

# **PERSON COUNTY PARTNERSHIP FOR CHILDREN**

---

**2019-2020**

**Year End Partners Report**



**COMPASS**  
EVALUATION AND RESEARCH, INC.

SUBMITTED BY:

**Compass Evaluation and Research, Inc.**

5720 Fayetteville Rd., Suite 202

Durham, NC 27713

Toll Free: 877.652.0189

Phone: 919.544.9004

# Person County Partnership for Children 2019-2020 Partners Report: Quarter 4

## Highlights

### Child Care Resource and Referral

- 8 facilities participated in services prior to COVID-19
- Services were provided to the county's network of providers during the COVID-19 pandemic
- 56 providers from 28 facilities participated in trainings

### Crisis Scholarship

- 2 children received crisis scholarships to address child care needs

### Dolly Parton's Imagination Library (DPIL)

- 1609 children received books from DPIL, funded through state and local resources
- 310 new children were added to the program in 2019-2020

### Early Childhood Behavior Specialist

- 29 children in 6 facilities received services
- 113 consultations were provided through the third quarter

### Initiatives for Quality

- 47 providers received 80 Q\$\$ supplements (across the fall and spring)
- 14 providers received 16 educational reimbursements (across the fall and spring)

### Service Promotion and Outreach

- 9 community outreach events were completed
- 3 community presentations were completed
- 350 individuals are on the newsletter distribution list

## Person County Partnership for Children 2019-2020 Partners Report: Quarter 4

### Child Care Resource and Referral

Child Care Resource and Referral (CCR&R) services will be provided to families and child care providers in accordance with the Regional Consumer Education and Referral Services (CER) Hub Plan for Region 12. CCR&R services will develop and provide training and technical assistance for current and potential child care providers, on multiple aspects of quality child care. If funds are available, incentives related to training or on-site consultation may be provided to participating childcare homes and centers to assist them in their efforts to implement recommended practices. Further, the program may recruit new child care providers; develop and promote kindergarten transition activities among parents, providers, and teachers; support events year-round where age-appropriate developmental materials may be provided; provide training on and enhance awareness of childhood abuse and neglect; and disburse written resources related to quality child care, successful kindergarten transitions, and avoidance of/response to incidents of abuse and neglect. CCR&R may offer a provider appreciation banquet in the Spring as part of Person County's Week of the Young Child celebration. Additionally, CCR&R may work to (a) educate the community on child and family issues; (b) extend outreach efforts to families in Person County; and (c) share information about kindergarten readiness. This activity may include additional meetings, workshops, and recognition events where non-staff will be present and food will be served. The CCR&R Administrative Director and staff will implement activities.

### Outputs (measures with a \* are required by the North Carolina Partnership for Children)

Measure	Q1	Q2	Q3	Q4	Projection	Performance
*Number of child care facilities participating {overall total}.	6	New: 2 YTD: 8	New: 0 YTD: 8	New: 0 YTD: 8	5 to 7	114%
*Number of child care facilities participating in technical assistance with ITERS to increase or maintain star level	2	New: 2 YTD: 4	New: 0 YTD: 4	New: 0 YTD: 4	No Projection	--
*Number of child care facilities receiving technical assistance with ECERS to increase or maintain star level	2	New: 2 YTD: 4	New: 0 YTD: 4	New: 0 YTD: 4	No Projection	--
*Number of child care facilities receiving technical assistance with FCCERS to increase or maintain star level	4	New: 2 YTD: 6	New: 0 YTD: 6	New: 0 YTD: 6	No Projection	--
*Number of caregivers receiving reimbursement to attend training	0	New: 0 YTD: 0	New: 0 YTD: 0	New: 0 YTD: 0	N/A	N/A
*Number of staff participating	43	New: 13 YTD: 56	New: 0 YTD: 56	New: 0 YTD: 56	No Projection	--
*Number of child care facilities with at least one staff person participating	26	New: 2 YTD: 28	New: 0 YTD: 28	New: 0 YTD: 28	No Projection	--
Number of educational packets provided to parents.	0	New: 0 YTD: 0	New: 0 YTD: 0	New: 0 YTD: 0	1500	0%
LICENSED CAPACITY OF SITES RECEIVING trainings provided to child care providers.	0	New: 0 YTD: 0	New: 0 YTD: 0	New: 0 YTD: 0	1000 duplicated	0%

