



The Community Early Learning Center Outcome Report

for the 2015-2016 School Year

Outcome 4: Benefits of Collaboration

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Outcome 4: Benefits of Collaboration

Goals: The CELC staff will recognize the benefits and concerns of collaboration with co-locating programs. Stakeholders will be made aware of the successes and challenges of collaborative efforts at the CELC.

Overview

The Community Early Learning Center (CELC) is not only committed to providing affordable, high quality care and services for children and families, but also to promoting the efficiency of the programs within the CELC. Housing five programs in one building, the CELC

provides ample opportunities for collaboration between co-locating programs. CELC staff who were surveyed in its inaugural year, 2014-2015, regarded the collaboration as highly positive, reporting that it made more resources accessible and services available to the families served by the CELC, and led to more productive work and professional learning opportunities for staff.

This year, the CELC again assessed the efficacy of collaborative efforts by surveying administrators, teachers, and staff within the CELC regarding the successes and challenges of the second year of collaboration



Before coming together in the CELC, some of the programs had different, often unstable locations. Frequent moves or challenges at less than optimal locations hindered the programs' abilities to serve families, since a stable, familiar location is essential to providing high quality care and services. The Fox Cities community worked towards bringing these early childhood programs under one roof in the CELC, securing a long-term lease so that no programs would be forced to move. The new, secure home enables the programs to reach their full potential to serve the community. In addition, a major goal of the Center was to create additional, productive opportunities for collaboration between programs.

With the shared building, programs are able to facilitate collaborative efforts with co-locating programs more easily. Children can now be referred to other co-locating programs without difficulty and receive additional services, such as screening. Those who attend part-day programs at Head Start, Appleton Even Start Family Literacy or 4K, can receive wrap-around care at Bridges Child Enrichment Center without parents having to leave work to provide transportation to multiple locations. Moreover, qualified parents whose first language is not



English can conveniently take English and parenting-support classes, and participate in parent-child activities in the same building. In addition to these benefits to families, the CELC offers various benefits to its staff as well.

Working in the same building makes paperwork and communication more efficient and also allows staff to get to know and learn from each other. Furthermore, the CELC provides some overall training opportunities in addition to each program's individual training, enabling staff members to grow professionally. The three agencies serving children on site are all implementing the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children, creating further opportunities for sharing and collaboration.

Programs at the CELC

The CELC houses five programs, including Appleton Area School District's Birth-Five Programs, Outagamie County Early Intervention, and three early childhood programs that provide on-site early childhood education. The early childhood education programs are Bridges

Child Enrichment Center (BCEC), UW-Oshkosh Head Start, and Appleton Even Start Family Literacy.

BCEC is a nationally accredited, non-profit center serving children 6 weeks to 6 years old from diverse cultural and socioeconomic backgrounds.

Located on the first floor of the building, BCEC has 25 full-time and 7 part-time staff members on

site, and is licensed to serve a total of 114 children at a time, and can serve 90 children in four morning or afternoon 4K classrooms. Prekindergarten or 4K is offered through its affiliation with the Appleton Area School District (AASD). BCEC and Head Start also have a collaboration that allows BCEC to serve up to 12 children who are qualified for Head Start. Through the support of United Way Fox Cities, BCEC offers language scholarships for children who do not speak English as their first language and provides them with an English-rich environment with teachers and peers. It also offers sliding fee scholarships for low-income children so that these children can receive affordable, high quality care. The funding also supports a special needs program that offers specialized equipment and supported inclusion for qualified children. Additionally, BCEC has an affiliation with Lawrence University, providing child care for children of faculty, students and staff, as well as educational opportunities for Lawrence students.

UW-Oshkosh Head Start is a federally-funded program that offers early childhood development and education services to

economically disadvantaged children. Located on the second floor of the building, Head Start



has 25 staff and currently is licensed to serve 68 children in preschool and 120 children in six 4K sessions. Head Start provides various child care options for families including 4K pre-kindergarten, 8 half-day sessions, and 2 extended day sessions. Head Start screens all of their children and provides referrals, if needed, for health and mental health services. In addition to services for children, Head Start also provides a number of educational programs for parents, such as a family literacy program and fathering activities.

