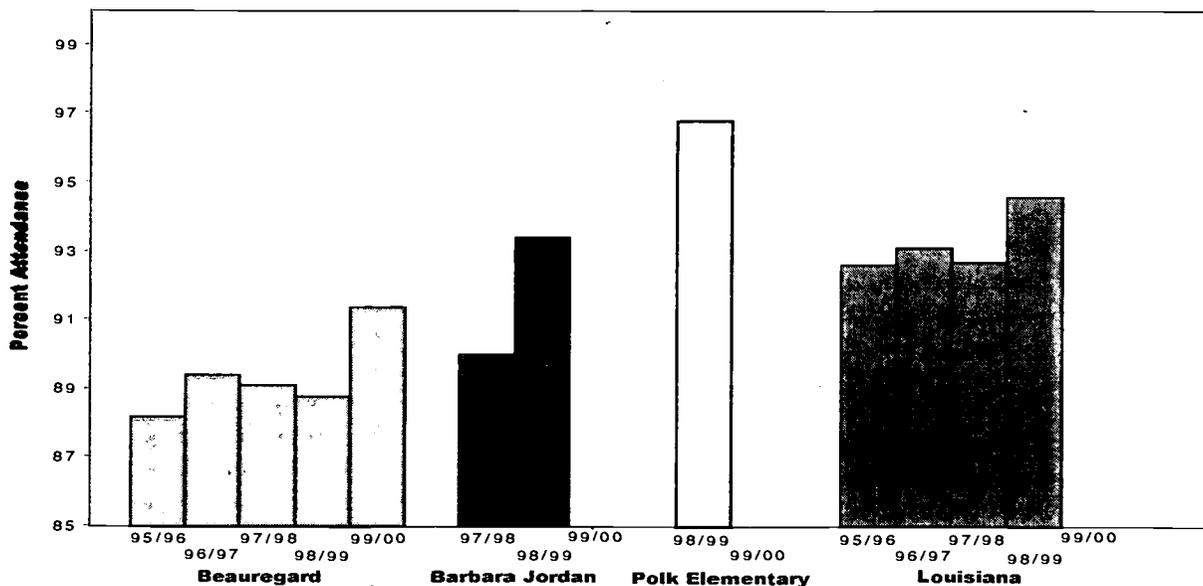


Figure 19. Louisiana CAT Site vs. State Student Attendance

Since New Mexico does not collect student attendance statewide, only the CAT site data are described. The sites include one school district, one elementary school, and three school clusters. Attendance for the Rio Grande High Cluster and Mora Independent School District sites steadily increased over time, whereas it varied or stayed the same in the other sites (see Figure 20).

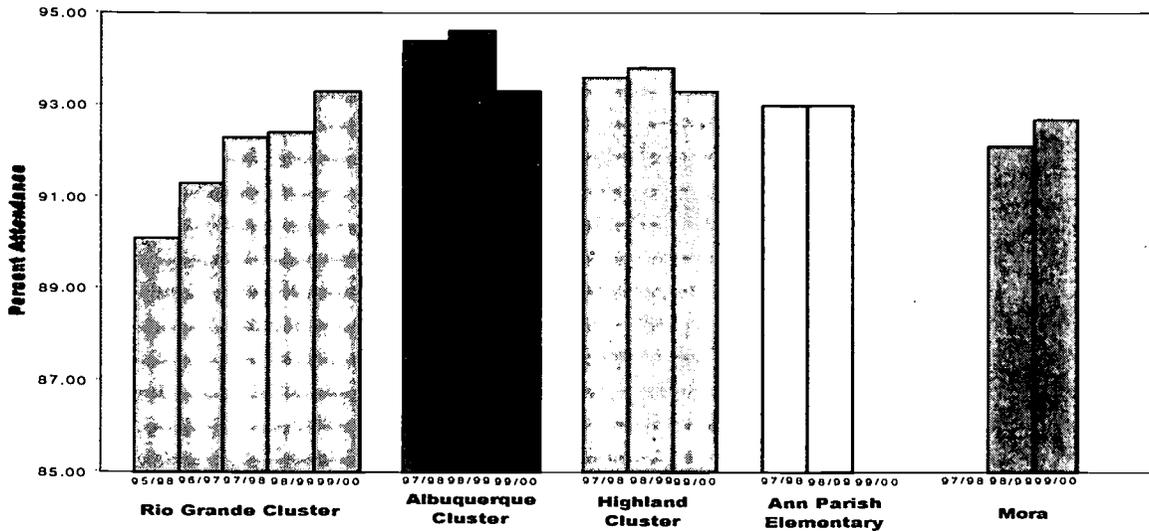


Figure 20. New Mexico CAT Sites Student Attendance

Oklahoma CAT sites, two district and one middle school, had lower attendance than the state, except for Clinton School District (see Figure 21). Since attendance data were not available for the state for 98/99 and 99/00, no Cohort 3 site comparisons were made. Jackson Middle School attendance increased from 95/96-96/97, similar to the state. Jackson Middle continued to increase in 97/98; the state rate decreased.

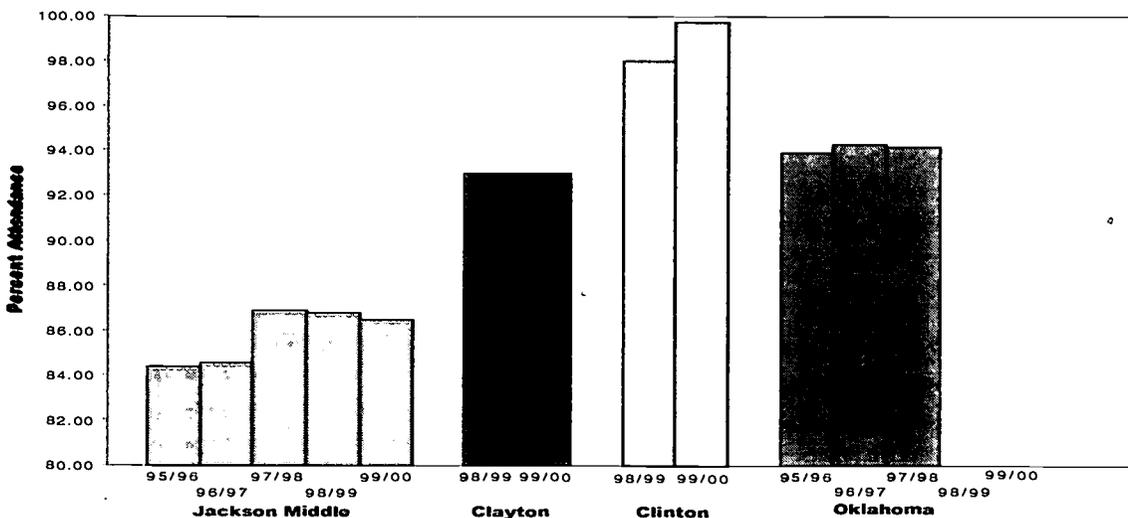


Figure 21. Oklahoma CAT Site vs. State Student Attendance

In Texas, the six CAT sites include two individual schools and four school districts (see Figure 22). The state student attendance rates over time remained very stable, whereas, the site rates, on average, varied. Fabens ISD's and Rio Hondo ISD's attendance were consistently higher than the state, while most of the other Texas CAT sites had similar attendance rates to the state.

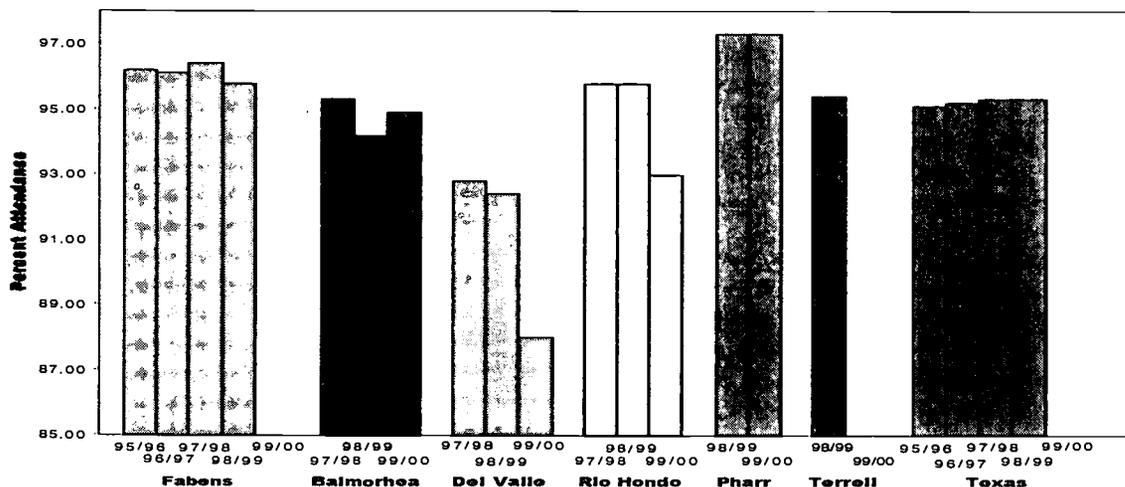


Figure 22. Texas CAT Site vs. State Student Attendance

Learnings on Student Attendance

The student attendance trends across time, cohorts, and individual CAT sites were inconsistent, i.e., both positive and negative, from the year prior to each team's existence to the current school year. Therefore the results from the quantitative analysis are inconclusive as to whether the implementation of the Collaborative Action Team process made any real impact on student attendance. However, anecdotal and interview data and responses on the *Collaborative Action Team Research Exit Survey* indicate a number of school administrators link increases in student attendance to the CAT and, in particular, to the increase in parent involvement in the schools after the implementation of the CAT process.

Dropout Trends

For all cohorts, student dropout rates were collected each year while the Collaborative Action Teams existed and, to establish a baseline, for one year prior. Cohort 1 data were gathered from school years 95/96-99/00, Cohort 2 from

97/98-99/00, and for Cohort 3 from 98/99-99/00. Dropout data were only collected for sites serving secondary schools (middle schools and high schools).

Data were available for all four Cohort 1 sites from 95/96-98/99 and only available for Jackson Middle School in 99/00. Over time, dropout rates ranged from 1.7% to 38.4% across the sites (see Table 10). Dropout rates for Rio Grande High Cluster schools decreased steadily over time, i.e., by 27%. In a memo to his staff, the Rio Grande High principal commented, "This continual decrease [in dropout rates] is due to our collective commitment for improved accountability; specialized programs for "at-risk" students, staff, and administrative commitment to higher expectations and standards for all students; community involvement; and our Collaborative which strives to meet the needs of our student population."

Beauregard Middle School realized a 67% decrease in their dropout rate from 95/96-99/00; however, they had an increase in dropouts (22%) from 97/98-98/99. The dropout rates for Jackson Middle School and Fabens ISD fluctuated over time. From the year prior to Jackson Middle School's implementation of the CAT process (95/96) to its first year of operation (96/97), the student dropout rate increased 68%, i.e., from 12.3% to 38.4%. In 98/99, after the CAT team had operated for one year, the dropout rate fell 61% to a rate of 14.9% and stayed well below that rate for the next two years. The percent of dropouts in Fabens ISD ranged from 1.7%-3.0% for three of the four years; however, in 97/98 the district's dropout rate was approximately three to four times greater, i.e., a dropout rate of 6.4%.

Table 10

Percent Student Dropout for Cohort 1 CAT Sites

Site	School year				
	<u>95/96</u>	<u>96/97</u>	<u>97/98</u>	<u>98/99</u>	<u>99/00</u>
Beauregard Middle School, LA	8.5	5.1	2.2	2.8	N/A
Rio Grande Cluster, NM	16.0	15.3	15.2	11.7	N/A
Jackson Middle School, OK	12.3	38.4	14.9	6.3	7.0
Fabens ISD, TX	2.0	1.7	6.4	3.0	N/A

All Cohort 2 sites reported dropout rates for 97/98 and 98/99 and only four for 99/00 (see Table 11). Over time, dropout rates in Cohort 2 ranged from .02%-11.2%. In each site, dropout rates remained relatively stable, except for in Dollarway

School District where it increased 42% from 97/98-98/99, at the time of CAT process implementation, and then decreased 28% the following year.

Table 11

Percent Student Dropout for Cohort 2 CAT Sites

Site	School year		
	<u>97/98</u>	<u>98/99</u>	<u>99/00</u>
Dollarway School District, AR	5.30	9.20	6.60
Albuquerque High Cluster, NM	10.00	11.20	N/A
Highland High Cluster, NM	11.00	10.30	N/A
Mora ISD, NM	.80	.02	.01
Ponca City Middle School, OK	2.40	3.70	N/A
Balmorhea ISD, TX	.80	1.00	.00
Del Valle High School, TX	2.10	1.80	1.70
Rio Hondo ISD, TX	.50	.80	N/A

For Cohort 3, dropout data were available for all sites in 98/99 and for all sites except Terrell ISD in 99/00 (see Table 12). Over both years, the percent of dropouts ranged from .3% to 6.9%. In this period, dropout rates remained fairly stable in each site, with Little Rock School District showing the largest variance, i.e., a decrease of 32%. Two of the district sites, Little Rock, AR and Lee County, AR had decreases in the first year of CAT process implementation, whereas Marshall School District and Clayton School District evidenced increases in dropouts.

Table 12

Percent Student Dropout for Cohort 3 CAT Sites

Site	School year	
	<u>98/99</u>	<u>99/00</u>
Little Rock School District, AR	6.60	4.50
Lee County School District, AR	6.00	5.50
Marshall School District, AR	.30	1.80
Clayton School District, OK	1.20	3.00
Clinton School District, OK	6.90	6.90
Terrell ISD, TX	2.00	N/A

Annual mean dropout rates were calculated for each cohort to compare trends over time (see Table 13). It should be noted that variation in the populations served

by the Collaborative Action Teams, number of sites per cohort, and dropout definitions per state limit this comparison. Cohort 1 dropout rates exhibited greater variance than the rates for Cohorts 2 and 3, which remained relatively stable. For Cohort 1, the greatest increase occurred in 96/97, an average heavily skewed by Jackson Middle School's dropout rate of 38.4%. By 99/00, Cohorts 1 and 2 had lower dropout percentages than their respective baseline years, i.e., prior to CAT process implementation. For the Cohort 3 CAT sites, the dropout rate increased during the teams' first year.

Table 13

Percent Student Dropout for CAT Sites Across Cohorts

Cohort	School year				
	95/96	96/97	97/98	98/99	99/00
Cohort 1 (initiated in 95/96)	9.70	15.13	9.67	5.95	7.00
Cohort 2 (initiated in 98/99)			4.22	4.75	2.08
Cohort 3 (initiated in 99/00)				3.83	4.34

In comparison to district and state dropout rates, Cohort 1 CAT sites, on average, had a higher percentage of dropouts (see Figure 23). Cohort 2 and Cohort 3 sites had mean dropout percentages comparable to the district, yet slightly higher than the state percentages (see Appendix E for individual site comparisons).

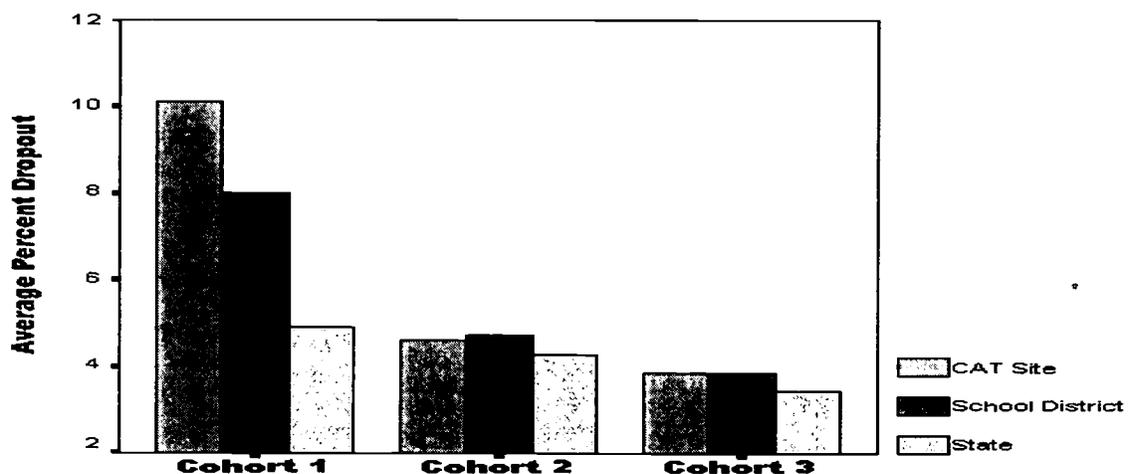


Figure 23. Site, District, and State Student Dropout Comparisons Across Cohorts

To get a fuller picture of the diversity of the dropout problem in the five states in SEDL's region, comparisons of the site dropout data to their respective state data were performed. In Arkansas, CAT sites generally had higher dropout rates than the state, with the exception of Marshall School District (see Figure 24). Marshall's dropout rates in school years 98/99 and 99/00 were lower than the state. The dropout trends across CAT sites did not follow that of Arkansas state. Whereas the average state dropout rate decreased from 97/98-98/99, in Dollarway School District the rate increased by 4%. Between 98/99 and 99/00, the state dropout rate remained unchanged; however, it decreased for most sites, with Marshall again the exception.

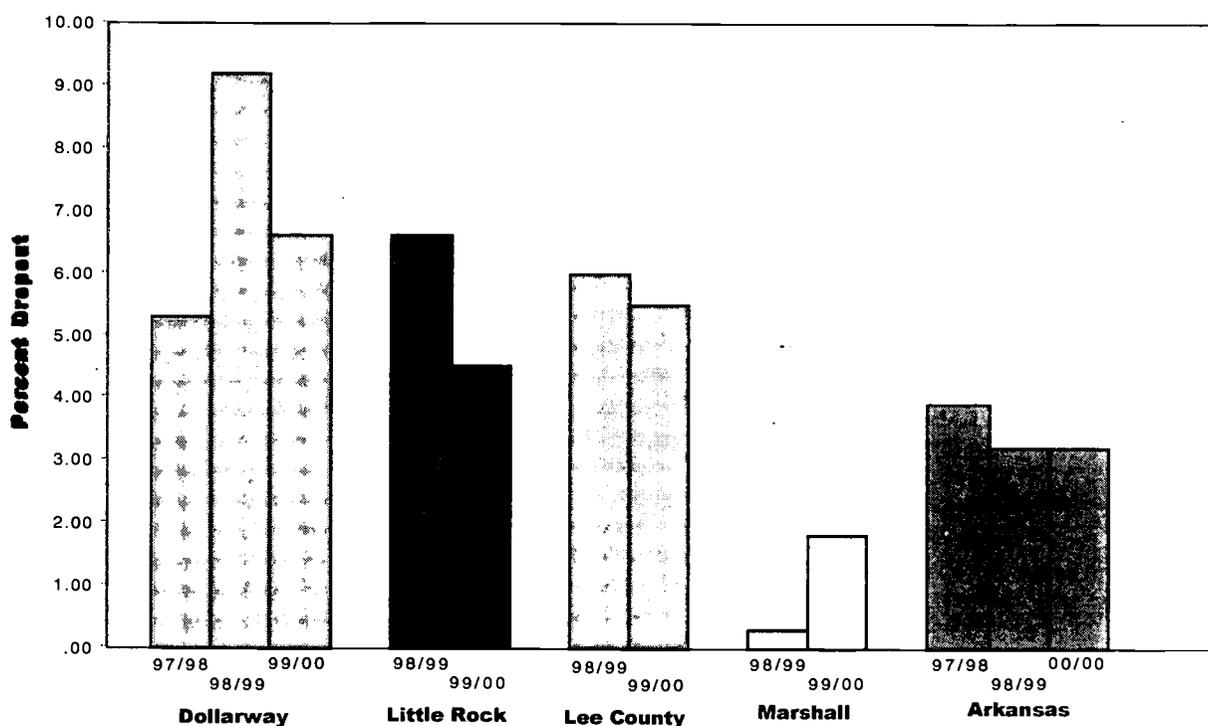


Figure 24. Arkansas CAT Site vs. State Student Dropout

In Louisiana, Beauregard Middle School is the only CAT site that can be compared to the state, given that the other two sites are elementary schools (see Figure 25). The percentage of student dropouts was available for Beauregard Middle School and middle schools in Louisiana for all school years, except 99/00. The state dropout rate continuously decreased between 95/96 and 98/99. Beauregard Middle School had a similar trend until 98/99 when their dropout rate slightly increased. School year 95/96 marks the only year in which Beauregard Middle School had a dropout rate higher than the state rate.

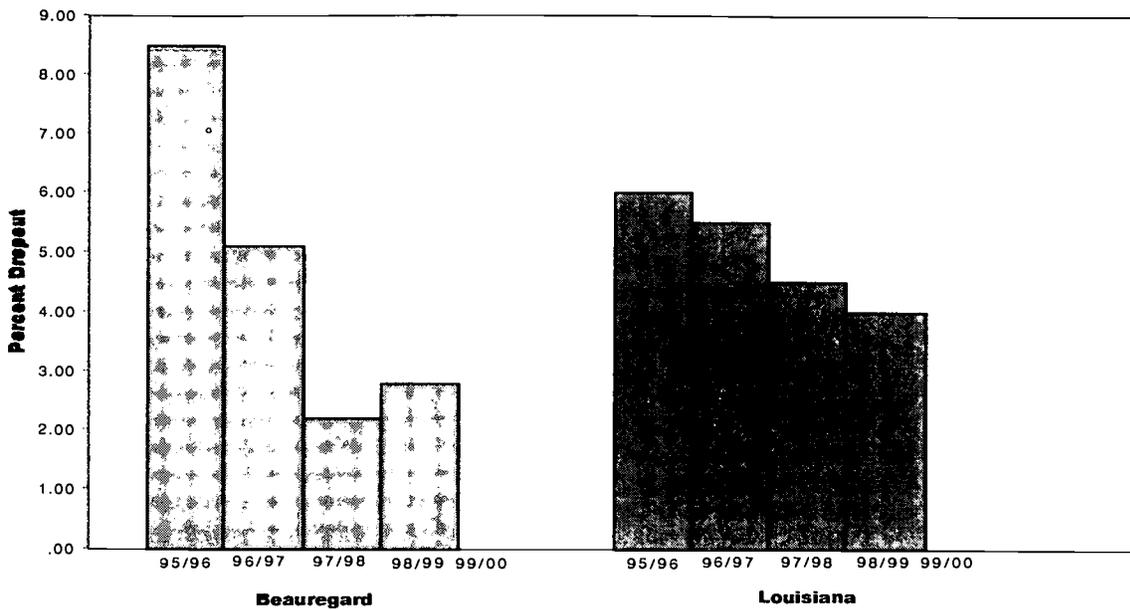


Figure 25. Louisiana CAT Site vs. State Student Dropout

In New Mexico, the three CAT site clusters of schools (Rio Grande Cluster, Albuquerque High Cluster, and Highland High Cluster) have larger dropout rates than the state for all years in which the data were available (see Figure 26). Mora ISD's dropout rate is well below that of New Mexico's, i.e., .8 compared to 7.1 for 97/98 and .02 compared to 7.0 for 98/99). Rio Grande Cluster and Highland Cluster evidenced negative trends, as did New Mexico.

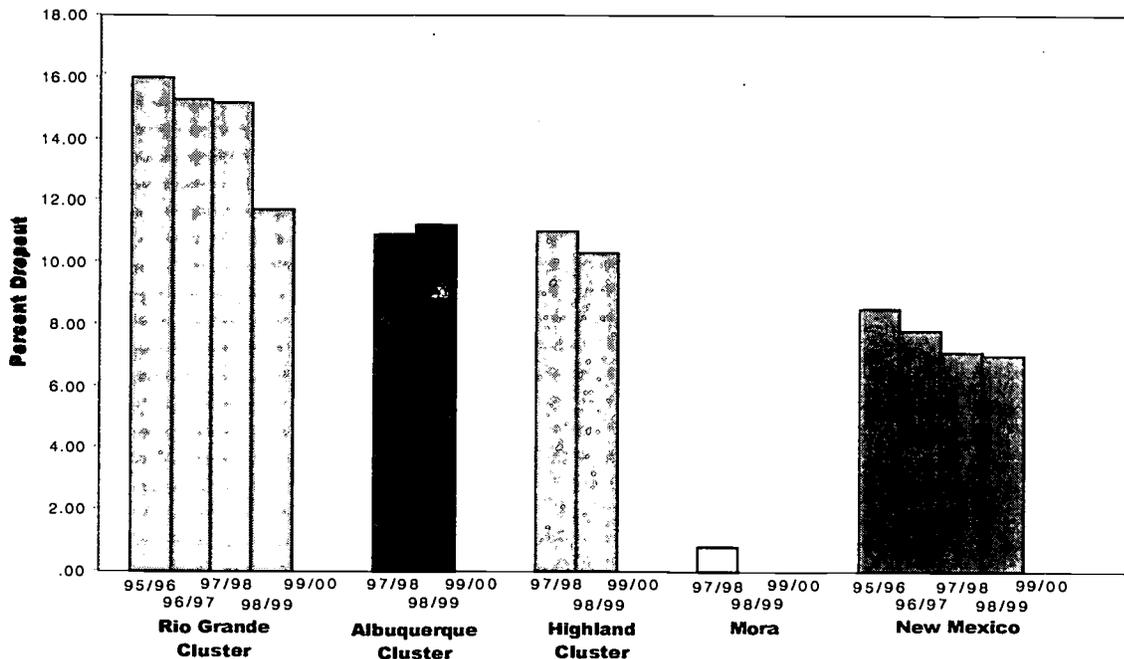


Figure 26. New Mexico CAT Site vs. State Student Dropout

Oklahoma's dropout rates remained relatively stable during the four-year period for which data were available (see Figure 27). Most Collaborative Action Team sites also had relatively unchanged dropout rates, with the exception of Jackson Middle School where the dropout rate increased by 68% from 95/96-96/97 and then decreased by 61% the following year. Ponca City Middle School and Clayton School District had lower dropout rates than the state, whereas Jackson Middle School and Clinton School District had a larger percent of students drop out.

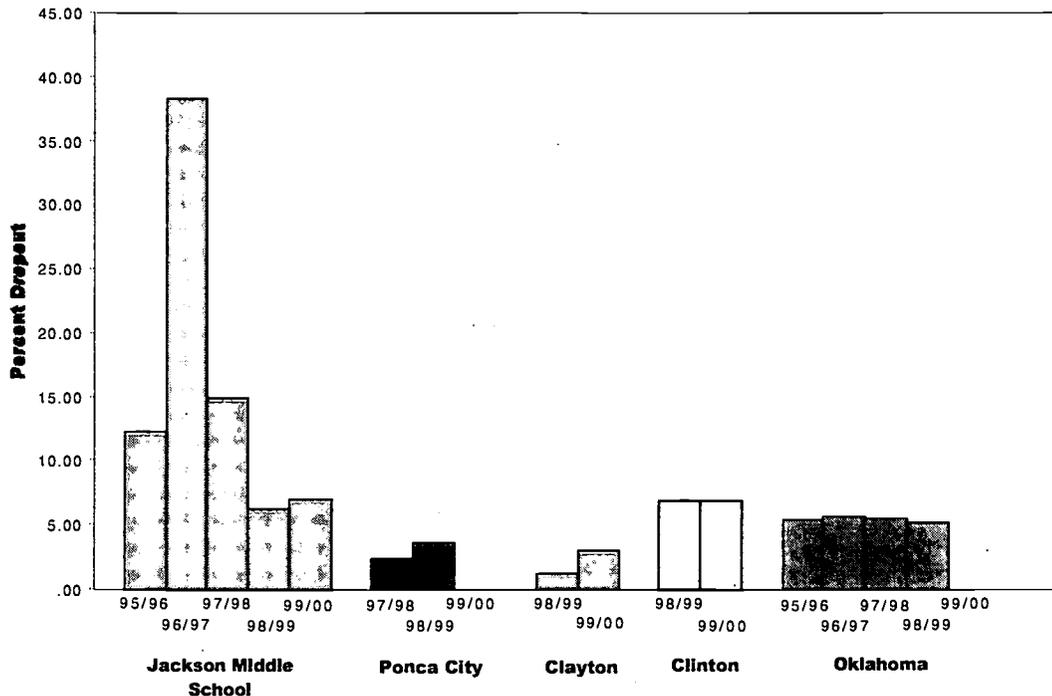


Figure 27. Oklahoma CAT Site vs. State Student Dropout

In general, the two small, rural Texas Collaborative Action Team sites (Balmorhea and Rio Hondo) had similar levels of students dropping out, i.e., both had rates less than state dropout rates and both increased from 97/98-98/99 (see Figure 28). The other three Texas sites (Fabens, Del Valle, and Terrell) had dropout rates closer to that of the state, with the exception of Fabens ISD during the 97/98 school year when the percent of dropouts approximately tripled its norm.

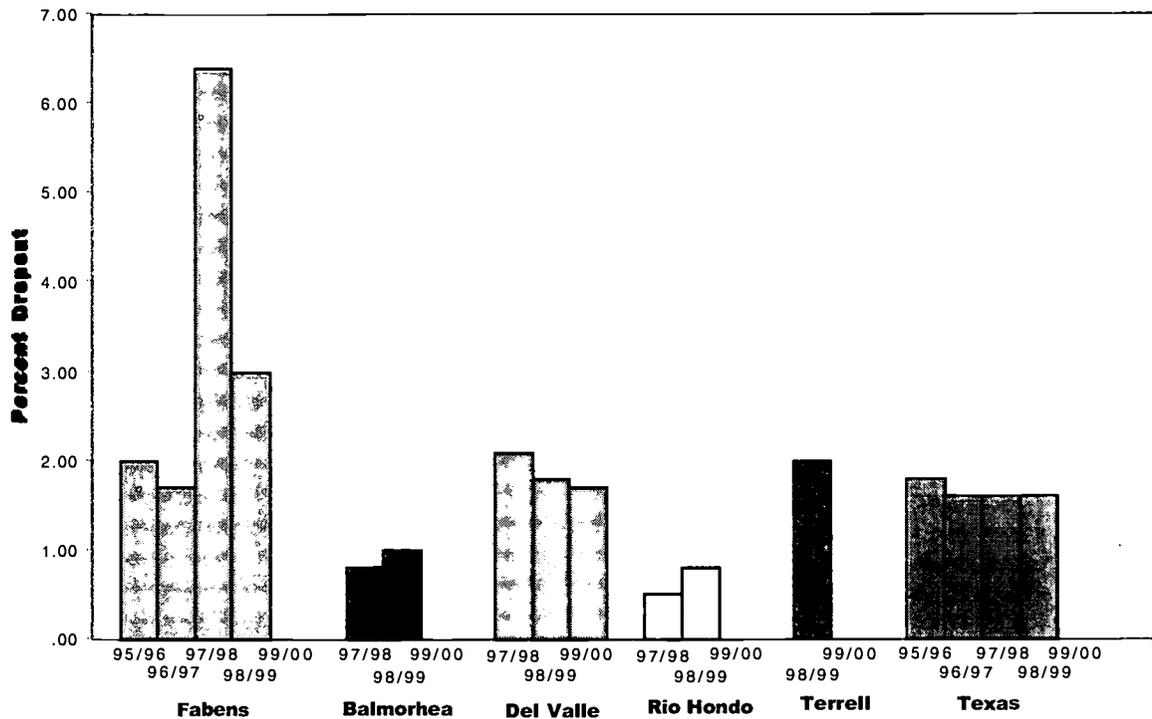


Figure 28. Texas CAT Site vs. State Student Dropout

Learnings on Student Dropout

More often than not, the student dropout trends across time, cohorts, and individual CAT sites from the year prior to each team’s existence to the current school year, were positive, i.e., dropout rates decreased. However, the results are still inconclusive as to whether the implementation of the Collaborative Action Team process made any real impact on student dropout. Data from SEDL project staff field notes, interviews with team members, and responses on the exit survey depict a similar picture. School administrators in the CAT sites frequently link increases in student attendance to the collaborative efforts and, in particular, to the increase in student involvement and motivation after the implementation of the CAT process.

Graduation Trends

Student graduation rates were gathered for high schools, school districts, and the entire state for Cohort 1 from 95/96-99/00, for Cohort 2 from 97/98-99/00, and for Cohort 3 from 98/99-99/00. Data were less available for graduation than for attendance and dropout, especially for the 99/00 school year.

for graduation than for attendance and dropout, especially for the 99/00 school year.

For Cohort 1, data were available for only two Collaborative Action Team sites from 95/96– 98/99 (see Table 14). The percent of graduation over time for the sites ranged from 76.7%-100%. Graduation rates for the Rio Grande High Cluster increased, but remained lower than 85% for any year. School administrators for that cluster of schools attributed some of the increase to the implementation of a Graduation Reality and Dual-Role Skills (GRADS) program initiated through their collaborative team. The program helps teen mothers stay in school and graduate. The graduation rates for Fabens ISD were consistently above 90% each year, except in 97/98 when the district had an 8% decrease from the prior year resulting in an 83.3% graduation rate. Data were not collected for the Beauregard Middle School and Jackson Middle School sites in Cohort 1.

Table 14

Percent Student Graduation for Cohort 1 CAT Sites

Site	School Year				
	95/96	96/97	97/98	98/99	99/00
Rio Grande High Cluster, NM	76.7	76.7	79.4	82.2	N/A
Fabens ISD, TX	94	90.8	83.3	100	N/A

Data were available for eight Cohort 2 Collaborative Action Team sites from 97/98–98/99 and for three sites from 99/00 (see Table 15). No data were collected from the two Cohort 2 elementary school sites, Barbara Jordan Elementary and Ann Parish Elementary, and the one middle school site, Ponca City Middle School. Over the three years, student graduation ranged from 68.1%-100% across the sites. Graduation remained basically stable over time, although Balmorhea ISD evidenced a 15% overall decrease. Graduation increased the first year of Collaborative Action Team process implementation at six sites; however, it decreased at two. On average, little difference was found in graduation across school, district, and cluster Cohort 2 Collaborative Action Team sites.

Table 15

Percent Student Graduation for Cohort 2 CAT sites

Site	School Year		
	<u>97/98</u>	<u>98/99</u>	<u>99/00</u>
Dollarway School District, AR	79.0	80.1	80.1
Barbara Jordan Elementary, LA	N/A	N/A	N/A
Albuquerque High Cluster, NM	83.6	90.4	N/A
Highland High Cluster, NM	86.8	90.6	N/A
Ann Parish Elementary, NM	N/A	N/A	N/A
Mora ISD, NM	96.0	91.0	97.0
Balmorhea ISD, TX	94.0	96.0	81.3
Del Valle High School, TX	98.0	94.0	100
Rio Hondo ISD, TX	93.0	98.0	96.5

Data were available for six Cohort 3 sites for 98/99, and five of those sites for 99/00 (see Table 16). Graduation rates ranged from 57%-100% across the sites. Over time, the CAT sites' graduation rates fluctuated, with the greatest variance (a 38% increase) in the Clinton School District site. In four sites, an increase in graduation occurred after the CAT process was implemented. Although only one year of data were available for the Terrell ISD site, their graduation rate far exceeded the other Cohort 3 sites. The Clayton School District site and the Little Rock School District site had the next highest average graduation rates over the two years among the Cohort 3 sites.

Table 16

Percent Student Graduation for Cohort 3 CAT sites

Site	School Year	
	<u>98/99</u>	<u>99/00</u>
Little Rock School District, AR	85.7	96.9
Lee County School District, AR	72.8	73.5
Marshall School District, AR	94.1	81.5
Clayton School District, OK	88.0	98.0
Clinton School District, OK	57.0	92.0
Terrell ISD, TX	100	N/A

Although there were variations in the populations served by the teams and number of sites per cohort, an annual mean percentage of graduation was calculated for each cohort to compare trends over time (see Table 17). In

general, student graduation changed little over time across the three cohorts, increasing steadily until 99/00. Cohort 2, on average, had a higher graduation rate (89.06%) than Cohort 3 (85.65%) and Cohort 1 (85.39%).