**Person County Partnership for Children  
2019-2020 Partners Report: Quarter 4**

Number of site visits conducted to licensed and regulated facilities in Person County	0	New: 0 YTD: 0	New: 0 YTD: 0	New: 0 YTD: 0	Each site will receive at least one visit	0%
---	---	------------------	------------------	------------------	---	----

**Outcomes (measures with a \* are required by the North Carolina Partnership for Children)**

<b>Measure</b>	<b>Mid Year</b>	<b>Year End</b>
*Improved teacher knowledge as measured by the survey item: "I gained skills I can immediately use in my job."	99% (151 of 153) respondents reported agree or strongly agree	COVID-19 distancing prevented group training events

**Additional Notes**

The partnership contracted with Lead, Teach, Reach to provide services in spring 2020. Lead, Teach, Reach reported the following services were completed:

- Identification of training and technical assistance needs of local child care providers. Spring 2020 saw the emergence of COVID-19. The pandemic disrupted many aspects of life including the demand for non-parental care. Lead, Teach, Reach, in partnership with staff at Person County Partnership for Children, provided support to local providers that remained open, providing care for essential workers. Support included supplies (Personal Protective Equipment, cleaning supplies) as well as regular virtual meetings to discuss state guidance for child care operations.
- Program re-design, the ensure services are consistent with Partnership goals.
- Support for start-up providers.
- One-on-one support, coaching, or mentoring for individual providers.

## Person County Partnership for Children 2019-2020 Partners Report: Quarter 4

### Crisis Scholarship

Financial assistance will be paid on a direct per child basis for subsidy for families eligible for Temporary Assistance for Needy Families (TANF) or the Child Care and Development Fund (CCDF). Data will be reported into the state-level Smart Start Reporting System (SSRS) on a monthly basis. Financial assistance may also be available to families experiencing a temporary disability. Payments may include purchase of care and/or enhancements for wrap-around care for children attending other publicly funded part-day programs such as NC Pre-K, Head Start, or Developmental Day Schools.

### Outputs (measures with a \* are required by the North Carolina Partnership for Children)

Measure	Q1	Q2	Q3	Q4	Projection	Performance
* Number of TANF children funded	0	New: 1 YTD: 1	New: 1 YTD: 2	New: 0 YTD: 2	7	29%

### Outcomes (measures with a \* are required by the North Carolina Partnership for Children)

Measure	Mid Year	Year End
Percent of TANF children who are able to maintain child care placement due to services provided.	100% (1 of 1)	100% (2 of 2)
Average star rating of facilities that provide care for a child that receives a crisis scholarship.	5	5

### Performance Measures

Measure	Mid Year	Year End
Percent of children who receive a crisis scholarship and are enrolled in 4 or 5-star care.	100% (1 of 1)	100% (2 of 2)
Average dollar value of subsidy scholarships per child (pending resource availability).	\$1,220	
Percent applications that resulted in scholarships.	100% (1 of 1)	100% (2 of 2)

## Person County Partnership for Children 2019-2020 Partners Report: Quarter 4

### Dolly Parton Imagination Library

The Dolly Parton's Imagination Library activity will promote emergent literacy skills through a partnership with Dollywood Foundation. Through this activity, age-appropriate books will be mailed to registered children birth up to age five (0-5) monthly. Families will be recruited in target zip codes. Children are eligible to receive books regardless of family income. The books will be ordered using the Dollywood Foundation Book Ordering System (BOS) database. Families will be encouraged to participate in surveys designed to evaluate the program's impact on participating children. Books that are returned as non-deliverable can be redistributed to locations in the community such as waiting rooms at Social Services and Public Health, local child care programs, and other locations where families can receive information about early childhood services. This activity may include meetings, literacy workshops that may provide incentives, and recognition events where non-staff are present and food is served, as deemed necessary to fulfill program goals, including special events emphasizing the importance of child and family literacy.