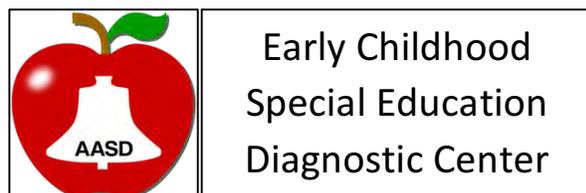
Appleton Even Start Family Literacy is a program that offers educational opportunities for adults and children from birth to age 8, with a focus on families whose first language is not English.

Located on the lower level of the building,



Appleton Even Start Family Literacy has 9 staff on site, and is licensed to serve 50-60 families at a time. The program prepares children for school success with literacy instruction and also provides several programs for parents, including parenting classes, English and GED classes, and parent-child activities that allow parents to have supported quality interactions with their children. In addition, Appleton Even Start Family Literacy has a home visiting program for families; five home visitors visit families at least three times per year to teach parents about appropriate activities that optimize their children's development.

The CELC also houses two screening programs. One of the programs is the Appleton Area School District's (AASD) 3-5 Year Old Developmental Screening, which screens 3 to 5 year-old children, and is one of AASD's Birth to Five Programs. The other Birth to Five programs at the CELC are: Early



Childhood Diagnostic Center, which follows up with children needing further assessment after screening, the Appleton Community 4K headquarters, and the Birth to Five Outreach Program.

The Birth to Five programs have 21 staff and connect families with school and community support through free services and playgroups. The AASD screening program and the Early Childhood Diagnostic Center offer child-centered, play-based screening and assessment for children ages 3 to 5 years. They also help families with evaluation and referral processes.

Moreover, if a child has special educational needs, the AASD staff will develop a suitable plan.

The AASD programs and offices are located on the first two levels of the building and consist of offices, a playgroup room, and a screening room.

The second screening/diagnostic program at the CELC is Outagamie County Early Intervention (Birth to Three Program).



Given that the CELC houses both screening/diagnostic programs, parents can obtain screening and services for children birth to five in one location. That is, Early Intervention provides screening and when needed, home-based services to Outagamie children under the age of three who are demonstrating delays in their development, and AASD provides comparable services for three to five year olds. One significant collaborative initiative that being in the CELC facilitated is that the agencies came together to offer monthly *universal developmental screenings* at the CELC, allowing the birth to five population to be served simultaneously. Early Intervention staff help children develop the necessary skills to participate in typical activities at home, school and in the community through a variety of services, including screening, evaluation and assessment, speech, physical and occupational therapy. Outagamie County Early Intervention takes a family-

based approach to services; that is, it focuses on supporting parents to optimize their children's development. It is located on the lower floor of the CELC and has a total of 15 staff.

The CELC Board of Directors also plays an important role in the support and development of the CELC. In addition, the Board has several subcommittees, including the Communications Committee, Executive Committee, Finance Committee, and the Research Committee. The Board and subcommittees are committed to promoting children's optimal development, providing accessible services to families, and supporting staff members' professional growth and encouraging collaboration between co-locating programs. The Board meets bi-monthly in the CELC building. The CELC in partnership with the Fox Valley Early Childhood Coalition, also hired an Outreach Director in early 2016. The role of the Early Childhood Community Outreach Director is to develop partnerships within the community to both increase awareness of the importance of early childhood and facilitate the all-around development of young children. Some of the Outreach Director's job responsibilities include collaboration with and outreach to community partners to coordinate and facilitate early childhood health, safety and education services and resources for children birth to 5 years old and their families. This position is also intended to facilitate development of an early childhood comprehensive action plan, working with local and statewide initiatives and coalitions, and securing funding for early childhood education initiatives.

Overview of Assessment Goals

This outcome report evaluates the successes and challenges of the second year of collaboration at the CELC. The CELC research team surveyed the CELC staff regarding its collaborative efforts and staff training, programs' stability, benefits to families served at the CELC, as well as staff satisfaction and professional development. The staff survey included 15

statements with a rating scale from 1 (strongly disagree) to 5 (strongly disagree). Statements included “There is efficient collaboration between the programs at the CELC,” and “My program has benefitted from collaborating with other partners in the CELC.” The survey also included eight open-ended questions, including “In what ways has the CELC collaboration benefitted the families you serve?” and “Are there any collaborative goals that you hope to see in the future?” The full survey is included at the end of the outcome report (see Appendix).

