THE NATIONAL TECCS COALITION

Transforming
Early
Childhood
Community
Systems

THE SCIENCE FOR A BETTER START

# COALITION BUILDING and COMMUNITY ENGAGEMENT TOOLS

2010 – 2011

UNITED WAY WORLDWIDE

United Way

# INTRODUCTION

TECCS leaders in local communities have the privilege and responsibility of building a coalition and engaging their community in designing and implementing strategies to improve outcomes and school readiness for young children. To support these leaders, United Way Worldwide developed this set of tools as a companion to the Coalition Building and Community Engagement Guide. These tools will be helpful to TECCS leaders that are creating a new coalition. Established coalitions will also benefit from exploring these tools and using the ones that will enhance their work in community engagement. Not every tool will be appropriate for every TECCS site. Utilize the Coalition Building Checklist and Coalition Leadership Checklist to help you decide which tools are needed.

*This resource is a work in progress. We encourage pilot site leaders to offer feedback, other tools, stories, resources and/or examples that will make this a more effective and relevant resource for all TECCS coalitions.*

*Please send your feedback to Carolyn Cox at carolyn.cox@uwa.unitedway.org*

# Table of Contents


**Page**

1. COALITION BUILDING 4

1.1. Lead Organization Capacity Assessment
1.2. Assessment of Community Readiness to Implement TECCS
1.3. Stakeholder Inventory and Contact Sheet
1.4. Questions for One-on-One Meetings With Key Community Stakeholders
1.5. Sample Questions for Service Providers and Service Recipients

2. COALITION LEADERSHIP 11

2.1. Outline for a Leadership Development Plan
2.2. Worksheet to Identify Potential Chair and Leadership Committee Members
2.3. Recruiting Leadership Committee Members Worksheet

3. DATA SOURCES, TIPS AND TOOLS 14

3.1 Useful Online and Local Data Sources
3.2 Online Tool for Mapping Data and Assets
3.3 Presenting Data Visually
3.4 Converting Raw Data to Improve Presentation

4. CREATING SHARED VISION 27

4.1 Techniques for Creating a Shared Vision for Your Coalition
4.2 Tips for Creating Shared Vision
4.3 Facilitation Guide for Developing a Shared Vision

5. TECCS NEIGHBORHOOD KNOWLEDGE 34

5.1 Neighborhood Knowledge Collection Tool
5.2 Planning to Know Target Neighborhoods Better

6. COMMUNITY CAFÉ CONVERSATION TOOLS 36

6.1 Café Conversations at a Glance
6.2 Sample Questions for Building Greater Knowledge about TECCS Neighborhoods
6.3 Sample Questions for Uncovering Assets In TECCS Neighborhoods
6.4 Sample Questions for Creating Shared Vision for Children in TECCS Neighborhoods
6.5 Café Supplies

## SECTION 1: COALITION BUILDING

### 1.1 Lead Organization Capacity Assessment

- Do both the Executive Director and Board Chair support development of a TECCS Coalition?
- What are the bottom line goals/objectives you need to achieve in your organization?
- What is currently in place in your organization to promote positive results for young children in your community?
- What forum exists to promote collaborative planning and implementation in your organization? In your community?
- With what sectors of the community is your agency currently involved? How are you involved?
- What has been accomplished for children through your agency? In your community?
- What excites you about this model as an approach to achieve results for children and youth? What makes you concerned or uneasy?
- What strengths does your agency have that you might build on in developing TECCS?
- What previous experiences have you had with anything like this model? What were the results?
- What barriers might exist to developing a TECCS initiative? What are the underlying difficulties to overcome those barriers?
- What are your options to deal with those barriers? What are pros and cons of each option?
- What breakthrough is needed?
- What new roles (staff or volunteer) might be required for the TECCS model?
- What is the likely impact of this model on your agency? Partner agencies? Your fundraising efforts?
- How does this model relate to your United Way's core competencies (customer intimacy, product excellence, and operational excellence)?
- What difference might Success By 6 make for children and families in your community?

- What will your next steps be in presenting this model within your United Way? In the community?

## 1.2 Assessment of Community Readiness to Implement TECCS

Capacity assessment should include an analysis of the community external to the lead agency with a focus on various stakeholders. Begin by identifying individuals and groups that are already associated with your agency. Assess how a TECCS initiative would affect your existing relationship with those groups. This analysis is simple, but requires thoughtful attention and the following steps:

**Define groups of stakeholders.**

Here are some suggestions. Stakeholders, at this stage, may be thought of as representatives of formal community systems. Modify this list of groups to reflect your community:

- Major corporate and leadership donors
- Participating agencies that work with children
- Participating agencies that do not work with children
- Volunteers
- Other funding organizations, such as foundations
- Government agencies
- Community organizations
- United Way
- Other early childhood initiatives

**Identify specific organizations** within each of the groups that should be considered. Identify only those that you need to think about in terms of how TECCS will affect them, and how their work would affect TECCS.

**Identify issues** that relate to each group of organizations. Determine the most appropriate approach for each organization. What is the ideal approach? Can it be a community meeting or is a one-on-one meeting necessary? Who is the best person or team of people to make the approach or host a meeting?