### Outputs (measures with a \* are required by the North Carolina Partnership for Children)

Measure	Q1	Q2	Q3	Q4	Projection	Performance
State portal: number of children participating	720	New: 90 YTD: 810	New: 95 YTD: 905	New: 42 YTD: 947	No Projection	--
*Local portal: number of children participating	662	New: 0 YTD: 662	New: 0 YTD: 662	New: 0 YTD: 662	No Projection	--
State portal: Number of new children entered into the DPIL database	83	New: 90 YTD: 173	New: 95 YTD: 268	New: 42 YTD: 310	No Projection	--
*Local portal: Number of new children entered into the DPIL database	0	New: 0 YTD: 0	New: 0 YTD: 0	New: 0 YTD: 0	No Projection	--
State portal: Number of children who exit each month	22	New: 34 YTD: 56	New: 29 YTD: 85	New: 31 YTD: 116	No Projection	--
Local portal: Number of children who exit each month	70	New: 71 YTD: 141	New: 62 YTD: 203	New: 58 YTD: 261	No Projection	--
The number of outreach events conducted.	0	New: 0 YTD: 0	New: 0 YTD: 0	New: 0 YTD: 0	20	COVID-19 limited ability to conduct outreach
The number of children who participate in at least one PIL program.	1382	New: 90 YTD: 1472	New: 95 YTD: 1567	New: 42 YTD: 1609	1800	89%
The number of books distributed.	3945	New: 3918 YTD: 7863	New: 3844 YTD: 11707	New: 3756 YTD: 15463	16000	97%

### Outcomes (measures with a \* are required by the North Carolina Partnership for Children)

Measure (n=35 surveys)	Findings
Without DPIL, would you be able to purchase books for your children?	46% (16 of 35) reported no

**Person County Partnership for Children  
2019-2020 Partners Report: Quarter 4**

This child's (oldest child under the age of 5) enthusiasm for books has increased since receiving Imagination Library books.	Strongly Agree or Agree 86% (24 of 28)
--	--

<b>Measure (n=35 surveys)</b>	<b>Before DPIL</b>	<b>After DPIL</b>
Thinking about your oldest child under the age of 5, about how often do you read or look at books with this child?	Every day or several times a day: 30% (8 of 27)	Every day or several times a day: 50% (14 of 28)
How much does your oldest child under the age of 5: Look at books on his/her own?	A lot 15% (4 of 26)	A lot 44% (12 of 27)
Ask you to read to him/her?	A lot 12% (3 of 25)	A lot 26% (7 of 27)
Like to turn the pages in the book?	A lot 27% (7 of 26)	A lot 44% (12 of 27)

**Performance Measures**

<b>Measure</b>	<b>Mid Year</b>	<b>Year End</b>	<b>Projection</b>	<b>Performance</b>
Percent of the estimated birth through five population served by the program.	71% (1472 of 2087)	77% (1609 of 2087)	81% (1700 of 2087)	95%

## Person County Partnership for Children 2019-2020 Partners Report: Quarter 4

### Early Childhood Behavior Specialist

The Early Childhood Behavior Specialist (EC Behavior Specialist) will help identify children who could benefit from behavioral and/or therapeutic intervention, evaluate their needs, plan classroom strategies, and when indicated, develop plans for interventions using the CSEFEL Pyramid Model, in an effort to alleviate the behavioral difficulties that interfere with the learning process. The EC Behavior Specialist will respond to childcare provider and/or parent requests to observe children ages 0-5. The EC Behavior Specialist will educate providers and/or parents regarding the context and content of disruptive behaviors, design interventions to address behavioral problems, and facilitate implementation of such interventions through modeling techniques, consultation, and mentoring. The EC Behavior specialist will also address with the provider and parent how these interventions further the child's ability to be kindergarten ready. The EC Behavior Specialist may collaborate on individual cases with the county's Child and Family Therapist to integrate classroom interventions with ongoing therapeutic counseling. The EC Behavior Specialist may conduct trainings for the Child Care Resource and Referral program on a variety of early intervention topics, including abuse and neglect (as needed), and may participate at events promoting kindergarten readiness, transitions, and early care. This activity may include additional meetings, workshops, and recognition events where non-staff are present and food is served, as deemed necessary to fulfill program goals. This program will be administered and overseen by Person County Schools and will collaborate with the Behavioral Specialist position funded through the Regional Resource and Referral system as needed.