Staff Survey Results

The staff survey was sent out to 90 CELC staff members and administrators, 73 of whom responded (response rate = 81.1%). Compared to last year’s response rate of 47.8%, this significantly higher response rate reflects increased collaborative efficiency between co-locating programs through the assistance of the Outreach Director. The participants are described in the table below.

| | Number of Staff | Percentage |
|--------------------------|-----------------|------------|
| Gender | | |
| Female | 66 | 90.4% |
| Not Specified | 7 | 9.6% |
| Ethnicity | | |
| White | 57 | 78.1% |
| Asian | 3 | 4.1% |
| Latino/Hispanic | 1 | 1.4% |
| Not Specified | 12 | 16.4% |
| Position Type | | |
| Administrator | 7 | 9.6% |
| Specialist/Diagnostician | 10 | 13.7% |
| Teacher | 31 | 42.5% |
| Other | 4 | 5.5% |
| Support Staff | 14 | 19.2% |
| Not Specified | 7 | 9.6% |

Staff survey responses were generally favorable. For the 14 positive statements about the CELC, such as “The CELC benefits the families it serves” and “There is efficient collaboration between the programs at the CELC,” all average scores were above 3.5 on the 5-point scale, suggesting that staff perceived the CELC as efficient at collaboration and supportive of families. For the statement worded negatively, “My program has had concerns or problems collaborating with other partners in the CELC,” the average score was 2.3, indicating that staff disagreed with the statement. Below is a table of average ratings for each statement.

| Statement regarding | Mean | Statement regarding | Mean |
|-------------------------------------|------|--------------------------------------|------|
| Understanding of CELC Goals | 4.4 | Understanding of Responsibilities | 4.3 |
| Families Benefit from the CELC | 4.8 | Families Aware of Services | 3.8 |
| Families’ Participation in Services | 3.8 | Efficiency of Collaboration | 3.9 |
| Sufficiency of CELC Training | 3.9 | Sufficiency of Program Training | 4.3 |
| Program Benefits | 4.5 | Collaboration Problems | 2.3 |
| Program Stability | 4.2 | Staff’s Ability to Acquire New Roles | 3.9 |
| Staff’s Professional Growth | 4.1 | Staff’s Satisfaction | 4.5 |
| Efficiency of CELC Training | 4.1 | | |

In their answers for the open-ended section, many staff acknowledged that the CELC collaboration made services more available and accessible to families. It also helped staff work more efficiently and provided opportunities to work with staff from co-locating programs. However, a few staff (6.8%) also noted that they were not familiar with many staff members from other programs; thus, they would like to get to know other staff and programs better in the future.

Goals of the CELC

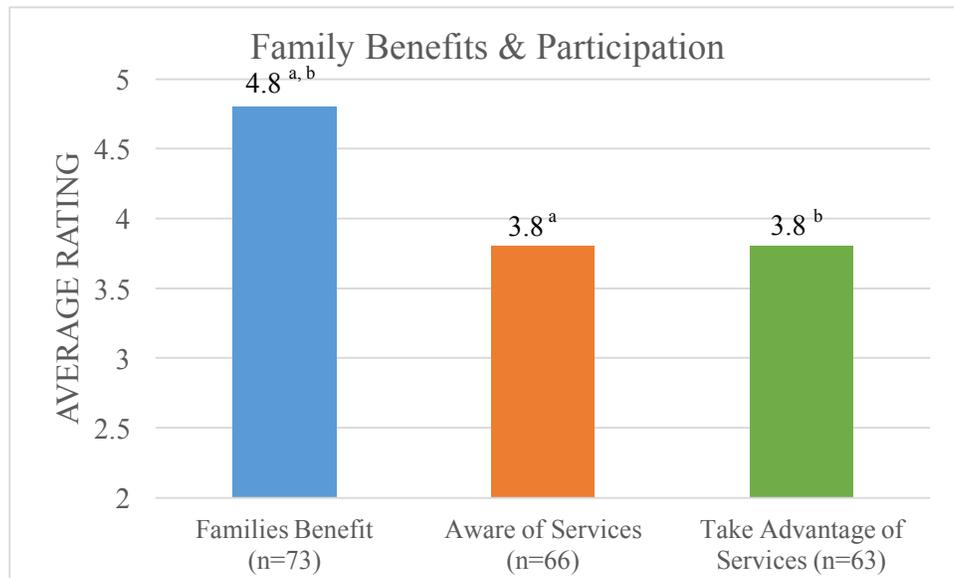
It is important that the staff of different programs in the CELC understand the goals and mission not only of their individual programs, but of the CELC to provide affordable, high

quality child care and services. Staff were asked to rate the statement “I understand the goals and mission of the CELC.” Their responses were very positive, with an average rating of 4.4 on the 5-point scale. This year’s rating is the same as that from last year ($M_{14-15} = 4.4$), suggesting that staff consistently and fully understand the goals and mission of the CELC.