Table 17

Percent Student Graduation for CAT Sites Across Cohorts

Cohort	School Year				
	95/96	96/97	97/98	98/99	99/00
Cohort 1 (initiated in 96/97)	85.35	83.75	81.35	91.10	N/A
Cohort 2 (initiated in 98/99)			87.31	88.90	90.98
Cohort 3 (initiated in 99/00)				82.93	88.38

Comparing student graduation rates in each CAT site with their respective school district and state rates, the variance across cohorts is more pronounced (see Appendix E for individual site comparisons). On average, the site graduation rate was equal to or below district and state rates (see Figure 29).

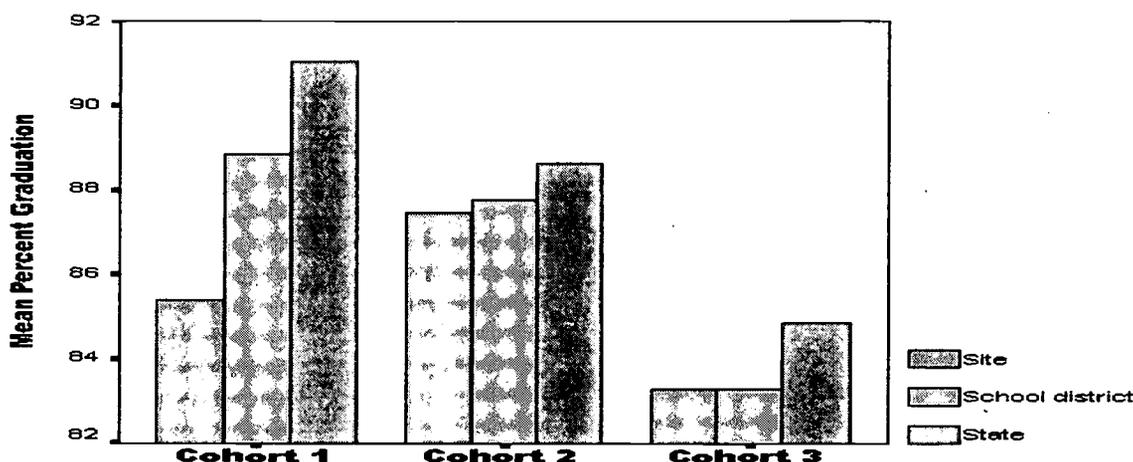


Figure 29. Site, District, and State Student Graduation Comparisons Across Cohorts

Comparing site student graduation data to state rates provides a more detailed view of the variation across sites. In Arkansas, both Dollarway and Lee County School Districts had lower graduation rates than the state, yet stayed relatively the same within their site over time (see Figure 30). The graduation trend in Marshall School District reflected that of the state. Little Rock School District, Dollarway, and Lee County all realized some increase in graduation after the implementation of the CAT process and Little Rock's graduation rate jumped above the State's in the 99/00 school year.

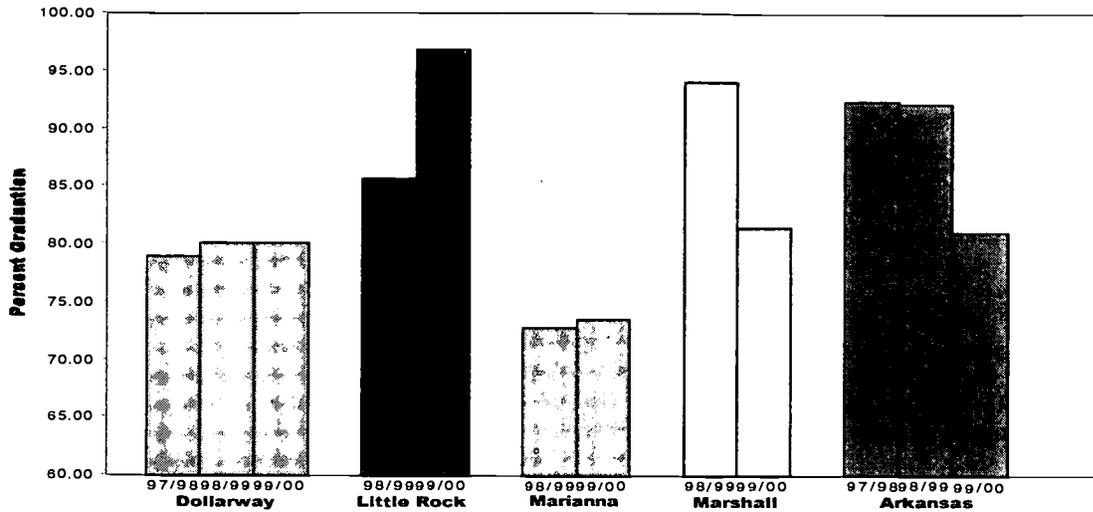


Figure 30. Arkansas CAT Site vs. State Student Graduation

Since two of the CAT sites in Louisiana are elementary schools and the other is a middle school, graduation data across the state were not collected.

In New Mexico, the graduation trends across time for the three cluster schools Collaborative Action Team sites (Rio Grande, Albuquerque, and Highland) mirrored the increases over time in the state; however, the site graduation rates were generally less than those of the state (see Figure 31). Mora School District had a higher percent of graduation than the other New Mexico sites each year from 97/98-99/00 and, overall, in comparison to the state. The graduation trend for Mora was up and down, i.e., a decrease from 97/98-98/99 and then an increase from 98/99-99/00.

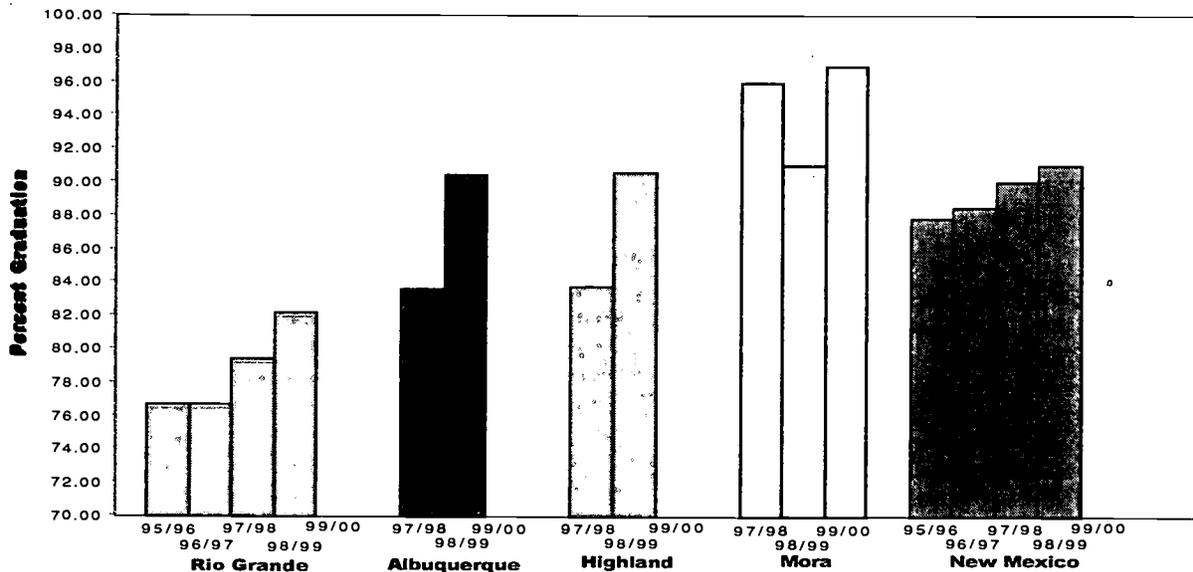


Figure 31. New Mexico CAT Site vs. State Student Graduation

Graduation data were available and analyzed for two Oklahoma CAT sites, i.e., Oklahoma City and Ponca City site data were not available (see Figure 32). Clayton's graduation rate in 98/99 exceeded the Clinton's rate, but the rates were relatively similar in 99/00. There was an increase in graduation following the initial implementation of the CAT process in the Oklahoma sites.

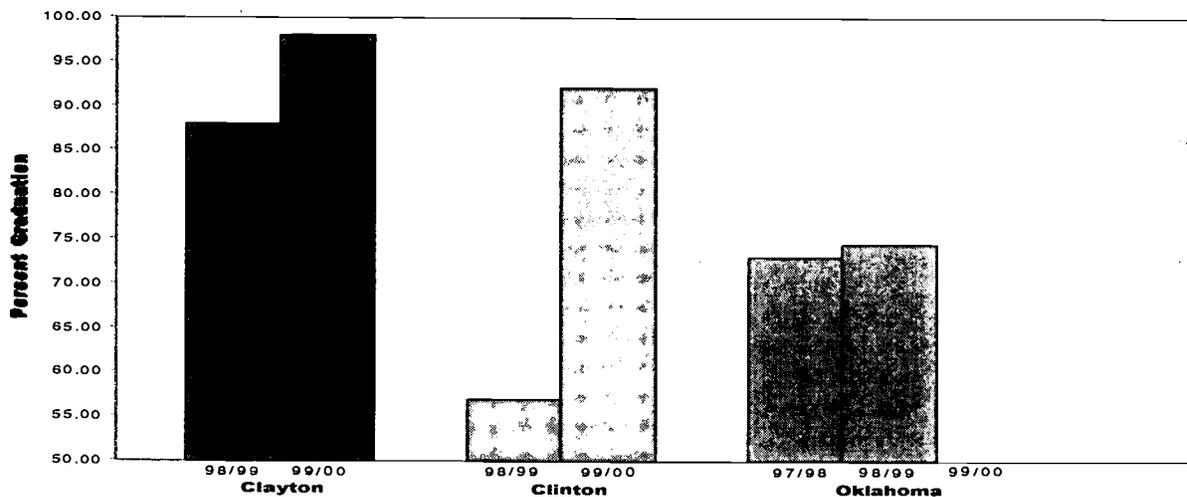


Figure 32. Oklahoma CAT Site vs. State Student Graduation

Within state trends were not as obvious for the Texas CAT sites for graduation. Each site for which more than one year of data were obtained experienced fluctuations in their percent of graduation, as did the state (see Figure 33). The graduation rate in all of the Texas sites were relatively similar, except in 97/98 for Fabens ISD and in 99/00 for Balmorhea ISD.

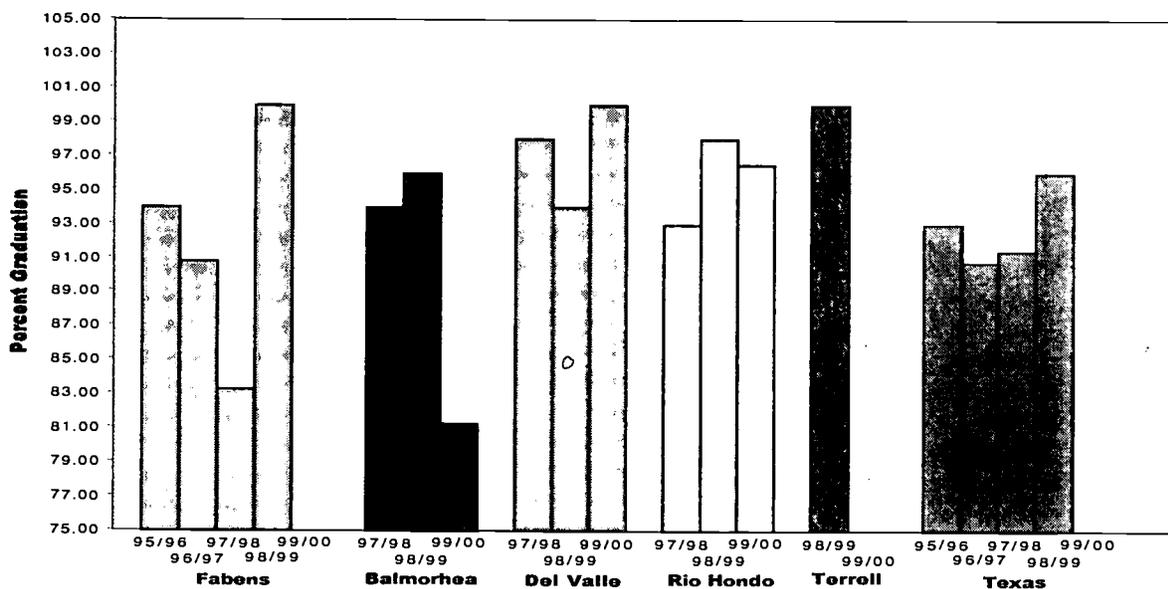


Figure 33. Texas CAT Site vs. State Student Graduation

Learnings on Graduation

Similar to the student attendance trends, the graduation trends across time, cohorts, and individual CAT sites were inconsistent, i.e., both positive and negative, from the year prior to each team's existence to the current school year. Therefore the results from the quantitative analysis are inconclusive as to whether the implementation of the Collaborative Action Team process made any real impact on student graduation. However, anecdotal and interview data and responses on the *Collaborative Action Team Research Exit Survey* indicate a number of school administrators link increases in student graduation to the CAT and, in particular, to the programs implemented as a result of Collaborative Action Team efforts.

Standardized Achievement Test Scores

Students in most of the Collaborative Action Team sites took norm-referenced achievement tests (NRT) and criterion-referenced tests (CRT). In Texas, students only took criterion-referenced tests. Some of the tests were changed over time, as were some of the grades in which the tests were administered. The data collected reflect those grades that were consistently tested from 95/96-99/00 and those for which across state comparisons could be made. Some data were not available (N/A) through the State Department of Education, the school district, or the local CAT site. Data were collected and analyzed for baseline, i.e., the year prior to the implementation of the Collaborative Action Team process, and for the year(s) following. Comparisons within and across sites and across each state were performed.

Arkansas

Data were collected for the percent of Arkansas students in grades 7 and 10 scoring below the 25th percentile on the *Stanford Achievement Test, Ninth Edition* (SAT-9; Harcourt Brace Educational Measurement, 1996). Results from grade 4 were also gathered on the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) benchmark tests.

Standardized test results on the SAT-9 were available for Dollarway School District from 97/98-99/00, for Little Rock and Marshall School Districts for 98/99-99/00, and for Lee County School District for 99/00 only (see Table 18). Annually, on average, little variation was found between students in the 7th and 10th grades and across time within each site, with the exception of Lee

County in 99/00, i.e., a 29% difference between the 7th grade students (56%) and 10th grade students (40%). Marshall students, on average, did better on the SAT-9 than students in the other CAT sites, i.e., had a lower percent of students scoring below the 25th percentile. Lee County students fared very poorly on the SAT-9 and the Arkansas Department of Education placed the district on "Academic Watch" in 99/00. All Arkansas CAT sites had a greater percentage of students, in grades 7 and 10, who scored below the 25th percentile on the SAT-9 than students across the state. Positive and negative change occurred in test scores after the CAT process was implemented in the sites; therefore, it was difficult to establish any particular trend for standardized norm-referenced achievement as a result. None of the Arkansas teams focused specifically on academics; however, the Dollarway School District CAT did include a goal to improve student achievement on their action plan for school year 00/01.

Table 18

SAT-9 Scores Below 25th Percentile for Arkansas CAT sites

	School Year					
	97/98		98/99		99/00	
	7 th grade	10 th grade	7 th grade	10 th grade	7 th grade	10 th grade
Dollarway School District (Cohort 2)	36	33	35	35	36	33
Little Rock School District (Cohort 3)			35	32	34	34
Lee County School District (Cohort 3)			44	44	56	40
Marshall School District (Cohort 3)			26	20	24	27
State of Arkansas	19	16	20	17	21	20

Data were only available for 4th graders in 98/99 on the ACTAAP; therefore, trends related to Collaborative Action Team process implementation were impossible to determine. All four CAT sites had a greater percentage of students whose scores on the ACTAAP reading test were below basic proficiency than across the entire state (26%). Lee County School District had the highest percentage (65%), closely followed by the Little Rock School District (61%). Marshall School District had the lowest percent of the four sites (30%), while Dollarway had 8% more (38%). In math, Marshall School District

students (22%) did better than students across the state (41%), whereas, Lee County students did twice as bad (85%) as the state. Little Rock students scored similarly (44%) to students across the state and Dollarway students did not do as well (66%).

Louisiana

During 95/96 and 96/97, students in Louisiana were administered the *California Achievement Test, Fifth Edition (CAT/5; CTB MacMillan/McGraw-Hill, 1992)*; however, the state changed to the *Iowa Tests of Basic Skills (ITBS; Hieronymous, et al., 1996)* in 97/98. Additionally, the state changed the CRT in 98/99 from Louisiana Educational Assessment Program (LEAP) to LEAP21. The national percentile rankings for students were collected on the CAT/5 in grade 6 and the ITBS in grades 3, 6, and 7 (see Table 19). Although students at Beauregard Middle School ranked 57% higher on the CAT/5 during the first year of implementation of the Collaborative Action Team process, a data trend was not feasible since the test changed the following year. On the ITBS, Beauregard students in the 7th grade each year ranked higher than students nationwide and students in the school's 6th grade. Over time, students at Barbara Jordan Elementary consistently ranked higher on the ITBS in both the 3rd and 6th grades and at Polk Elementary in the 3rd grade. However, in comparison to average state percentile rankings, all of the Louisiana sites ranked lower at all grade levels.

Table 19

Percentile Rankings on CAT/5 and ITBS for Louisiana CAT Sites

Site	School Year									
	<u>95/96</u> CAT/5 6 th grade	<u>96/97</u> CAT/5 6 th grade	<u>97/98</u> ITBS 6 th grade		<u>98/99</u> ITBS 6 th grade			<u>99/00</u> ITBS 6 th grade		
Beauregard Middle School	21.3	49.9	34.0		32.0	37.0		35.0	42.0	
Barbara Jordan Elem.			24.0	20.0	29.0		39.0	36.0		
Polk Elementary				20.0			22.0			
Louisiana	45.8	46.7	44.0	45.0	45.0	44.0	47.0	47.0	46.0	

Trends on the LEAP/LEAP21 tests given to Louisiana students were difficult to ascertain. First, the test was changed and was only piloted in the 98/99 school year, but not administered statewide until 99/00. Additionally, students in grades 3, 5, and 7 were tested in 97/98 and then this changed in 98/99 and 99/00 when they tested students in the 4th and 8th. The Beauregard Middle School CAT had school district staff discuss LEAP at a number of Collaborative Action Team meetings over the years to help team members, especially parents and students, better understand the test and to encourage improvements.

New Mexico

From school years 95/96-99/00, New Mexico students took the *Comprehensive Tests of Basic Skills* (CTBS5/Terra Nova Plus; CTB McGraw-Hill, 1996) and the New Mexico High School Competency Exam (NMHSCT). From school years 95/96-96/97, students in grades 3, 5, and 8 took the CTBS5/Terra Nova Plus and then from 97/98-99/00 it was administered to students in grades 4 and 6, and in some districts to students in grade 8 (see Table 20). Standardized achievement test data were not available for Ann Parish Elementary.

During the year the Collaborative Action Team process was implemented in the Rio Grande Cluster site, the percent passing the CTBS5/Terra Nova Plus decreased for 3rd and 8th graders, but increased for 5th graders. After this, students in grades 3 and 5 were no longer tested, instead the test was given in grades 4 and 6. The three clusters in Albuquerque, however, did not continue to give the test to their eighth graders once this change was made, whereas Mora ISD did test their eighth graders. The percent of students' passing the CTBS5/Terra Nova Plus from 97/98-99/00 stayed relatively stable, although 6th graders had a 24% increase from 97/98-98/99. The achievement test trends for the Albuquerque and Highland Clusters were similar to the Rio Grande Cluster, i.e., stable across time. For Mora ISD, data were available for baseline and the year the Collaborative Action Team process was implemented. A higher number of Mora students in grade 4 and grade 8 passed the CTBS5/ Terra Nova Plus at baseline than did in 98/99; however, in grade 6 the opposite occurred over the two years. In comparison to the state, the Highland High Cluster of schools consistently had a greater percent of students passing the CTBS5/Terra Nova Plus. This cluster also outperformed the other New Mexico CAT sites.

Table 20

Percent Passing the CTBS5/Terra Nova Plus for New Mexico CAT Sites

Site		School Year				
		<u>95/96</u>	<u>96/97</u>	<u>97/98</u>	<u>98/99</u>	<u>99/00</u>
Rio Grande High Cluster	Grade 3	39.3	37.0			
	Grade 4			41.8	39.0	42.1
	Grade 5	31.5	34.0			
	Grade 6			26.0	34.3	28.0
	Grade 8	32.3	29.0			
Albuquerque High Cluster	Grade 4			49.5	55.5	47.4
	Grade 6			45.0	40.5	40.5
Highland High Cluster	Grade 4			51.4	55.9	54.4
	Grade 6			34.7	34.7	41.0
Mora ISD	Grade 4			41.0	38.0	N/A
	Grade 6			46.0	51.0	N/A
	Grade 8			54.0	34.0	N/A
New Mexico	Grade 3	47.0	44.0			
	Grade 4			50.6	53.0	
	Grade 5	44.0	45.0			
	Grade 6			44.6	47.0	
	Grade 8	43.0	44.0	42.8	49.0	N/A

The New Mexico High School Competency Exam was given to 10th grade students across the state. The percent of Rio Grande Cluster students passing the exam steadily decreased from 95/96-99/00, with one slight variation from 97/98-98/99 when they had a 2% increase. This trend occurred in all three cluster sites, i.e., an increase from 97/98-98/99 and then a decrease in 99/00 to less than the 97/98 percent of students passing. The range of students passing the New Mexico High School Competency Exam in the three cluster sites was 75.4%-92.4%, whereas for Mora ISD, for the one year data were available in 98/99, the percent passing was 96%. On average, only the Albuquerque High Cluster and Mora ISD had a higher percent of students passing the New Mexico High School Competency Exam than across the entire state.

In several New Mexico sites, the Collaborative Action Teams sought to initiate programs to improve student achievement or find resources to continue existing programs. For example, the superintendent of the Mora School District spoke with the CAT about starting a tutoring program for students in the district to help improve achievement. The team is looking into the possibility of getting volunteers through the networks they have established. The Mora CAT also discussed looking for student assessment methods that reflect local values

and cultures, particularly in relation to standardized tests. The school district had group meetings in which parents and community members could talk with school personnel about their concerns, ideas, and possible solutions. This has become an on-going discussion for CAT members and the greater community.

The CAT in Los Lunas established as an elementary school team, worked toward finding outside funds to continue an afterschool program for students from their Alternative High School. They sought to do this because these high school students helped to mentor their elementary students and helped with CAT events. The team credited the older students with helping to make improvements in the younger students' learning. Other sites have talked about setting goals and objectives for improving student achievement, but have not yet set formalized their ideas.

Oklahoma

Available results were gathered from the Iowa Test of Basic Skills administered to Oklahoma students in grade seven. The test was not given in 99/00. Data on the ITBS were not available for Ponca City Middle School. In 95/96, Jackson Middle School had a national percentile ranking of 38%. This ranking increased to 40% the year the CAT process was implemented in the site. For the following two years (97/98-98/99), the school's ITBS percentile ranking consistently decreased. In comparison to the average percentile for the state on the ITBS, Jackson Middle School consistently ranked below the state. In 97/98, the one year data were available for Jackson Middle School, Clayton School District, and Clinton School District on the ITBS, all three sites were below the state's percentile ranking (36%, 56%, 51%, and 57%, respectively).

Data were also collected on the Oklahoma Core Curriculum Test (OCCT) administered to eighth graders (see Table 21). Jackson Middle School's OCCT results experienced a see-saw effect, i.e., up, down, up, in both reading and math over the four years from 96/97-99/00. For Ponca Middle School, the percent of students passing the OCCT with a satisfactory increased during the year the Collaborative Action Team process was implemented in their school (98/99). The opposite occurred in the Clinton School District where the percent passing with a satisfactory decreased the year the Collaborative Action Team process was implemented. In comparison to the state scores on the Oklahoma Core Curriculum Test, Jackson Middle School consistently had a lower percentage of students receiving a satisfactory on the test than across the state. The percent passing with a satisfactory on the OCCT for Ponca City

Middle School, Clayton School District, and Clinton School District were relatively similar, on average, to the percent passing with a satisfactory in all of Oklahoma.

Table 21

Percent Scoring Satisfactory on OCCT for Oklahoma CAT Sites

Site	School Year							
	96/97		97/98		98/99		99/00	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Jackson Middle School	48	41	41	37	45	40	43	32
Ponca City Middle School			76	75	81	81	N/A	N/A
Clayton School District					76	64	N/A	N/A
Clinton School District					76	68	68	69
Oklahoma	72	72	75	71	81	75	77	71

Two of the Oklahoma CAT sites have established programs to improve student achievement. The Clayton School District CAT initiated a tutoring program for students with reading problems in its first several months of operation. This program, using adult volunteers to tutor students, continued after the CAT ceased to exist and was touted by individual CAT members to be “very successful.” As a result of the success of this tutoring program, a second project was discussed to use secondary students to tutor younger students. The Jackson Middle School CAT played a significant role in the initiation of a student mentoring program. The school principal told SEDL project staff that “increases in attendance and student performance are a result of the mentoring program.” Although it is likely there were other factors also influencing these increases, the school administration showed a great deal of support for CAT member involvement in the mentoring program and chose to expand the program in order to see continued improvement in student outcomes.

Texas

Texas students did not take a norm-referenced test, only the Texas Assessment of Academic Skills (TAAS). The TAAS test was administered to students in grades 3, 4, 5, 6, 7, 8, and 10. Data were available from 95/96-98/99 for both reading and math; none were available for 99/00 (see Table

22). On average over time, the percentage of students in Fabens ISD that passed the TAAS, both in reading and math, increased slightly. However, with very few exceptions, the percent of Fabens students passing the TAAS each year was well below the percentage statewide. The percent of 3rd, 4th, and 10th grade Balmorhea students who passed the TAAS generally increased in the year the Collaborative Action Team was implemented. However, particularly in math, fewer students in grades 5, 6, 7, and 8, on average, passed the TAAS in that same timeframe. Compared to students across the state, Balmorhea had a much higher percentage of students in the tenth grade who passed the TAAS and generally did better in math from grades 5 forward.

The percent of 10th graders at Del Valle High School who passed both the reading and math TAAS tests increased the year the CAT process was implemented in their school. They also did equal to or better than students across Texas in reading, but were not able to meet statewide standards as easily in math. Third grade students at Palmer Elementary had more difficulty passing the TAAS, both reading and math, than did students statewide. By the 4th and 5th grade, Palmer students had caught up to students across Texas and surpassed the statewide average in math.

In Rio Hondo ISD, students in grades 7, 8, and 10 made great strides on the TAAS, in both reading and math, from 97/98-98/99. In general, students in the 5th grade in Rio Hondo had the most difficulty of any grade passing the TAAS. The students in grades 7, 8, and 10 also surpassed the statewide percentage of students passing the TAAS in 98/99. Otherwise, a smaller percent of students in Rio Hondo ISD passed the TAAS compared to students statewide. The circumstances look quite different for students in Terrell ISD. Third grade students had a more difficult time passing the TAAS than students across Texas, as did 10th grade students on the TAAS math exam. However, all other Terrell students surpassed the percentages statewide.

Similar to some of the other CAT sites across the region, several Texas teams have included student achievement in their meeting discussions, program support, and proposed actions. For example, the Palmer Elementary CAT members supported an existing tutoring program to improve TAAS scores in their school by providing assistance and resources. Further, the team developed a written action plan that identified improving student achievement as one of its goals. This plan was only recently established and, therefore, the steps to be taken to achieve the goal have not yet been taken.

Table 22

Percent Passing the TAAS in Texas CAT Sites

CAT Site	Grade	School Year							
		95/96		96/97		97/98		98/99	
		Reading	Math	Reading	Math	Reading	Math	Reading	Math
Fabens ISD	3	70	70	71	78	72	70	85	85
	4	55	55	63	69	79	75	69	84
	5	49	42	54	45	72	78	65	78
	6	60	70	65	68	57	73	71	87
	7	72	62	73	74	75	70	75	79
	8	75	71	71	66	69	76	80	81
	10	65	67	70	62	83	77	74	70
Balmorhea ISD	3					50	63	67	78
	4					53	53	74	53
	5					82	94	46	61
	6					54	92	71	81
	7					89	89	81	81
	8					65	94	65	70
	10					80	83	100	94
Del Valle HS	10					88	72	91	76
Rio Hondo ISD	3					85	80	85	82
	4					82	77	88	83
	5					79	85	69	83
	6					82	84	78	93
	7					78	81	89	89
	8					81	81	90	90
	10					85	74	95	95
Palmer Elem.	3							84	77
	4							89	92
	5							75	93
Terrell ISD	3							85	80
	4							95	94
	5							92	93
	6							97	98
	7							92	92
	8							98	95
	10							91	76
Texas	3	81	77	82	82	86	81	88	83
	4	78	79	83	83	90	86	89	88
	5	83	79	85	79	88	90	86	90
	6	78	78	85	82	86	86	85	87
	7	83	72	85	80	86	84	84	85
	8	78	69	84	76	85	84	88	86
	10	82	67	86	73	88	78	89	82

In Del Valle, one of the CAT trained facilitators initiated a discussion at a team meeting around the high school's TAAS scores. The Texas Education Agency Data Report for the school was distributed to the members and they, including the school's assistant principal, spoke on the school's needs. The facilitator commented, "My purpose was to focus the group on data use and student achievement." The Del Valle High CAT has continued discussions and proposes to include goals in its action plan to improve the achievement of students in its school.

Learnings on Student Achievement

The student achievement trends across time, cohorts, and individual CAT sites from the year prior to each team's existence to the current school year were also inconsistent, i.e., both positive and negative. Whether the implementation of the Collaborative Action Team process made any real impact on student achievement cannot be fully determined. However, qualitative data from SEDL project staff field notes and responses on the *Collaborative Action Team Research Exit Survey* indicate some of the CAT site school administrators link increases in student achievement to the team's efforts. More specifically, they attribute increases in student achievement to increases in parent involvement in the schools and student involvement in school academic programs as a result of the implementation of the CAT process.

Summary

School, district, and state data were collected and analyzed to assess the second research question, "Did the Collaborative Action Team process have an impact on student success?" The data included attendance, graduation, and dropout rates and standardized criterion- and norm-referenced achievement test scores. The data were collected for 22 CAT sites at baseline, i.e., the year prior to establishment of the CAT, and annually through the 99/00 school year. An analysis of student outcome trends across time were performed to assist teams in developing future actions to improve student outcomes and to provide them with a more holistic picture of student outcomes across the network of CAT sites. Both increases and decreases in the outcome variables were found over time. Whether the implementation of the Collaborative Action Team process impacted these changes is still inconclusive, although a number of school administrators attribute positive changes in student outcomes to the teams' collaborative efforts in their sites.

Attendance rates remained relatively stable within and across the sites in all three cohorts. The first year after the CAT process was implemented, slight increases in attendance were found, on average, across the Cohort 1 and Cohort 2 sites. However, these increases were not long lasting as the following year decreases occurred. A different trend was found for dropout rates across the CAT sites over time. The first year after the CAT process was implemented, dropout rates in all three cohorts, on average, increased; however, for the following three years across Cohort 1 and the following year across Cohort 2, they decreased. Trends in graduation rates across the three cohorts differed once the CAT process was implemented. Across the Cohort 2 and Cohort 3 sites, graduation rates, on average, increased the year the CAT process was implemented and for Cohort 2 increases continued. Varying results were found for the Cohort 1 sites where graduation rates decreased for the first two years the Collaborative Action Team existed. However, the graduation rate the following year exceeded the rates for the previous three years. Over time, changes in standardized achievement scores, both positive and negative, were slight across all three cohorts. On average, the Louisiana CAT sites had the greatest positive change in achievement test scores after the CAT process was implemented.

Several Collaborative Action Teams focused on improving student outcomes through the initiation of programs, such as tutoring, mentoring, and parent involvement programs. This was especially evident in the Cohort 1 CAT sites which may, in part, be due to the longer amount of time the process has been implemented in their sites. Other CAT sites are just beginning to propose actions to improve student outcomes and still others have made initial attempts in this direction. Of significance was the number of school administrators who have attributed increases in attendance, graduation, and achievement test scores or decreases in dropout to the efforts of their team, particularly as a result of the increased parent and community involvement in the schools integral to the process. Although large changes did not occur in the student outcomes over the short timeframe of this project, the main focus for the Collaborative Action Team sites remains to improve overall student success. As one assistant principal in a CAT site described about students on a school event planning team, "The students were much more cooperative than in the past and were able to plan the event without the usual conflicts between classes. Three of the students involved were at the CAT Annual Institute and talked about what they are learning about collaboration. I believe that this had a positive effect on the meeting."

Section 9: Results in the Rural Development Collaborative Action Team Sites

The Southwest Educational Development Laboratory project staff solicited applications for prospective Rural Development Collaborative Action Teams (RD-CAT) in Year 3 (1998) and Year 4 (1999) of the project. Of the 23 total CAT sites, four were designated as Rural Development Collaborative Action Team (RD-CAT) sites to connect school improvement with community development through the implementation of the collaborative process. In addition to meeting the selection criteria to become a Collaborative Action Team site (see pg. 5 for criteria), these four RD-CAT sites also met the following criteria: 1) population under 3,000 and 2) remote location. Two of the sites were selected for Cohort 2 (Mora, NM, and Balmorhea, TX) and two for Cohort 3 (Clayton, OK and Marshall, AR). The teams in all of the sites serve entire school districts.

The implementation of the Collaborative Action Team process in the four RD-CAT sites was similar to that of all of the sites in the CAT project. Each site completed an application and district school administrators signed a *Memorandum of Understanding* endorsing the district's involvement in the CAT project. SEDL project staff met initially with each school community and, after finalizing their selection as RD-CAT sites, provided Start-Up Training and on-going training, consultation, and materials. There were, however, some differences in implementation. For these RD-CAT sites, the project staff provided more extensive information, resources, and technical assistance focused on using the Collaborative Action Team process to integrate school and community development and improvement through strategies such as service and work-based learning.

The four Rural Development CAT sites participated in the research project to assess the sustainability of the collaborative partnerships they developed as a result of the CAT process and their impact on student outcomes. Data were collected on the *CAT Self-Assessment* and the *Collaborative Action Team Research Exit Survey* and from SEDL project staff observations and contacts with CAT members. The Clayton School District CAT entered the project in the Fall of 1999, but by early 2000 the site no longer functioned as a Collaborative Action Team; therefore, some of the data were not collected from this site. A general description and analysis of the data for the RD-CAT sites are reported in this section.

Site Characteristics

Demographics

Marshall School District is located in the Ozark Mountain region of North Central Arkansas. Marshall has a population of 1,318 and a poverty rate of 27%. Mora Independent School District (ISD) is located in a mountainous valley approximately 50 miles north of Santa Fe, New Mexico. Mora has a population of 2,636 and a poverty rate of 30%. Balmorhea ISD is located along the West Texas/Mexico border. It is approximately 70 miles from Big Bend National Park and has a population of 767 and a poverty rate of 36%. Clayton is located in Pushmataha County in a mountain valley in Southeast Oklahoma. Clayton has a population of 638 and a poverty rate of 42%. Two of the RD-CAT sites serve a predominantly Hispanic population, i.e., Mora, NM (78%) and Balmorhea, TX (80%). Marshall, AR and Clayton, OK have a predominantly Caucasian population; however, Clayton also has a 25% Native American population.

Although each of the 4 RD-CAT sites have vast economic problems, Mora, NM is the only one that has been designated by the US Housing and Urban Development Department as an *Enterprise Community*. Through this initiative, Mora has received performance grants and tax incentives to create jobs and business opportunities. The economic distress in all of the Rural Development CAT sites is pronounced, as can be seen in their student populations. For example, the majority of students receive free or reduced lunch services in their schools (see Table 23).