### Outputs (measures with a \* are required by the North Carolina Partnership for Children)

Measure	Q1	Q2	Q3	Q4	Projection	Performance
* Number of child care facilities participating	5	New: 0 YTD: 5	New: 1 YTD: 6	New: 0 YTD: 6	No Projection	--
* Number of children with special needs participating	15	New: 3 YTD: 18	New: 9 YTD: 27	New: 2 YTD: 29	No Projection	--
The number of child care facilities who receive one or more consultations.	5	New: 0 YTD: 5	New: 1 YTD: 6	New: 0 YTD: 6	12	50%
The number of providers who work on intervention plans. (at least 3 visits)	9	New: 4 YTD: 13	New: 5 YTD: 18	New: 0 YTD: 18	No Projection	--
The number of children who make progress on an intervention plan.	13**	New: 2 YTD: 15	New: 3 YTD: 18	New: 0*** YTD: 18	40	45%
The number of group training sessions developed and provided for the Child Care Resource and Referral program.	0	New: 0 YTD: 0	New: 0 YTD: 0	New: 0 YTD: 0	2	0%
The number of TA visits provided (on average, three per year per provider (providers who work on intervention plans).	17	New: 52 YTD: 69	New: 44 YTD: 113	New: 0**** YTD: 113	N/A	--

\*\* one child who carried over from '18-'19 year withdrew in August after 1 consultation visit (not counted in number of children working on an intervention plan, Sept. # of children who work on intervention plan includes: 12 children carried over from 2018-2019 yr.+ 2 new (minus 1 who withdrew)



## Person County Partnership for Children 2019-2020 Partners Report: Quarter 4

\*\*\*In regards to # of children who made progress on a behavior plan, this is the breakdown: out of 29 total children served: 14 children completed services and made progress; 4 children had a plan, made progress and will be carried over to next year ; 1 child was observed and did not need services; 9 additional children were referred late in the year and there was not enough time for development of a plan and for the child to demonstrate progress - will be carried over to next year; and one 1 child who had a plan and carried over from last year, but received only one service this year and family withdrew from services.

\*\*\*\* Due to the Covid-19 pandemic, face -to -face services were suspended in March. In March –June I provided consultation to two parents and sent enrichment activities weekly for their children, and followed up with phone calls once per month. I provided consultation to one child care center by phone and email, and I also consulted by phone with the Foster Parent of a child having difficulty at the child care center. Some preschools were closed and children enrolled for services through other agencies received enrichment activities through those agencies; however, I did talk with two Guardians by phone to discuss the child’s behavior and offer support. I also talked with 4 families by phone who had previously been served through the Parents As Teachers Program. Three more calls were attempted but I was unable to connect with the families.

### Outcomes (measures with a \* are required by the North Carolina Partnership for Children)

Measure	Mid Year	Year End	Projection	Performance
More children on track for typical or enhanced development as assessed with the DECA <b>(One time)</b>		62% (18 of 29)	90%	69%
The percent of providers who have a child with an intervention plan in their classroom and who demonstrate improvement in teacher:child interaction and behavioral management.		68% (13 of 19)	90%	76%
Percent of children who have demonstrated an improvement in behavioral/emotional assessment. <b>(Multiple times)</b>		*****	90%	See notes below
The percent of providers who demonstrate changes in classroom interactions as measured using the Caregiver Interaction Scale.		*****	No Projection	See notes below

\*\*\*\*\* Behavior Specialist began using a new assessment tool during the second quarter of the year; some children were reassessed with the new tool, only a limited number of post-tests have been done due to face to face services ending two months early. The number of children demonstrating improvement is based on children who exited because they no longer needed services and based on teacher report of improvement.

\*\*\*\*\*Pre-test Caregiver Interaction Scales have been completed on all teachers at the beginning of the year, but post-test Caregiver Interaction Scales have not been completed due to interruption of services at the end of the year. However, 6 teachers report that they no longer needed consultation due to improvements of the children in their classrooms. From observation, 7 teachers made improvements in their interactions with children and utilizing new strategies in the classroom. Several children were referred late in the year and the children nor the teachers had enough time to demonstrate progress due to services ending due to the pandemic.

### Performance Measures

Measure	Mid Year	Year End
Percent of providers who receive support for children experiencing behavioral challenges.	No data reported	No data reported

## **Person County Partnership for Children 2019-2020 Partners Report: Quarter 4**

### **Additional Notes**

Face-to-face consultations and work with children and teachers was suspended on 3/15/20 due to the Covid-19 pandemic. Children referred in the 3rd and 4th quarters did not receive services for a long enough time to demonstrate progress, and limited access to teachers and classrooms for consultation resulted in some children not being observed enough to develop a behavior plan. Some families received consultation via phone calls and emails, however there was concern that families receiving distance learning activities and Zoom meetings with their child's teacher may be overwhelmed with receiving information from more than one teacher or therapist. If families requested a contact, I followed up to lend support.