Family Benefits & Participation

Through the central location and increased availability of services made possible by the collaboration, the CELC hopes to reach out and benefit more families. The CELC is devoted to making families fully aware of the services offered. Along those lines, staff rated the following statements: “The CELC benefits the families it serves,” “The families served are aware of services offered,” and “The families served take advantage of the services offered.” Staff members’ responses this year were consistent with those from last year ($M_{14-15} = 4.1$, $M_{15-16} = 4.1$). Staff rated all three statements above 3.5 on the 5-point scale. Similar to last year, staff rated the statement that the CELC benefited the families it served significantly higher than statements about families’ awareness of and participation in services. That is, staff strongly believed that the CELC benefited the families it served, although they thought that the families were neither fully aware of nor fully taking advantage of all of the services offered. This suggests that the CELC should continue to find ways to provide information regarding services available to families so that families can fully utilize these services.





^a Families benefit was rated significantly higher than aware of services

^b Families benefit was rated significantly higher than participation in services.

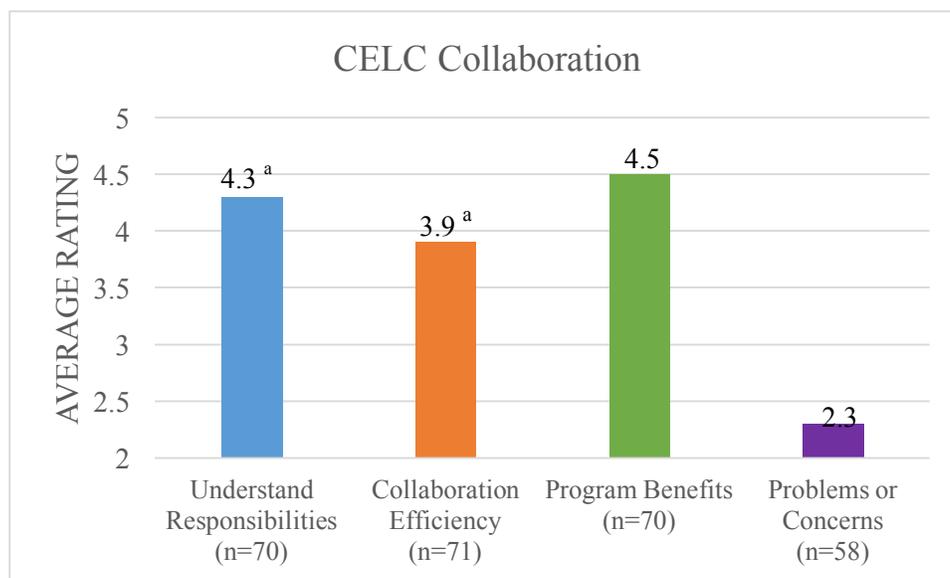
Staff also responded to the open-ended question on the survey “In what ways has the CELC collaboration benefitted families you serve?” Staff acknowledged considerable benefits that the CELC collaboration brought to families. The majority of staff noted that the collaboration “has given families the opportunity to utilize support services or additional programming opportunities,” such as wrap-around care. Furthermore, they remarked that collaboration has made referral between programs and to other services easier. Staff also mentioned that the CELC collaboration “benefits working parents”; their children can receive wrap-around care, and they can come to the CELC to attend parenting/GED/English classes. Finally, a few staff reported that the AASD playgroup was helpful as well.

Collaboration

Collaboration is an important goal for the agencies within the CELC. It is critical that staff members understand the roles and responsibilities of the collaboration and work together to provide high quality services to families. Located in the same building, different programs can conveniently collaborate with each other in terms of resources and services. Notably, the CELC

was selected as the 2015 Outstanding Collaboration Team of the Year by the Wisconsin Division for Early Childhood.