Table 23

Free/Reduced Lunch for RD-CAT Sites

CAT site	% free/reduced lunch
Marshall School District, AR	60
Mora Independent School District, NM	89
Clayton School District, OK	73
Balmorhea Independent School District, TX	71

Types of Schools Served

The four school districts served by the Rural Development Collaborative Action Teams have between one and four schools. The Marshall, AR site includes

one junior/senior high school and one elementary school. The Mora Independent School District consists of one high school, one middle school, and two elementary schools. The CAT in Clayton, OK serves one high school and one elementary school (K-8). Balmorhea ISD has one school for all of its students.

Expected Membership

When asked to list home, school, and community representatives on their application, the four Rural Development CAT sites proposed teams ranging from 5-24 people with an average of 17 participants per team. The sites identified an average of five school, six community, and six home representatives. The sites were not asked to specify student representatives.

Special Programs

At application, data were obtained from the four RD-CAT sites on the presence of special programs in their school(s). Marshall, AR reported the existence of a *Home Instruction Program for Preschool Youngsters (HIPPY)* project and *Head Start* program in their district. Mora, NM indicated they had a *Parents as Teachers* project and a *Head Start* program. Clayton, OK also indicated they had a *Head Start* program. Balmorhea, TX was the only one of the four sites reporting a *Parents as Leaders (PALs)* program in their district.

School Improvement and Collaborative Efforts

All four of the Rural Development CAT sites responded affirmatively, when asked at application, if their districts were engaged in school improvement and if they had been involved in previous collaborative partnerships. They indicated the previous partnerships included:

- School health advisory council
- Campus improvement committee
- Prevention/intervention programs.
- School-to-work initiative
- Site-based committee

Confidence in Starting a CAT

On their applications, the Rural Development CAT sites were asked to rate the level of their confidence in whether their CAT could accomplish various activities. The rating scale for each of the eight questions about confidence ranged from a 4 meaning "high confidence" to 1 indicating "no confidence". On

average, the four sites responded they were more than somewhat confident they could carry out all of the following activities (\bar{M} is the mean rating):

- Put time and energy into the CAT (\bar{M} = 3.50)
- Include a home, school, and community balanced membership (\bar{M} = 3.75)
- Include students as full members (\bar{M} = 4.00)
- Develop a self-reliant CAT (\bar{M} = 3.25)
- Deal with controversy (\bar{M} = 3.75)
- Develop leadership among CAT members (\bar{M} = 4.00)
- Share responsibility for CAT development with all CAT members (\bar{M} = 3.75)
- Secure space, postage, supplies, and refreshments for meetings (\bar{M} = 3.75)

Key Issues, Challenges, and Opportunities

The sites identified the following key issues in their school communities:

- lack of recreational facilities
- gossip
- student cheating
- drugs
- need for more volunteers
- need to upgrade curriculum
- poverty
- parental involvement
- student achievement
- public transportation
- low education level
- raise expectations.

They also identified one or more challenges within their communities, including economic disadvantage, school board failure, high dropout rate, activities for children, and racial division. In contrast to the number of challenges listed on their application, only three sites identified opportunities in their communities to face these challenges. These opportunities included foundation support, alternative agriculture, expanded tourism, development of youth leadership, and recent election results to pass a mill levy and bond issue.

Community Culture

On their applications, Rural Development CAT sites were asked to describe their community culture by rating various factors in the environment. The rating scale for each of the nine questions about community culture ranged from a 4 meaning "widespread" to a 1 indicating "not at all". On average, the sites responded the following factors that might affect the development and success of their CAT somewhat exist in their communities (N is the number of respondents; \bar{M} is the mean rating):

- Community is deeply committed to nurturing children (N = 3; \bar{M} = 2.67)
- Business actively support civic efforts (N = 4; \bar{M} = 2.75)

- Parents have a direct impact on school decisions ($N = 4$; $M = 2.5$)
- All groups in the community are included in decision-making ($N = 2.5$)
- Health and human services are provided in the schools ($N = 4$; $M = 3.00$)
- People are open to learning new ways of doing things ($N = 3$; $M = 3.33$)
- Certain groups are excluded from positions of power and authority ($N = 3$; $M = 1.67$)
- Segments of the faith community are active in community matters ($N = 4$; $M = 2.50$)
- Business and civic leaders work with the schools as equal partners ($N = 4$; $M = 2.75$)

Parent Involvement

Each of the sites indicated their school(s) had some active parent involvement at the time of application. Parents were involved in Title I parent meetings, volunteer tutor and library programs, sports programs, Boy/Girl Scouts, 4H Clubs, Safe Schools program, and Gifted & Talented programs. They also participated on fundraising and school improvement committees.

School District Support

All four Rural Development CAT sites agreed their school district would commit to the following: provide representation at CAT meetings, maintain communication with the people organizing the CAT, participate in CAT activities or events, and provide meeting space and refreshments for CAT meetings. However, two of the four sites indicated the district superintendent was not supportive of the effort.

Getting off the Ground

As mentioned earlier in this report, SEDL project staff provided each site with Start-Up Training to assist them in getting their teams functioning. The Cohort 2 RD-CAT sites (Mora ISD and Balmorhea ISD) received eight hours of training between June and November 1998 from two SEDL staff members. The Marshall School District RD-CAT and the Clayton School District RD-CAT, Cohort 3 sites, received ten hours of training between August and October 1999 from two SEDL staff members. The number of days between the four site's Start-Up Training and their first RD-CAT meeting ranged from 13 to 58 days. All but Balmorhea, TX was able to get off the ground within one month of their initial training.

Sustainability of the Collaborative Action Team Process

CAT sustainability data were collected from home, school, community, and student members of the Balmorhea ISD CAT, the Mora ISD CAT, the Clayton School District CAT, and the Marshall School District CAT to answer the first research question, "Are collaborative partnerships between the school, home and community developed and sustained as a result of the implementation of the CAT process." This data collection began in May 1999 and was completed by October 2000. Four measures were used to assess the sustainability of the collaborative partnerships developed as a result of the implementation of the Collaborative Action Team process in the RD-CAT sites. They were: 1) the *CAT Self-Assessment*, 2) SEDL project staff field notes, 3) the *Collaborative Action Team Research Exit Survey*, and 4) non-structured interviews with team participants (see Appendix C for a copy of the *CAT Self-Assessment* and the *Collaborative Action Team Research Exit Survey*).

Baseline data were collected for the RD-CAT sites; however, the research design was not developed before the Cohort 2 RD-CAT sites were established so accommodations in the collection and analysis of *CAT Self-Assessment* baseline data were necessary. Cohort 2 *CAT Self-Assessment* baseline data were not collected at CAT Start-Up, while data for Cohort 3 were. It was also recognized that the two cohorts had been in existence for differing amounts of time before their baselines were established. This difference in the length of team existence not only varied at baseline for the RD-CAT sites, but throughout the study. As a result, a comparative analysis of *CAT Self-Assessment* data within cohorts was performed, as was an analysis across cohorts but the results are limited by the collection time differences. Further analyses of the impact of this variable were beyond the scope of this study.

At the different data points, varying numbers of respondents completed the *CAT Self-Assessment* (see Table 24). Data were collected on the *CAT Self-Assessment* by SEDL project staff during visits to CAT sites and by phone interview. Since the Clayton, OK site discontinued their Collaborative Action Team meetings and involvement with the project by early 2000, only baseline *CAT Self-Assessment* data were collected.

The *Collaborative Action Team Research Exit Survey* was administered to three of the RD-CAT sites between August and October 2000. Responses to the survey were obtained through a mailing or from on-site or phone interviews

conducted by SEDL project staff. The number of respondents varied across the sites (see Table 24). No *Collaborative Action Team Research Exit Survey* data were collected for the Clayton, OK.

Table 24

RD-CAT Members Completing the CAT Self-Assessment and the Collaborative Action Team Research Exit Survey

Site	Self-Assessment			Exit survey	
	Spring 99	Fall 99	Winter 99	Spring 00	Fall 00
Mora ISD, NM					
Home	2		3	4	3
School	3		3	4	2
Community	2		1	3	2
Students	2		1	4	1
Total	9		8	15	8
Balmorhea ISD, TX					
Home	4		1	3	2
School	4		6	4	4
Community	1		2	3	0
Students	3		1	2	1
Total	12		10	12	7
Marshall School District, AR					
Home		1		3	0
School		8		4	2
Community		5		4	2
Students		3		0	0
Total		17		11	4
Clayton School District, OK					
Home		1			
School		4			
Community		2			
Students		3			
Total		10			
Grand Total	21	27	18	38	19

Comparisons of the data within and across sites were performed using SPSS 10.0 descriptive statistics (means and percentages) and univariate and multivariate Analysis of Variance (ANOVA) procedures on all *CAT Self-Assessment* items in the four stages at data points following baseline. Comparisons of baseline, Time 1, and Time 2 *CAT Self-Assessment* data were

run to assess differences within and across the RD-CAT sites over time in regard to CAT process implementation and sustainability. However, knowing the time between the data collection points and the length of time teams operated differed, additional comparisons were performed to further determine similarities and differences among the RD-CAT sites. Data comparisons across the four representative groups that comprise the teams provided more detail about the RD-CAT sites. Significance was determined using an alpha of .05 for all statistical tests. The issue of sustainability for the Clayton RD-CAT is also addressed in relation to the termination of this team's involvement in the project.

Comparisons within and across sites were also performed on the explanatory responses to exit survey questions as well as on data obtained from interviews with RD-CAT members and SEDL project staff observations (documented in field notes from the time each RD-CAT was initiated). All qualitative data were reviewed, categorized, and analyzed using NUD*IST Vivo (NVivo) qualitative software. Sustainability data in the field notes were categorized and analyzed using the nodes (also commonly referred to as codes) reflective of the core CAT principles.

The results of the quantitative and qualitative data analyses are presented in this section. What has been learned about the implementation and sustainability of the collaborative partnerships for the RD-CAT sites is summarized for each of the team development stages. Further implications from these results are reported in Section 10 of this report.

Team Identification

In the Team Identification CAT process stage, the partnership examines who comprises the team, the team's purpose, and what the members have in common about key issues affecting the school community.

Representative membership on the RD-CAT, including home, school, community, and students, is a basic tenet of the Collaborative Action Team process. To assess sustainability of representative membership over time, team members in the three RD-CATs were asked at the various data points, "Who do you think should or could be team members on your CAT? Who are active members of your CAT, i.e., attend meetings? Who is involved but not active in your CAT, i.e., does not attend meetings?" Team members were also directly asked if representative membership has changed on their team and what impact

this might or might not have made. Additionally, they were asked to describe how much support their RD-CAT will receive from school administration, campus staff, the community at large, parents and other family members, and students.

Who should be on the RD-CAT?

There was no significant difference across time in team members' responses about who should be on their Rural Development Collaborative Action Teams. They all described the need for home, school, community, and student representation. Comparisons across representative groups about who should be on the team did show some significant differences among home, school, community, and student members. In general, students felt significantly less than the other members that health providers, civic organizations, human/social service providers, and business/private industry be represented on the team, ($F(3, 100) = 4.42, p = .006$; $F(3, 100) = 5.58, p = .001$; $F(3, 99) = 5.77, p = .001$; $F(3, 100) = 4.02, p = .01$, respectively).

Who could be on the RDCAT?

Although team members may believe certain representatives should be on the RD-CAT, they do not necessarily feel everyone could be on their teams, i.e., available and/or accessible to be on the Rural Development Collaborative Action Teams. Over time, the RD-CAT team members felt there was little difference about who could be on their team, i.e., availability and accessibility for team meetings, except with regard to the school central office/district staff. From baseline to Time 1, team members felt more strongly that district staff could be on the RD-CAT, ($F(2, 101) = 3.88, p = .024$). There were no significant differences among representative groups in regard to who could be on the RD-CAT.

Who are active on the RD-CAT?

At Time 2, Mora and Balmorhea Rural Development Collaborative Action Team members identified significantly fewer faith community and student members on their teams than they did one year earlier, ($F(2, 100) = 3.77, p = .026$ and $F(2, 100) = 4.65, p = .012$, respectively). Students, significantly more than community team members, responded they feel more faith community are active on their teams, ($F(3, 99) = 2.90, p = .039$). However, students also described feeling significantly less than school team members

that people representing business/private industry are active on the RD-CAT, ($E(3, 99) = 3.02, p = .033$).

Who are involved but not active on the RD-CAT?

Differences across time were significant in relation to team members who are involved but not actively attending meetings. At Time 2, team members across the RD-CAT sites felt more parents/caretakers were involved behind the scenes than one year prior, ($E(2, 99) = 5.39, p = .006$). Principals were seen as significantly more involved in the RD-CAT but not attending meetings at Time 1 ($E(2, 99) = 3.55, p = .033$). From baseline to Time 1, RD-CAT members described significantly more civic organization and student involvement on the team, but not as active members ($E(2, 99) = 3.76, p = .027$ and $E(2, 99) = 6.38, p = .002$). They continued to feel this way about student involvement at Time 2 in comparison to their responses at baseline.

Team membership changes and support

Rural Development Collaborative Action Team members were also asked in the exit survey if representative membership had changed on their team and what impact this might or might not have made. Of the 18 people across the three sites who responded, 12 (63.2%) said yes that the representative membership on their team had changed over time. The responses within teams varied, as did those across the teams. A number of explanations were given as to the impact of these changes on team sustainability, both positive and negative. One respondent commented, "We lost most people after the Start-Up Training and now have a core of 5-7 people. I am concerned about sustainability because of all the meetings (time constraints) and need to make better use of people's time." Another said, "We now have a healthy balance [of team members] at each team meeting."

Additionally, team members were asked to describe how much support their RD-CAT will receive from representatives in the school community (see Figures 34-38). Responses on a Likert scale ranging from a 1 meaning "no support" to a 5 meaning "total support" indicated, on average, that the teams would get somewhat more than average support from school administration ($M = 3.64$), campus staff ($M = 3.14$), the community at large ($M = 3.43$), parents and other family members ($M = 3.64$), and students ($M = 3.43$).

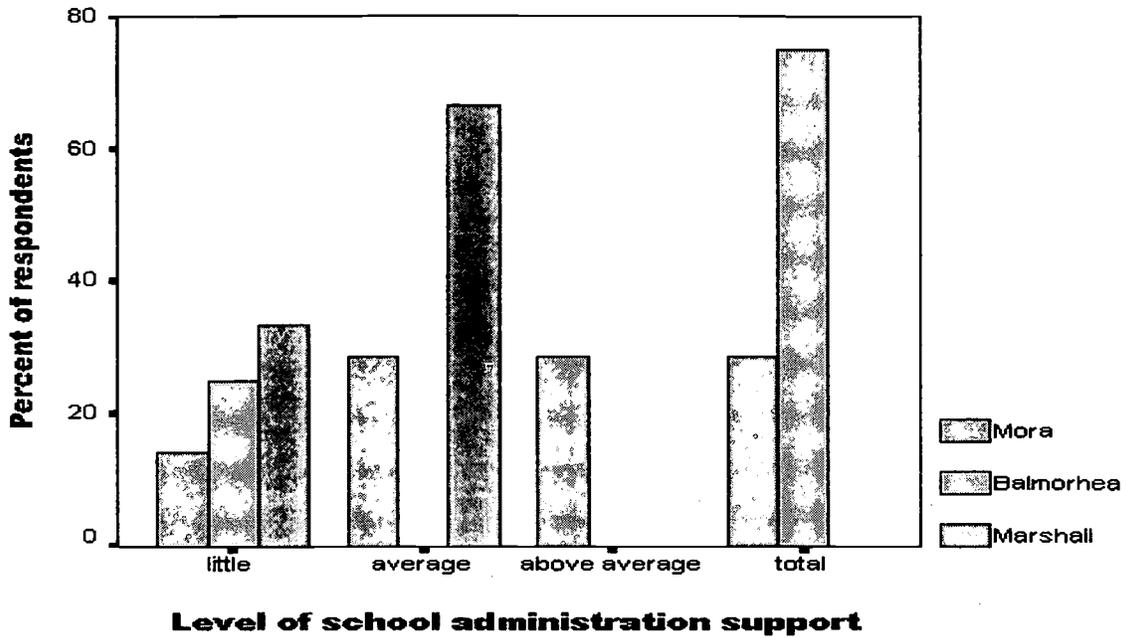


Figure 34. Level of Support from School Administration for Future RD-CAT Sustainability

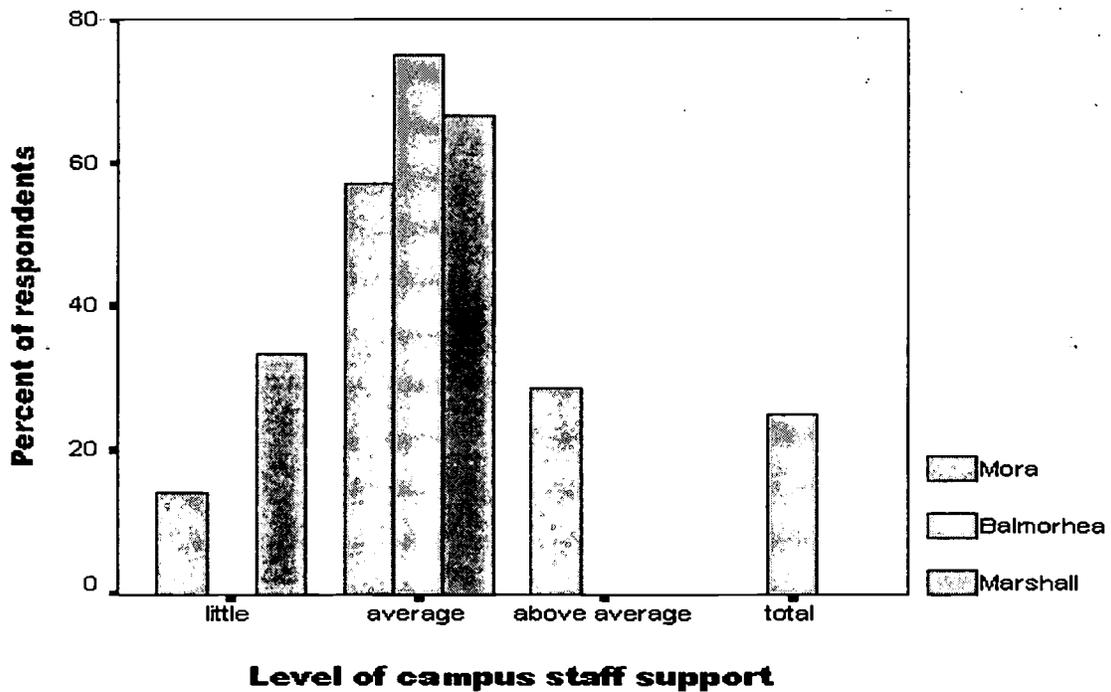


Figure 35. Level of Support from Campus Staff for Future RD-CAT Sustainability

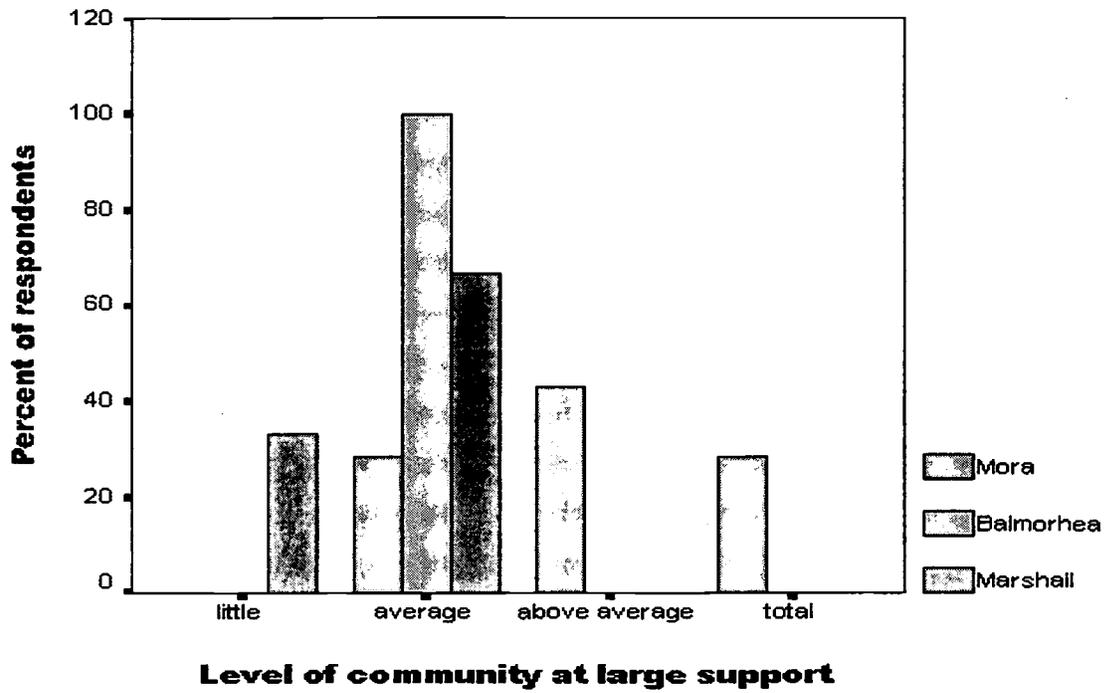


Figure 36. Level of Support from Community at Large for Future RD-CAT Sustainability

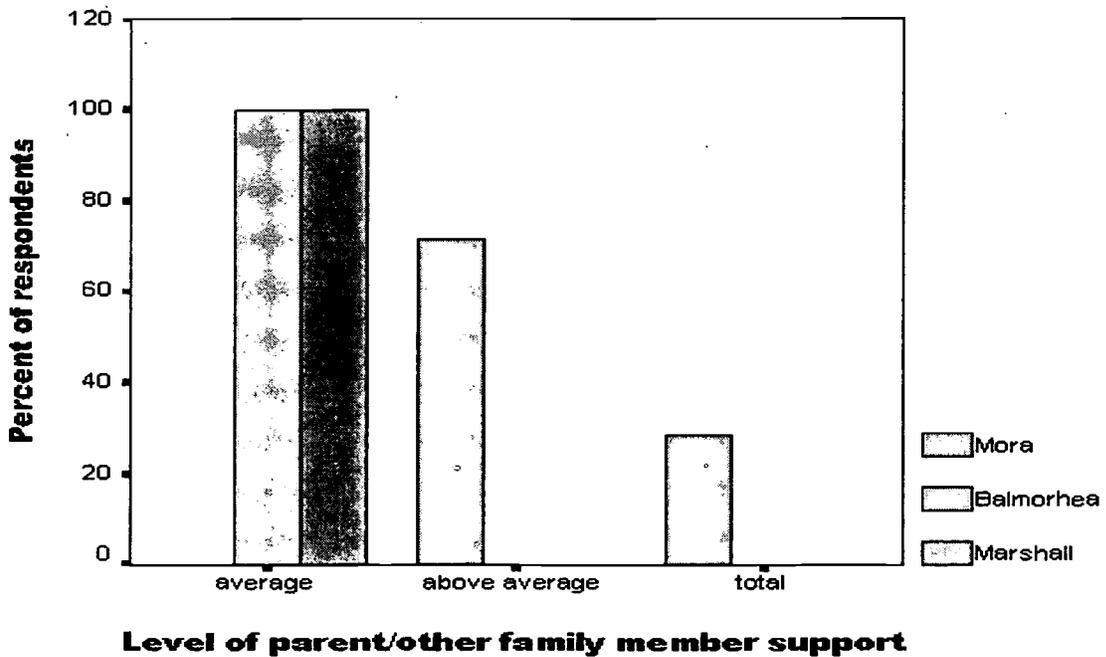


Figure 37. Level of Support from Parents/Other Family Members for Future RD-CAT Sustainability

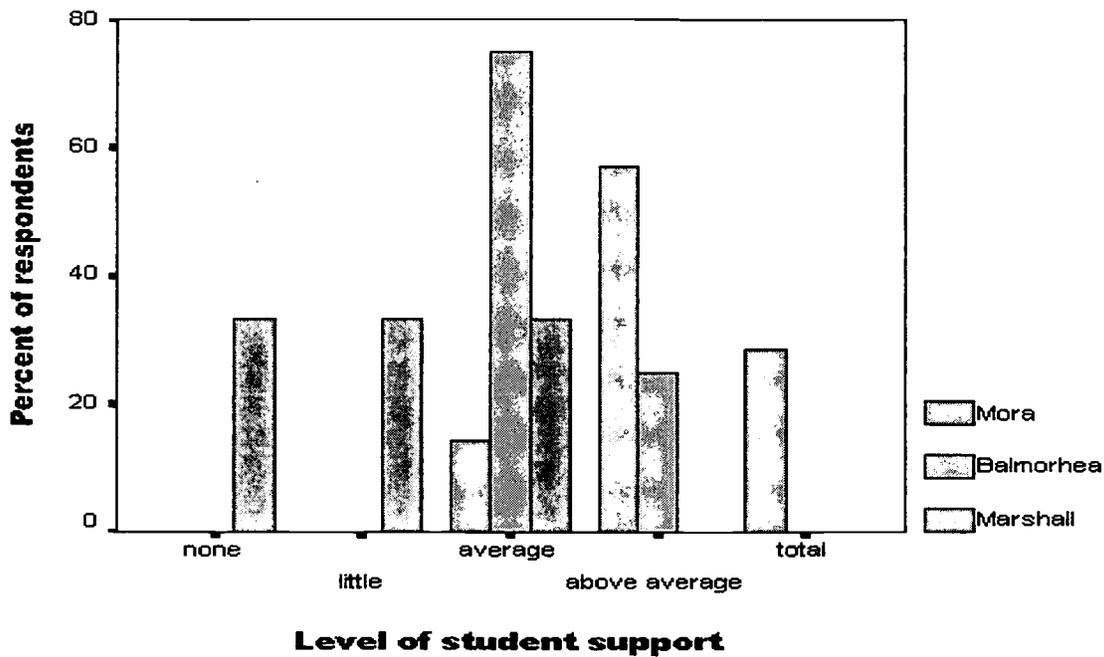


Figure 38. Level of Support from Students for Future RD-CAT Sustainability

Other Team Identification activities

Besides representative membership, other Team Identification activities central to the CAT process were also measured to assess sustainability of the teams over time. The majority of RD-CAT members agreed finding common ground had occurred on their teams. Cohort 2 RD-CAT members responded they had accomplished discussing environmental/ organizational factors contributing to community issues significantly more one year after they were initially asked, ($E(2, 89) = 3.53, p = .034$). They, and the Cohort 3 RD-CAT members, felt their members understood the impact these issues have on results for children, youth, and families significantly more at both Time 1 and Time 2 compared to the responses at baseline ($E(2, 88) = 3.52, p = .034$).

More than 75% of the RD-CAT members believed activities were being accomplished to reinforce consensus building on the team; however, little change, overall, occurred. In Spring 2000, Cohort 2 RD-CAT members identified that everyone on the team actively participated in decision making significantly more than they had in Spring 1999, ($E(2, 89) = 4.03, p = .021$). In regard to establishing communication guidelines, the majority of members felt their teams were accomplishing this CAT process element. Family members, significantly more than school members, believed ground rules for conducting effective meetings were established for their teams, ($E(3, 77) = 3.84, p = .013$).

The majority of RD-CAT members also indicated their team had agreed on a common vision, identified and prioritized community issues, and developed a mission statement. For both cohorts, all activities that comprise these CAT process elements were accomplished significantly more by Time 1 and Time 2, except for all partners supporting the mission statement which had only significantly changed for the Cohort 2 sites (see Appendix D for ANOVA F and p values for Team Identification activities across time). Across both cohorts, team members representing the home, significantly more than community members, felt this one activity had occurred on their teams ($F(3, 82) = 3.00, p = .035$)..

Learnings on Team Identification

Changes in representative membership on the Rural Development Collaborative Action Teams can have an extreme impact on the sustainability of collaborative partnerships in small, isolated rural communities, i.e., from enhancing the partnerships to ceasing their development. Time does not seem to be a factor in maintaining representative membership on the teams; however, over time more people from the school community become involved but do not attend RD-CAT meetings. The presence of school central office/district staff seems to decrease over time, although team members think this can change, i.e., they can get more participation from them in their collaborative efforts. Time is significant in achieving other Team Identification activities. The longer collaboration occurs, the more partners are clear on their purpose and how to come to consensus on key issues.

Team Mobilization

In the Team Mobilization CAT process stage, the partnership explores how the team works together to build a common focus. Members explore an organizational work plan and highlight shared priorities to set the direction for the team's action plan. On average, the majority of RD-CAT members described they have accomplished the activities comprising the following six elements in this stage:

- Identify shared leadership opportunities
- Assume shared leadership responsibilities
- Enhance communication guidelines
- Initiate networking opportunities
- Enhance group decision-making
- Set goals and objectives.

Several activities, at baseline, stood out as having been only minimally accomplished by the RD-CATs. Tasks were not yet matched with individual members' abilities, skills, and strengths and meeting organization, i.e., minutes, agendas, membership lists had not occurred a great deal. The Cohort 2 sites had been meeting for approximately eight months, while the Cohort 3 sites had not yet had a CAT meeting at baseline. When asked on the *Collaborative Action Team Research Exit Survey* how important a stable meeting structure ($M = 3.72$), meeting reminder calls ($M = 3.72$), and distributing written agendas and meeting minutes ($M = 3.67$) are to sustaining the CAT, team members responded they are of somewhat more than average importance, i.e., based on responses to a Likert scale from a 1 meaning "of no importance" to a 5 meaning "of total importance". One community team member described, "Participation wanes because there is no stable structure. It is a priority."

The Cohort 2 sites identified they had accomplished all but one of the Team Mobilization activities significantly more when asked in the Spring of 2000 than when asked one year prior (see Appendix D for ANOVA F and p values for Team Mobilization activities across time). The one activity that did not change significantly over time was "individual members are willing to learn and improve their leadership skills." Key to leadership is facilitation of the Collaborative Action Team. Team members were asked on the exit survey if there had been any changes in team facilitation and what impact this might or might not have had on the team. The majority of the team (73.7%) indicated there had been no change in their facilitation. Two respondents who described facilitation changes on their teams made the following comments:

- "A few facilitators dropped out, but those still involved are committed."
- "Facilitation is not occurring with parents because they're not there continually."

From baseline to Time 1, several activities changed significantly, i.e., were accomplished more at Time 1. These activities included:

- Tasks are matched with individual members' abilities, skills, and strengths
- The team supports ways to develop leadership skills among all members
- A membership list is printed and kept current
- A printed agenda is available at the meeting
- Meeting discussion is structured to accommodate for special needs of members (e.g., translation and child care)
- The team shares information and experiences with others in the partnership
- The diverse perspectives of all members are valued and discussed
- Strategies for resolving conflict are used

- Decisions reflect the viewpoints of all members involved
- Members come prepared to make informed decisions
- The team establishes goals to address the group's priority issues
- Measurable objectives for team goals are written.

Comparing across representative groups, two activities in the Team Mobilization stage were found to have significant difference. Students on the Rural Development Collaborative Action Teams, significantly more than school members, felt that existing systems of communication were being linked between collaborating agencies/organizations by the CAT ($F(3, 67) = 3.15, p = .031$). Additionally, family members, more than community members, believed that all partners support the goals and objectives of the team, ($F(3, 79) = 2.81, p = .045$).

The issue of communication and action taken on goals and objectives were also included in questions on the *Collaborative Action Team Research Exit Survey*. Rural Development Collaborative Action Team member responses about the impact of communication on the sustainability of the team were provided based on a Likert scale with a 1 meaning "of no importance" to a 5 meaning "of total importance". A somewhat high rate of importance was given to using word of mouth about the CAT and average importance to getting newspaper/media coverage, ($M = 3.83$ and $M = 3.06$, respectively). One community team member commented, "Newspaper or other media coverage has not yet occurred, but [it] is important for the future of the team." In regard to team member contact between meetings, RD-CAT members felt this means of communication was more important ($M = 4.11$).

Responses to the exit survey question on team goals and objectives received varying responses from RD-CAT members. Fourteen of the respondents (63.2%) reported their teams have goals for the future. Many of these goals (47.6%) were projected to be achieved in seven months to one year, while the next most frequent timeframe for goal attainment was three to six months (19%). Some goals were more long-term, i.e., accomplished in one to two years (14.3%) and two or more years (14.3%). Others were very short-term, i.e. accomplished in one to three months (4.8%). The diversity of goals described ranged from large-scale endeavors, such as establishing a family or community center, creating a publishing house, and making curriculum more culturally relevant, to smaller goals, such as sponsoring a Career Day or writing a grant.

Learnings on Team Mobilization

Time does play a role in the accomplishment of Team Mobilization activities, i.e., the more the collaborative partnerships exist, the more that gets accomplished, particularly in the eyes of home and student team members. Although shared leadership is thought to be important to collaboration in these small rural communities, many people do not seem willing to take on leadership roles. People in these isolated communities see talking to one another as true collaboration, whereas using technology and the media is not as important.

Project Development

In this CAT process stage, the partnership outlines an action plan and reviews and refines it to reflect specific tasks and activities to be completed. This stage emphasizes the involvement of the whole team in carrying out the work specified in the action plan. The elements in this CAT process stage are:

- Determine roles and responsibilities
- Develop resource strategies
- Expand networking opportunities
- Plan activities, tasks, and timelines
- Recognize individual contributions
- Encourage new individual roles and responsibilities.

On average, the majority of the RD-CAT members responded their teams accomplished the activities associated with determining roles and responsibilities, developing resource strategies, and expanding networking opportunities. Two activities within these elements, however, were not seen as having been accomplished much at baseline. They were identifying funding sources for partnership activities and networking beyond the local community. When asked on the exit survey to describe if the recognition/importance of their RD-CAT changed over time, 42.1% of the team members reported it had increased. Fewer said it had fluctuated (31.6%), even less said it had remained the same (15.8%), and only 5.3% felt it had decreased. Some of those who responded the recognition/importance of their team increased explained:

- “More people are aware of the CAT.”
- “People ask about it. Parents have joined because of word of mouth.”
- “People in school know who [the] CAT is and what it represents.”
- However, several others noted:
- “People don’t recognize us. We’re not high profile.”

- “[We get recognition] depending on projects and activities. [The] CAT as a whole has not been very recognized. Some activities lead to growing recognition.”
- An assistant superintendent at one of the RD-CAT sites commented:
I think when we first started certain people saw us as another group wanting to demand political actions, and dictate to the schools and community how things should be done. After we have been involved in various activities for the schools and community I feel this view has changed to us being associated as a caring team of people wanting to cause positive living conditions, for all people in our community, and wanting to serve as contributors rather than demanding change. I feel this has really opened the doors to school administrators and teachers, and politicians to seek our help for certain projects.

The Cohort 2 sites identified they had accomplished all of the activities outlined in the CAT process related to the Project Development elements significantly more when asked in the Spring of 2000 than they had in the Spring of 1999 (see Appendix D for ANOVA E and p values for Project Development activities across time). From baseline to Time 1, a number of activities changed significantly, i.e., were accomplished more at Time 1. These activities included:

- Ways to find resources are discussed in team meetings
- Funding sources for partnership activities to implement the action plan are identified
- Team networks have expanded beyond the local community
- Tasks for members are outlined in an action plan to achieve team objectives
- The action plan outlines specific activities to complete tasks
- Beginning and ending dates are established for each task
- Ways to recognize and celebrate individual achievements are part of the partnership meetings
- Group and individual accomplishments are publicized in the community
- Team supports personal growth of individual members
- A nurturing environment for risk-taking exists within the partnership
- School and community partners include all members in appropriate staff development activities
- The partnership develops a leadership pool through mentoring/coaching.

There were no significant differences among representative groups, i.e., home, school, community, and student members, regarding the Project Development stage activities.

Learnings on Project Development

As time passes, more gets accomplished toward developing action plans and increasing team recognition. Although networking increases, the Rural Development teams seem to have greater difficulty in this area. Additionally, these small, isolated teams see fewer funding opportunities and seem to be challenged when it comes to developing funding strategies for their collaborative efforts.