Another obstacle that I faced this year was buy-in from teachers about consultation and changing their methods to try new strategies.

### **Success Story**

I received an email from a DSS Social Worker regarding a child who was having frequent and severe behavior challenges in his child care center. I talked with the child care provider and sent them resources to help with the particular problems they were encountering with the child. I also talked with the Foster Mother of the child and emailed her some picture resources and SEL lessons and activities, as well as some articles I had researched on defiant behavior in preschoolers. The Foster Mother found the resources to be very helpful, and she was very appreciative for the support. The child ended up moving to another child care center, and from the Social Worker's report, the child is doing very well in his new classroom.

## Person County Partnership for Children 2019-2020 Partners Report: Quarter 4

### Initiatives for Quality

Initiatives for Quality (IQ) will support providers for taking early childhood curriculum-related classes toward a certificate or degree in Early Childhood Education or Child Development. As education levels increase, providers will see increases in their salary supplement, which will be paid to qualifying applicants, based on education level and job longevity. Childcare teachers or directors working in a licensed child care center or home will be eligible to participate. This program will complement T.E.A.C.H., offering flexibility in bonuses. Program activities will be implemented and overseen by the CCR&R Administrative Director and staff, including application review and fiscal management. Bonuses may be provided upon completion of a class at an accredited college or university, with a documented passing grade of "C" or higher, as funding is available.

### Outputs (measures with a \* are required by the North Carolina Partnership for Children)

Measure	Q1	Q2	Q3	Q4	Projection	Performance
Number of providers who qualify to receive Q\$\$ supplements.	0	New: 44 YTD: 44	New: 0 YTD: 44	New: 3 YTD: 47	40	118%
Number of providers who qualify to receive educational reimbursements.	0	New: 0 YTD: 0	New: 7 YTD: 7	New: 7 YTD: 14	No Projection	--
Number who providers who qualify to receive both supplements.	0	New: 7 YTD: 7	New: 0 YTD: 7	New: 2 YTD: 9	No Projection	--
Total salary supplement reimbursements	0	New: 44 YTD: 44	New: 0 YTD: 44	New: 36 YTD: 80	90	89%
Total educational reimbursements	0	New: 7 YTD: 7	New: 0 YTD: 7	New: 9 YTD: 16	15	107%
Average amount of salary supplement				\$796	No Projection	--
Average amount of educational reimbursement				\$421	450	94%
Number of children who benefit from providers who receive Q\$\$ AND maintain employment in child care.	0	No data reported	0	No data reported	N/A	No data reported

## Person County Partnership for Children 2019-2020 Partners Report: Quarter 4

### Service Promotion and Outreach

The Service Promotion and Outreach activity will promote ongoing community awareness of Smart Start-funded services for young children and their families and assist families with linkage to all available services. This activity will target parents of children ages birth through five, childcare providers, the business community, elected leaders, churches, and the general public. Services may include (a) provision of informational materials, which may include promotion of kindergarten readiness, successful kindergarten transitions, avoidance of/responses to incidents of child abuse and neglect, childhood obesity, car seat safety, and literacy, (b) 3-4 newsletters, (c) annual report to the community regarding services and results, (d) engagement in systems building, leadership development, or shared decision making to identify gaps in services with community partners and DSPs, (e) community awareness events, and (f) updates (as needed) to social media accounts and LP website. Other functions may include participation in community events as well as parent education efforts. Assigned staff, volunteers and contractors will carry out this activity. This activity may include additional meetings, workshops, and recognition events where non-staff will be present and food will be served, as deemed necessary to fulfill program goals. Service delivery will occur both in-office and throughout the community.