As shown below, staff responded to the statements “I understand the roles and responsibilities of the CELC partnership,” “My program has benefitted from collaborating with other partners in the CELC,” “My program has had concerns or problems collaborating with other partners in the CELC” and “There is efficient collaboration between the programs at the CELC.”



^a Program benefits was rated significantly higher than collaboration efficiency.

Staff members’ average rating for the statement “I understand the purpose and responsibilities of the CELC partnership” was high, demonstrating that they were well aware of the role of collaboration. Staff generally disagreed with the statement that their program had concerns or problems regarding collaboration, and reported that there was a generally efficient collaboration among programs, with an average rating of 3.9 on the 5-point scale. However, this rating was significantly lower than the average rating of 4.5 for the statement that the CELC collaboration benefitted programs. These findings suggest that staff acknowledge ample benefits

resulting from collaborative efforts, although they believe the collaboration could be more efficient—close collaboration is hard work and requires extra effort from staff. The results also suggest that staff recognize both the benefits and challenges with collaboration. Compared with last year ($M_{14-15} = 4.1$), staff this year reported a slight increase in their understanding of responsibilities ($M_{15-16} = 4.3$), as well as a slight increase in collaboration efficiency ($M_{14-15} = 3.6$, $M_{15-16} = 3.9$). This is a positive and promising sign for the CELC collaborative efforts.

In the open-ended section of the survey, staff responded to the question “In what ways has the CELC collaboration affected your position?” The majority of staff reported that the CELC collaboration made their job more efficient. They noted the “[improved] speed of communication and facilitation of paperwork and observation” among the CELC staff.



Moreover, working in the same building enabled staff to get to know other programs, their resources and staff, making collaborative efforts and coordinating events considerably easier than it used to be. In addition, the CELC collaboration provided great opportunities, such as more training sessions, for staff to grow personally and professionally. One staff member noted that “I have found everyone to be extremely helpful,” while another member of the staff mentioned that “being able to talk to other professionals in 4K and Head Start has helped me learn.”

Several staff commented that the CELC is a “wonderful community” to learn about, collaborate and share resources with other programs. A significant number (67.1%) of staff who completed the survey reported that they were able to better serve families. Many staff noted that they could easily direct families to resources and services, and/or refer families to other

programs and professionals that could further assist them. In addition, collaboration allowed staff from different programs to share information when children attend multiple programs.

Therefore, staff could provide consistent care and work cooperatively for the benefit of individual children. One staff member noted that collaboration made it possible for her to “talk with other teachers and see how children are doing if they switch to [other programs].”

Collaboration also let staff better serve children with special needs, such as those whose first language was not English. For example, one staff specialist commented that she was able to utilize her language expertise to help more children.

In addition, staff stated that they were generally pleased with the facility. One staff member described the facility at the CELC as “wonderful.” Another staff member appreciated that they “[had] each room set up at all times and [did not have] to move things for the weekend”



as they had done in their former location.

Staff also commented that the collaboration allowed additional opportunities for community outreach. More families were aware of the programs available at the CELC, and hopefully they would utilize all of the services available to them.

Many staff recognized the role of the Outreach

Director in promoting community outreach and collaboration among co-locating programs at the CELC. Staff members noted the Outreach Director’s leadership role in “bringing [co-locating programs] together” and “providing resources and training for parents.” However, some staff members (12.3%) who responded to the survey indicated that they were not familiar with the Outreach Director position, perhaps because it was relatively new at the time of the survey.

Training

Staff training is an important element in providing high quality child care. This year, the CELC continued to offer staff training sessions on *The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children*. This is a program developed by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) at Vanderbilt