Project Implementation

In this CAT process stage, members carry out the tasks and activities specified in the action plan with an emphasis on maintaining the team's common focus and everyone's participation. The elements that comprise this stage are:

- Implement action plan
- Support new individual roles and responsibilities
- Conduct evaluation
- Practice and promote collaborative teamwork

The majority of team members did not feel many Project Implementation activities had occurred at baseline. The activities the majority of the team members did feel had occurred at baseline included:

- Tasks are carried out by team members
- Timelines are followed or adjusted as needed
- The partnership takes full responsibility for ongoing development of the CAT
- Members work productively together.

From baseline to Time 1, both cohorts identified all of the Project Implementation activities had occurred significantly more by Time 1 (see Appendix D for ANOVA F and p values for Project Implementation activities across time). The Cohort 2 sites described continued activity accomplishment of all activities in the CAT process related to the Project Implementation elements. When asked in the Spring of 2000, team members responded they had accomplished the activities significantly more than they had one year prior. There were no significant differences among representative groups, i.e., home, school, community, and student members, regarding the Project Implementation stage activities. One of the most critical areas in the Project Implementation stage is follow through on planned action. On the exit survey, all team members identified their opinion about the importance of taking action on planned goals in order to sustain their team. The majority (57.9%) stated it was of total

importance. Fewer (26.3%) indicated it was of above average importance, and only 10.5% felt it was of average importance.

Learnings on Project Implementation

Although over time more activity toward project implementation occurs, this is the stage of team development that requires a good deal of time for small, rural teams to accomplish. Follow through on planned action is seen as extremely important, but may be the barrier to activity accomplishment for partners in these isolated communities.

Managing Transitions

The four Rural Development Collaborative Action Teams started at a point where many concerned people representing the home, school, community, and students had a solid belief in partnering to effect change for students and their families in their school communities. Some of the transitions the RD-CATs faced to get their teams off the ground might have deterred others right from the beginning, i.e., two superintendents were not initially supportive of the implementation of the CAT process. However, the teams had high confidence and enormous resolve to see collaboration work. Three of the four teams continued to progress through a myriad of transitions in their schools, homes, and communities. When asked at the beginning of the 00/01 school year if their team will continue in the future, 78.9% said yes and the others were not sure.

School Administration Transitions

Data were collected to provide a more in-depth picture of the past, present, and future transitions facing these Rural Development teams. When asked on the exit survey about transitions in school district and campus administration, 42.1% of RD-CAT members from Balmorhea, Marshall, and Mora reported changes had occurred. On average, the changes were positive, i.e., greater support of the team and collaboration in general. One school team member described it this way, "[District] administration is [now] more open to parental input versus feeling threatened by input."

Funding Transitions

Although the Collaborative Action Teams are voluntary and they receive no project funds, financial support is constantly being sought from the school

community and other entities. The school systems affiliated with the RD-CAT often provide financial assistance via postage, phone use, and space for meetings. Some teams get more support, others less. Therefore, a question about changes in school funding was also asked on the exit survey. The majority of RD-CAT members (63.2%) indicated they are not aware of funding changes. Of the 21.1% who did report changes had occurred, most were concerned with funding losses and others were excited about new grants. As one community team member noted, "We've lost money, not directly related to the team but everything impacts the team. It's discouraging. We need more government funding to get more energy into [our] schools." Another community member commented, "Additional funding will help us get things done." One of the school representatives emphasized how grants will help to sustain the teams.

Clayton School District RD-CAT

Unfortunately after only a few months, the Clayton School District RD-CAT was unable to overcome these and other challenges and transitions in their small community. Clayton, however, started out strong. They involved key players from the beginning and quickly established their mission, vision, and goals. In no time, they began to implement an action plan. Overall, the team members seemed to work well together and show an interest in bringing about change in their school community. They were particularly skilled at involving students as team participants and leaders. However, shortly after the Collaborative Action Team process was implemented in Clayton, several events impacted the momentum of this team. First, the community voted not to renew the contracts of both the district superintendent and high school principal. These two administrators were key supporters and initiators of the RD-CAT. Additionally, another core team participant, the elementary school principal, went on health leave for an extended period of time. The members remaining on the team tried to accomplish the various actions to achieve their goals, take on tasks normally the responsibility of the school members who were no longer around, recruit new partners from their school community, and continue to manage their daily lives. The RD-CAT members found they, and the resources in their small community, were simply spread too thin to make the team a priority.

The result was the team was not able to "recharge" and ceased to meet by the end of 1999. They ended their involvement with the project in early 2000. Individual team members told SEDL project staff they would use what they learned from the trainings and technical assistance to help them in their other endeavors to bring about change. It is the opinion of the SEDL project

staff that had the Clayton RD-CAT been a part of Cohort 1 or Cohort 2, they would have survived the leadership transitions and would continue to move forward. However, with the ending of SEDL's Collaborative Action Team project and the team's early loss of momentum, it does not seem likely this team will revive its previous enthusiasm or structure.

Future Technical Assistance

As the teams face the end of SEDL's Collaborative Action Team project, they have, on average, expressed a need for or an ability to find other resources similar to those SEDL has provided. Specifically, RD-CAT members feel they will need to find resources to train members about collaboration (57.9%) and to be facilitators (52.6%). The majority of members (52.6%) also think they will need to find resources for on-going technical assistance, while fewer see the need for resources to identify funding and program opportunities or to help them evaluate their team (47.4% each). One community member expressed, "Parent involvement fluctuates. Parents feel outside resources are more expert than internal elements." A home representative agreed and stated, "Outside help would be nice." Another community member did not see the need to find on-going technical assistance because "We have enough with the *Guide* and it all hinges on commitment anyway." This member was referring to the project's *Creating Collaborative Action Teams Guide*. A school team member suggested the team could become part of a listserve or make more use of the Internet to find information and resources SEDL project staff currently provide.

Improvements Made

It is evident from the analyses all of the data on sustainability, the Rural Development Collaborative Action Team sites, on average, have made progress but still have much to accomplish. Team members were able to articulate improvements they feel their teams have made for students and their families in their school community, while also describing barriers and challenges. However, it is the improvements they dwelled upon and believe are the basis for their team's sustainability in the future. These improvements include wide-range changes in which students and parents are more involved in decision-making to school communities discussing educational reform in their schools.

Team members identified that students have become more involved in community activities, helping community agencies, and tutoring/mentoring programs. Additionally, as a result of their involvement on the Collaborative

Action Team, students have become more familiar with resources in their communities and participated in School-to-Work programs. One of the School-to-Work programs was initiated with the help of the members of the RD-CAT.

Heightening parent and community involvement and communication with the schools was a common improvement the RD-CAT sites described. One community team member described, "The team is bringing in new people from all over our community." Another home representative commented, "Our CAT has helped to break barriers between the community and school. It has helped parents become more comfortable coming into the schools and interacting [with school staff]." A school member in another RD-CAT site also described this improvement this way, "Our parents seem to feel more relaxed and confident when visiting our schools. There has been an increase in parents visiting during our open house activities district wide. Community and parents are supporting our efforts to develop a football field with a track where this facility can be used by all [of] the members of our community." As one community team member stated, "Informal community communication is now taking place. Entities are talking with one another especially about traditions and customs that they didn't do before in our schools. Now it seems alright to talk about things in the community and bring them into the classroom."

Student Outcomes

As the Rural Development teams implemented the Collaborative Action Team (CAT) process, answers were sought to the second research question, "Did the Collaborative Action Team process have an impact on student success?" Annual student attendance, graduation, and dropout rates and standardized criterion- and norm-referenced achievement test scores from the school system affiliated with four RD-CAT sites were collected for one year prior to establishment of the team through the 99/00 school year, as available and appropriate. The data were gathered from the four State Departments of Education; however, some of the data were only available through the local school districts. A baseline of student outcomes was established and a descriptive comparison of like variables was completed at each data point.

Members on the Rural Development Collaborative Action Teams felt improving student outcomes was important and one of the main reasons they implemented the CAT process; however, they did not specifically focus their actions on this goal. As a result, an analysis of positive and negative trends in student outcomes across time was performed to assist teams in developing

future actions to improve student outcomes and to provide them with a more holistic picture of student outcomes across the network of CAT sites.

Attendance Trends

Student attendance rates varied across the four Rural Development Collaborative Action Team sites, although all were higher than 92% (See Figure 39). Attendance fluctuated in the one school in Balmorhea ISD over the three years from 97/98-99/00. The school had a decrease in attendance the year prior to the implementation of the CAT and then increased over the next year. In the Mora ISD schools for the two years data were available (98/99-99/00), the attendance rate increased. Data were unavailable for the school year prior to the team's development (97/98). The trend in the Cohort 3 RD-CAT sites was different than for the Cohort 2 RD-CAT sites. Clayton School District attendance remained constant for the year the team first got implemented; however, it must be noted that the Clayton team did not function as a Collaborative Action Team for long in the 99/00 school year. The Marshall School District attendance rate was higher the year prior to the implementation of the CAT than for the following year.

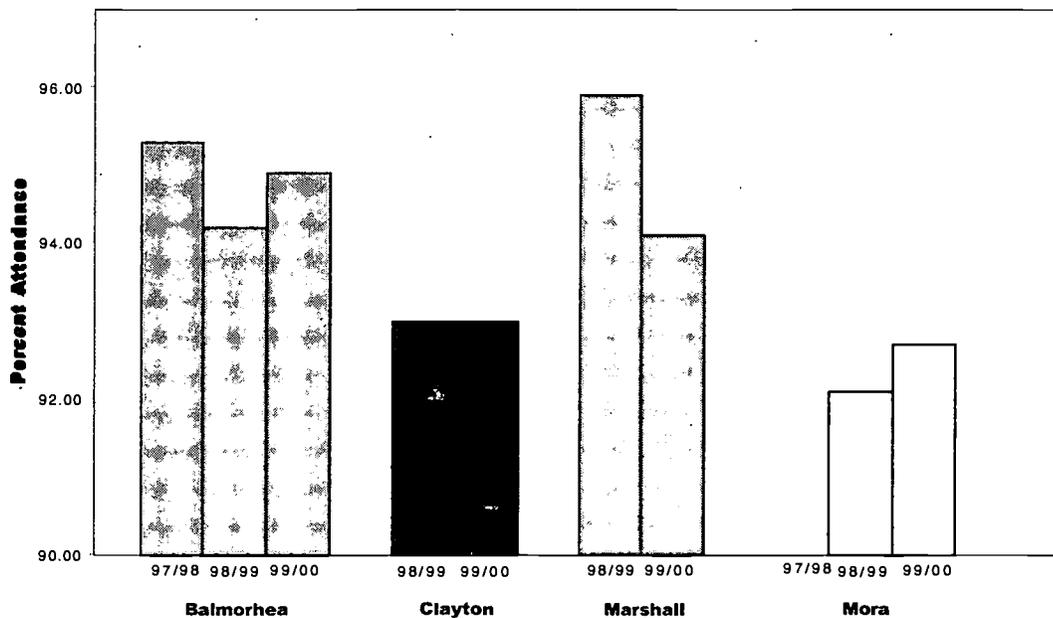


Figure 39. RD-CAT Site Student Attendance Comparisons Across Time

Comparisons on attendance between the RD-CAT sites and their respective states could only be completed for the Balmorhea, TX and Marshall, AR sites since New Mexico does not collect state data for attendance and Oklahoma state data were not yet available. In regard to Balmorhea ISD, their

attendance rate was the same as the state (95.3%) the year prior to the team's existence. During the first year of the Balmorhea RD-CAT, the site's attendance was 1% less than the state's. Texas education data were not accessible for 99/00. The year prior to the Collaborative Action Team's implementation, Marshall School District had a slightly higher student attendance rate than the state, 95.9% and 95.6% respectively. Both the district and state attendance rates decreased the following year, but more significantly, Marshall's percent attendance fell below the state rate.

Learnings on Student Attendance

The student attendance trends for the RD-CAT sites were inconsistent, i.e., both positive and negative, from the year prior to each team's existence to the current school year. Therefore the results from the quantitative analysis are inconclusive as to whether the implementation of the Collaborative Action Team process made any real impact on student attendance in these sites.

Dropout Trends

For the data available, dropout rates for the RD-CAT sites have generally increased, except for Mora ISD in which the dropout rates steadily decreased (see Figure 40). In the Cohort 2 Balmorhea, TX site, the dropout rate increased the year the CAT process was implemented, but data were not available for the following year. Dropout rates for the two Cohort 3 sites increased from the year prior to the team's existence to the year the CAT process was implemented.

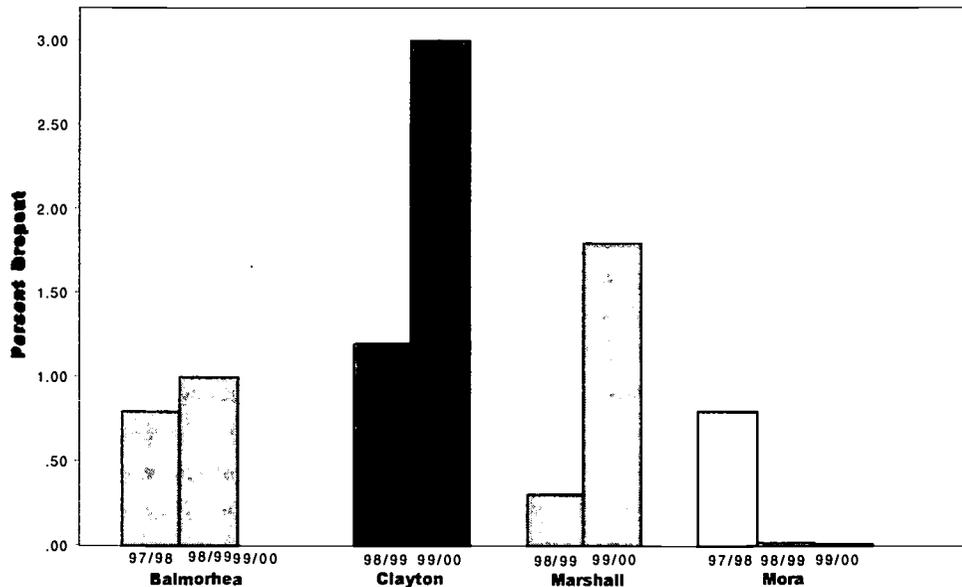


Figure 40. RD-CAT Site Student Dropout Comparisons Across Time

Averaging the dropout rates over time for the Rural Development Collaborative Action Team sites, it was found their rates were below their respective state dropout rates (see Table 25).

Table 25

Comparison of RD-CAT Site and State Student Dropout

	Cohort 2				Cohort 3			
	Mora Schools	NM	Balmorhea Schools	TX	Marshall Schools	AR	Clayton Schools	OK
97/98	.8	7.1	.8	1.6				
98/99	.02	7.0	1.0	1.6	.3	3.2	1.2	5.1
99/00	.01	N/A	.00	N/A	1.8	3.2	3.0	N/A

Learnings on Dropout

More often than not, the student dropout trends in the Rural Development Collaborative Action Team sites from the year prior to each team's existence to the current school year, were negative, i.e., dropout rates increased. However, the results are still inconclusive as to whether the implementation of the Collaborative Action Team process made any real impact on student dropout.

Graduation Trends

Graduation rates for the Rural Development CAT sites fluctuated from 97/98-99/00 (see Figure 41). From the year prior to the implementation of the Collaborative Action Team process to the first year of the Collaborative Action Team, Balmorhea ISD had an increase in its graduation rate. The following year the district had a 15% decrease. Mora ISD had the opposite occur, i.e., fewer graduates the year prior to Collaborative Action Team implementation than the following year. Graduation in the Marshall School District decreased from the year before the team began and in Clayton, OK it increased.

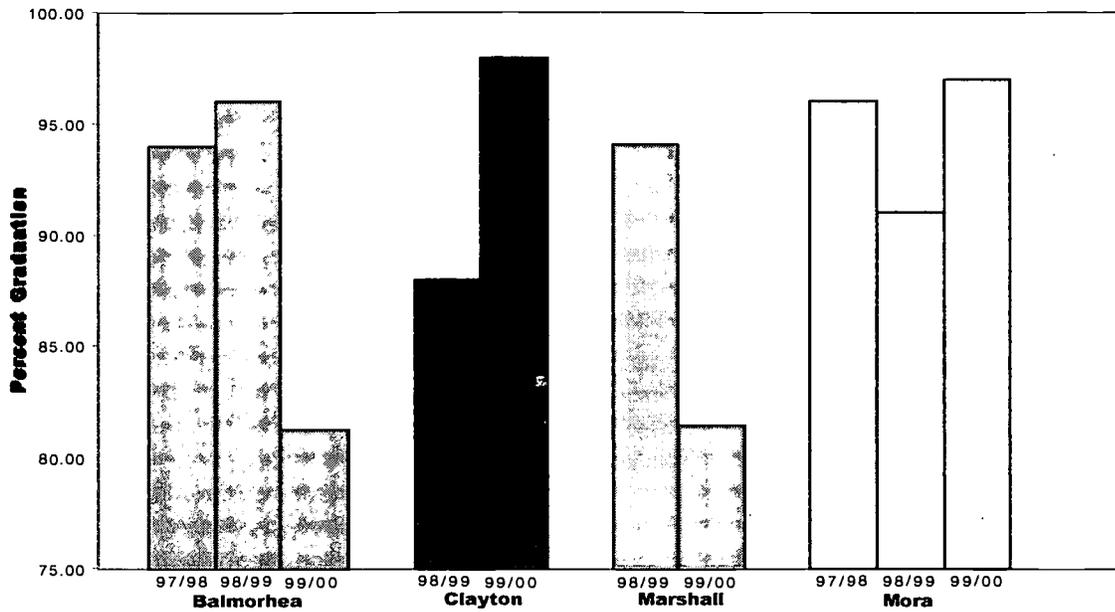


Figure 41. RD-CAT Site Student Graduation Comparisons Across Time

Averaging the graduation rates over time for the RD-CAT sites, it was found their rates were above or the same as their respective state dropout rates (see Table 26).

Table 26

Comparison of RD-CAT Site and State Student Graduation

	Cohort 2				Cohort 3			
	Mora Schools	NM	Balmorhea Schools	TX	Marshall Schools	AR	Clayton Schools	OK
97/98	96	90	94	91				
98/99	91	91	96	96	94.1	92.2	88	74
99/00	97	N/A	81.3	N/A	81.5	81	98	N/A

Learnings on Graduation

Similar to the student attendance and dropout trends, the graduation trends in the RD-CAT sites were inconsistent, i.e., both positive and negative, from the year prior to each team's existence to the current school year. Therefore the results from the quantitative analysis are inconclusive as to whether the implementation of the Collaborative Action Team process made any real impact on student graduation.

Standardized Achievement Test Scores

Some of the Rural Development Collaborative Action Team sites took norm-referenced standardized achievement tests, some took criterion-referenced tests, and others both. Mora ISD students were administered the norm-referenced test, the *Comprehensive Tests of Basic Skills* (CTBS5/Terra Nova Plus; CTB McGraw-Hill, 1996) and the criterion-referenced test, the *New Mexico High School Competency Exam* (State of New Mexico Department of Education, 1993). Balmorhea ISD students only took the criterion-referenced test, the *Texas Assessment of Academic Skills* (TAAS; Texas Education Agency, 1990). The norm-referenced test, the *Stanford Achievement Test, Ninth Edition* (SAT-9; Harcourt Brace Educational Measurement, 1996) was given to Marshall School District students. They were also tested through the *Arkansas Comprehensive Testing, Assessment and Accountability Program* (ACTAAP). Clayton School District students took the norm-referenced test, the *Iowa Tests of Basic Skills* (ITBS; Hieronymous, et al., 1996) and the criterion-referenced test, the *Oklahoma Core Curriculum Test* (OCCT; Oklahoma Department of Education, 1995). Comparisons of the RD-CAT sites in the five regional states were not completed since standardization across the tests administered was not possible.

Students in New Mexico were administered the CTBS5/Terra Nova in grades 4 and 6, consistently from 97/98-99/00. The scores on the CTBS5/Terra Nova for 4th grade in Mora Independent School District decreased between 97/98 and 98/99 and were lower than the state scores for the same years (see Table 27). In contrast, scores for Mora ISD students in the 6th grade improved between 97/98 and 98/99 and were higher than state scores for the same years. No district data were available for the CTBS5/Terra Nova for 99/00.

Table 27

CTBS5/Terra Nova Test Scores for Mora ISD and State

School year	4 th Grade		6 th Grade	
	Mora Schools	New Mexico	Mora Schools	New Mexico
97/98	41	51	46	45
98/99	38	53	51	47

The *New Mexico High School Competency Exam*, the State's criterion-referenced test, was given to students in the 10th grade. The percent of students passing the test in the Mora district increased from 97/98-98/99 and was 12.5% higher in 98/99 than the state average and 18% higher in 99/00 (see Table 28).

Table 28

Percent Passing New Mexico High School Competency Exam for Mora ISD and State

School Year	10 th Grade	
	<u>Mora Schools</u>	<u>New Mexico</u>
98/99	96	84
99/00	100	82

Marshall, AR students in grades 5, 7 and 10 were administered the SAT-9 (see Table 29). Overall in 98/99 and 99/00, more students in the Marshall School District scored at or below the 25th percentile than students across the state, except for 5th grade students in 99/00 and 7th grade students in 98/99. In 98/99, 23% more of Marshall's 5th grade students scored at or below the 25th percentile than statewide. More Marshall students passed the SAT-9 the following school year, increasing the percent difference to 61 between the Marshall students and students across the state. The margin of difference was less between 6th grade Marshall students and students all over the state for both years (98/99 and 99/00).

Table 29

SAT-9 Percent Passing for Marshall School District and State

School Year	5 th Grade		7 th Grade		10 th Grade	
	Marshall	AR	Marshall	AR	Marshall	AR
98/99	26	20	24	20	27	17
99/00	11	28	31	29	31	29

During the 99/00 school year, the reporting of the SAT-9 scores in Arkansas changed from percent passing to percentile scores, i.e., a score of 54 for the 5th grade means that on average, 5th graders in Marshall performed better than 54 percent of students nationally (see Table 30). Marshall students

in the 5th grade scored better than students across the state on the SAT-9 in 99/00; however, students in the 7th and 10th grades scored below the state percentile. Data were only available for the 99/00 school year for Marshall students in the 4th grade who took the Arkansas criterion-referenced tests. On both reading and math, Marshall School District's scores (78 and 70, respectively) were higher than for students across the state (74 and 59, respectively).

Table 30

SAT-9 Percentile Scores for Marshall School District and State

School year		SAT-9 percentile rankings		
		5 th grade	7 th grade	10 th grade
99/00	District	54	48	44
	State	48	50	49

Although Clayton School District Rural Development Collaborative Action Team did not function for long, student outcome data for 98/99 were gathered for the district and the state of Oklahoma. Clayton students in grades 3 and 7 were administered the ITBS. The district's percentile rank for 3rd grade students (38%) was well below the statewide rank (66%); however, the gap lessened between the district (56%) and state (59%) rankings for students in the 7th grade. Students in Clayton School District in grades 5, 8, and 11 took the OCCT. Scores for both reading and math were lower for Clayton students than for students across the state in 98/99 (see Table 31). Data for the 99/00 school year were not yet available for the norm- or criterion-referenced tests.

Table 31

Percent Passing OCCT for Clayton School District and State

School year			OCCT percentile rankings		
			5 th grade	8 th grade	11 th grade
98/99	Reading	Clayton	70	76	69
		State	80	81	75
98/99	Math	Clayton	80	64	53
		State	85	75	60

Learnings on Student Achievement

The student achievement trends in the RD-CAT sites from the year prior to each team's existence to the current school year were also inconsistent, i.e., both positive and negative. Whether the implementation of the Collaborative Action Team process made any real impact on student achievement cannot be fully determined.

Summary

Four Rural Development Collaborative Action Teams were selected to participate in the research project, two in Cohort 2 (Balmorhea, TX and Mora, NM) and two in Cohort 3 (Clayton, OK and Marshall, AR). Each of the sites is a small, remote rural community in which school improvement and community development are acutely interconnected. The four school communities face many challenges, especially economic disadvantage and low student achievement, but together representatives from the home, school, and community have joined with students as equal decision-makers to elicit change. Each site initially gathered representative membership for their collaborative teams; however, over time, losses in membership occurred. In three of the RD-CAT sites, these losses served as a transition to a new beginning, resulting in a core group of committed people who have taken action to improve results for students and their families in their community and continue to do so. The Clayton, OK was less fortunate and could not make the transition. As a result, their Collaborative Action Team functioned for only a few months and then they chose to terminate with the project.

Significant progress in team development was seen over time, particularly in relation to networking, equality among the groups, and taking action on planned goals and objectives. However, the progress in the Rural Development Collaborative Action Team sites seems to take longer than for other CAT sites throughout the region. The factors related to this difference were not specifically studied in this research; however, team membership and sharing of leadership arise as issues to be considered.

After the implementation of the Collaborative Action Team process, the RD-CAT sites did not give much focus to student outcomes, and in particular connecting improvements for students to community development. The priorities these small, isolated sites chose to work on were more similar to those in many of the other CAT sites across the region, i.e., increased parental and

community involvement in the school. Like the other non-Rural Development CAT sites, students became more active in their communities and increasingly took on leadership roles which team members see as a result of increased student involvement in the collaborative partnerships that were developed. Also, parents and the community-at-large did become more active in the schools and in educational reform in the RD-CAT sites. The relationship between increased student, parent, and community involvement with the schools may be the key to future progress toward improving student outcomes in the RD-CAT sites. Most notably, members of the school community are now more aware of the impact of collaboration and plan to sustain the partnerships they have developed to continue effecting change.

Section 10: Implications and Recommendations

Substantial progress was made toward the development and utilization of collaborative partnerships between family members, school personnel, community representatives, and students as a result of the implementation of the Collaborative Action Team (CAT) process. The majority of these partnerships were sustained for 1-4 years, i.e., adhered to the CAT process and conducted CAT meetings, and plan to continue in the future. In most of the 23 project sites across the Southwestern region, numerous goals were accomplished and improvements made for students and families; however, those goals specifically related to improving student outcomes, such as achievement scores and attendance, graduation, and dropout rates, have yet to be realized. In order to accomplish these changes, more time, attention, and support must be given to these goals using the current structures for continued collaboration.

Team members described improvements their Collaborative Action Teams made for students and their families in their school community, while also noting barriers and challenges. They believe the basis for their teams' sustainability in the future is these improvements. These improvements include wide-range changes in which students and parents are more involved in decision-making to school communities discussing educational reform for their schools. As one school member commented, "The CAT was the catalyst to get things going. Many programs are now self-sustaining and the CAT is no longer involved." This comment reflects one of the major implications from the Collaborative Action Team project research – collaboration is a process not just a team meeting. The partnerships developed through the CAT process are the most critical to sustain, while the team meetings provide a structure in which to establish these partnerships.

Main Effect of Time

Time was the most crucial factor in sustaining collaborative partnerships and in taking action to make improvements for students and families. Collaboration does not happen overnight; it is a lengthy process. As time progressed, so did the collaboration. In general, it took approximately one school year for team members to begin to identify significant progress in the implementation of the Collaborative Action Team process and for short-term goals to be accomplished. Time was needed in order to build the trust, relationships, and networks, among team members themselves and with outside

sources, necessary for collaboration to exist and be sustained. And although teams faced challenges, including internal and external conflicts and changes in support and membership, they, more often than not, demonstrated these challenges could be overcome in time.

One of the reasons teams were able to overcome these challenges was the personal growth that occurred over time in individual team members, particularly those trained as Collaborative Action Team facilitators. In particular, parents and students became more empowered and were recognized as equal decision-makers in the collaborative process. As time passed, their strengths and assets, as well as those of other members of the Collaborative Action Team, were seen as increasingly important to the development of collaboration in their school community. Further, as individuals became more knowledgeable and secure, they took on leadership roles traditionally given to established school and/or community leaders. School administrators, over time, were also able to see the positive impact increased parental involvement had on getting broader support for school change and accomplishing some of their own administrative goals.

Time was also an important factor in the team members' understanding of the Collaborative Action Team process and their adherence to the four core principals: representative membership, shared leadership, consensus decision-making, and action focus. The training, technical assistance, and evaluation provided by the SEDL project staff helped team members become more and more familiar with the collaborative process over time. Repeated efforts to help participants feel comfortable with and use the various activities comprising the process were necessary. Most of the teams followed a linear path, i.e., accomplishing activities first from the Team Identification stage and last from the Project Implementation stage. Some of the Collaborative Action Team process activities were not easily understood and others were not used in building the collaborative partnerships. As a result, activities were changed, added, and deleted to develop a more user-friendly set of written materials to guide teams through the process. Although the team members' level of understanding about and use of the collaborative process increased, as did their skills and value in the community, they and the SEDL staff felt more time, particularly around the use of these new materials, was needed for greater results to occur.

In addition to time, other factors specific to team development were found to influence the effectiveness and sustainability of the collaboration.

These included: consistency in team structure, representativeness, facilitated leadership, shared responsibility, cohesion among partners, support for collaboration, and taking action.

Consistency in Team Structure

Regularity and stability was key to sustaining collaborative team meetings. Teams that established a specific time and location had better meeting attendance and were better able to sustain their membership. Although some flexibility was needed to accommodate for special needs, i.e., student attendance, event planning, and work schedules, it was best when this flexibility was held to a minimum. Additionally, meetings were more effective when they were no longer than 1 – 1 1/2 hours and adhered to a designated timeline. Meeting organization, including sending notices at least one week prior to the scheduled meeting, use of a meeting agenda, distributing minutes, using icebreakers, and maintaining a current CAT membership list were also found to positively affect meeting and team membership sustainability.

Representativeness

The representativeness of partners involved in the Collaborative Action Team process was also important for sustainability. Recruiting and maintaining representative membership from the home, school, community, and students required constant attention. Over time, teams began to rely more heavily on a core group of representative members and became more realistic in their views of who could be active on their teams and how others could be involved but not necessarily attend CAT meetings. Teams continued to use broad-based recruitment efforts to build their representative membership instead of more targeted strategies. In general, family and student team member involvement increased over time, while school and community member involvement was more fluid. School administrator involvement in the collaboration was often dependent on the type of CAT, i.e., more when it was an individual campus team vs. a school cluster team vs. a district-wide team, as well as his/her personal views on collaboration and sharing of leadership. Additionally, many individuals were unclear as to the specific group they and other team members represented, i.e., individual members were a parent and school employee, or owned a community business and on the school board, or were the leader of a community organization and a parent. Their group designation was not as important as insuring diverse perspectives from the vantage point of the home, school, community, and students were represented and heard.

Facilitated Leadership

In order to effectively build and sustain collaborative partnerships at least one trained, knowledgeable local facilitator was needed to facilitate meetings, coordinate logistics, and support the implementation of action plans. After SEDL project staff trained local Collaborative Action Team facilitators, team progress increased steadily and at a faster rate, i.e., written action plans were initiated faster, meeting organization was more stable, and teams more closely followed the CAT process. Furthermore, it was found that having a combination of team members, one whose job included coordinating the CAT and another who was a volunteer, produced the best results for local teams, i.e., the team was more organized, sustainable, and likely to take action. Although SEDL project staff provided the training for local CAT facilitators, many teams believe they can find resources in their community to sustain and train local facilitators in the future.

Shared Responsibility

Leadership roles and member responsibilities equally distributed among all participants promoted increased practice of and support for collaboration. The commitment of team members grew as their voices were heard, as they were held accountable for helping the team achieve goals, and as their efforts were recognized within and outside of the team. In particular, students sustained their involvement in the collaborative partnerships when they were given opportunities to develop their leadership skills, saw the results of their ideas and concerns being incorporated into team action, and were active in team decision-making.

Cohesion Among Partners

Team members were able to work together productively when a level of trust and mutual respect was attained. This took time, but was enhanced by equal treatment and participation of all partners, recognition of individual and team strengths and accomplishments, and effective management of conflict. Key to the sustainability of a cohesive group and to the collaborative partnerships developed were the use of work groups and committees, communication and decision-making ground rules, and full access for all members to information.

Support for Collaboration

First, and foremost, school support is necessary for the Collaborative Action Team process to be sustained. Support from family members, community representatives, and students is also important and can, at times, keep a team going when school support waivers. However, the on-going support of school and community leaders is essential to long-term sustainability. Changes in school administration had varying effects on the level of support Collaborative Action Teams received, i.e., both positive and negative. A number of team members felt this was a crucial factor in their future sustainability. However, all of the teams believe their school community will support their collaborative efforts in the future.

Taking Action

Successful and sustainable collaborative partnerships were built upon a team's ability to take action and see progress. Teams that took action were able to access resources to accomplish projects and increase their recognition locally and beyond their school community. Throughout the implementation of the CAT process and, more specifically while working on their action plan, most teams did not internally conduct formal process evaluations. However, they utilized the assessments of the SEDL project staff and feel they have the resources, internally and externally, to perform evaluations in the future.

Recommendations

A number of recommendations for the implementation and sustainability of collaborative partnerships seem apparent considering the implications of the research findings. It is believed these recommendations will help Collaborative Action Teams that currently exist, but also school communities who are interested in developing collaborative partnerships.

1. When developing collaborative partnerships, allow ample time for building trust, relationships, and networks among partners and with outside sources.
2. Assure there is school administrative support before implementing a school-based, collaborative process.
3. Develop an action plan early in the process that includes both short- and long-term goals.

4. If improving student outcomes is the goal, focus the collaborative action on achieving the desired changes to specific outcome need based on local data.
5. Select partners from the home, school, community, and students representative of the school community who can serve as a core decision-making group.
6. Establish a relationship with an outside catalyst who can provide assistance as needed.
7. Assure there is on-going and clear communication among partners and with outside resources throughout the collaborative process.
8. Constantly, and consistently, recognize individuals for their skills, strengths, and efforts in collaboration.
9. Develop non-traditional leaders to work with trained leaders to facilitate and coordinate the collaborative efforts.
10. Conduct team meetings that are structured and timely.

Research Limitations

Although the outcome of this research clearly indicates the Collaborative Action Team process can be effective in the development and sustainability of school-based, collaborative partnerships, there were various limitations in this study that should be considered. Most notably, this was applied research and there was limited control over circumstances in the environment in which the CAT process was implemented. Changes in the school(s) and community in which the CAT had been implemented had an impact on the development and sustainability of the collaborative partnerships but were not specifically assessed in this research. Other factors that may have impacted the research were changes in the SEDL project staff providing technical assistance to CAT sites and the on-going development of the process throughout its implementation. These factors influenced the training SEDL provided to the CAT sites and, in turn, seemed to have an impact on the amount and type of progress made by each team. In addition, the time of inception of each site in relation to when the data were collected was another limitation of this study. The data collected over time was also not at the same time intervals for all sites and may have been a factor in the results obtained. And last, although the Collaborative Action Teams initially intended to focus on improving student outcomes, this was not the priority chosen by the teams once they began. Therefore, the trends in student outcome data found, along with the varying definitions, instruments, and data collection procedures used by the different

school systems, presented issues for validity and generalizability of these results.

Significance of the Research

This study fills a gap in the literature and practice that has existed for many years. There is limited empirical knowledge on collaborative efforts between schools, families, and communities, particularly as it relates to student success. Even less is known longitudinally about changes in the implementation of collaborative processes. The results of this research indicates that the Collaborative Action Team process is a school-based, collaborative process that can be implemented across a variety of settings to develop and sustain collaborative partnerships to improve student success. The process includes specific activities the school, family, community, and students can engage in to be equal partners in decision-making and policy change within the educational system and community-at-large. More broadly, this collaborative process seems applicable to a variety of fields in which collaboration is seen as one solution to the multifaceted problems facing our society today.

Conclusion

Further research is needed to determine more about the sustainability and impact of school-based, collaborative partnerships. In particular, "How long can these partnerships be sustained?" "What form does the collaboration take once SEDL (the outside catalyst) is no longer involved?" "How long would it take for continual improvement in student outcomes to occur as a result of the implementation of a school-based, collaborative process, i.e., in achievement scores and attendance, graduation, and dropout rates improve?" "What other student and family success variables should be assessed?"