### Outputs (measures with a \* are required by the North Carolina Partnership for Children)

Measure	Q1	Q2	Q3	Q4
Number of community outreach events	3	New: 4 YTD: 7	New: 2 YTD: 9	New: 0 YTD: 9
Number of community presentations given	0	New: 0 YTD: 0	New: 1 YTD: 1	New: 2 YTD: 3
Number of newsletters produced	4	New: 1 YTD: 5	New: 0 YTD: 5	New: 0 YTD: 5
Number of website hits (not unduplicated)	The partnership is re-developing its website			
Number on newsletter distribution list	350	New: 0 YTD: 350	New: 0 YTD: 350	New: 0 YTD: 350
The number of community events the partnership participates in.	4	New: 4 YTD: 8	New: 0 YTD: 8	New: 0 YTD: 8

### Outcomes (measures with a \* are required by the North Carolina Partnership for Children)

<b>Wilder Collaboration Factors Inventory</b> Scale of 1 to 5 (a score of 1 indicates strongly disagree, a score of 2 indicates disagree, a score of 3 indicates neutral or no opinion, a score of 4 indicates agree, and a score of 5 indicates strongly agree)	Average Score (n=6)
Agencies in our community have a history of working together.	4.50
Trying to solve problems through collaboration has been common in this community. It has been done a lot before.	4.33
Leaders in this community who are not part of our collaborative group seem hopeful about what we can accomplish.	4.00

**Person County Partnership for Children  
2019-2020 Partners Report: Quarter 4**

Others (in this community) who are not a part of this collaboration would generally 4 that the organizations involved in this collaborative project are the “right” organizations to make this work.	4.40
The political and social climate seems to be “right” for starting a collaborative project like this one.	4.17
The time is right for this collaborative project.	4.17
People involved in our collaboration trust one another.	4.00
I have a lot of respect for the other people involved in this collaboration.	4.50
The people involved in our collaboration represent a cross section of those who have a stake in what we are trying to accomplish.	4.67
All the organizations that we need to be members of this collaborative group have become members of the group.	4.17
<b>My organization will benefit from being involved in this collaboration.</b>	<b>4.83</b>
People involved in our collaboration are willing to compromise on important aspects of our project.	4.00
The organizations that belong to our collaborative group invest the right amount of time in our collaborative efforts.	4.17
Everyone who is a member of our collaborative group wants this project to succeed.	4.33
The level of commitment among the collaboration participants is high.	3.83
When the collaborative group makes major decisions, there is always enough time for members to take information back to their organizations to confer with colleagues about what the decision should be.	4.17
Each of the people who participate in decisions in this collaborative group can speak for the entire organization they represent, not just a part.	4.33
There is a lot of flexibility when decisions are made; people are open to discussing different options.	4.00
People in this collaborative group are open to different approaches to how we can do our work. They are willing to consider different ways of working.	4.17
People in this collaborative group have a clear sense of their roles and responsibilities.	4.33
There is a clear process for making decisions among the partners in this collaboration.	4.33
This collaboration is able to adapt to changing conditions, such as fewer funds than expected, changing political climate, or change in leadership.	4.00
This group has the ability to survive even if it had to make major changes in its plans or add some new members in order to reach its goals.	4.33
This collaborative group has been careful to take on the right amount of work at the right pace.	4.17
This group is currently able to keep up with the work necessary to coordinate all the people, organizations, and activities related to this collaborative project.	4.50
A system exists to monitor and report the activities and/or services of our collaboration.	4.33
We measure and report the outcomes of our collaboration.	4.17
Information about our activities, services, and outcomes is used by members of the collaborative group to improve our joint work.	4.17
People in this collaboration communicate openly with one another.	3.83
I am informed as often as I should be about what is going on in the collaboration.	4.17
The people who lead this collaborative group communicate well with the members.	4.50
Communication among the people in this collaborative group happens both at formal meetings and in informal ways.	4.33
I personally have informal conversations about the project with others who are involved in this collaborative group.	4.00
I have a clear understanding of what our collaboration is trying to accomplish.	4.50
People in our collaborative group know and understand our goals.	4.50
People in our collaborative group have established reasonable goals.	4.33

**Person County Partnership for Children  
2019-2020 Partners Report: Quarter 4**

The people in this collaborative group are dedicated to the idea that we can make this project work.	4.60
My ideas about what we want to accomplish with this collaboration seem to be the same as the ideas of others.	4.17
What we are trying to accomplish with our collaborative project would be difficult for any single organization to accomplish by itself.	3.83
No other organization in the community is trying to do exactly what we are trying to do.	4.17
Our collaborative group has adequate funds to do what it wants to accomplish.	3.50
Our collaborative group has adequate “people power” to do what it wants to accomplish.	3.67
The people in leadership positions for this collaboration have good skills for working with other people and organizations.	4.50
Our collaborative group engages other stakeholders, outside of the group, as much as we should.	4.00