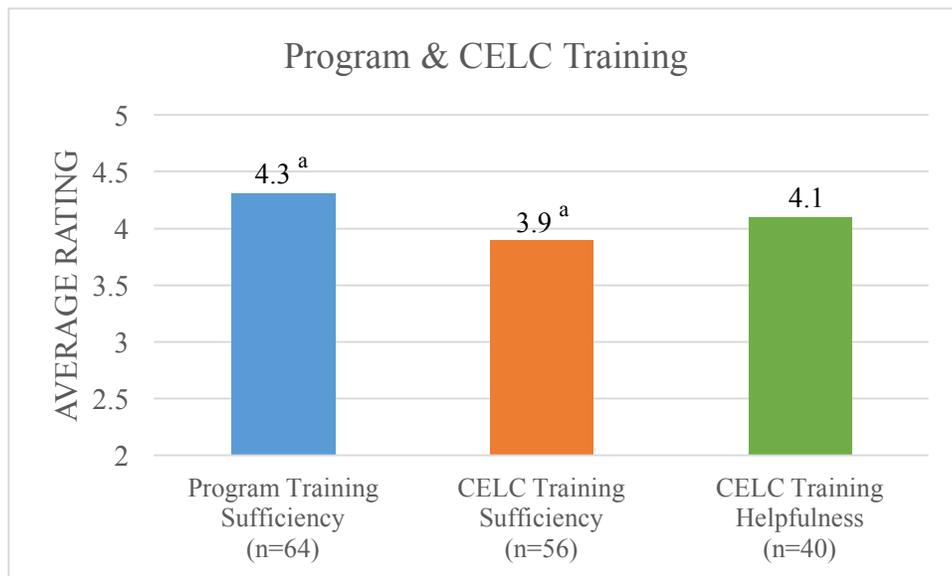
University that seeks to promote the social emotional development and school readiness of young children birth to age 5. All CELC programs serving children on site – Bridges Child Enrichment Center, Appleton Even Start Family Literacy, and Head Start – are engaged in Pyramid training and programming (see

Outcome report 3 as well). Each CELC program also has its own staff training sessions. On the survey, staff responded to the following statements: “The staff/administrative training received through my program is sufficient,” “The staff/administrative training offered through the CELC is sufficient,” and “I have attended a CELC training & I thought it was helpful.”

In general, staff reported that the training sessions received from the CELC and their programs were sufficient, with an average rating of 3.9 or above for each statement on the 5-point scale. They perceived the sufficiency of their individual program’s training sessions as significantly higher than those from the CELC. At the same time, they responded to the statement “I have attended a CELC training session and I thought it was helpful” very positively ($M_{15-16} = 4.1$), showing that the CELC’s training was also highly beneficial. In the open-ended

section, staff also mentioned that they would like to participate in more Pyramid training in the future.

Similar to last year's survey ($M_{\text{PROGRAM}} = 4.1$, $M_{\text{CELC}} = 3.6$), staff perceived their individual program's training sufficiency as higher than that of the CELC training ($M_{\text{PROGRAM}} = 4.3$, $M_{\text{CELC}} = 3.9$). These findings may suggest that staff perceive the training specific to their programs as more central to their positions. It may also indicate that the CELC could enhance collaborative training opportunities, or may indicate that the survey needs to more clearly differentiate the two types of training.



^a Program training sufficiency was rated significantly higher than CELC training sufficiency.

Staff Satisfaction

Staff satisfaction is very important to programs' stability and development. The CELC not only works to provide affordable, high quality services for families but also to provide a supportive and professional working environment for staff.

As shown below, staff responded to the statements “The CELC has allowed me to take on new roles and responsibilities,” “The CELC has allowed me to grow professionally,” and “I am satisfied with my experience working with the CELC in this school year.” The average ratings for these statements were 3.9 or above on the 5-point scale. Staff rated satisfaction with their job significantly higher than the other two statements. However, they were generally pleased with the available opportunities at the CELC to take on new roles and to grow professionally, with average ratings of 3.9 and 4.1, respectively.

This year’s survey results were similar to those from last year (i.e., there were no statistically significant differences in ratings). However, marginal positive increases were found in staff’s overall satisfaction with the CELC ($M_{14-15} = 4.3$, $M_{15-16} = 4.5$), as well as their ability to take on new roles ($M_{14-15} = 3.8$, $M_{15-16} = 3.9$) and satisfaction with professional growth ($M_{14-15} = 3.9$, $M_{15-16} = 4.1$) indicating that the CELC has consistently provided a positive working environment.