However, this study clearly indicates that the development of school-based, collaborative partnerships can be a successful and effective way to improve results for students and families in a school community. Establishing a core team of representative partners that work together collaboratively to make decisions and achieve goals can be attained with time, the commitment and support of diverse individuals from the school community, and a structured process. Implementation of the Collaborative Action Team process provides one means by which this can be achieved and sustained.

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Appendix A

Comprehensive Action Team Development-Project
A project of Southwest Educational Development Laboratory

APPLICATION FORM – Cohort 1

This application form is intended to serve two purposes: (1) to obtain information that will allow SEDL to **confirm** the appropriateness of your, partnership as a site for the Comprehensive Action Team (CAT) Development Project, and (2) to provide information that will allow SEDL to tailor the development process to the conditions of your school community as a CAT site. With this in mind, please read the entire application before answering the questions.

Site identification and description

Name of site: _____
Contact person: _____
Address: _____
Telephone numbers: Office: _____ Fax: _____ E-Mail: _____

One component of this project is the inclusion of teacher educators as members of each initial CAT site. Therefore, SEDL needs to contact someone from your school or school district who would have information about preservice teacher training in your school or district. Whom do you suggest we contact?

Name and Position Title: _____
Phone: _____

Which of the following characteristics describe your site? (Check each response that applies.)

Urban Mississippi Delta region Indian Nations presence/region
 Rural U.S./Mexico border region

Partnership experience

1. Has this site been either one of the Home, School, Community Partnership sites of SEDL's previous partnership project or part of a similar partnership effort?
 Yes No

2. Describe the partnership's membership.

Total number of partners _____

Number of parents or family members involved _____

SEDL Application Form – Cohort 1 (continued)

List of community agencies or representatives involved:

Additional membership information

3. What are the current activities of the partnership?

4. How does the partnership select projects?

5. Who is responsible for planning projects? (Please indicate the number of family, community, and school members involved in project planning.)

6. How is leadership shared to conduct the business of the partnership?

7. How often does the partnership meet? And how many people generally attend meetings?

Additional current efforts

8. Does your school(s) have Title I programs? ___Yes ___No

9. Is your school district engaged in a systemic reform effort? ___ Yes ___ No

If so, briefly describe the focus and programs of that reform effort.

10. What parent groups and/or parent programs exist at your school(s)? Briefly describe each.

11. Describe efforts your school(s) has (have) made in providing learning experiences that build upon students, previous experiences.

12. SEDL has a commitment to focus on key issues common to school communities. Please list below those key issues that have been identified in your school community.

Partnership commitment

SEDL's project requires that each CAT site make certain commitments. Is your partnership able to commit to the following?

Yes *No* To work collaboratively with SEDL to address issues of your school community and provide feedback for SEDL's project.

Yes *No* To facilitate the development of family-focused, student-centered comprehensive services.

Yes *No* To participate in a long term effort (up to 5 years).

Yes *No* To participate in a network of CAT sites using available technology and other appropriate communication strategies.

Comprehensive Action Team Development Project

A Project of Southwest Educational Development Laboratory (SEDL)

APPLICATION FORM – Cohort 2

This application is intended to obtain information that will assist SEDL in the selection of sites for the Comprehensive Action Team (CAT) Development Project. SEDL will provide technical assistance to the sites in the form of monthly visits during the first year, regular consultations, and various training sessions.

SEDL is looking for sites that can demonstrate the following commitments:

- Fully include families, community representatives and school representatives as equal partners.
- Include students as full partners where middle schools and high schools are part of the partnership.
- Participate in developing a CAT in your community for the next three years.
- Build a partnership that will address the major concerns in your community.
- Use consensus decision-making and shared leadership throughout the CAT development process.

Completion of Application Form

- Include representatives of home, school, and community in filling out this form.
- Answer all questions completely.
- Read the entire application and discuss it as a group before answering the questions.
- Call the SEDL staff member who has been in contact with you to discuss any questions or uncertainties that may arise in completing this form.

**The deadline for returning this form to SEDL office is
Thursday, January 22, 1998**

Section I - Site Identification and Description

1. List key persons who are expected to be part of the CAT. This list should be as diverse as possible.

	Name	Title	School
School Representatives	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

	Name	Title	Organization
Community Reps.	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

	Name	School(s) Their Children Attend
Home Representatives	_____	_____
(parents/family)	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

NOTE: Use asterisks * to indicate which persons are involved in completing this application.

SEDL Application Form – Cohort 2 (continued)

1, Contact person: _____
Address: _____
City, State, Zip Code _____
Phone numbers: Office (_____) _____ Fax (_____) _____
E-mail address: _____

2. Which of the following characteristics describe your site. (Check each response that applies.)

- | | | |
|-----------------------------------|---|--|
| <input type="checkbox"/> Urban | <input type="checkbox"/> Inner City Urban | <input type="checkbox"/> Indian Nations presence |
| <input type="checkbox"/> Rural | <input type="checkbox"/> Mississippi Delta region | <input type="checkbox"/> Colonias presence |
| <input type="checkbox"/> Suburban | <input type="checkbox"/> US/Mexico border region | |

3. What is the name of the school district where this proposed CAT will be located?

4. What percentage of the student population receives free or reduced lunches? _____ %

5. Is this school district engaged in a school improvement effort? _____ Yes _____ No

Briefly describe the focus of these efforts.

SEDL Application Form – Cohort 2 (continued)

6. How confident are you that your proposed CAT will be able to do each of the following?

Confidence	High Confidence	Some Confidence	Little	No Confidence
Put time and energy into the CAT community of home, school and community	4	3	2	1
Include students as full members if secondary schools are involved	4	3	2	1
Develop CAT that is self-reliant	4	3	2	1
Deal with controversy as part of group work	4	3	2	1
Actively develop leadership among CAT members	4	3	2	1
Share responsibility for CAT development with all CAT members	4	3	2	1
Secure space and provide supplies, postage, and refreshments for meetings	4	3	2	1

7. SEDL has a commitment to focus on the key issues that are common to many school communities.

Please list below those key issues that have been identified in your school community.

Section II - Partnership Experience

1. Has this group been part of a previous partnership or collaborative effort? ___ Yes ___ No
If yes, list current or recent partnership experiences (if more than two, please copy this page and attach it to the application):

Purpose of partnership #1 _____ _____ _____
Membership of partnership _____ _____ _____
Positive Outcomes _____ _____ _____
Disappointments _____ _____ _____
Current status _____ _____ _____

Purpose of partnership #2 _____ _____ _____
Membership of partnership _____ _____ _____
Positive Outcomes _____ _____ _____
Disappointments _____ _____ _____
Current status _____ _____ _____

2. Has the school district’s central administration been involved in other partnerships?

___ Yes ___ No If yes, how has their support been demonstrated? _____

Section III - Community Culture

1. The climate in which a CAT is being developed directly affects its pace of development and its successes. In all communities, both positive and negative factors exist. To what extent do you feel the following factors exist in your community?

	Widespread	Mostly	Not too Much	Not at All
There is a deep commitment to nurturing children and youth	4	3	2	1
The business community actively supports civic efforts	4	3	2	1
Parents have a direct impact on school decisions	4	3	2	1
A particular religious institution dominates the community	4	3	2	1
All groups in the community are included in the decision-making process	4	3	2	1
Health & social services are provided in the schools	4	3	2	1
People are open to learning new ways of doing things	4	3	2	1
Certain groups are excluded from positions of power and authority	4	3	2	1
Many segments of the faith community are active in community matters	4	3	2	1
Business and civic leaders work with schools as equal partners	4	3	2	1

2. What parent involvement groups exist at your school(s)? Briefly describe each.

3. What types of activities are parents involved with in your school(s). Briefly describe each.

Collaborative Action Team Development Project

A Project of Southwest Educational Development Laboratory (SEDL)
211 East 7th Street, Austin, Texas 78701 512/476-6861

APPLICATION FORM - Cohort 3

This application is intended to obtain information that will assist SEDL in the selection of sites for the Collaborative Action Team (CAT) Development Project.

SEDL will provide technical assistance to the sites in the form of quarterly visits during the first year, regular consultations, and various training sessions.

SEDL is looking for sites that can demonstrate the following commitments:

- Fully include families, community representatives and school representatives as equal partners.
- Include students as full partners where middle schools and high schools are part of the partnership.
- Participate in developing a CAT in your community for the next three years.
- Build a partnership that will address the major concerns in your community.
- Use consensus decision-making and shared leadership throughout the CAT development process.

Completion of Application Form

- Include representatives of home, school, and community in filling out this form.
- Answer all questions completely.
- Read the entire application and discuss it as a group before answering the questions.
- Call the SEDL staff member who has been in contact with you to discuss any questions or uncertainties that may arise in completing this form.
- Include with your application a map of your community showing the boundaries of your school district.
- Return the completed application to:
Program for Refining Educational Partnerships
Southwest Educational Development Laboratory
211 East Seventh Street
Austin, Texas 78709-3281

Section I - Site Identification and Description

1. List key persons who are expected to be part of the CAT. This list should be as diverse as possible.

	Name	Title	School
School Representatives	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

	Name	Title	Organization
Community Reps.	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

	Name	School(s) Their Children Attend
Home Representatives	_____	_____
(parents/family)	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

NOTE: Use asterisks * to indicate which persons are involved in completing this application.

SEDL Application Form – Cohort 3 (continued)

1. Contact person: _____
Address: _____
City, State, Zip Code _____
Phone numbers: Office (_____) Fax (_____)
E-mail address: _____

2. Which of the following characteristics describe your site. (Check each response that applies.)

- Urban Inner City Urban Indian Nations presence
 Rural Mississippi Delta region Colonias presence
 Suburban US/Mexico border region

3. What is the name of the school district where this proposed CAT will be located?

4. School District Information:

Total Enrollment _____ If a specific campus, number enrolled _____

Ethnic Breakdown:

White, non- African Hispanic Native Asian/Pacific
Hispanic , American , (any race) American , Islander

Percentage of the student population receiving free or reduced lunches _____

Percentage of students from economically disadvantaged households _____

Percentage of students from single family households _____

Drop-out Rates: Secondary School _____, District _____, Statewide _____

Is district located in an Enterprise Zone _____ or Empowerment Community? _____

5. Student Performance measured by state standardized test scores:

School Average _____, District Average _____, State Average _____

Is school or district low performing or received similar designation from the State Education Agency? _____ If so, when? _____

6. Which of the following special programs do you have in your school or district?

Parents as Teachers _____, HIPPY _____, Head Start _____, PALS _____, CIS _____

SEDL Application Form – Cohort 3 (continued)

7. Is this school district engaged in a school improvement effort? ___ Yes ___ No

Briefly describe the focus of these efforts.

8. How confident are you that your proposed CAT will be able to do each of the following?

	High Confidence	Some Confidence	Little Confidence	No Confidence
Put time and energy into the CAT community	4	3	2	1
Include balanced membership among representatives of home, school and community	4	3	2	1
Include students as full members if secondary schools are involved	4	3	2	1
Develop CAT that is self-reliant	4	3	2	1
Deal with controversy as part of group work	4	3	2	1
Actively develop leadership among CAT members	4	3	2	1
Share responsibility for CAT development with all CAT members	4	3	2	1
Secure space and provide supplies, postage, and refreshments for meetings	4	3	2	1

9. SEDL has a commitment to focus on the key issues that are common to many school communities. Please list below those key issues that have been identified in your school community.

Section II - Partnership Experience

1. Has this group been part of a previous partnership or collaborative effort? ___ Yes ___ No
If yes, list current or recent partnership experiences (if more than two, please copy this page and attach it to the application):

Purpose of partnership #1 _____ _____ _____
Membership of partnership _____ _____ _____
Positive Outcomes _____ _____ _____
Disappointments _____ _____ _____
Current status _____ _____ _____

Purpose of partnership #2 _____ _____ _____
Membership of partnership _____ _____ _____
Positive Outcomes _____ _____ _____
Disappointments _____ _____ _____
Current status _____ _____ _____

2. Has the school district’s central administration been involved in other partnerships?
 ____ Yes ____ No If yes, how has their support been demonstrated? _____

Section III - Community Culture

1. The climate in which a CAT is being developed directly affects its pace of development and its successes. In all communities, both positive and negative factors exist. To what extent do you feel the following factors exist in your community?

			Not Too	Not at
	Widespread	Mostly	Much	All
There is a deep commitment to nurturing children and youth	4	3	2	1
The business community actively supports civic efforts	4	3	2	1
Parents have a direct impact on school decisions	4	3	2	1
A particular religious institution dominates the community	4	3	2	1
All groups in the community are included in the decision-making process	4	3	2	1
Health & social services are provided in the schools	4	3	2	1
People are open to learning new ways of doing things	4	3	2	1
Certain groups are excluded from positions of power and authority	4	3	2	1
Many segments of the faith community are active in community matters	4	3	2	1
Business and civic leaders work with schools as equal partners	4	3	2	1

2. What parent involvement groups exist at your school(s)? Briefly describe each.

SEDL Application Form – Cohort 3 (continued)

3. What types of activities are parents involved with in your school(s). Briefly describe each.

4. Name and phone # of Chamber of Commerce Director _____

Name and phone # of local United Way Director _____

5. Describe any challenges facing the community such as unemployment, juvenile violence, gangs, racial division, school board failures, etc. _____

6. Describe opportunities for the community such as foundation support, new business or industry, school board success, recent election results, etc. _____

Section IV - School District Commitment

1. Previous CAT projects have illustrated the importance of commitment and support from the school district's central administration. If you have an existing partnership, is your district superintendent supportive of this effort?

___ Yes ___ No If yes, how has this support been demonstrated?

If no, please explain _____

SEDL Application Form – Cohort 3 (continued)

2. Is this school district willing and able to commit to the following:

- | | | |
|---|---------|--------|
| providing representation at meetings | ___ Yes | ___ No |
| maintaining communication with the people organizing this CAT | ___ Yes | ___ No |
| participating in activities or events supported by the CAT | ___ Yes | ___ No |
| providing or arranging a place for the CAT to meet | ___ Yes | ___ No |
| providing or arranging for refreshments at CAT meetings | ___ Yes | ___ No |

One component of this project is the inclusion of teacher educators who will commit time as active members of each CAT site. Therefore, SEDL needs to contact someone from your school or school district who would have information about pre-service teacher training in your school or district. Who do you suggest we contact?

_____	()	
Name	Position Title	Phone Number

I support this application for training and technical assistance from SEDL to become a Comprehensive Action Team (CAT) to address the needs of children, youth, and families in our community. I am aware of the commitments that will need to be made by our school district to become a project site should our application be approved by the Program for Refining Educational Partnerships and am supportive of these commitments.

_____	()
Signature of School District Superintendent	Phone Number

Memorandum of Understanding

THIS LETTER is being submitted on the day of _____, 1998 by
the

(Insert name and address of site)

hereinafter called the _____ to the

**Southwest Educational Development Laboratory
211 East Seventh Street
Austin, Texas 78701**

hereinafter called SEDL.

WHEREAS, _____ (site) _____ has applied to become a Comprehensive Action Team (CAT) site in conjunction with SEDL's Goal 1 Project, "Enhancing Family and Community Involvement in Education," has met with SEDL regarding the CAT Development Project; has discussed with SEDL what the requirements are for becoming a CAT site, has indicated its willingness to work with SEDL in this effort, and has envisioned the involvement in the CAT Project as a way to enhance the delivery of education and other needed services to children and their families in the _____ (site) _____, and

WHEREAS, SEDL has reviewed _____ (site) _____'s application, has met with key persons from the potential _____ (site) _____ CAT site, has indicated to the key persons that the _____ (site) _____ meets its qualifications for becoming a CAT site, and has indicated its desire to work with the _____ (site) _____ as a CAT site:

NOW, THEREFORE, the parties agree to the following:

1. PERIOD OF RESPONSE:

The _____ (site) _____ will declare its desire in becoming a CAT site by signing and returning this Memorandum of Understanding to SEDL on or before May 1, 1998.

Within 10 days after receiving the signed Memorandum from the _____ (site) _____, SEDL will countersign the Memorandum and return a copy to the _____ (site) _____.

2. PURPOSES OF THE MEMORANDUM ARE TO:

- A. Obtain a commitment on the part of the _____ (site) _____ to become one of SEDL's CAT sites.
- B. Indicate a commitment on the part of SEDL to confirm its acceptance of the _____ (site) _____ as a CAT site.
- C. Outline the responsibilities relating to the CAT for both parties.

3. THE _____ (site) _____ SHALL:

- A. Designate a contact person from the school district's administrative office for SEDL to discuss next steps.
- B. Work with SEDL to establish dates for the training sessions.
- C. Provide SEDL with a list of potential CAT partners to be invited as CAT members (i.e., parents, school staff and other educators, and community representatives- health/social/human service providers, faith community, volunteer/civic/law enforcement/business/social/government).
- D. Designate a location for holding the first CAT meetings and inform SEDL of the location(s).
- E. Make follow-up contacts with persons identified as potential CAT partners.
- F. Designate a contact person with whom SEDL will work to coordinate CAT meetings and activities.

4. SEDL SHALL:

- A. Designate an SEDL staff person to serve as a liaison to the Barbara Jordan Elementary School.
- B. Consult with the _____ (site) _____ about the location and dates for CAT site meetings.
- C. Send letters of invitation to the training sessions and the initial CAT site meetings to the potential CAT partners identified by the _____ (site) _____.
- D. Arrange facilitation of the CAT site meetings at the agreed upon location(s).
- E. Provide the resource materials for the CAT site meetings.
- F. Provide an explanation of the CAT Model Development Project.
- G. Describe the expectations for the CAT site and SEDL.
- H. Collaborate with site staff to determine CAT membership.

AGREED TO by the parties below on this _____ day of _____, 1998.

By:

Signature _____ (site school administrator) _____ **Date** _____

Name _____

Title _____

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY

By:

Signature _____ **Date** _____

Name _____

Title _____

Appendix B

Site Start-Up Training for Developing a Collaborative Action Team



The Site Start-Up Training consists of a seven hour training the first day for all members of the Collaborative Action Team and a two and one half -hour training session the following day for members of the team's Organizing Group.

Day One Goals

- Discuss process for developing a Collaborative Action Team (CAT)
- Identify and apply strategies for partnership development
- Identify members of CAT Organizing Group

Agenda for Day One

8:00 - 8:30	Sign Up & Smell the Coffee! (Continental Breakfast)
8:30 - 9:15	Welcome & Warm-Up Activity
9:15 - 9:45	Overview of SEDL and Collaborative Action Team Project
9:45 - 10:00	Where do we start? Self-Assessment
10:00 - 10:15	Break
10:15 - 11:45	Team Identification: <i>Finding A Common Issue</i>
11:45 - 12:45	On your mark... get set... LUNCH!!!
12:45 - 1:45	Team Mobilization: <i>Planning for Action</i>
1:45 - 2:10	Collaboration Energizer
2:10 - 3:00	Project Development: <i>Celebrating Strengths</i>
3:00 - 3:15	Break
3:15 - 3:50	Project Implementation: <i>Evaluating Success</i>
3:50 - 4:00	Closure & Training Evaluation

Site Start-Up Training for Developing a Collaborative Action Team



Day Two Goals

- Develop an understanding of the roles and responsibilities of SEDL staff and the Organizing Group in the Collaborative Action Team development process
- Design the first official Collaborative Action Team meeting

Agenda for Day Two

8:00 - 8:30	Sign-Up and Continental Breakfast
8:30 - 8:45	Site Profile Overview
8:45 - 9:15	Factors that can Impact Partnership Development
9:15 - 9:30	Discussing a Site Facilitation Plan and the Resource Packet for Partnership Development
9:30 - 9:45	Break
9:45 - 10:30	Design First Official CAT Meeting
10:30 - 10:45	Closure

Taking Action—Making an Impact
Tomar Acción—Lograr Impacto

1999 Collaborative Action Team Training Institute
Excelsior Hotel Little Rock, Arkansas
October 27-29, 1999

Wednesday

<u>TIME</u>	<u>LOCATION</u>	<u>EVENT</u>
12:00-5:00		Teams arrive and check in at registration table
1:00-4:00	LaHarpe	Facilitator Update Training NOTE: This session is for facilitators trained in January 1999. Newly trained facilitators do <i>not</i> need to attend.
5:00-6:00	Salon C	Welcome and Introduction to the Institute <i>Catherine Jordan, Program Manager</i> <i>Special Guests</i>
6:00-7:00	Salon A	Dinner
7:00-7:15	Salon C	Teams set up Brag Table display
7:15-8:30	Salon C	Networking and Brag Session <i>Get to know other sites by visiting their table display of information about their community and CAT.</i>
8:30-9:30	Ozark	Meet and Greet Session For Students <i>Throughout the Institute, students will be working with Xavier Benavides and Amy Achor to develop their leadership skills.</i>

Xavier has served as the Youth Engaged in Service (YES) Ambassador in Texas. He helped create the Texas Youth Action Council, a group of young people who advise the Texas Commission on Volunteerism and Community Service on issues related to service and youth.

Amy has served as a delegate to the President's Summit for America's Future and was named a Daily Point of Light Award recipient in 1998 in recognition of her community service. She was recently nominated by President Clinton to serve on the Board of Directors for the Corporation for National Service and is currently a sophomore at Harvard University.

Institute Training Agenda (continued)

Thursday

<u>TIME</u>	<u>LOCATION</u>	<u>EVENT</u>
7:30-8:15	Josephine's	Breakfast
8:15-9:30	Salon C	General Session: Taking Action--Making An Impact Sharon Rodine, HEART of OKC Project, OK Child Advocacy Institute <i>Sharon is a nationally recognized expert on positive youth development and community asset building. Sharon has worked collaboratively with Jackson Middle School and their CAT.</i>
9:30-9:45		Break
9:45-11:45	Salon C	Dialogue Session: Meeting the Challenge of Shared Leadership <i>This session will give participants an opportunity to discuss the challenges of developing shared leadership in their communities. It will also give participants a model for organizing discussion groups in their own communities.</i>
11:45-12:30	Salon A	Box Lunches
12:30- 3:15		Little Rock Tours --Highlighting Local Best Practices Individual buses to: <i>Central High Museum</i> <i>UALR Neighborhood Homework Center</i> <i>UALR Oak Forest Community Garden</i> <i>PARK (Positive Atmosphere Reaches Kids)</i> All buses to: <i>Central High School</i>
3:30-5:15		Sustaining Momentum for Maximum Impact <i>This session brings together CATs from different sites to share their knowledge and experiences in consultation with SEDL staff</i>
	River Valley	<i>New Sites--Hit the Ground Running</i> Amy--Clayton, Little Rock, Marshall, Polk Vangie--Clinton, Lee County, Pharr, Terrell
	Josephine's LaHarpe	<i>One Year Sites--From Planning to "Doing"</i> Zena--Balmorhea, Del Valle, Dollarway, Ann Parish, Mora Jerry--Barbara Jordan, Highlands, Ponca City, Rio Hondo
	Salon C	<i>Three Year Sites--Strategies to Sustain the Effort</i> Cathy--Beauregard, Fabens, Jackson, Rio Grande
	Ozark	Student Leadership Development Session
6:00-8:00 Evening	Ozark La Salle	Student Session (optional) Open Consultation with SEDL staff (optional)



Institute Training Agenda (continued)

Friday

<u>TIME</u>	<u>LOCATION</u>	<u>EVENT</u>
7:30-8:15	Josephine's	Breakfast
8:30-9:15	Salon C	General Session: Meaningful Parent Engagement <i>Eartha Sewell, Family Resource Coalition of America</i> <i>Eartha provides help to eight cities in the area of parent involvement for the Edna McConnell Clark and Annie E. Casey Foundations.</i>
9:15-9:30		<i>Break</i>
9:30-10:45		Concurrent Skill Sessions (select ONE to attend):
	Josephine's	<u>Starting a Mentoring Program</u> <i>Ron Walker--Jackson MS CAT, Maria Elena Ayala--A. Parish Elementary CAT, Keisha Patterson--Little Rock ISD</i>
	LaHarpe	<u>Creating a Parent Resource Center</u> <i>Benny & Odelia Pohl--San Jose Elementary, Albuquerque, NM; Enrique Perez--Fabens CAT</i>
	River	<u>Establishing a School-based Health Clinic</u> <i>Carol Hoffmeyer--Balmorhea CAT, Vickie Otero--Rio Grande/Highlands CAT, Guadalupe Ramos--Fabens CAT</i>
	Valley	<u>Successful Grant Seeking</u> <i>Marion Baldwin--Little Rock CAT, Anita La Ran--Mora CAT, Lorna Marchand--University of Arkansas at Little Rock</i>
	Vinson	<u>Assessing Your Progress--Data Collection and Student Outcomes</u> <i>Rosie Pacheco--Rio Hondo CAT, Zena Rudo--SEDL</i>
	Salon C	<u>Telling Your Story to the Community</u> <i>Suellen Vann--Little Rock ISD</i>
	Hall of Fame	<u>The Rural Experience--Connecting School and Community Improvement</u> <i>Eric Romero--New Mexico Highlands University</i>
	Ozark	Student Leadership Development Session
10:45-11:00		<i>Break</i>

Institute Agenda (continued)

Friday continued

11:00-12:00

Josephine's

CAT Team Meetings: *Where Do We Go From Here?*

Balmorhea, Clayton, Highlands, Ann Parish, Lee County, Marshall, Mora, Rio Grande

LaHarpe

Barbara Jordan, Beauregard, Clinton, Jackson, Polk, Ponca City

River/Valley

Del Valle, Fabens, Pharr, Rio Hondo, Terrell

Hall of Fame

Dollarway, Little Rock

12:00-1:30

Salon A

General Lunch Session: *Students as Equal Partners for School Improvement*

Students from all participating CAT sites will share their ideas and insights on adult/youth partnerships. Facilitated by Xavier Benevides and Amy Achor.

Wrap-Up

Collaborative Action Team Facilitator Training Workshop March 29-30, 2000



Workshop Goal

- Provide assistance and support to Collaborative Action Team facilitators that will help them carry out their roles more effectively.

Learning Objectives

At the conclusion of this training, participants will:

- Better understand and know each other,
- Identify areas of need in which they require assistance,
- Obtain new information that will assist them in carrying out the CAT process,
- Be better able to facilitate the CAT process and teach it to others, and
- Understand how to network with each other on an ongoing basis.

Schedule of Training

Day One – Wednesday, March 29, 2000

- 8:00 - 8:30 a.m. Registration and Continental Breakfast
- 8:30 - 9:00 a.m. Welcome, Warm-up Activity, and Workshop Ground Rules
- 9:00 – 12:00 a.m. Understanding Our Differences and How They Relate to Collaboration
- (Break at 10:00 a.m.)
- What motivates you?
 - Taking a look at ourselves (participants will complete a behavioral self-assessment)
 - Application of how behavioral differences impact people's ability to communicate and collaborate
- 12:00 – 1:00 p.m. Catered Lunch
- 1:00 – 3:00 p.m. Understanding the CAT Process and Effective Use of *CAT Guide*
- Overview of CAT process and guide
 - Identify successes and achievements
 - Discuss changes being made in CAT process and materials, and gather participant ideas and suggestions
- 3:00 – 3:15 p.m. Break
- 3:15 – 5:00 p.m. Facilitation Challenges and Concerns (4-6 small groups. 2 of these groups will convene in the second floor conference and training rooms)
- Using an Open Space Forum, participants will identify challenges and concerns and possible solutions to issues such as:
 - Gaining commitment and consistent participation of CAT members
 - Sharing leadership
 - Equipping CAT members to take on facilitator roles
 - Delegating tasks
 - Meaningful parent involvement
 - Effective inclusion of students
 - Maintaining balanced membership

Schedule of Training

Day Two – Thursday, March 30, 2000

- 8:00 - 8:30 a.m. Continental Breakfast
- 8:30 – 10:00 a.m. Developing CAT Action Plans
- Discuss status of written action plans. Each site will be give a report on where they are in the CAT process and on the development and implementation of their action plans.
 - Review of action plans that have been developed by different teams and discuss methods used to develop them as a mechanism for achieving the purpose of CAT teams, i.e., improving student results.
- 10:00 – 10:15 a.m. Break
- 10:15 – 11:00 a.m. Roles for Collaborative Action Team Process
- 11:00 - 12:00 a.m. Question and Answer Session dealing with CAT issues.
Possible issues:
- Meaningful parent involvement
 - Effective inclusion of students in CAT
 - Maintaining a balanced membership
 - Running effective meetings
 - Strategies for follow-up
- 12:00 – 1:00 p.m. Catered lunch
- 1:00 – 2:45 p.m. Sustaining Your CAT
- Ideas for keeping the CAT alive and kicking
 - Techniques and methods for passing on facilitation roles and skills to others
 - How to teach members about the CAT process
 - Use of electronic technology
- 2:45 – 3:00 p.m. Summary and Workshop Evaluation

Appendix C

CAT Meeting Checklist

Facilitators: Please ask one or two members of your Collaborative Action Team to complete both the **front and back** sides of this form at the end of a CAT meeting. Please mail a copy to SEDL. Thanks!

Date: _____ Site Location: _____

Number of people attended this meeting? _____ Time meeting started _____ ended _____

Individual(s) completing this form: _____

My (our) primary representative role is: _____ home _____ school _____ community _____ student

Comments:

1. Meeting started on time.	Yes No	
2. Agenda was distributed.	Yes No	
3. Agenda was reviewed at beginning of meeting.	Yes No	
4. Minutes were reviewed.	Yes No	
5. The following concepts/skills were practiced during this particular meeting:		
• Open discussion of topics occurred	a) Yes No	
• Team reached consensus	b) Yes No	
• There was equal participation by everyone	c) Yes No	
• Representative groups were present (circle those present)	d) Home School Community Students	
• Respect and courtesy shown to all members	e) Yes No	
• Team planning occurred	f) Yes No	
• Team building occurred	g) Yes No	
• Members shared ideas and/or interests	h) Yes No	

CAT Meeting Checklist (continued)

Comments:

<ul style="list-style-type: none"> • Individual/group recognized • New roles/responsibilities were encouraged • Collaboration occurred 	<p>i) Yes No</p> <p>j) Yes No</p> <p>k) Yes No</p>	<p>Comments:</p>
6. Agenda items were accomplished.	Yes No	
7. Members tried to avoid/divert conflict rather than exploring reasons behind the conflict.	Yes No	
8. Diverse perspectives received equal consideration.	Yes No	
9. All groups voiced their perspectives.	Yes No	
10. The outcome of this meeting supports the vision/mission of this CAT.	Yes No	
11. There is a sense of momentum as a result of this meeting.	Yes No	

Of the eleven items above, please share additional thoughts on two items (positive or constructive).

Item # _____

Item # _____

Other insights you would like to share:

**Collaborative Action Team
Meeting Evaluation Form #1**

Facilitator(s) _____ Meeting Date _____

Please rate your level of agreement with each statement (*mark appropriate response*)

	Strongly Disagree			Strongly Agree
1. Meeting participants openly expressed opinions and ideas.	1	2	3	4
2. I actively listened to what others had to say.	1	2	3	4
3. I was satisfied with the team's decisions.	1	2	3	4
4. I was able to stay focused on agenda items.	1	2	3	4
5. The facilitator ran the meeting well.	1	2	3	4
6. I was prepared for the meeting.	1	2	3	4
7. I was clear about who would do what assignments at the next meeting.	1	2	3	4

Comments/Suggestions:

**Collaborative Action Team
Meeting Evaluation Form #2**

Facilitator _____ **Meeting Date:** _____

List below specific examples of what you feel went well (pluses) during this Collaborative Action Team meeting and what you feel didn't go so well (minuses).

Pluses	Minuses

Additional Suggestions:

CAT Self-Assessment

Instrument and Handbook



Introduction

In a Collaborative Action Team (CAT), people representing the school, community and home, including students, form a partnership committed to improving results for children, youth, and families. The team approach offers opportunities for building on the strengths each person, group, and institution bring to the table. The forward progress of the partnership is enhanced when the team identifies existing individual and group assets and promotes the creation of new assets.

One way to determine and build on the individual and group strengths of the CAT is to perform self-assessments. Self-assessment is a group process that enables team members to reflect on where they have been, what has been accomplished, and where they want to go. The information gathered often provides new insights for partnership development that can impact the team's direction. It can also generate momentum within the team to enhance the collaborative process.

A CAT team member serves as the facilitator for the self-assessment process and plays a key role in guiding the partnership's reflection and decision making. This guide is designed to help prepare the facilitator to plan and implement the *CAT Self-Assessment*. The self-assessment material should be carefully read and understood before proceeding.

When should the *CAT Self-Assessment* be conducted?

An initial self-assessment followed by periodic reassessments is recommended. The CAT process recognizes the continuous evolution and growth of the team.

Initial self-assessment - Upon deciding to become a Collaborative Action Team, the original organizing members should complete a self-assessment to provide the team with a starting point and preview of what lies ahead. In most cases, the initial self-assessment will be conducted prior to the first CAT meeting.

Ongoing self-assessment - After the team begins its partnership development, the members administer the *CAT Self-Assessment* on a periodic basis. The facilitator plays a key role in helping the members decide when to complete the self-assessment. The following points may serve as a guide for making this decision:

- When there is a loss of momentum: Signs of struggle or members sense that "we are not moving at all."
- When there is a need to maintain momentum: The team may agree early in the CAT process to conduct regular self-assessments, possibly annually, semi-annually or when a certain set of elements in the CAT process are completed.
- When there is a need to increase momentum: Members are moving toward their goals, however, they need additional incentive to progress further.

Who completes the *CAT Self-Assessment*?

The original organizing team members - people who have been involved in the planning of the Collaborative Action Team - complete the initial self-assessment. This group of people should be representative of the school, community and home, including students. Active CAT members will complete the ongoing self-assessments. At times it may be necessary for the facilitator to request that a self-assessment be completed by others involved in the CAT process but who have not been able to actively attend meetings. For instance, the school principal may have attended only a few team meetings but does have knowledge of the team's ongoing activities and development. The principal's perceptions of the partnership's development, from a school administration perspective, may be integral to the overall assessment from which recommendations for action are determined and for which support is sought.

What does the team get out of the *CAT Self-Assessment*?

Based on the information gathered, the team can develop a customized plan to guide the partnership process from the beginning. For those teams in existence for at least six months, completing the *CAT Self-Assessment* will inform them of how much progress has been made in the partnership process and will provide a clear picture of the team's strengths. Teams can amend or continue their action plan based on feedback from the self-assessment.

Where should the *CAT Self-Assessment* take place?

The facilitator coordinates the place and time for members to meet for the self-assessment, taking into consideration the needs of the individuals. Factors to consider in determining whether to conduct the self-assessment as an agenda item at a regularly scheduled CAT meeting or at a completely separate meeting include:

- When and where would the most representative group of team members be present?
- When is there ample time for completing the self-assessment (at least 30 minutes is needed)?
- When and where would the team members be the most clearheaded to think about the team process?
- When and where would equipment or assistance, if needed, be available, i.e., interpretation or translation for members with disabilities or who speak a language other than English, writing materials, and appropriate space?

How should the *CAT Self-Assessment* be implemented?

Guidelines for implementing the self-assessment can be found in "A Plan for *CAT Self-Assessment*" that follows. Prior to using the *CAT Self-Assessment* for the first time, it would be helpful for the facilitator to ask the team members to review the instrument to assure they understand the format and questions. This can help to clarify issues that may arise (e.g. how to complete the form, the meaning of any specific terminology) and expedite completion of the self-assessment.

A Plan for CAT Self-Assessment

The *CAT Self-Assessment* has two primary purposes:

1. To provide information for a customized plan that will guide Collaborative Action Teams in using the CAT process.
2. To inform the CAT membership of how the team is progressing through the process of developing the Collaborative Action Team.

Design

The *CAT Self-Assessment* will help the members gather information to provide an overall sense of the extent of the team's partnership development. It is necessary for the CAT to periodically inventory its strengths and challenges in order to identify opportunities that encourage partnership development as well as factors that inhibit it. Comparing the information generated from the initial self-assessment with subsequent ones gives the team a picture of its progress. The results will help the CAT determine its next steps. Further, the self-assessment process helps create and maintain momentum by highlighting the actions that build a sense of group accountability and individual responsibility for the team's progress.