^a Professional growth was rated significantly higher than new roles & responsibilities;

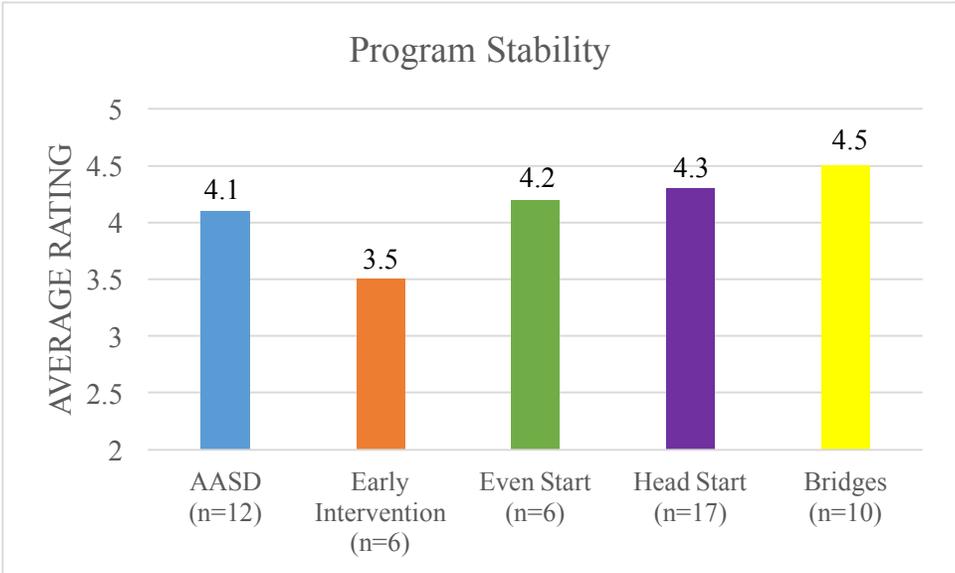
^b Satisfaction with work experience was rated significantly higher than new roles & responsibilities;

^c Satisfaction with work experience was rated significantly higher than professional growth.

Program Stability

By providing a stable location with a long-term lease, the CELC accomplished its goal to increase programs’ stability when it opened in the 2014-2015 school year. This school year, 2015-2016, the CELC continued to assess staff perceptions of whether collaboration among co-locating programs helps to increase programs’ stability.

Staff rated the statement “The CELC has improved my program’s stability.” Staff responded positively to the statement, with an average of 4.2 on the 5-point scale. Average ratings for individual programs were 3.5 or above. There was a marginally significant increase in average ratings this year compared to those from last year ($M_{14-15} = 3.9$, $M_{15-16} = 4.2$) suggesting that the CELC continues to be perceived as a stable location. Consistent with last year, Bridges Child Enrichment Center’s average rating was the highest among programs within the CELC, probably reflecting staff’s awareness that BCEC’s previous location was no longer able to house them. Below is a graph showing the average ratings for all programs.



Challenges

Although staff stated that they were highly satisfied with their experience working at the CELC, they noted a number of challenges and concerns.

The most common challenge that staff reported was the lack of space within the CELC building for working and meeting. Of staff who responded to the survey, 17.8% indicated lack of space as their main concern. Staff commented that the CELC lacked a spacious, quiet and private area for meeting. More working space for staff, as well as space for programming, testing, office,



and storage would also be helpful. Some staff noted that the building needed better control of temperature variability, as well as some maintenance work. The CELC Board has worked with Saint Mary's (building owner) and the CELC partners to address maintenance issues. A few staff also mentioned that they needed office equipment, such as a new fax machine and phone lines in offices.

Another main concern for staff working at the CELC was parking, with 15.1% of staff who responded to the survey indicating that there was not enough parking space at the CELC, especially at the end of the school day. Staff also pointed out that the duration for parking was short. One staff member noted that “[she carries] lots in and out with [her] every day and walking a couple blocks is difficult. It would be helpful to have more parking closer to the building.”

Familiarity with other programs and staff was also mentioned as a concern, as some staff commented that they did not know other programs and staff very well. They also indicated that there was room for some programs to facilitate further collaboration.

Of those who responded to the survey, 49.3% did not respond to the question “What challenges or concerns have you experienced while working at the CELC?” and 4.1% indicated no concerns. This suggests that the majority of staff did not face significant challenges or concerns at the CELC.

Collaborative Goals for the Future

Encouragingly, the majority of staff hoped to facilitate more collaboration with co-locating programs in the future, from designing programs for families and communities to brainstorming on redoing the playground.

Staff expressed that they would like to meet and bond with other staff. Many staff would appreciate staff events such as “a day that [they] all had fitness together.” Staff also suggested that the CELC might create a staff directory so that staff could get to know each other better. In addition, many staff recommended a coordinator who specializes in improving collaboration efforts and organizing events.



Another collaborative goal was more training sessions for teachers, such as those for Pyramid model training. Staff also mentioned that they would like to have more space in the CELC, including a common library and more computers in the CELC building. As some staff noted in their responses, a library equipped with computers could considerably benefit staff and families served at the CELC.

Summary

The collaboration continued successfully into the CELC’s second year. Staff acknowledged noteworthy and significant benefits resulting from the CELC collaborative efforts.

The collaboration made it possible for programs to reach out to and serve more families. It also allowed families access to considerably more resources and services such as wrap-around care and screening that would not have been available otherwise. Moreover, the collaboration enabled staff to work more efficiently and collaboratively, as well as to grow professionally.

Encouragingly, staff concerns were limited. Some staff felt that the CELC building had somewhat limited space. The CELC Board has worked collaboratively with the CELC partners and Saint Mary's to address maintenance concerns such as temperature control. Another staff concern is limited parking space, especially during busy times such as the end of the school day.

At the end of the second year of successful collaboration, the majority of staff expressed their satisfaction with the collaborative efforts of the CELC. Staff looked forward to further opportunities to collaborate with different programs within the CELC to fulfill its mission—to ensure that by age five, all our children have the foundation to achieve their full potential.



Appendix: CELC Staff Survey: 2015-2016

The CELC has nearly completed its 2nd year of partnership. We would appreciate your feedback on your experience as a CELC staff member. You have valuable insight, which will help us assess which goals are currently being met and which we are still working towards. Your answers will be kept confidential, and your individual responses will not be shared with your supervisors or coworkers. We appreciate your participation!

CELC Agency I work for: _____

Type of Position (please circle):

Administrative **Specialist/Diagnostician (e.g., physical therapist)** **Teacher**
Support Staff **Other:** _____

Gender: _____ **Ethnicity:** _____

On a scale of 1 to 5, please rate how much you agree with the following statements:

1-----2-----3-----4-----5 NA DK

Strongly Disagree Disagree Neutral Agree Strongly Agree Not Applicable Don't Know==

| <i>Please mark your rating in the boxes next to each item using the scale above.</i> | 1 | 2 | 3 | 4 | 5 | NA | DK |
|---|----------|----------|----------|----------|----------|-----------|-----------|
| 1. I understand the goals and mission of the CELC. | | | | | | | |
| 2. I understand the purpose & responsibilities of the CELC partnership. | | | | | | | |
| 3. The CELC benefits the families it serves. | | | | | | | |
| 4. The families served are aware of services offered. | | | | | | | |
| 5. The families served use the services offered. | | | | | | | |
| 6. There is efficient collaboration between the programs at the CELC. | | | | | | | |
| 7. The staff/administrative training received through the CELC (e.g., Pyramid Training) is sufficient. | | | | | | | |
| 8. The staff/administrative training provided through my program is sufficient. | | | | | | | |
| 9. My program has benefitted from collaborating with other partners in the CELC. | | | | | | | |
| 10. My program has had concerns or problems collaborating with other partners in the CELC. | | | | | | | |
| 11. The CELC has improved my program's stability. | | | | | | | |
| 12. The CELC has allowed me to take on new roles & responsibilities. | | | | | | | |
| 13. The CELC has allowed me to grow professionally. | | | | | | | |
| 14. I am satisfied with my experience working with the CELC in this school year. | | | | | | | |
| 15. I have attended a CELC training session & I thought it was helpful. | | | | | | | |

Open-Ended Questions

We would appreciate your comments on the following questions—please share your thoughts & ideas. Please use additional paper if you need more space.

16. In what ways has the CELC collaboration affected your position?

17. In what ways has the CELC collaboration benefited families you serve?

18. What additional resources do you see as most needed for **the CELC**?

19. What additional resources do you see as most needed for **your program**?

20. Are there any collaborative goals that you hope to see in the future?

21. What challenges or concerns have you experienced while working at the CELC?

22. What aspects of working in a multi-agency partnership do you wish to improve or know more about?

23. What types of activities and supports could the Early Childhood Community Outreach Director, who is located in the CELC, provide to your program and to the CELC?

24. Further comments:

Thank you for your participation!