It is the aim of the self-assessment to explore the team's progress throughout the four stages of the CAT process (Team Identification, Team Mobilization, Project Development and Project Implementation). This is accomplished by examining the elements to effective team building and team planning within each stage. The *CAT Self-Assessment* questions correspond to the elements as follows: Questions 1 - 3 to the Team Identification elements, Question 4 to the Team Mobilization elements, Question 5 to the Project Development elements, and Question 6 to the Project Implementation elements. To complete the *CAT Self-Assessment*, a working knowledge of the CAT process elements is helpful. Reviewing the following team process elements at the meeting in which the self-assessment is conducted may also be beneficial.

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Elements of Team Identification

- Define representative membership (*Team Planning*)
- Build representative membership (*Team Building*)
- Find common ground (*Team Building*)
- Reinforce consensus building skills (*Team Building*)
- Establish communication guidelines (*Team Building*)
- Agree on a common vision (*Team Planning*)
- Identify and prioritize community issues (*Team Planning*)
- Develop mission statement (*Team Planning*)

Elements of Team Mobilization

- Identify shared leadership opportunities (*Team Planning*)
- Assume shared leadership responsibilities (*Team Building*)
- Enhance communication guidelines (*Team Planning*)
- Initiate networking opportunities (*Team Building*)
- Enhance group decision making (*Team Building*)
- Set goals and objectives (*Team Planning*)

Elements of Project Development

- Determine roles and responsibilities (*Team Planning*)
- Develop resource strategies (*Team Planning*)
- Expand networking opportunities (*Team Building*)
- Plan activities, tasks, and timelines (*Team Planning*)
- Recognize individual contributions (*Team Building*)
- Encourage new individual roles and responsibilities (*Team Building*)

Elements of Project Implementation

- Implement action plan (*Team Planning*)
- Support new individual roles and responsibilities (*Team Building*)
- Conduct evaluation (*Team Planning*)
- Practice and promote collaborative teamwork (*Team Building*)

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Procedure for implementing the initial *CAT Self-Assessment*:

1. The person facilitating the self-assessment designates approximately 30 minutes for the process at the beginning of the CAT training.
2. The facilitator states the purpose of the self-assessment and reminds the team to keep in mind that the results will help to establish a starting point for their Collaborative Action Team and provide baseline information about their knowledge of partnerships.
3. The facilitator distributes a copy of the *CAT Self-Assessment* to all team members and asks that they complete the form individually (it should take no more than 20 minutes to complete the form).
4. Once the completed forms are collected, the facilitator tabulates the results categorized by home, school, community, and students. The analysis and interpretation of the data should be performed as soon as possible (additional information can be found in "Analyzing the Data" and "Interpreting the Data" that follow).
5. The facilitator writes a summary of the analysis results and distributes this to a core group of team representatives, often the original organizing members. Since the first CAT meeting has not occurred, involving a core group to assist the facilitator in forming initial recommendations and actions helps to assure greater representation in the decision making process.
6. The facilitator and core group discuss the results and determine recommendations for action. Based on the results, they generate an agenda for the first CAT meeting derived from their recommendations.
7. Prior to the first CAT meeting, the facilitator and core group's recommendations are distributed to all team members along with a copy of the facilitator's written summary and the meeting agenda.
8. The facilitator leads a discussion on the self-assessment results and recommended actions at the first CAT meeting.
9. The team members reach consensus about their short-term and long-term goals that will eventually comprise their action plan. The discussion and decisions are documented and distributed to all team members prior to the next CAT meeting.

Procedure for implementing the ongoing *CAT Self-Assessment*:

1. The facilitator designates approximately 30 minutes for the self-assessment process during a CAT meeting or at a separate gathering of team members.
2. The facilitator states to the team members the purpose of the self-assessment and reminds the team to keep in mind the team process elements while completing the form.
3. The facilitator distributes a copy of the *CAT Self-Assessment* to all team members and asks that they complete the form individually (it should take no more than 20 minutes to complete the form).
4. Once the completed forms are collected, the facilitator tabulates the results categorized by home, school, community, and students. The analysis and interpretation of the data should be performed as soon as possible (additional information can be found in "Analyzing the Data" and "Interpreting the Data" that follow).
5. The facilitator shares the results of the analysis of the *CAT Self-Assessment* data with others who have been trained as CAT facilitators, if any, and/or a core group of team representatives. This small group collaborates on the interpretation of the data and recommendations for action to present at the next team meeting.
6. At the next CAT meeting, the facilitator or another member of the small group leads a discussion on the results of the self-assessment and recommendations for action.
7. The team members reach consensus about their short-term and long-term plans for continued team development. If some team members, or others who are important to the CAT process, are not present for the discussion of recommendations, the team needs to decide how to obtain their feedback.
8. The team's recommendations are written into the meeting minutes or some other documentation kept by the CAT and distributed to all team members. Sometimes the team meeting minutes cannot be distributed as quickly as needed for actions to be taken that are more immediate. In this situation, the team will need to find a more expedient way to get the information to team members.

CAT Self-Assessment

Name of Site: _____ Date: _____

Location: _____

I am a representative of the following group (**check only one**):

Home School Community Students

Instructions for responding to items in this form:

- In filling out this instrument, it is important for you to think in terms of your individual experience with the Collaborative Action Team's partnership development. Identify items with a checkmark that currently describe the partnership.
- You may find that some items do not apply to your present situation, possibly because your team has just begun or your team is not yet at a particular stage in development. When you decide that a particular item does not apply to your partnership as it currently operates, indicate this as Not Applicable (NA).
- Remember—it is absolutely okay to mark items NA. This is not a test! It is a snapshot of the team's process at a specific point in time. The results will help the partnership develop successfully. *Even partnerships with considerable experience may find opportunities for strengthening their development.*

CAT SELF-ASSESSMENT

STAGE I: TEAM IDENTIFICATION

In this CAT process stage, the aspiring partnership examines who comprises the team, the team's purpose, and what the members have in common about key issues affecting the school community. The elements in this stage stimulate the team to focus on building consensus on the issues and function collaboratively by finding common ground. Keep this, and your school community, in mind as you respond to the items in this section.

PLACE A CHECK IN ALL OF THE BOXES THAT APPLY

Membership in your CAT	Representative Groups															
	Home		School			Community					Students	Others				
	Parents/Caretakers	Other family members	Teachers	Principals	Support Staff (Guidance, Social Work, Secretarial, ...)	Central Office (District)	Faith Community	Health Providers	Civic Organizations	Community Volunteers	Human/Social Service Providers	Higher Education	Business/Private Industry	Students	Others	
Team Identification Elements																
Question 1:																
<i>Element A: Defining representative Membership (Team Planning)</i>																
Item 1: Who do you think should be team members on your CAT?																
If you check other, please specify who:																
Item 2: Who do you think could be team members on your CAT?																
If you check other, please specify who:																
Question 2:																
<i>Element B: Building representative membership. (Team Building)</i>																
Item 1: Who are active members of your CAT, i.e., attend meetings?																
If you check other, please specify who:																
Item 2: Who is involved but not active in your CAT, i.e., does not attend meetings?																
If you check other, please specify who:																
Item 3: How many people currently serve as members of your CAT in each of the four representative groups? (Give your best estimation)																
	HOME	SCHOOL	COMMUNITY	STUDENTS												

<p align="center">Team Identification Elements</p> <p align="center">Observed Actions and Behaviors in your CAT Partnership</p>	<p align="center">Place <u>only one</u> check for each item</p>
<p>Question 3:</p> <p><i>Element C: Find common ground (Team Building)</i></p> <p>Item 1: Members discuss environmental/organizational factors contributing to community issues</p> <p>Item 2: Members understand the impact these issues have on results for children, youth, and families</p>	<p align="center">YES</p> <p align="center">NA</p>
<p><i>Element D: Reinforce consensus building skills (Team Building)</i></p> <p>Item 1: Everyone on the team actively participates in decision making</p> <p>Item 2: Differences are expressed and conflict is addressed</p> <p>Item 3: Everyone's perspective is considered</p> <p>Item 4: Individuals support group decisions</p>	
<p><i>Element E: Establish communication guidelines (Team Building)</i></p> <p>Item 1: Ground rules for conducting effective meetings are established</p> <p>Item 2: Diverse perspectives are welcome and openly shared</p> <p>Item 3: Members respect each others' cultures</p> <p>Item 4: Ground rules encourage active participation and involvement</p>	
<p><i>Element F: Agree on a common vision (Team Planning)</i></p> <p>Item 1: Members have openly shared their hopes and dreams for improving the community</p> <p>Item 2: The team has described the expected benefits for children, youth, and families through collaborative efforts</p> <p>Item 3: Members have developed a visionary statement that describes the ideal community setting the team is striving to build</p>	
<p><i>Element G: Identify and prioritize community issues (Team Planning)</i></p> <p>Item 1: Individual members express issues to be addressed for the community</p> <p>Item 2: Members as a group have developed a list of issues for the community</p> <p>Item 3: Members have determined which community issues are most important</p>	
<p><i>Element H: Develop mission statement (Team Planning)</i></p> <p>Item 1: Members agree the purpose of the team is to improve results for children, youth, and families</p> <p>Item 2: The team has written a mission statement to accomplish its purpose</p> <p>Item 3: All partners support the mission statement</p>	

STAGE II: TEAM MOBILIZATION

In this CAT process stage, the partnership explores how the team works together to build a common focus. Members explore an organizational work plan and highlight shared priorities to set the direction for the team's action plan. Keep this, and your school community, in mind as you respond to this section.

<u>Team Mobilization Elements</u>		Place only one check for each item
Observed Actions and Behaviors in your CAT Partnership		
Question 4:		
<i>Element A: Identify shared leadership opportunities (Team Planning)</i>		
Item 1: The team has identified the abilities, skills, and experience of all members		YES
Item 2: Tasks are matched with individual members' abilities, skills, and strengths		NA
Item 3: The team supports ways to develop leadership skills among all members		
<i>Element B: Assume shared leadership responsibilities (Team Building)</i>		
Item 1: Activities and tasks are equally shared among home, school, community, and students		
Item 2: The team understands and utilizes the expertise of all members		
Item 3: Individual members are willing to learn and improve their leadership skills		
Item 4: Individual members are willing to take on new leadership roles		
<i>Element C: Enhance communication guidelines (Team Planning)</i>		
Item 1: Minutes of partnership meetings are distributed for review ahead of time		
Item 2: Members exchange information about upcoming activities in the community		
Item 3: Existing systems of communication are linked between collaborating agencies/organizations		
Item 4: Meeting notices are available to all groups (home, school, community and students)		
Item 5: A membership list is printed and kept current		
Item 6: A printed agenda is available at the meeting		
Item 7: Meeting discussion is structured to accommodate for special needs of members (e.g., translation and child care)		
<i>Element D: Initiate networking opportunities (Team Building)</i>		
Item 1: The team shares information and experiences with others in the partnership		
Item 2: The team develops relationships and contacts outside of the partnership		
Item 3: Members develop strategies for building their networking resource base		

<p style="text-align: center;"><u>Team Mobilization Elements</u> Observed Actions and Behaviors in your CAT Partnership</p>	<p style="text-align: center;">Place only one check for each item</p>	
<p>Question 4 (continued):</p>	YES	NA
<p><i>Element E: Enhance group decision-making (Team Building)</i></p>		
<p>Item 1: The diverse perspectives of all members are valued and discussed</p>		
<p>Item 2: Strategies for resolving conflict are used</p>		
<p>Item 3: Decisions reflect the viewpoints of all members involved</p>		
<p>Item 4: Members come prepared to make informed decisions</p>		
<p><i>Element F: Set goals and objectives (Team Planning)</i></p>		
<p>Item 1: The team establishes goals to address the group's priority issues</p>		
<p>Item 2: Measurable objectives for team goals are written</p>		
<p>Item 3: All partners support the goals and objectives of the team</p>		

STAGE III: PROJECT DEVELOPMENT

In this CAT process stage, the partnership outlines an action plan as well as reviews and refines it to reflect specific tasks and activities to be completed. This stage emphasizes the involvement of the whole team in carrying out the work specified in the action plan. Keep this, and your school community, in mind as you respond to this section.

Project Development Elements Observed Actions and Behaviors in your CAT Partnership	Place <u>only one check</u> for each item
Question 5:	YES NA
<i>Element A: Determine roles and responsibilities (Team Planning)</i>	
Item 1: Strengths of individual members are identified to implement the project, e.g., tasks and activities	
<i>Element B: Develop resource strategies (Team Planning)</i>	
Item 1: Ways to find resources are discussed in team meetings	
Item 2: Ways to get resources are in the action plan	
Item 3: Members take responsibility for finding resources for the team's projects	
Item 4: Funding sources for partnership activities to implement the action plan are identified	
<i>Element C: Expand networking opportunities (Team Building)</i>	
Item 1: Partnership schools, organizations, and agencies combine resources to implement the action plan	
Item 2: Team networks have expanded beyond the local community to include state, regional, and national resources	
Item 3: Technology is used to expand the team's resource base, e.g., Internet, SEDL bulletin board	
<i>Element D: Plan activities, tasks, and timelines (Team Planning)</i>	
Item 1: Tasks for members are outlined in an action plan to achieve team objectives	
Item 2: The action plan outlines specific activities to complete tasks	
Item 3: Beginning and ending dates are established for each task	
<i>Element E: Recognize individual contributions (Team Building)</i>	
Item 1: Ways to recognize and celebrate individual achievements are part of the partnership meetings	
Item 2: Group and individual accomplishments are publicized throughout the community	
<i>Element F: Encourage new individual roles and responsibilities (Team Building)</i>	
Item 1: Team supports personal growth of individual members	
Item 2: A nurturing environment for risk-taking exists within the partnership	
Item 3: School and community partners include all members in appropriate staff development activities	
Item 4: Partnership develops leadership pool through mentoring and coaching each other	

TAGE IV: PROJECT IMPLEMENTATION

In this CAT process stage, partnership members carry out the tasks and activities specified in the action plan with an emphasis on maintaining the team's common focus and everyone's participation. Keep this, and your school community, in mind as you respond to this section.

Project Implementation Elements	Observed Actions and Behaviors in your CAT Partnership	Place only one check for each item
Question 6:		YES NA
<i>Element A: Implement action plan (Team Planning)</i>		
Item 1: Tasks are carried out by team members		
Item 2: Timelines are followed or adjusted as needed		
<i>Element B: Support new individual roles and responsibilities (Team Building)</i>		
Item 1: Members support each other as they take on new roles outside of the partnership		
Item 2: The partnership's leadership pool is maintained through mentoring and coaching		
Item 3: The partnership takes full responsibility for the ongoing development of the team		
Item 4: The local team's expertise is shared and recognized outside of the partnership		
<i>Element C: Conduct evaluation (Team Planning)</i>		
Item 1: Team assesses impact of their actions on results for children, youth, and families		
Item 2: Team makes modifications to the action plan as needed		
Item 3: Input from the community outside of the partnership is incorporated into the evaluation process		
Item 4: Team determines continued and/or new directions for partnership based on evaluation results		
<i>Element D: Practice and promote collaborative teamwork (Team Building)</i>		
Item 1: Partnership establishes links with other partnerships		
Item 2: Partnership contributes to the field of knowledge on collaborative partnerships		
Item 3: Members value and promote the work they have done to improve results for children, youth, and families		
Item 4: Members understand and trust each other		
Item 5: Members work productively together		

Analyzing the Data

Purpose: To gather information for a customized plan that will guide your team through the Collaborative Action Team process. Additionally, to inform the CAT membership of how the team is progressing through the process, i.e., present state of development, future needs for ongoing development, and areas requiring immediate attention.

General procedure:

1. **Collect** all the *CAT Self-Assessment* forms.
2. **Sort** the forms into the following representative groups: Home, School, Community and Students, according to what the team member checked off on the first page. This will make it easier for you both in your tabulation of the data as well as the subsequent discussion with your team.
3. Complete the ***Data Tabulation Form*** to record and tabulate the total responses for each question. The tabulation will require using simple addition; some tabulation requires multiplication and division to determine a percent score. A calculator will be helpful and remember to always multiply before dividing.

Follow the steps on the following pages to tabulate percent scores. The percent scores will range from 0 - 1.0, which equates to 0% - 100%. It is more than likely the percent score will be less than 1.0 (100%). The larger the percent score, the more the team has accomplished toward developing the partnership. Tabulating the results for Questions 1 and 2 will vary slightly from Questions 3 - 6 because the responses requested were different.

4. The tabulation provides the team with a general idea of how individual members perceive the partnership, as well as the team's process and progress. The results will give the whole team an idea of how much it has accomplished and what it has yet to do.

Data Tabulation Form for the *CAT Self-Assessment*

Name of Site: _____

Location: _____

Date *CAT Self-Assessment* administered: _____

Number of persons who completed the *CAT Self-Assessment* for each representative group:

_____ Home _____ School _____ Community _____ Students

_____ Total number (N) of persons who completed the *CAT Self-Assessment*

Person(s) completing this data analysis form:

Date tabulation completed:

Instructions for tabulation

Step 1: Take the number of persons who completed the *CAT Self-Assessment* (N) from the cover page of the *Data Tabulation Form* and place it on each of the tabulation pages in the upper right where indicated.

Step 2: For Question 1 (Items 1 and 2) and Question 2 (Items 1 and 2), add all of the team members' responses (checks) to an item and place the numbers in the corresponding boxes. If there were no responses, i.e., everyone left a blank box, place a zero (0) in the corresponding box. If the "Others" column is checked, review the description given. Include the suggested "Other(s)" in your discussion about the different representative groups, however, do not include any "Others" responses in your addition.

For example: A total of 25 team members completed the *CAT Self-Assessment* at the meeting. Adding the responses from the 25 forms, you find there were 15 total responses (checks) for "Parents/caretakers" and all blanks for "Other family members". The number 15 would be placed in the "Parent/caretakers" box and a 0 would be placed in the "Other family members" box.

Step 3: For Question 2 (Item 3), tabulate an average number of people for each representative group the team perceives as currently serving as members of your CAT by adding all of the teams' responses (estimations) for each group and divide by the number of responses to this item (how many people responded to this item).

For example: Only 18 of the 25 team members completed Item 3 in Question 2. Adding the responses from the 8 forms, you find a total of 42 for Home; 75 for School; 58 for Community; and 0 for Students. To find an average for each representative group, divide the totals by 18 (the number of people responding to this item). The tabulation results indicate that the team perceives there is an average of 2.33 Home representatives; 4.16 School representatives; 3.22 Community representatives; and no Student representatives.

Step 4: For Questions 3 - 6, total only the YES responses to an item for each representative group (Home, School, Community and Students) and place the number in the corresponding boxes on the following pages. Do not count a response of NA.

For example: A total of 25 team members completed the *CAT Self-Assessment*. Adding the responses given to an item you find there were 23 total YES responses (11 representing Home, 8 representing School, 3 representing Community and 1 Student) and 2 NA responses. The number 11 would be placed in the Home box for this item; 8 for School; 3 for Community; and 1 for Student.

Step 5: For each item in Questions 3 - 6, add the numbers across (row) to calculate the team's response to the item. Place the sum in the Team column for that item (slightly shaded area).

CAT Self-Assessment (continued)

For example: Using the example from Step 4, a total of 23 would be placed in the Team box for the item.

Step 6: For each Element in Questions 3 - 6, add the numbers down (column) to calculate the **representative group's response to the Element**. Place the sum in the Element Total row for that group (slightly shaded area).

For example: The responses from team members representing Home on Question 3, Element G: "Identify and prioritize community issues" were 5 for Item 1; 2 for Item 2; and 4 for Item 3. The total for Home for this element is 11. The number 11 would be placed in the Element G, Home column.

Step 7: Add the Team column for each element. Then add the Element Total row. The two sums should be equal. If they do not, an error has occurred. Place the sum in the darkened square for the **team's response to the element**, (i.e., Team Element Total (**E**)).

For example: Expanding on the example in Step 6, you find Question 3, Element G Total (**E**) = 70 (11 for Home; 38 for School; 12 for Community; and 9 for Student) **AND** (23 for Item 1 Team total; 22 for Item 2; and 25 for Item 3).

Step 8: It is now important to calculate **percent scores for each element**. This will enable you to compare the results on each element with your previous and/or future self-assessment results and to results from other CAT sites. To do so, multiply the number of persons who completed the forms (**N**) by the number of items for the element, then divide this into the team's response to the element (**E**). Multiplying before dividing is necessary. The formula is included in the last column for each element. Remember, percent scores will range from 0 - 1.0.

For example: Using the example in Step 6, you find Question 3, Element G Total (**E**) = 70. There were 25 people (**N**) who completed the self-assessment. Since there are three items in Question 3, Element G, you multiply 3 times 25 which equals 75. Divide 70 (**E**) by 75 and you get .93 (**93%**).

Step 9: Last, you can now calculate the responses for each representative group and the entire team for the four stages (Team Identification, Team Mobilization, Project Development, and Project Implementation).

a. To tabulate a score for each representative group, add the Element Totals (slightly shaded areas) in each column. Place the sum in the dashed square.

b. To tabulate a score for the team, add the Stage Total row (four dashed squares). Place the sum in the heavily outlined square, (i.e., Team Stage Total (**S**)).

c. To obtain a **percent score for each stage of the CAT process**, follow the formula in Step 8 except use the number of items for the stage rather than for just an element (to get this add the number of items in all of the elements comprising each stage). Multiply the number of persons who completed the forms (**N**) by the sum of the items for the stage, then divide this into the team's response to the stage (**S**). Place the percent score for each stage on the bottom of the last page in the table.



Total number (N) who completed the CAT Self-Assessment = _____

Membership in your CAT	Representative Groups															
	Home		School				Community						Students	Others		
	Parents/Caretakers	Other family members	Teachers	Principals	Support Staff (Guidance, Social Work, Secretarial, ...)	Central Office (District)	Faith Community	Health Providers	Civic Organizations	Community Volunteers	Human/Social Service Providers	Higher Education	Business/Private Industry	Students	Others	
Team Identification Elements Question 1: <i>Element A: Defining representative membership (Team Planning)</i> Item 1: Number of responses: Who should be team members on your CAT? Suggested "Others", if any:																
Item 2: Number of responses: Who could be team members on your CAT? Suggested "Others", if any:																
Question 2: <i>Element B: Building representative membership (Team Building)</i> Item 1: Number of responses: Who are active members of your CAT? Suggested "Others", if any:																
Item 2: Number of responses: Who is involved in your CAT but not an active member? Suggested "Others", if any:																
Item 3: Average of how many people currently serve on CAT? (add all the responses and divide by # of people who responded to this item)																
			HOME _____				SCHOOL _____				COMMUNITY _____		STUDENTS _____		OTHERS _____	



Observed Actions and Behaviors in your CAT Partnership Team Identification Elements (Question 3) Element C: Find common ground (Team Building)	Number of Responses (total checks in Yes column)					N = %
	Home	School	Comm	Student	Team (add row)	
Item 1: Members discuss environmental/organizational factors contributing to community issues						E + (Nx2)=%
Item 2: Members understand the impact these issues have on results for children, youth and families						E + (Nx2)=%
<i>Element C: Total (add column)</i>						
<i>Element D: Reinforce consensus building skills (Team Building)</i>						
Item 1: Everybody in the team actively participates in decision making						
Item 2: Differences are expressed and conflict is addressed						
Item 3: Everybody's perspective is considered						E + (Nx4)=%
Item 4: Individuals support group decisions						E + (Nx4)=%
<i>Element D: Total (add column)</i>						
<i>Element E: Establish communication guidelines (Team Building)</i>						
Item 1: Ground rules for conducting effective meetings are established						
Item 2: Diverse perspectives are welcome and openly shared						
Item 3: Members respect each others' cultures						E + (Nx4)=%
Item 4: Ground rules encourage active participation and involvement						E + (Nx4)=%
<i>Element E: Total (add column)</i>						
<i>Element F: Agree on a common vision (Team Planning)</i>						
Item 1: Members have openly shared their hopes and dreams for improving their community						
Item 2: The team has described the expected benefits for children, youth and families through collaborative efforts						
Item 3: Members have developed a visionary statement that describes the ideal community setting the team is striving to build						E + (Nx3)=%
<i>Element F: Total (add column)</i>						
<i>Element G: Identify and prioritize community issues (Team Planning)</i>						
Item 1: Individual members express issues to be addressed for the community						
Item 2: Members as a group have developed a list of issues for the community						E + (Nx3)=%
Item 3: Members have determined which community issues are most important						E + (Nx3)=%
<i>Element G: Total (add column)</i>						
<i>Element H: Develop mission statement (Team Planning)</i>						
Item 1: Members agree the purpose of the team is to improve results for children, youth and families						
Item 2: The team has written a mission statement to accomplish its purpose						E + (Nx3)=%
Item 3: All partners support the mission statement						E + (Nx3)=%
<i>Element H: Total (add column)</i>						
<i>Team Identification Total (add element totals from columns only)</i>						
						S =

230

231

Self-Assessment (continued)

Team Mobilization: Elements (Question 4)	Home	School	Comm	Student	Team (add row)	N = %
<i>Element A: Identify shared leadership opportunities (Team Planning)</i>						
Item 1: The team has identified the abilities, skills, and experience of all members						E + (Nx3)= %
Item 2: Tasks are matched with individual members' abilities, skills, and strengths						
Item 3: The team supports ways to develop leadership skills among all members						
<i>Element A: Total (add column)</i>						
<i>Element B: Assume shared leadership responsibilities (Team Building)</i>						
Item 1: Activities and tasks are equally shared among home, school, community and students						
Item 2: The team understands and utilizes the expertise of all members						
Item 3: Individual members are willing to learn and improve their leadership skills						E + (Nx4)= %
Item 4: Individual members are willing to take on new leadership roles						
<i>Element B: Total (add column)</i>						
<i>Element C: Enhance communication guidelines (Team Planning)</i>						
Item 1: Minutes of partnership meetings are distributed for review ahead of time						
Item 2: Members exchange information about upcoming activities in the community						
Item 3: Existing systems of communication are linked between collaborating agencies						
Item 4: Meeting notices are available to all representative groups						
Item 5: A membership list is printed and kept current						
Item 6: A printed agenda is available at the meeting						E + (Nx7)= %
Item 7: Meeting discussion is structured to accommodate for special needs of members						
<i>Element C: Total (add column)</i>						
<i>Element D: Initiate networking opportunities (Team Building)</i>						
Item 1: The team shares information and experiences with each other						
Item 2: The team develops relationships and contacts outside of the partnership						E + (Nx3)= %
Item 3: Members develop strategies for building their networking resource base						
<i>Element D: Total (add column)</i>						
<i>Element E: Enhance group decision-making (Team Building)</i>						
Item 1: The diverse perspectives of all members are valued and discussed						
Item 2: Strategies for resolving conflict are used						
Item 3: Decisions reflect the viewpoints of all members involved						E + (Nx4)= %
Item 4: Members come prepared to make informed decisions						
<i>Element E: Total (add column)</i>						
<i>Element F: Set goals and objectives (Team Planning)</i>						
Item 1: The team establishes goals to address the group's priority issues						
Item 2: Measurable objectives for team goals are written						E + (Nx3)= %
Item 3: All partners support the goals and objectives of the team						
<i>Element F: Total (add column)</i>						
<i>Team Mobilization Total (add element totals; only)</i>						
						S =

Project Implementation Elements (Question 6)

Element A: Implement action plan (Team Planning)

Item 1: Tasks are carried out by team members

Item 2: Timelines are followed or adjusted as needed

Element A: Total (add column)

Element B: Support new individual roles and responsibilities (Team Building)

Item 1: Members support each other as they take on new roles outside of the partnership

Item 2: The partnership's leadership pool is maintained through mentoring and coaching

Item 3: The partnership takes full responsibility for the ongoing development of the team

Item 4: The local team's expertise is shared and recognized outside of the partnership

Element B: Total (add column)

Element C: Conduct evaluation (Team Planning)

Item 1: Team assesses impact of their actions on results for children, youth, and families

Item 2: Team makes modifications to the action plan as needed

Item 3: Input from community outside of the partnership is incorporated into the evaluation process

Item 4: Team determines continued and/or new directions for partnership

Element C: Total (add column)

Element D: Practice and promote collaborative teamwork (Team Building)

Item 1: Partnership establishes links with other partnerships

Item 2: Partnership contributes to the field of knowledge on collaborative partnerships

Item 3: Members value and promote the work they have done to improve results for children, youth and families

Item 4: Members understand and trust each other

Item 5: Members work productively together

Element D: Total (add column)

Project Implementation Total (add element totals only)

	Home	School	Comm	Student	Team (add row)	N = %
Item 1: Tasks are carried out by team members						E + (Nx2) = %
Item 2: Timelines are followed or adjusted as needed						
<i>Element A: Total (add column)</i>						
<i>Element B: Support new individual roles and responsibilities (Team Building)</i>						
Item 1: Members support each other as they take on new roles outside of the partnership						
Item 2: The partnership's leadership pool is maintained through mentoring and coaching						
Item 3: The partnership takes full responsibility for the ongoing development of the team						E + (Nx4) = %
Item 4: The local team's expertise is shared and recognized outside of the partnership						
<i>Element B: Total (add column)</i>						
<i>Element C: Conduct evaluation (Team Planning)</i>						
Item 1: Team assesses impact of their actions on results for children, youth, and families						
Item 2: Team makes modifications to the action plan as needed						
Item 3: Input from community outside of the partnership is incorporated into the evaluation process						E + (Nx4) = %
Item 4: Team determines continued and/or new directions for partnership						
<i>Element C: Total (add column)</i>						
<i>Element D: Practice and promote collaborative teamwork (Team Building)</i>						
Item 1: Partnership establishes links with other partnerships						
Item 2: Partnership contributes to the field of knowledge on collaborative partnerships						
Item 3: Members value and promote the work they have done to improve results for children, youth and families						E + (Nx5) = %
Item 4: Members understand and trust each other						
Item 5: Members work productively together						
<i>Element D: Total (add column)</i>						
<i>Project Implementation Total (add element totals only)</i>					S =	

Stage Percent Scores (multiply the number of persons who completed the forms (N) by the total number of items for the particular stage, then divide this into the team's stage total (S))

_____ % Team Identification _____ % Team Mobilization _____ % Project Development _____ % Project Implementation

Interpreting the Data

Purpose: To identify where the team has achieved progress, what is needed for ongoing development, and what areas require immediate attention. Further, interpreting the data will enable you to compare your current state of development with past assessments and results from other CAT sites.

Use the following example to help you understand the steps for interpreting Question 1.

Element A: Defining representative membership	Home		School				Community						Students	
	Parents/Caretakers	Other family members	Teachers	Principals	Support Staff (Guidance, Social Work, Secretarial, ...)	Central Office (District)	Faith Community	Health Providers	Civic Organizations	Community Volunteers	Human/Social Service Providers	Higher Education	Business/Private Industry	Students
Item 1	2	0	10	10	0	10	10	8	0	2	10	0	4	0
Item 2	1	0	8	7	0	0	10	6	0	2	0	0	2	0

Question 1: Team Identification (Element A)

Steps:

1. Review the responses on your *Data Tabulation Form* in Item 1. This will provide you with a general idea of the diversity of perspectives among your partners regarding who they believe should serve on your CAT. Ideally, there should be representation on your team from the four groups - home, school, community and students. However, not everyone on the team may agree. The higher the number, the stronger the team feels about defining your CAT with those representatives.

Interpreting the example: A total of 10 people completed the self-assessment. The results from Item 1 indicate the team feels strongly that "Teachers", "Principals", and "Central Office" staff, representing the School group, and "Faith community" and "Human/social service providers", representing the Community group, are most important in defining your CAT membership. Is this an indication that your team perceives the school and community as more important to have on your CAT than home and students? Are these results because more school and community partners completed the self-assessment? These are questions that would be helpful to consider.

2. Review Item 1 for no responses in any group, i.e., a zero for the group. This will be helpful in determining if any particular representatives are perceived by your

team as not important in defining representative membership. If this does occur, a discussion with the team about their reasons for not including that group in defining the partnership is recommended.

Interpreting the example: There were no checks for "Other family members" in the Home group; "Support staff" in the School group; or "Civic organizations" and "Higher education" in the Community group. Does your team perceive these particular representatives as not important to serve on your CAT?

3. Next compare the responses on your *Data Tabulation Form* in Items 1 and 2. This will provide you with a general idea of the diversity of perspectives among your partners regarding who they believe could serve on your CAT. You may find that although the team perceives particular representatives as important to defining your membership, they may not think these persons could serve on your CAT, as indicated by a difference between the totals in Items 1 and 2. The team may perceive that some groups, or particular representatives in that group, are unavailable, unapproachable, or not appropriate to serve on your CAT. A discussion with your team about any differences may bring up issues related to your school community that need to be considered in determining the membership of your CAT.

Interpreting the example : The results indicate the team feels strongly that "Human/social service providers", in the Community group, should be members of your CAT, however, the team does not believe they could be members. What are the issues in your community that might preclude these representatives from becoming team members? This would be helpful to discuss.

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Use the following example to help you understand the steps for interpreting Question 2.

Element B: Building representative membership	Home		School				Community						Students	
	Parents/Caretakers	Other family members	Teachers	Principals	Support Staff (Guidance, Social Work, Secretarial, ...)	Central Office (District)	Faith Community	Health Providers	Civic Organizations	Community Volunteers	Human/Social Service Providers	Higher Education	Business/Private Industry	Students
Item 1	0	0	10	0	0	10	10	0	0	10	0	0	10	1
Item 2	0	0	3	10	0	0	0	0	0	2	0	0	1	0
Item 3	Average 0		Average 7.21				Average 2.66						Average .10	

Question 2: Team Identification (Element B)

Steps:

1. Review the responses on your *Data Tabulation Form* in Item 1. This will provide you with a general idea of who your partners perceive as active members on your CAT. If the team believes there is no representation on your CAT from one of the four groups, the group total will be a zero, i.e., all representatives within the group received no responses. If the team believes there is no representation from particular persons in a group, the individual representatives will be a zero, i.e., "Parent/caretaker" or "Other family members" within the Home group. This finding may have already been discussed as a result of the responses to Question 1. If not, a discussion of the CAT process focusing on the importance of representation from all four groups is recommended.

Interpreting the example: A total of 10 people completed the self-assessment. The results from Item 1 indicate that the team perceives there are no active members on your CAT representing the Home group; i.e., none from "Parents/caretakers" or "Other family members". A discussion of why this group is not represented will help the team determine how to build representative membership. It is possible that team members may be confused about individual member's roles. For instance, an individual may represent several groups, i.e., a parent and a local phone company.

2. Review the responses in Item 2. This will provide you with a general idea of your team's perception of who is involved in your CAT, but not actively. The results may help to identify persons "behind the scenes" who are helping the team achieve goals but for some reason are unavailable to come to meetings.

The results may also highlight that there are people who the team believe play a key role but who do not attend meetings.

Interpreting the example: The results from Item 2 indicate that the team perceives the Principal as involved in the CAT but not actively. A discussion of the Principal's involvement may provide a clearer understanding of the situation or an action to bolster the Principal's attendance at meetings.

1. Review the averages in Item 3. The average for each group will indicate how many representatives your team perceives as currently serving on your CAT. The results will indicate the balance among the four representative groups on your team.

Interpreting the example : The results from Item 3 indicate that your team perceives, on average, that there are no Home representatives, 7 School representatives, 3 Community representatives, and no Student representatives on your CAT. Clearly there is an imbalance between the representative groups. A discussion on how to build representative membership for your CAT is recommended.

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**Use the following example to help you understand
the steps for interpreting Questions 3 - 6.**

Team Identification Element (Question 3)	Home	School	Comm	Student	Team	N = 15
<i>Element C: Find common ground (Team Building)</i>						%
Item 1: Members discuss environmental/organizational factors contributing to community issues	4	5	2	2	13	
Item 2: Members understand the impact these issues have on results for children, youth and families	0	6	0	0	6	E + (Nx2)= %
<i>Element C: Total (add column)</i>	4	11	2	2	E = 19	.63 (63%)
Element H: Develop mission statement (Team Building)	Home	School	Comm	Student	Team	N = 15
						%
Item 1: Members agree the purpose of the team is to improve results for children, youth and families	4	7	2	2	15	
Item 2: The team has written a mission statement to accomplish its purpose	4	7	2	2	15	E + (Nx3)= %
Item 3: All partners support the mission statement	3	7	2	1	13	
<i>Element H: Total (add column)</i>	11	21	6	5	E = 43	.96 (96%)
Team Identification Total <i>(add element totals from columns only)</i>	15	32	8	7	S = 62	
Team Mobilization Total <i>(add element totals from columns only)</i>	19	42	20	18	S = 99	
Project Development Total <i>(add element totals from columns only)</i>	2	10	0	0	S = 12	
Project Implementation Total <i>(add element totals from columns only)</i>	0	0	0	0	S = 0	

For this example only, Team Identification is comprised of 5 items; Team Mobilization, 7 items; Project Development, 9 items; and Project Implementation, 8 items.

Stage Percent Scores (multiply the number of persons who completed the forms (N) by the total number of items for the particular stage, then divide this into the team's stage total (S))

$62 \div (15 \times 5) = 83\%$	$99 \div (15 \times 7) = 94\%$	$12 \div (15 \times 9) = 9\%$	$0 \div (15 \times 8) = 0\%$
Team Identification	Team Mobilization	Project Development	Project Implementation

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Questions 3 - 6: Team Identification (Elements C - H) and Team Mobilization, Project Development and Project Implementation (all Elements)

Steps:

To interpret representative group results

1. Compare the responses each representative group gave to **each item**. This will provide a general idea of the diversity of perspectives among your partners on the specific items. You may find that a particular representative group places more importance on an activity than the other groups.

Interpreting the example: Thirteen of the 15 persons who completed the self-assessment responded to Element C, Item 1. Although there are two missing responses which could add to any group total, this does not seem to impact the results. The results indicate that the groups have similar perceptions. Specifically, 4 Home, 5 School, 2 Community and 2 Student representatives believe the team has discussed environmental/organizational factors that contribute to community issues. However, the results from Item 2 seem to indicate greater variation among the representative groups in their perception on whether team members' understand the impact these issues have on results for children, youth and families. The Home, Community and Student groups received no responses, indicating they do not feel members have an understanding of the impact of the issues or possibly this item is not applicable to their group. Conversely, the School group responded they think the team members do understand. The School's response accounts for 6 out of a possible 15, i.e., a little less than half of the group; however, this only reflects one group's response. Finding out about the variation in perspectives among the groups would help to possibly determine steps to increase members' understanding or a need to clarify the individual item.

2. Compare the responses each group gave to **each element**. This will provide a general idea of the diversity of perspectives among your partners on the elements comprising the four stages (Team Identification, Team Mobilization, Project Development and Project Implementation). You may find a particular element may be more important to some team members than it is to others.

Interpreting the example: Comparing Element C and Element H, the results seem to indicate each of the representative groups perceives the team has achieved developing a mission statement more than finding common ground. The percent score for Element C (63%) is much lower than for Element H (96%).

3. Compare the responses each representative group gave to **each stage**. This will provide you with a general idea of the diversity of perspectives among your partners on the four stages. You may find that a particular representative group perceives the team at a different stage of development than the other groups.

Interpreting the example: Comparing Stages 1 and 2, the results indicate all of the representative groups perceive the team has accomplished more in Stage 2: Team Mobilization than in Stage 1: Team Identification. Further, each group perceives the team has achieved more in Stages 1 and 2 than in Stage 3: Project Development. The results also indicate that none of the representative groups believe any elements in Stage 4: Project Implementation have been accomplished.

4. Be cautious when you find large differences in the numbers. A difference may occur if the number of persons from each representative group that completed the forms varies. However, a difference may also be due to a particular representative group's unique opinion regarding an item, element, or stage. The areas of difference among the representative groups are very fertile ground for discussion and should be explored as an opportunity for overall team growth. This kind of discussion will validate the team's perspective about its partnership development.

Interpreting the example : Comparing the results for the representative groups in Stage 1: Team Identification, the School total of 32 is twice as much as the Home total of 15 and four times as much as either the Community total (8) or the Student total (7). It seems that there is a large difference between the School total and the others. The number of representatives who responded from the School group versus the other three groups should be taken into consideration before determining that the School representatives perceived the team as having accomplished twice as much. In this example, there are 4 Home representatives, 7 School, 2 Community, and 2 Students. Almost twice as many from School responded as from Home and three times as many from School as from Community and Students. Considering the number of representatives in each group and their group totals for Team Identification, the differences do not appear to be very large.

To interpret team results

1. Look at the percent score for **each element**. On average among teams, SEDL has found that if the percent score is 70% or greater, the team has achieved a high level of progress on the element. If the percent score is between 40% and 70%, then progress is occurring on the element. If the percent score is 40% or less, then the element needs immediate attention by the team.

Interpreting the example: The percent score for Element C is .63 or 63%. This indicates that the team has achieved some progress in finding common ground, however, the team has not yet reached a level of high achievement. The percent score for Element H is .96 or 96%. This score indicates the team has made great progress toward developing a mission statement and has achieved a higher level toward this element than toward finding common ground.

Note the areas in which the team had high achievement, is continuing to develop, and or has immediate needs. A suggestion for doing this is to place a ✓ next to the percent score indicating high achievement, a → next to the percent score indicating ongoing team development, and a ← next to the percent score indicating an element needs immediate attention. Use the resource packets found in *A Guide for Building Collaborative Action Teams in Schools and Communities* to assist the team in addressing elements needing most attention.

2. Look at the percent score for **each stage**. This will provide your team with a clear idea of the team's current phase of development in each stage and your developmental progression as a team.

Interpreting the example : Comparing the percent scores for the four stages, the results indicate that the team has made the most progress in their development in Stage 2: Team Mobilization (94%). They are also progressing in Stage 1: Team Identification (83%) and some in Stage 3: Project Development (9%). However, the team has not yet achieved any progress in Stage 4: Project Implementation (0%). The results further exemplify that the CAT process is fluid, i.e., the team may be focusing on elements in several stages at one time and achieve some in a later stage while still working on some in a previous stage. The length of time the team has existed should be considered in interpreting and moving ahead based on these results.

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Using the CAT Self-Assessment to Determine a Point of Entry (for those about to use the CAT process for the first time) **or a Course of Action** (for partnerships experienced in the CAT process)

A beginning CAT will be able to decide where in the process to begin its work. An experienced team can use the self-assessment results to identify areas in which progress has been made and determine areas where more work is needed.

1. Using the examples for Questions 1 and 2, the team's composition is exclusively school and community representatives, with no representation from the home or students (as indicated in the results from Question 2). Second, the team perceives representatives from the school and community as more important in defining their CAT membership (as indicated in the results from Question 1). The team's membership is clearly not balanced, a basic principle of the CAT process.

A discussion of the team's membership can provide insight into why the membership is not representative and serve to prompt them to develop actions to change the balance on their team. For instance, a new CAT may have existed as another entity prior to becoming a CAT that was only comprised of school and community members. Or, in the case of the CAT that has been in existence for at least six months, the team's membership may at one time have been balanced but currently is not. The facilitator can help the whole team consider actions to increase home and student representation, such as sending an invitational flyer, making phone contacts, or talking to parent and student groups.

2. Using the examples for the analyses of Questions 3 - 6 (a CAT team with 15 members), the team has begun to make progress in three of the four stages, i.e., Stage 1: Team Identification, Stage 2: Team Development and Stage 3: Project Development (as indicated in the results from Questions 3 - 6). Although the results indicate that this team has progressed more in the Team Mobilization stage than the other two stages, both Stages 1 and 2 show a high level of progress. The results indicate that several elements in Team Identification raise issues to consider.

For a team using the CAT process for the first time, it is recommended that the team begin in the Team Identification stage but continue its progress already achieved in the other stages. The progress this new CAT has made may be a result of actions accomplished while part of another team or while awaiting the initial training to become a CAT. Although it appears that members have discussed environmental/organizational factors contributing to community issues, they do not all agree that everyone understands the impact these issues have on results for children, youth and families (as indicated in the results from Question 3, Element C). The members do agree that the purpose of the team is to improve results for children, youth and families (as indicated in the results from Question 3, Element H), therefore, it would be helpful for the team to discuss the outcomes they hope to accomplish for children, youth and families and include how the community issues would impact the desired results. The team can focus the mission statement to be sure it reflects their desire to

improve results for children, youth and families and, at the same time, get a better understanding of why some team members do not feel all partners support the mission. With this information now documented, the team can work on finding common ground, finalizing a mission statement, and generating group momentum before moving on to other stages.

For a team that has existed for at least six months, they would not want to lose the momentum they have already achieved. This team has effectively moved into the Team Mobilization stage but needs to consider the elements within the other stages that require attention. They may want to add to one of their next meeting agendas a discussion of their established goals and how the community issues impact their outcomes for children, youth and families (as indicated in the results from Question 3, Element C). Further, the team may want to look at their written mission statement to see if it reflects their present goals. With this information now documented, the team may decide to spend some time on changing their mission statement and ensuring there is common ground among their members. However, it is recommended that this team begin to focus more on the elements in Stage 3: Project Development to move ahead in their desire to improve outcomes for children, youth and families.

3. Based on discussion and reflection generated by the analysis, the CAT can then decide on the next steps for continuing the development of the partnership. The resource packets found in *A Guide to Building Collaborative Action Teams in Schools and Communities* are helpful in accomplishing further development.

Collaborative Action Team Research Exit Survey

Please answer the questions below. Your responses will help SEDL understand what factors help to sustain your CAT and which may impact your team's continuation. Thank you for completing this survey. Your thoughts are most important.

CAT SITE: _____ Representative Group: _____ Home _____ School _____ Community _____ Student _____

1. Has your CAT made improvements for students and their families in your community? *(circle one)* Yes No Don't know
If yes, what improvements?

2. Since your CAT began, have any of the following changed: *(circle one for each item)*

- | | | | |
|---|-----|----|------------|
| a. school administration at district/campus level (superintendents, principals, etc.) | Yes | No | Don't know |
| b. funding sources for your district/campus (21st Century, Empowerment Zone, etc.) | Yes | No | Don't know |
| c. the representativeness of your team membership | Yes | No | Don't know |
| d. a paid coordinator/facilitator for your team | Yes | No | Don't know |

If yes for any above, please specify the change(s) and what impact this had or will have on the ability to sustain your team?

3. Has the recognition/importance of your CAT changed in your community?*(circle one)* Increased Decreased Fluctuated Same

4. In your school community, how important are the following factors in sustaining your CAT: *(circle one for each item)*

	No importance	Little importance	Average importance	Above average importance	Total importance
a. a stable meeting structure (i.e., time, site, etc.)	1	2	3	4	5
b. meeting reminder calls	1	2	3	4	5
c. distributing written agendas and meeting minutes	1	2	3	4	5
d. word of mouth about CAT	1	2	3	4	5
e. newspaper or other media coverage about CAT	1	2	3	4	5
f. networking via technology (Internet, e-mail, video)	1	2	3	4	5
g. contact with team members between meetings	1	2	3	4	5
h. taking action on your planned goals	1	2	3	4	5

Resource Guide Feedback Form

Facilitators or co-facilitators: We value your feedback in continuing to refine the development of this product so that other communities may benefit from your insights and expertise. Please complete and mail this form to your SEDL contact person after using materials from "A Guide to Building a Collaborative Action Team in Schools and Communities." Thanks!

Date: _____ Location: _____

Individual(s) completing this form: _____

What element of the CAT process was addressed in this meeting?

Please respond to the following questions as they pertain to the use of the resource guide.

- What worked?

- What did not work?

- Did you use an icebreaker from the resource guide? If so, which one and how effective was it? If you used your own ice breaker, please describe it.

- What changes would you recommend to improve these materials?

- What changes (if any) did you make to accommodate the needs of your CAT? Did these adaptations help?

Resource Guide Feedback Form (continued)

Rank each of the following items on a scale from 1 to 5 with one being the lowest score (do not agree) and five being the highest (agree). If the item does not apply, write a zero (0). Write the numerical ranking in the blank provided.

- _____ 1. Resource guide materials were helpful in planning and preparing for the meeting.
- _____ 2. Instructions for the activity were easy to follow.
- _____ 3. This activity was effective.
- _____ 4. The suggested momentum building activities were useful to the team.
- _____ 5. Participant handouts and transparency masters were clear.
- _____ 6. The material was relevant to the audience.
- _____ 7. Activities helped the CAT accomplish the goals of the session.

In the space below, please let us know how we may improve our training or technical assistance in developing your Collaborative Action Team.

Appendix D

Significance and Probability Values for CAT Sustainability CAT Self-Assessment Questions Across Time

CAT Process Stages, Elements, and Activities	n	DF	F	p
Team Identification				
<i>Element A: Defining representative membership</i>				
Item 1: Who do you think should be team members on your CAT?:				
Do you think parents/caretakers should be members of the CAT?	782	2, 779	0.18	.834
Do you think other family members should be members of the CAT?	782	2, 779	1.76	.173
Do you think teachers should be members of the CAT?	782	2, 779	2.25	.106
Do you think principals should be members of the CAT?	782	2, 779	1.04	.355
Do you think support staff (guidance, social work, secretarial) should be members of the CAT?	782	2, 779	3.87	.021
Do you think central office (district) should be a member of the CAT?	781	2, 778	3.25	.039
Do you think faith community should be members of the CAT?	782	2, 779	8.72	.000
Do you think health providers should be members of the CAT?	780	2, 777	0.15	.862
Do you think civic organizations should be members of the CAT?	782	2, 779	1.02	.361
Do you think community volunteers should be members of the CAT?	782	2, 779	4.17	.016
Do you think human/social service providers should be members of the CAT?	781	2, 778	3.45	.032
Do you think higher education should be a member of the CAT?	781	2, 778	0.27	.765
Do you think business/private industry should be a member of the CAT?	782	2, 779	2.89	.056
Do you think students should be members of the CAT?	782	2, 779	2.22	.110
Item 2: Who do you think could be team members on your CAT:				
Do you think parents/caretakers could be members of the CAT?	782	2, 779	4.00	.019
Do you think other family members could be members of the CAT?	782	2, 779	3.29	.038
Do you think teachers could be members of the CAT?	782	2, 779	6.01	.003
Do you think principals could be members of the CAT?	782	2, 779	2.16	.116
Do you think support staff (guidance, social work, secretarial) could be members of the CAT?	782	2, 779	3.78	.023
Do you think central office (district) could be a member of the CAT?	782	2, 779	6.29	.002
Do you think faith community could be members of the CAT?	782	2, 779	4.13	.016
Do you think health providers could be members of the CAT?	780	2, 777	1.65	.193
Do you think civic organizations could be members of the CAT?	782	2, 779	5.38	.005
Do you think community volunteers could be members of the CAT?	782	2, 779	4.09	.017
Do you think human/social service providers could be members of the CAT?	781	2, 778	4.20	.015
Do you think higher education could be a member of the CAT?	781	2, 778	1.79	.168
Do you think business/private industry could be a member of the CAT?	782	2, 779	6.52	.002
Do you think students could be members of the CAT?	782	2, 779	3.90	.021



Significance and Probability Values for CAT Sustainability CAT Self-Assessment Questions Across Time (continued)

Team Identification continued	n	DF	F	p
<i>Element B: Building representative membership</i>				
Item 1: Who are active members on your CAT, (i.e., attend meetings)?				
Are parents/caretakers active members on the CAT?	777	2, 774	2.66	.070
Are other family members active members on your CAT?	777	2, 774	3.07	.047
Are teachers active members on the CAT?	777	2, 774	1.61	.201
Are principals active members on the CAT?	777	2, 774	7.61	.001
Are support staff (guidance, social work, secretarial) active members on the CAT?	777	2, 774	1.01	.364
Is central office (district) an active member on the CAT?	777	2, 774	2.57	.077
Is faith community an active member on the CAT?	776	2, 773	5.54	.004
Are health providers active members on the CAT?	774	2, 771	4.02	.018
Are civic organizations active members on the CAT?	776	2, 773	0.45	.638
Are community volunteers active members on the CAT?	776	2, 773	3.23	.040
Are human/social services providers active members on the CAT?	776	2, 773	1.94	.145
Is higher education an active member on the CAT?	775	2, 772	1.04	.354
Is business/private industry an active member on the CAT?	775	2, 772	1.82	.163
Are students active members on the CAT?	776	2, 773	2.81	.061
Item 2: Who is involved by not active in your CA, i.e., does not attend meetings?				
Are parents/caretakers involved but not active on the CAT?	770	2, 767	2.12	.120
Are other family members involved but not active on the CAT?	768	2, 765	2.32	.099
Are teachers involved but not active on the CAT?	769	2, 766	5.44	.004
Are principals involved but not active on the CAT?	768	2, 765	11.36	.000
Are support staff (guidance, social work, secretarial) involved by not active on the CAT?	767	2, 764	2.28	.103
Is central office (district) involved but not active on the CAT?	768	2, 765	3.30	.037
Is faith community involved but not active on the CAT?	768	2, 765	2.07	.127
Are health providers involved but not active on the CAT?	768	2, 765	1.29	.276
Are civic organizations involved but not active on the CAT?	769	2, 766	4.50	.011
Are community volunteers involved but not active on the CAT?	769	2, 766	4.47	.012
Are human/social services involved but not active on the CAT?	769	2, 766	1.78	.169
Is higher education involved but not active on the CAT?	769	2, 766	3.84	.022
Is business/private industry involved but not active on the CAT?	769	2, 766	4.13	.016
Are students involved but not active on the CAT?	768	2, 765	6.92	.001

Significance and Probability Values for CAT Sustainability CAT Self-Assessment Questions Across Time (continued)

Team Identification continued	n	DF	F	p
<i>Element C: Find common ground</i>				
Activity 1: Members discuss environmental/organizational factors contributing to community issues	713	2, 710	14.83	.000
Activity 2: Members understand the impact these issues have on results for children, youth, and families	718	2, 715	5.09	.006
<i>Element D: Reinforce consensus building skills</i>				
Activity 1: Everyone on the team actively participates in decision making	699	2, 696	29.18	.000
Activity 2: Differences are expressed and conflict is addressed	717	2, 714	18.85	.000
Activity 3: Everyone's perspective is considered	726	2, 723	19.67	.000
Activity 4: Individuals support group decisions	716	2, 713	20.30	.000
<i>Element E: Establish communication guidelines</i>				
Activity 1: Ground rules for conducting effective meetings are established	695	2, 692	28.60	.000
Activity 2: Diverse perspectives are welcome and openly shared	732	2, 729	28.96	.000
Activity 3: Members respect each others' cultures	734	2, 731	21.60	.000
Activity 4: Ground rules encourage active participation and involvement	693	2, 690	20.10	.000
<i>Element F: Agree on a common vision</i>				
Activity 1: Members have openly shared their hopes and dreams for improving the community	737	2, 734	38.03	.000
Activity 2: The team has described the expected benefits for children, youth, and families through collaborative efforts	715	2, 712	33.74	.000
Activity 3: Members have developed a visionary statement that describes the ideal community setting the team is striving to build	707	2, 704	37.67	.000
<i>Element G: Identify and prioritize community issues</i>				
Activity 1: Individual members express issues to be addressed for the community	714	2, 711	41.40	.000
Activity 2: Members as a group have developed a list of issues for the community	678	2, 675	47.60	.000
Activity 3: Members have determined which community issues are most important	672	2, 669	51.56	.000
<i>Element H: Develop mission statement</i>				
Activity 1: Members agree the purpose of the team is to improve results for children, youth, and families	754	2, 751	22.65	.000
Activity 2: The team has written a mission statement to accomplish its purpose	699	2, 696	44.53	.000
Activity 3: All partners support the mission statement	693	2, 690	35.88	.000



Significance and Probability Values for CAT Sustainability CAT Self-Assessment Questions Across Time (continued)

	<u>N</u>	<u>DF</u>	<u>F</u>	<u>P</u>
Team Mobilization				
<i>Element A: Identify shared leadership opportunities</i>				
Activity 1: The team has identified the abilities, skills, and experience of all members	647	2, 644	21.57	.000
Activity 2: Tasks are matched with individual members' abilities, skills, and strengths	629	2, 626	43.83	.000
Activity 3: The team supports ways to develop leadership skills among all members	668	2, 665	46.34	.000
<i>Element B: Assume shared leadership responsibilities</i>				
Activity 1: Activities and tasks are equally shared among home, school, community, and students	631	2, 628	28.96	.000
Activity 2: The team understands and utilizes the expertise of all members	654	2, 651	25.17	.000
Activity 3: Individual members are willing to learn and improve their leadership skills	713	2, 710	24.16	.000
Activity 4: Individual members are willing to take on new leadership roles	674	2, 671	23.46	.000
<i>Element C: Enhance communication guidelines</i>				
Activity 1: Minutes of partnership meetings are distributed for review ahead of time	631	2, 628	40.02	.000
Activity 2: Members exchange information about upcoming activities in the community	691	2, 688	41.50	.000
Activity 3: Existing systems of communication are linked between collaborating agencies/organizations	627	2, 624	37.96	.000
Activity 4: Meeting notices are available to all groups (home, school, community and students)	690	2, 687	40.54	.000
Activity 5: A membership list is printed and kept current	661	2, 658	36.90	.000
Activity 6: A printed agenda is available at the meeting	728	2, 725	55.42	.000
Activity 7: Meeting discussion is structured to accommodate for special needs of members (e.g., translation and child care)	592	2, 589	34.38	.000
<i>Element D: Initiate networking opportunities</i>				
Activity 1: The team shares information and experiences with others in the partnership	705	2, 702	42.05	.000
Activity 2: The team develops relationships and contacts outside of the partnership	680	2, 677	40.21	.000
Activity 3: Members develop strategies for building their networking resource base	659	2, 656	37.04	.000
<i>Element E: Enhance group decision-making</i>				
Activity 1: The diverse perspectives of all members are valued and discussed	724	2, 721	33.79	.000
Activity 2: Strategies for resolving conflict are used	675	2, 672	31.23	.000
Activity 3: Decisions reflect the viewpoints of all members involved	710	2, 707	39.37	.000
Activity 4: Members come prepared to make informed decisions	667	2, 664	32.72	.000
<i>Element F: Set goals and objectives</i>				
Activity 1: The team establishes goals to address the group's priority issues	704	2, 701	60.60	.000
Activity 2: Measurable objectives for team goals are written	644	2, 641	34.55	.000
Activity 3: All partners support the goals and objectives of the team	675	2, 672	37.30	.000

Significance and Probability Values for CAT Sustainability CAT Self-Assessment Questions Across Time (continued)

<u>Project Development</u>	<u>n</u>	<u>DF</u>	<u>F</u>	<u>p</u>
<i>Element A: Determine roles and responsibilities</i>				
Activity 1: Strengths of individual members are identified to implement the project, e.g., tasks and activities	686	2, 683	30.21	.000
<i>Element B: Develop resource strategies</i>				
Activity 1: Ways to find resources are discussed in team meetings	702	2, 699	46.54	.000
Activity 2: Ways to get resources are in the action plan	642	2, 639	40.79	.000
Activity 3: Members take responsibility for finding resources for the team's projects	664	2, 661	50.96	.000
Activity 4: Funding sources for partnership activities to implement the action plan are identified	629	2, 626	41.81	.000
<i>Element C: Expand networking opportunities</i>				
Activity 1: Partnership schools, organizations, and agencies combine resources to implement the action plan	656	2, 653	34.34	.000
Activity 2: Team networks have expanded beyond the local community to include state, regional, and national resources	564	2, 561	34.79	.000
Activity 3: Technology is used to expand the team's resource base, e.g., Internet, SEDL bulletin board	598	2, 595	26.64	.000
<i>Element D: Plan activities, tasks, and timelines</i>				
Activity 1: Tasks for members are outlined in an action plan to achieve team objectives	624	2, 621	45.97	.000
Activity 2: The action plan outlines specific activities to complete tasks	615	2, 612	49.00	.000
Activity 3: Beginning and ending dates are established for each task	622	2, 619	38.40	.000
<i>Element E: Recognize individual contributions</i>				
Activity 1: Ways to recognize and celebrate individual achievements are part of the partnership meetings	633	2, 630	34.02	.000
Activity 2: Group and individual accomplishments are publicized throughout the community	585	2, 582	25.31	.000
<i>Element F: Encourage new individual roles and responsibilities</i>				
Activity 1: Team supports personal growth of individual members	698	2, 695	50.49	.000
Activity 2: A nurturing environment for risk-taking exists within the partnership	670	2, 667	51.17	.000
Activity 3: School and community partners include all members in appropriate staff development activities	639	2, 636	30.88	.000
Activity 4: Partnership develops leadership pool through mentoring and coaching each other	640	2, 637	41.48	.000

Significance and Probability Values for CAT Sustainability CAT Self-Assessment Questions Across Time (continued)

Project Implementation	n	DF	F	p
<i>Element A: Implement action plan</i>				
Activity 1: Tasks are carried out by team members	707	2, 704	48.93	.000
Activity 2: Timelines are followed or adjusted as needed	667	2, 664	38.62	.000
<i>Element B: Support new individual roles and responsibilities</i>				
Activity 1: Members support each other as they take on new roles outside of the partnership	681	2, 678	49.79	.000
Activity 2: The partnership's leadership pool is maintained through mentoring and coaching	622	2, 619	33.25	.000
Activity 3: The partnership takes full responsibility for the ongoing development of the team	658	2, 655	48.47	.000
Activity 4: The local team's expertise is shared and recognized outside of the partnership	635	2, 632	31.46	.000
<i>Element C: Conduct evaluation</i>				
Activity 1: Team assesses impact of their actions on results for children, youth, and families	689	2, 686	46.47	.000
Activity 2: Team makes modifications to the action plan as needed	679	2, 676	46.94	.000
Activity 3: Input from the community outside of the partnership is incorporated into the evaluation process	628	2, 625	48.23	.000
Activity 4: Team determines continued and/or new directions for partnership based on evaluation results	644	2, 641	35.86	.000
<i>Element D: Practice and promote collaborative teamwork</i>				
Activity 1: Partnership establishes links with other partnerships	663	2, 660	47.06	.000
Activity 2: Partnership contributes to the field of knowledge on collaborative partnerships	665	2, 662	54.48	.000
Activity 3: Members value and promote the work they have done to improve results for children, youth, and families	711	2, 708	43.56	.000
Activity 4: Members understand and trust each other	707	2, 704	51.17	.000
Activity 5: Members work productively together	713	2, 710	50.15	.000

Significance and Probability Values for CAT Sustainability CAT Self-Assessment Questions Across Cohorts

CAT Process Stages, Elements, and Activities	n	DF	F	p
Team Identification				
<i>Element A: Defining representative membership</i>				
Item 1: Who do you think should be team members on your CAT?:				
Do you think parents/caretakers should be members of the CAT?	782	2, 779	1.62	.199
Do you think other family members should be members of the CAT?	782	2, 779	1.22	.295
Do you think teachers should be members of the CAT?	782	2, 779	1.34	.263
Do you think principals should be members of the CAT?	782	2, 779	0.64	.529
Do you think support staff (guidance, social work, secretarial) should be members of the CAT?	782	2, 779	1.12	.328
Do you think central office (district) should be a member of the CAT?	781	2, 778	2.60	.075
Do you think faith community should be members of the CAT?	782	2, 779	4.48	.012
Do you think health providers should be members of the CAT?	780	2, 777	0.37	.688
Do you think civic organizations should be members of the CAT?	782	2, 779	1.61	.201
Do you think community volunteers should be members of the CAT?	782	2, 779	3.64	.027
Do you think human/social service providers should be members of the CAT?	781	2, 778	0.40	.673
Do you think higher education should be a member of the CAT?	781	2, 778	3.86	.022
Do you think business/private industry should be a member of the CAT?	782	2, 779	0.92	.398
Do you think students should be members of the CAT?	782	2, 779	0.47	.628
Item 2: Who do you think could be team members on your CAT:				
Do you think parents/caretakers could be members of the CAT?	782	2, 779	0.83	.435
Do you think other family members could be members of the CAT?	782	2, 779	3.60	.028
Do you think teachers could be members of the CAT?	782	2, 779	0.60	.547
Do you think principals could be members of the CAT?	782	2, 779	0.29	.752
Do you think support staff (guidance, social work, secretarial) could be members of the CAT?	782	2, 779	0.68	.506
Do you think central office (district) could be a member of the CAT?	782	2, 779	0.47	.626
Do you think faith community could be members of the CAT?	782	2, 779	2.40	.092
Do you think health providers could be members of the CAT?	780	2, 777	1.11	.332
Do you think civic organizations could be members of the CAT?	782	2, 779	0.74	.477
Do you think community volunteers could be members of the CAT?	782	2, 779	0.83	.438
Do you think human/social service providers could be members of the CAT?	781	2, 778	1.60	.203
Do you think higher education could be a member of the CAT?	781	2, 778	0.02	.985
Do you think business/private industry could be a member of the CAT?	782	2, 779	2.78	.063
Do you think students could be members of the CAT?	782	2, 779	1.26	.285

Significance and Probability Values for CAT Sustainability CAT Self-Assessment Questions Across Cohorts (continued)

Team Identification continued	n	DF	F	p
<i>Element B: Building representative membership</i>				
Item 1: Who are active members on your CAT, (i.e., attend meetings)?				
Are parents/caretakers active members on the CAT?	777	2, 774	0.03	.972
Are other family members active members on your CAT?	777	2, 774	9.82	.000
Are teachers active members on the CAT?	777	2, 774	2.71	.067
Are principals active members on the CAT?	777	2, 774	23.99	.000
Are support staff (guidance, social work, secretarial) active members on the CAT?	777	2, 774	6.24	.002
Is central office (district) an active member on the CAT?	777	2, 774	5.43	.005
Is faith community an active member on the CAT?	776	2, 773	5.64	.004
Are health providers active members on the CAT?	774	2, 771	26.74	.000
Are civic organizations active members on the CAT?	776	2, 773	1.93	.146
Are community volunteers active members on the CAT?	776	2, 773	4.27	.653
Are human/social services providers active members on the CAT?	776	2, 773	7.78	.000
Is higher education an active member on the CAT?	775	2, 772	2.86	.058
Is business/private industry an active member on the CAT?	775	2, 772	1.35	.261
Are students active members on the CAT?	776	2, 773	1.31	.269
Item 2: Who is involved by not active in your CA, i.e., does not attend meetings?				
Are parents/caretakers involved but not active on the CAT?	770	2, 767	1.39	.250
Are other family members involved but not active on the CAT?	768	2, 765	0.82	.442
Are teachers involved but not active on the CAT?	769	2, 766	2.59	.076
Are principals involved but not active on the CAT?	768	2, 765	6.27	.002
Are support staff (guidance, social work, secretarial) involved by not active on the CAT?	767	2, 764	0.54	.582
Is central office (district) involved but not active on the CAT?	768	2, 765	3.66	.026
Is faith community involved but not active on the CAT?	768	2, 765	2.07	.127
Are health providers involved but not active on the CAT?	768	2, 765	3.05	.048
Are civic organizations involved but not active on the CAT?	769	2, 766	1.51	.221
Are community volunteers involved but not active on the CAT?	769	2, 766	2.64	.072
Are human/social services involved but not active on the CAT?	769	2, 766	2.67	.070
Is higher education involved but not active on the CAT?	769	2, 766	2.42	.090
Is business/private industry involved but not active on the CAT?	769	2, 766	2.25	.107
Are students involved but not active on the CAT?	768	2, 765	8.22	.000

Significance and Probability Values for CAT Sustainability CAT Self-Assessment Questions Across Cohorts (continued)

Team Identification continued	n	DF	F	p
<i>Element C: Find common ground</i>				
Activity 1: Members discuss environmental/organizational factors contributing to community issues	713	2, 710	24.82	.000
Activity 2: Members understand the impact these issues have on results for children, youth, and families	718	2, 715	10.49	.000
<i>Element D: Reinforce consensus building skills</i>				
Activity 1: Everyone on the team actively participates in decision making	699	2, 696	17.34	.000
Activity 2: Differences are expressed and conflict is addressed	717	2, 714	18.92	.000
Activity 3: Everyone's perspective is considered	726	2, 723	15.69	.000
Activity 4: Individuals support group decisions	716	2, 713	18.49	.000
<i>Element E: Establish communication guidelines</i>				
Activity 1: Ground rules for conducting effective meetings are established	695	2, 692	19.99	.000
Activity 2: Diverse perspectives are welcome and openly shared	732	2, 729	25.55	.000
Activity 3: Members respect each others' cultures	734	2, 731	27.83	.000
Activity 4: Ground rules encourage active participation and involvement	693	2, 690	15.73	.000
<i>Element F: Agree on a common vision</i>				
Activity 1: Members have openly shared their hopes and dreams for improving the community	737	2, 734	38.38	.000
Activity 2: The team has described the expected benefits for children, youth, and families through collaborative efforts	715	2, 712	27.15	.000
Activity 3: Members have developed a visionary statement that describes the ideal community setting the team is striving to build	707	2, 704	38.68	.000
<i>Element G: Identify and prioritize community issues</i>				
Activity 1: Individual members express issues to be addressed for the community	714	2, 711	33.56	.000
Activity 2: Members as a group have developed a list of issues for the community	678	2, 675	46.19	.000
Activity 3: Members have determined which community issues are most important	672	2, 669	45.27	.000
<i>Element H: Develop mission statement</i>				
Activity 1: Members agree the purpose of the team is to improve results for children, youth, and families	754	2, 751	20.15	.000
Activity 2: The team has written a mission statement to accomplish its purpose	699	2, 696	37.16	.000
Activity 3: All partners support the mission statement	693	2, 690	35.21	.000

Significance and Probability Values for CAT Sustainability CAT Self-Assessment Questions Across Cohorts (continued)

<u>Team Mobilization</u>	<u>n</u>	<u>DF</u>	<u>F</u>	<u>p</u>
<i>Element A: Identify shared leadership opportunities</i>				
Activity 1: The team has identified the abilities, skills, and experience of all members	647	2, 644	11.87	.000
Activity 2: Tasks are matched with individual members' abilities, skills, and strengths	629	2, 626	28.30	.000
Activity 3: The team supports ways to develop leadership skills among all members	668	2, 665	33.41	.000
<i>Element B: Assume shared leadership responsibilities</i>				
Activity 1: Activities and tasks are equally shared among home, school, community, and students	631	2, 628	16.53	.000
Activity 2: The team understands and utilizes the expertise of all members	654	2, 651	29.14	.000
Activity 3: Individual members are willing to learn and improve their leadership skills	713	2, 710	24.84	.000
Activity 4: Individual members are willing to take on new leadership roles	674	2, 671	24.68	.000
<i>Element C: Enhance communication guidelines</i>				
Activity 1: Minutes of partnership meetings are distributed for review ahead of time	631	2, 628	25.60	.000
Activity 2: Members exchange information about upcoming activities in the community	691	2, 688	34.74	.000
Activity 3: Existing systems of communication are linked between collaborating agencies/organizations	627	2, 624	32.10	.000
Activity 4: Meeting notices are available to all groups (home, school, community and students)	690	2, 687	19.24	.000
Activity 5: A membership list is printed and kept current	661	2, 658	16.11	.000
Activity 6: A printed agenda is available at the meeting	728	2, 725	19.88	.000
Activity 7: Meeting discussion is structured to accommodate for special needs of members (e.g., translation and child care)	592	2, 589	29.18	.000
<i>Element D: Initiate networking opportunities</i>				
Activity 1: The team shares information and experiences with others in the partnership	705	2, 702	44.74	.000
Activity 2: The team develops relationships and contacts outside of the partnership	680	2, 677	45.09	.000
Activity 3: Members develop strategies for building their networking resource base	659	2, 656	44.05	.000
<i>Element E: Enhance group decision-making</i>				
Activity 1: The diverse perspectives of all members are valued and discussed	724	2, 721	50.24	.000
Activity 2: Strategies for resolving conflict are used	675	2, 672	43.30	.000
Activity 3: Decisions reflect the viewpoints of all members involved	710	2, 707	41.86	.000
Activity 4: Members come prepared to make informed decisions	667	2, 664	34.04	.000
<i>Element F: Set goals and objectives</i>				
Activity 1: The team establishes goals to address the group's priority issues	704	2, 701	37.18	.000
Activity 2: Measurable objectives for team goals are written	644	2, 641	23.18	.000
Activity 3: All partners support the goals and objectives of the team	675	2, 672	36.69	.000

Significance and Probability Values for CAT Sustainability CAT Self-Assessment Questions Across Cohorts (continued)

<u>Project Development</u>	<u>n</u>	<u>DF</u>	<u>F</u>	<u>p</u>
<i>Element A: Determine roles and responsibilities</i>				
Activity 1: Strengths of individual members are identified to implement the project, e.g., tasks and activities	686	2, 683	27.14	.000
<i>Element B: Develop resource strategies</i>				
Activity 1: Ways to find resources are discussed in team meetings	702	2, 699	47.59	.000
Activity 2: Ways to get resources are in the action plan	642	2, 639	34.29	.000
Activity 3: Members take responsibility for finding resources for the team's projects	664	2, 661	39.36	.000
Activity 4: Funding sources for partnership activities to implement the action plan are identified	629	2, 626	35.36	.000
<i>Element C: Expand networking opportunities</i>				
Activity 1: Partnership schools, organizations, and agencies combine resources to implement the action plan	656	2, 653	25.33	.000
Activity 2: Team networks have expanded beyond the local community to include state, regional, and national resources	564	2, 561	33.84	.000
Activity 3: Technology is used to expand the team's resource base, e.g., Internet, SEDL bulletin board	598	2, 595	13.82	.000
<i>Element D: Plan activities, tasks, and timelines</i>				
Activity 1: Tasks for members are outlined in an action plan to achieve team objectives	624	2, 621	18.60	.000
Activity 2: The action plan outlines specific activities to complete tasks	615	2, 612	22.44	.000
Activity 3: Beginning and ending dates are established for each task	622	2, 619	18.04	.000
<i>Element E: Recognize individual contributions</i>				
Activity 1: Ways to recognize and celebrate individual achievements are part of the partnership meetings	633	2, 630	35.55	.000
Activity 2: Group and individual accomplishments are publicized throughout the community	585	2, 582	31.14	.000
<i>Element F: Encourage new individual roles and responsibilities</i>				
Activity 1: Team supports personal growth of individual members	698	2, 695	38.20	.000
Activity 2: A nurturing environment for risk-taking exists within the partnership	670	2, 667	43.74	.000
Activity 3: School and community partners include all members in appropriate staff development activities	639	2, 636	30.29	.000
Activity 4: Partnership develops leadership pool through mentoring and coaching each other	640	2, 637	28.00	.000

Significance and Probability Values for CAT Sustainability CAT Self-Assessment Questions Across Cohorts (continued)

Project Implementation	n	DF	F	p
<i>Element A: Implement action plan</i>				
Activity 1: Tasks are carried out by team members	707	2, 704	37.37	.000
Activity 2: Timelines are followed or adjusted as needed	667	2, 664	22.44	.000
<i>Element B: Support new individual roles and responsibilities</i>				
Activity 1: Members support each other as they take on new roles outside of the partnership	681	2, 678	32.00	.000
Activity 2: The partnership's leadership pool is maintained through mentoring and coaching	622	2, 619	27.97	.000
Activity 3: The partnership takes full responsibility for the ongoing development of the team	658	2, 655	27.30	.000
Activity 4: The local team's expertise is shared and recognized outside of the partnership	635	2, 632	25.76	.000
<i>Element C: Conduct evaluation</i>				
Activity 1: Team assesses impact of their actions on results for children, youth, and families	689	2, 686	37.24	.000
Activity 2: Team makes modifications to the action plan as needed	679	2, 676	36.44	.000
Activity 3: Input from the community outside of the partnership is incorporated into the evaluation process	628	2, 625	32.34	.000
Activity 4: Team determines continued and/or new directions for partnership based on evaluation results	644	2, 641	28.78	.000
<i>Element D: Practice and promote collaborative teamwork</i>				
Activity 1: Partnership establishes links with other partnerships	663	2, 660	39.05	.000
Activity 2: Partnership contributes to the field of knowledge on collaborative partnerships	665	2, 662	47.03	.000
Activity 3: Members value and promote the work they have done to improve results for children, youth, and families	711	2, 708	51.81	.000
Activity 4: Members understand and trust each other	707	2, 704	39.84	.000
Activity 5: Members work productively together	713	2, 710	37.04	.000

Significance and Probability Values for CAT Sustainability CAT Self-Assessment Questions Across Representative Groups

CAT Process Stages, Elements, and Activities	n	DF	F	p
Team Identification				
<i>Element A: Defining representative membership (Team planning)</i>				
Item 1: Who do you think should be team members on your CAT?:				
Do you think parents/caretakers should be members of the CAT?	782	3, 778	5.79	.001
Do you think other family members should be members of the CAT?	782	3, 778	3.06	.027
Do you think teachers should be members of the CAT?	782	3, 778	1.43	.232
Do you think principals should be members of the CAT?	782	3, 778	11.30	.000
Do you think support staff (guidance, social work, secretarial) should be members of the CAT?	782	3, 778	7.04	.000
Do you think central office (district) should be a member of the CAT?	781	3, 777	8.74	.000
Do you think faith community should be members of the CAT?	782	3, 778	24.33	.000
Do you think health providers should be members of the CAT?	780	3, 776	21.36	.000
Do you think civic organizations should be members of the CAT?	782	3, 778	27.87	.000
Do you think community volunteers should be members of the CAT?	782	3, 778	10.74	.000
Do you think human/social service providers should be members of the CAT?	781	3, 777	17.84	.000
Do you think higher education should be a member of the CAT?	781	3, 777	6.42	.000
Do you think business/private industry should be a member of the CAT?	782	3, 778	23.54	.000
Do you think students should be members of the CAT?	782	3, 778	2.48	.060
Item 2: Who do you think could be team members on your CAT:				
Do you think parents/caretakers could be members of the CAT?	782	3, 778	1.00	.392
Do you think other family members could be members of the CAT?	782	3, 778	0.16	.926
Do you think teachers could be members of the CAT?	782	3, 778	1.92	.124
Do you think principals could be members of the CAT?	782	3, 778	1.80	.145
Do you think support staff (guidance, social work, secretarial) could be members of the CAT?	782	3, 778	6.10	.000
Do you think central office (district) could be a member of the CAT?	782	3, 778	1.37	.250
Do you think faith community could be members of the CAT?	782	3, 778	7.53	.000
Do you think health providers could be members of the CAT?	780	3, 776	3.01	.029
Do you think civic organizations could be members of the CAT?	782	3, 778	9.28	.000
Do you think community volunteers could be members of the CAT?	782	3, 778	1.97	.117
Do you think human/social service providers could be members of the CAT?	781	3, 777	8.87	.000
Do you think higher education could be a member of the CAT?	781	3, 777	3.83	.010
Do you think business/private industry could be a member of the CAT?	782	3, 778	11.52	.000
Do you think students could be members of the CAT?	782	3, 778	0.92	.432

Team Identification continued	n	DF	F	p
<i>Element B: Building representative membership (Team building)</i>				
Item 1: Who are active members on your CAT, (i.e., attend meetings)?				
Are parents/caretakers active members on the CAT?	777	3, 773	2.21	.086
Are other family members active members on your CAT?	777	3, 773	0.16	.922
Are teachers active members on the CAT?	777	3, 773	0.29	.832
Are principals active members on the CAT?	777	3, 773	3.86	.014
Are support staff (guidance, social work, secretarial) active members on the CAT?	777	3, 773	2.96	.032
Is central office (district) an active member on the CAT?	777	3, 773	1.46	.225
Is faith community an active member on the CAT?	776	3, 772	4.18	.006
Are health providers active members on the CAT?	774	3, 770	5.65	.001
Are civic organizations active members on the CAT?	776	3, 772	1.23	.297
Are community volunteers active members on the CAT?	776	3, 772	1.45	.228
Are human/social services providers active members on the CAT?	776	3, 772	4.64	.003
Is higher education an active member on the CAT?	775	3, 771	1.17	.320
Is business/private industry an active member on the CAT?	775	3, 771	4.13	.006
Are students active members on the CAT?	776	3, 772	9.86	.000
Item 2: Who is involved by not active in your CA, i.e., does not attend meetings?				
Are parents/caretakers involved but not active on the CAT?	770	3, 766	3.51	.015
Are other family members involved but not active on the CAT?	768	3, 764	1.46	.226
Are teachers involved but not active on the CAT?	769	3, 765	0.94	.421
Are principals involved but not active on the CAT?	768	3, 764	0.78	.506
Are support staff (guidance, social work, secretarial) involved by not active on the CAT?	767	3, 763	1.01	.390
Is central office (district) involved but not active on the CAT?	768	3, 764	2.59	.052
Is faith community involved but not active on the CAT?	768	3, 764	0.41	.746
Are health providers involved but not active on the CAT?	768	3, 764	0.14	.937
Are civic organizations involved but not active on the CAT?	769	3, 765	1.04	.376
Are community volunteers involved but not active on the CAT?	769	3, 765	2.00	.113
Are human/social services involved but not active on the CAT?	769	3, 765	0.21	.890
Is higher education involved but not active on the CAT?	769	3, 765	0.55	.648
Is business/private industry involved but not active on the CAT?	769	3, 765	3.45	.016
Are students involved but not active on the CAT?	768	3, 764	4.60	.003

Team Identification continued	n	DF	F	p
<i>Element C: Find common ground</i>				
Activity 1: Members discuss environmental/organizational factors contributing to community issues	713	3, 709	1.65	.177
Activity 2: Members understand the impact these issues have on results for children, youth, and families	718	3, 714	2.72	.079
<i>Element D: Reinforce consensus building skills</i>				
Activity 1: Everyone on the team actively participates in decision making	699	3, 965	3.26	.021
Activity 2: Differences are expressed and conflict is addressed	717	3, 713	3.07	.027
Activity 3: Everyone's perspective is considered	726	3, 722	1.60	.188
Activity 4: Individuals support group decisions	716	3, 712	3.36	.018
<i>Element E: Establish communication guidelines</i>				
Activity 1: Ground rules for conducting effective meetings are established	695	3, 691	3.20	.023
Activity 2: Diverse perspectives are welcome and openly shared	732	3, 728	1.83	.140
Activity 3: Members respect each others' cultures	734	3, 730	1.19	.311
Activity 4: Ground rules encourage active participation and involvement	693	3, 689	2.64	.048
<i>Element F: Agree on a common vision</i>				
Activity 1: Members have openly shared their hopes and dreams for improving the community	737	3, 733	.83	.477
Activity 2: The team has described the expected benefits for children, youth, and families through collaborative efforts	715	3, 711	1.92	.124
Activity 3: Members have developed a visionary statement that describes the ideal community setting the team is striving to build	707	3, 703	.93	.426
<i>Element G: Identify and prioritize community issues</i>				
Activity 1: Individual members express issues to be addressed for the community	714	3, 710	.62	.603
Activity 2: Members as a group have developed a list of issues for the community	678	3, 674	3.31	.020
Activity 3: Members have determined which community issues are most important	672	3, 668	1.55	.200
<i>Element H: Develop mission statement</i>				
Activity 1: Members agree the purpose of the team is to improve results for children, youth, and families	754	3, 750	.618	.603
Activity 2: The team has written a mission statement to accomplish its purpose	699	3, 695	2.02	.109
Activity 3: All partners support the mission statement	693	3, 689	2.39	.067

<u>Team Mobilization</u>	<u>n</u>	<u>DF</u>	<u>F</u>	<u>P</u>
<i>Element A: Identify shared leadership opportunities</i>				
Activity 1: The team has identified the abilities, skills, and experience of all members	647	3, 643	3.06	.027
Activity 2: Tasks are matched with individual members' abilities, skills, and strengths	629	3, 625	2.29	.077
Activity 3: The team supports ways to develop leadership skills among all members	668	3, 664	1.45	.227
<i>Element B: Assume shared leadership responsibilities</i>				
Activity 1: Activities and tasks are equally shared among home, school, community, and students	631	3, 627	5.53	.001
Activity 2: The team understands and utilizes the expertise of all members	654	3, 650	2.37	.069
Activity 3: Individual members are willing to learn and improve their leadership skills	713	3, 709	1.20	.309
Activity 4: Individual members are willing to take on new leadership roles	674	3, 670	4.43	.004
<i>Element C: Enhance communication guidelines</i>				
Activity 1: Minutes of partnership meetings are distributed for review ahead of time	631	3, 627	2.25	.081
Activity 2: Members exchange information about upcoming activities in the community	691	3, 687	1.29	.277
Activity 3: Existing systems of communication are linked between collaborating agencies/organizations	627	3, 623	3.50	.015
Activity 4: Meeting notices are available to all groups (home, school, community and students)	690	3, 686	1.41	.239
Activity 5: A membership list is printed and kept current	661	3, 657	1.54	.203
Activity 6: A printed agenda is available at the meeting	728	3, 724	.13	.940
Activity 7: Meeting discussion is structured to accommodate for special needs of members (e.g., translation and child care)	592	3, 588	1.31	.269
<i>Element D: Initiate networking opportunities</i>				
Activity 1: The team shares information and experiences with others in the partnership	705	3, 701	.48	.696
Activity 2: The team develops relationships and contacts outside of the partnership	680	3, 676	.22	.882
Activity 3: Members develop strategies for building their networking resource base	659	3, 655	2.16	.091
<i>Element E: Enhance group decision-making</i>				
Activity 1: The diverse perspectives of all members are valued and discussed	724	3, 720	.88	.450
Activity 2: Strategies for resolving conflict are used	675	3, 671	2.76	.041
Activity 3: Decisions reflect the viewpoints of all members involved	710	3, 706	3.12	.025
Activity 4: Members come prepared to make informed decisions	667	3, 663	2.02	.110
<i>Element F: Set goals and objectives</i>				
Activity 1: The team establishes goals to address the group's priority issues	704	3, 700	2.14	.094
Activity 2: Measurable objectives for team goals are written	644	3, 640	4.96	.002
Activity 3: All partners support the goals and objectives of the team	675	3, 671	3.96	.008

<u>Project Development</u>	<u>n</u>	<u>DF</u>	<u>F</u>	<u>P</u>
<i>Element A: Determine roles and responsibilities</i>				
Activity 1: Strengths of individual members are identified to implement the project, e.g., tasks and activities	686	3, 682	.70	.551
<i>Element B: Develop resource strategies</i>				
Activity 1: Ways to find resources are discussed in team meetings	702	3, 698	.20	.894
Activity 2: Ways to get resources are in the action plan	642	3, 638	2.17	.091
Activity 3: Members take responsibility for finding resources for the team's projects	664	3, 660	1.63	.181
Activity 4: Funding sources for partnership activities to implement the action plan are identified	629	3, 625	1.89	.130
<i>Element C: Expand networking opportunities</i>				
Activity 1: Partnership schools, organizations, and agencies combine resources to implement the action plan	656	3, 652	.21	.893
Activity 2: Team networks have expanded beyond the local community to include state, regional, and national resources	564	3, 560	1.76	.153
Activity 3: Technology is used to expand the team's resource base, e.g., Internet, SEDL bulletin board	598	3, 594	2.17	.091
<i>Element D: Plan activities, tasks, and timelines</i>				
Activity 1: Tasks for members are outlined in an action plan to achieve team objectives	624	3, 620	3.17	.024
Activity 2: The action plan outlines specific activities to complete tasks.	615	3, 611	1.46	.226
Activity 3: Beginning and ending dates are established for each task	622	3, 618	2.48	.060
<i>Element E: Recognize individual contributions</i>				
Activity 1: Ways to recognize and celebrate individual achievements are part of the partnership meetings	633	3, 629	1.94	.122
Activity 2: Group and individual accomplishments are publicized throughout the community	585	3, 581	2.02	.110
<i>Element F: Encourage new individual roles and responsibilities</i>				
Activity 1: Team supports personal growth of individual members	698	3, 694	40	.752
Activity 2: A nurturing environment for risk-taking exists within the partnership	670	3, 666	.51	.679
Activity 3: School and community partners include all members in appropriate staff development activities	639	3, 635	1.23	.298
Activity 4: Partnership develops leadership pool through mentoring and coaching each other	640	3, 636	2.16	.092

Significance and Probability Values for CAT Sustainability CAT Self-Assessment Questions Across Representative Groups (continued)

<u>Project Implementation</u>	<u>n</u>	<u>DF</u>	<u>F</u>	<u>P</u>
<i>Element A: Implement action plan</i>				
Activity 1: Tasks are carried out by team members	707	3, 703	.79	.502
Activity 2: Timelines are followed or adjusted as needed	667	3, 663	1.31	.270
<i>Element B: Support new individual roles and responsibilities</i>				
Activity 1: Members support each other as they take on new roles outside of the partnership	681	3, 677	2.07	.103
Activity 2: The partnership's leadership pool is maintained through mentoring and coaching	622	3, 618	2.22	.085
Activity 3: The partnership takes full responsibility for the ongoing development of the team	658	3, 654	1.65	.176
Activity 4: The local team's expertise is shared and recognized outside of the partnership	635	3, 631	1.69	.167
<i>Element C: Conduct evaluation</i>				
Activity 1: Team assesses impact of their actions on results for children, youth, and families	689	3, 385	1.22	.300
Activity 2: Team makes modifications to the action plan as needed	679	3, 675	.70	.553
Activity 3: Input from the community outside of the partnership is incorporated into the evaluation process	628	3, 624	2.98	.031
Activity 4: Team determines continued and/or new directions for partnership based on evaluation results	644	3, 640	1.14	.331
<i>Element D: Practice and promote collaborative teamwork</i>				
Activity 1: Partnership establishes links with other partnerships	663	3, 659	.77	.510
Activity 2: Partnership contributes to the field of knowledge on collaborative partnerships	665	3, 661	1.11	.343
Activity 3: Members value and promote the work they have done to improve results for children, youth, and families	711	3, 707	.82	.486
Activity 4: Members understand and trust each other	707	3, 703	.57	.636
Activity 5: Members work productively together	713	3, 709	.47	.703

Significance and Probability Values for RD-CAT Sustainability CAT Self-Assessment Questions Across Time

CAT Process Stages, Elements, and Activities	n	DF	F	p
Team Identification				
<i>Element C: Find common ground</i>				
Activity 1: Members discuss environmental/organizational factors contributing to community issues	92	2, 89	3.53	.034
Activity 2: Members understand the impact these issues have on results for children, youth, and families	91	2, 88	3.52	.034
<i>Element D: Reinforce consensus building skills</i>				
Activity 1: Everyone on the team actively participates in decision making	92	2, 89	4.03	.021
Activity 2: Differences are expressed and conflict is addressed	89	2, 86	1.44	.243
Activity 3: Everyone's perspective is considered	94	2, 91	1.90	.155
Activity 4: Individuals support group decisions	93	2, 90	1.76	.178
<i>Element E: Establish communication guidelines</i>				
Activity 1: Ground rules for conducting effective meetings are established	81	2, 78	2.66	.076
Activity 2: Diverse perspectives are welcome and openly shared	89	2, 86	3.10	.050
Activity 3: Members respect each others' cultures	89	2, 86	1.74	.182
Activity 4: Ground rules encourage active participation and involvement	77	2, 74	2.97	.057
<i>Element F: Agree on a common vision</i>				
Activity 1: Members have openly shared their hopes and dreams for improving the community	94	2, 91	6.71	.002
Activity 2: The team has described the expected benefits for children, youth, and families through collaborative efforts	89	2, 86	9.07	.000
Activity 3: Members have developed a visionary statement that describes the ideal community setting the team is striving to build	84	2, 81	7.42	.001
<i>Element G: Identify and prioritize community issues</i>				
Activity 1: Individual members express issues to be addressed for the community	82	2, 89	4.58	.013
Activity 2: Members as a group have developed a list of issues for the community	86	2, 83	6.04	.004
Activity 3: Members have determined which community issues are most important	83	2, 80	9.13	.000
<i>Element H: Develop mission statement</i>				
Activity 1: Members agree the purpose of the team is to improve results for children, youth, and families	94	2, 91	5.06	.008
Activity 2: The team has written a mission statement to accomplish its purpose	89	2, 86	7.12	.001
Activity 3: All partners support the mission statement	86	2, 83	3.83	.026

<u>Team Mobilization</u>	<u>n</u>	<u>DF</u>	<u>F</u>	<u>p</u>
<i>Element A: Identify shared leadership opportunities</i>				
Activity 1: The team has identified the abilities, skills, and experience of all members	83	2, 80	3.40	.038
Activity 2: Tasks are matched with individual members' abilities, skills, and strengths	78	2, 75	15.67	.000
Activity 3: The team supports ways to develop leadership skills among all members	86	2, 83	8.35	.000
<i>Element B: Assume shared leadership responsibilities</i>				
Activity 1: Activities and tasks are equally shared among home, school, community, and students	79	2, 76	5.55	.006
Activity 2: The team understands and utilizes the expertise of all members	86	2, 83	4.67	.012
Activity 3: Individual members are willing to learn and improve their leadership skills	89	2, 86	2.82	.065
Activity 4: Individual members are willing to take on new leadership roles	83	2, 80	3.40	.038
<i>Element C: Enhance communication guidelines</i>				
Activity 1: Minutes of partnership meetings are distributed for review ahead of time	64	2, 61	6.37	.003
Activity 2: Members exchange information about upcoming activities in the community	80	2, 77	4.90	.010
Activity 3: Existing systems of communication are linked between collaborating agencies/organizations	71	2, 68	4.86	.011
Activity 4: Meeting notices are available to all groups (home, school, community and students)	84	2, 81	6.41	.003
Activity 5: A membership list is printed and kept current	81	2, 78	6.10	.003
Activity 6: A printed agenda is available at the meeting	89	2, 86	10.83	.000
Activity 7: Meeting discussion is structured to accommodate for special needs of members (e.g., translation and child care)	64	2, 61	17.39	.000
<i>Element D: Initiate networking opportunities</i>				
Activity 1: The team shares information and experiences with others in the partnership	90	2, 87	5.46	.006
Activity 2: The team develops relationships and contacts outside of the partnership	80	2, 77	5.15	.008
Activity 3: Members develop strategies for building their networking resource base	79	2, 76	7.30	.001
<i>Element E: Enhance group decision-making</i>				
Activity 1: The diverse perspectives of all members are valued and discussed	92	2, 89	8.40	.000
Activity 2: Strategies for resolving conflict are used	83	2, 80	10.43	.000
Activity 3: Decisions reflect the viewpoints of all members involved	86	2, 83	11.55	.000
Activity 4: Members come prepared to make informed decisions	84	2, 81	8.29	.001
<i>Element F: Set goals and objectives</i>				
Activity 1: The team establishes goals to address the group's priority issues	84	2, 81	17.19	.000
Activity 2: Measurable objectives for team goals are written	79	2, 76	5.17	.008
Activity 3: All partners support the goals and objectives of the team	83	2, 80	5.76	.005

<u>Project Development</u>	<u>n</u>	<u>DF</u>	<u>F</u>	<u>p</u>
<i>Element A: Determine roles and responsibilities</i>				
Activity 1: Strengths of individual members are identified to implement the project, e.g., tasks and activities	88	2, 85	3.21	.046
<i>Element B: Develop resource strategies</i>				
Activity 1: Ways to find resources are discussed in team meetings	87	2, 84	7.36	.001
Activity 2: Ways to get resources are in the action plan	83	2, 80	8.04	.001
Activity 3: Members take responsibility for finding resources for the team's projects	78	2, 75	5.19	.008
Activity 4: Funding sources for partnership activities to implement the action plan are identified	75	2, 72	8.18	.001
<i>Element C: Expand networking opportunities</i>				
Activity 1: Partnership schools, organizations, and agencies combine resources to implement the action plan	79	2, 76	5.35	.007
Activity 2: Team networks have expanded beyond the local community to include state, regional, and national resources	64	2, 61	20.20	.000
Activity 3: Technology is used to expand the team's resource base, e.g., Internet, SEDL bulletin board	80	2, 77	5.19	.008
<i>Element D: Plan activities, tasks, and timelines</i>				
Activity 1: Tasks for members are outlined in an action plan to achieve team objectives	75	2, 72	10.49	.000
Activity 2: The action plan outlines specific activities to complete tasks	73	2, 70	19.00	.000
Activity 3: Beginning and ending dates are established for each task	74	2, 71	12.54	.000
<i>Element E: Recognize individual contributions</i>				
Activity 1: Ways to recognize and celebrate individual achievements are part of the partnership meetings	73	2, 70	11.05	.000
Activity 2: Group and individual accomplishments are publicized throughout the community	66	2, 63	9.05	.000
<i>Element F: Encourage new individual roles and responsibilities</i>				
Activity 1: Team supports personal growth of individual members	88	2, 85	13.61	.000
Activity 2: A nurturing environment for risk-taking exists within the partnership	85	2, 82	19.88	.000
Activity 3: School and community partners include all members in appropriate staff development activities	78	2, 75	15.51	.000
Activity 4: Partnership develops leadership pool through mentoring and coaching each other	79	2, 76	9.35	.000

Significance and Probability Values for RD-CAT Sustainability CAT Self-Assessment Questions Across Time (continued)

Project Implementation	n	DF	F	p
<i>Element A: Implement action plan</i>				
Activity 1: Tasks are carried out by team members	90	2, 87	11.87	.000
Activity 2: Timelines are followed or adjusted as needed	84	2, 81	12.37	.000
<i>Element B: Support new individual roles and responsibilities</i>				
Activity 1: Members support each other as they take on new roles outside of the partnership	87	2, 84	15.65	.000
Activity 2: The partnership's leadership pool is maintained through mentoring and coaching	77	2, 74	10.04	.000
Activity 3: The partnership takes full responsibility for the ongoing development of the team	84	2, 81	8.93	.000
Activity 4: The local team's expertise is shared and recognized outside of the partnership	79	2, 76	16.91	.000
<i>Element C: Conduct evaluation</i>				
Activity 1: Team assesses impact of their actions on results for children, youth, and families	87	2, 84	11.82	.000
Activity 2: Team makes modifications to the action plan as needed	82	2, 79	14.41	.000
Activity 3: Input from the community outside of the partnership is incorporated into the evaluation process	74	2, 71	17.26	.000
Activity 4: Team determines continued and/or new directions for partnership based on evaluation results	79	2, 76	14.32	.000
<i>Element D: Practice and promote collaborative teamwork</i>				
Activity 1: Partnership establishes links with other partnerships	80	2, 77	14.49	.000
Activity 2: Partnership contributes to the field of knowledge on collaborative partnerships	82	2, 79	12.01	.000
Activity 3: Members value and promote the work they have done to improve results for children, youth, and families	92	2, 89	21.01	.000
Activity 4: Members understand and trust each other	93	2, 90	17.18	.000
Activity 5: Members work productively together	92	2, 89	11.72	.000

Appendix E

299

Percent Student Attendance for Individual CAT Sites

		Percent Attendance			
	Site	Year	Site	District	State
Cohort 1	Beauregard Middle School, LA	1996	88.20	90.90	92.60
		1997	89.40	91.00	93.10
		1998	89.10	91.40	92.70
		1999	88.80	91.20	92.90
		2000	91.40	92.70	N/A
	Rio Grande Cluster, NM	1996	90.10	91.90	N/A
		1997	91.30	93.00	N/A
		1998	92.30	93.50	N/A
		1999	92.40	94.10	N/A
		2000	93.30	N/A	N/A
	Jackson Middle School, OK	1996	84.40	90.50	93.90
		1997	84.60	91.70	94.30
		1998	86.90	90.50	94.20
		1999	86.80	90.50	N/A
		2000	86.50	89.90	N/A
	Fabens ISD, TX	1996	96.20	96.20	95.10
		1997	96.10	96.10	95.20
		1998	96.40	96.40	95.30
		1999	95.80	95.80	95.30
		2000	N/A	N/A	N/A
Cohort 2	Dollarway School District, AR	1998	93.20	93.20	94.00
		1999	94.70	94.70	95.60
		2000	93.60	93.60	94.50
	Barbara Jordan Elementary	1998	90.00	93.20	95.00
		1999	93.40	93.70	95.20
		2000	N/A	N/A	N/A
	Albuquerque High Cluster, NM	1998	94.40	93.50	N/A
		1999	94.60	94.10	N/A
		2000	93.30	N/A	N/A
	Highland High Cluster, NM	1998	93.60	93.50	N/A
		1999	93.80	94.10	N/A
		2000	93.30	N/A	N/A
	Ann Parish Elementary, NM	1998	93.00	N/A	N/A
		1999	93.00	95.40	N/A
		2000	N/A	N/A	N/A
Mora ISD, NM	1998	N/A	N/A	N/A	
	1999	92.10	92.10	N/A	
	2000	92.70	92.70	N/A	

Percent Student Attendance for Individual CAT Sites (continued)

	Site	Year	Percent Attendance		
			Site	District	State
	Ponca City Middle School, OK	1998	N/A	N/A	N/A
		1999	N/A	N/A	N/A
		2000	N/A	N/A	N/A
	Balmorhea ISD, TX	1998	95.30	95.30	95.30
		1999	94.20	94.20	95.30
		2000	94.90	94.90	N/A
	Del Valle High School, TX	1998	92.80	94.00	95.30
		1999	92.40	93.90	95.30
		2000	88.00	91.00	N/A
	Rio Hondo ISD, TX	1998	95.80	95.80	95.30
		1999	95.80	95.80	95.30
		2000	93.00	93.00	N/A
Cohort 3	Little Rock School District	1999	93.70	93.70	95.60
		2000	94.10	94.10	94.50
	Lee County School District, AR	1999	95.20	95.20	95.60
		2000	94.50	94.50	94.50
	Marshall School District, AR	1999	95.90	95.90	95.60
		2000	94.10	94.10	94.50
	Polk Elementary, LA	1999	96.80	95.60	95.20
		2000	N/A	N/A	N/A
	Clayton School District, OK	1999	93.00	93.00	N/A
		2000	93.00	93.00	N/A
	Clinton School District, OK	1999	98.00	98.00	N/A
		2000	99.70	99.70	N/A
	Palmer Elementary, TX	1999	97.30	95.90	95.30
		2000	97.30	97.60	N/A
	Terrell ISD, TX	1999	95.40	95.40	95.30
		2000	N/A	N/A	N/A

N/A indicates data not available

Percent Student Dropout for Individual CAT Sites

		Percent Dropout			
	Site	Year	Site	District	State
Cohort 1	Beauregard Middle School, LA	1996	8.50	6.10	6.00
		1997	5.10	5.90	5.50
		1998	2.20	8.60	4.50
		1999	2.80	5.60	4.00
		2000	N/A	N/A	N/A
	Rio Grande Cluster, NM	1996	16.0	11.10	8.50
		1997	15.3	10.10	7.80
		1998	15.2	8.80	7.10
		1999	11.7	9.20	N/A
		2000	N/A	N/A	7.00
	Jackson Middle School, OK	1996	12.3	12.80	5.40
		1997	38.4	13.90	5.60
		1998	14.9	11.80	5.50
		1999	6.30	11.20	5.10
		2000	7.00	9.80	N/A
	Fabens ISD, TX	1996	2.00	2.00	1.80
		1997	1.70	1.70	1.60
		1998	6.40	6.40	1.60
		1999	3.00	3.00	1.60
		2000	N/A	N/A	N/A
Cohort 2	Dollarway School District, AR	1998	5.30	5.30	3.90
		1999	9.20	9.20	3.20
		2000	6.60	6.60	3.20
	Albuquerque High Cluster, NM	1998	10.9	8.80	7.10
		1999	11.2	9.20	7.00
		2000	N/A	N/A	N/A
	Highland High Cluster, NM	1998	11.0	8.80	7.10
		1999	10.3	9.20	7.00
		2000	N/A	N/A	N/A
	Mora ISD, NM	1998	.80	.80	7.10
		1999	.02	.02	7.00
		2000	.01	.01	N/A
	Ponca City Middle School, OK	1998	2.40	7.90	5.50
		1999	3.70	7.80	5.10
		2000	N/A	N/A	N/A
Balmorhea ISD, TX	1998	.80	.80	1.60	
	1999	1.00	1.00	1.60	
	2000	0	0	N/A	

N/A indicates data not available

Percent Student Dropout for Individual CAT Sites (continued)

		Percent Dropout		
Site	Year	Site	District	State
Del Valle High School, TX	1998	2.10	1.60	1.60
	1999	1.80	1.90	1.60
	2000	1.70	.90	N/A
Rio Hondo ISD, TX	1998	.50	.50	1.60
	1999	.80	.80	1.60
	2000	N/A	N/A	N/A
Cohort 3 Little Rock School District	1999	6.60	6.60	3.20
	2000	4.50	4.50	3.20
Lee County School District, AR	1999	6.00	6.00	3.20
	2000	5.50	5.50	3.20
Marshall School District, AR	1999	.30	.30	3.20
	2000	1.8	1.8	3.20
Clayton School District, OK	1999	1.2	1.2	5.1
	2000	3.0	3.0	N/A
Clinton School District, OK	1999	6.9	6.9	5.1
	2000	6.9	6.9	N/A
Terrell ISD, TX	1999	2.0	2.0	1.6
	2000	N/A	N/A	N/A

Percent Student Graduation for Individual CAT Sites

		Percent Graduation			
	<u>Site</u>	<u>Year</u>	<u>Site</u>	<u>District</u>	<u>State</u>
Cohort 1	Rio Grande Cluster, NM	1996	76.7	82.10	87.80
		1997	76.70	85.70	88.50
		1998	79.40	85.60	90.00
		1999	82.20	89.30	91.00
		2000	N/A	N/A	N/A
	Fabens ISD, TX	1996	94.00	94.00	93.0
		1997	90.80	90.80	90.7
		1998	83.30	83.30	91.4
		1999	100.0	100.0	96.0
		2000	N/A	N/A	N/A
Cohort 2	Dollarway School District, AR	1998	79.00	79.00	92.40
		1999	80.10	80.10	92.20
		2000	80.10	80.10	81.0
	Albuquerque High Cluster, NM	1998	83.60	85.60	90.00
		1999	90.40	89.30	91.00
		2000	N/A	N/A	N/A
	Highland High Cluster, NM	1998	N/A	N/A	90.00
		1999	N/A	N/A	91.00
		2000	N/A	N/A	N/A
	Mora ISD, NM	1998	96.0	96.0	90.00
		1999	91.0	91.0	91.00
		2000	97.0	97.0	N/A
	Ponca City Middle School, OK	1998	68.1	71.0	73.0
		1999	71.1	75.0	74.0
		2000	N/A	N/A	N/A
	Balmorhea ISD, TX	1998	94.00	94.00	91.00
		1999	96.00	96.00	96.00
		2000	81.30	81.30	N/A
	Del Valle High School, TX	1998	98.00	89.0	91.00
		1999	94.00	100.0	96.00
2000		100.0	100.0	N/A	
Rio Hondo ISD, TX	1998	93.00	93.00	91.00	
	1999	98.00	98.00	96.00	
	2000	96.50	96.50	N/A	
Cohort 3	Little Rock School District	1999	85.70	85.70	92.20
		2000	96.90	96.90	81.00
	Lee County School District, AR	1999	72.80	72.80	92.20
		2000	73.50	73.50	81.00

N/A indicates data not available

Percent Student Graduation for Individual CAT Sites (continued)

<u>Site</u>	<u>Year</u>	<u>Percent Graduation</u>		
		<u>Site</u>	<u>District</u>	<u>State</u>
Marshall School District, AR	1999	94.1	94.1	92.2
	2000	81.5	81.5	81.00
Clayton School District, OK	1999	88.00	88.00	74.00
	2000	98.00	98.00	N/A
Clinton School District, OK	1999	57.0	57.0	74.0
	2000	92.0	92.0	N/A
Terrell ISD, TX	1999	100	100	96
	2000	N/A	N/A	N/A



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