**Identify strategies to deal with special issues related to each group**. Do you need to meet alone with certain organizations to explain what you're doing? If your initiative would be perceived as taking resources from them, or “stealing” their turf, carefully select the person to meet with for each organization and begin one-on-one.

If you are a United Way, your funded agencies and/or member agencies need special attention. They are most likely to feel threatened by a new initiative. It may be best to first meet individually with targeted leaders in that group, i.e., agency executives who are well respected by their peers, and then hold group meetings. Since this will occur early in the process, it will be valuable to talk about what you're doing and to seek their opinions and get their advice. Determine the best approach to involve organizations in such a way that you also help them address their issues and concerns regarding the children's initiative, and to meet the goals of their organization.

If there is another early childhood initiative in the community, how will your efforts complement or coordinate with the other? Determine the focus of that initiative, and any challenges it faces. Your agency or local United Way partner may bring resources that an existing initiative lacks (e.g., a city- or community-wide focus, close ties to the business community, financial resources, research capacity, etc.). The key is to identify clarify the unique niche for TECCS to bring comprehensive, population level data in map form and facilitate collaborative planning and implementation to improve the health and well being of young children, their families and their neighborhoods. Ensure that potential stakeholders understand the maps will be widely available for use by any constituency that's concerned about children's issues and one of the goals is to use the data and the TECCS coalition to build the capacity of any existing efforts.

Start by completing the checklist below – TAKING THE PULSE OF YOUR COMMUNITY. You may want to use the **Stakeholder Inventory and Contact Sheet** (1.3) to identify potential stakeholders and a recruitment plan. **Questions For One-On-One Meetings To Recruit Coalition Partners** (1.4) can help you frame and document your recruitment meetings.

### TAKING THE PULSE OF YOUR COMMUNITY: A CHECKLIST

| | Yes | No |
|---|---|---|
| 1. Are you seeing the same community "players" at all meetings regarding children, youth and their families? | | |
| 2. Are new 501(c) 3 organizations cropping up to address specific issues in the community? | | |
| 3. There are no existing coalition or collaborative efforts in the community that are in place to address the needs in which TECCS is interested. | | |
| 4. Are most of the needed resources in place - is it more a matter of creating the "public will"? | | |
| 5. Are existing community sectors and institutions tiring of the old ways of doing business together? | | |
| 6. Is there an increasing knowledge in the community that what has been done in the past simply is not working? | | |
| 7. Are the community "powerbrokers" accessible? | | |

## 1.3 Stakeholder Inventory and Contact Sheet

Use this tool to identify potential coalition leaders/ partners and to document a recruitment plan.

| **Broad Stakeholder Groups** | **Potential (specific) Stakeholders** | **Existing Contact** | **Key Issues for this group** | **Strategy for Making contact** | **Person(s) Responsible** |
|---|---|---|---|---|---|
| Faith Communities | *First Presbyterian, Second Baptist, Saint Francis, Buddhist Temple* | *Rev. Jones<br>Brother Johnson<br>Monsignor Beehan* | *1. located in low income areas<br>2. may soon have access to federal funding* | *Personal visit or speak at Interfaith Council (IFC)* | *Suzanne to call IFC first. Proceed with 1:1 meetings after presenting at IFC* |
| Corporations/ Businesses | | | | | |
| Non-profit organizations that serve children | | | | | |
| Local Government | | | | | |
| State Government | | | | | |
| Civic Organizations | | | | | |
| Resident Associations | | | | | |
| Community volunteers | | | | | |
| Funders/ Foundations | | | | | |
| Advocacy organizations | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Elected Officials | | | | | |
| Media | | | | | |
| Schools | | | | | |
| Higher Education | | | | | |
| Parents | | | | | |
| Hospitals | | | | | |
| Pediatricians/ clinics | | | | | |
| Judiciary | | | | | |
| Youth | | | | | |
| Individuals with GIS expertise | | | | | |
| Grassroots Neighborhood Organizers | | | | | |
| Parent Organizers | | | | | |
| | | | | | |

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1.4 Questions for One-On-One Recruitment Meetings with Key Community Stakeholders

**Stakeholder** ____________________________ **Contact** ____________________________________

**Phone** _________________________________ **Email** ______________________________________

| Question | Response | Recommendations |
|---|---|---|
| What are the key issues facing *children and families in the community (or neighborhood) from* your organization's perspective? | | |
| What needs to be done to solve the problems you have mentioned? | | |
| How can collaboration be a part of the solution to these problems? | | |
| How does your organization work on issues affecting children and families? | | |
| What is the focus of your organization? | | |
| Have you been involved in other collaborations? In what ways were they effective? What factors limited their effectiveness? | | |
| What assets (individuals or organizations) are available in your community and might be built on as we mobilize to address optimal child development? | | |
| What assets are missing in our community to help address issues facing young children and their families? | | |
| Who else would you suggest we talk to? | | |
| How much do you know about TECCS? (P*rovide simple fact sheet and briefly explain TECCS if the potential stakeholder isn't knowledgeable about TECCS*) | | |

| | | |
|---|---|---|
| Would your organization be interested in pursuing a partnership with our organization and others to focus on community systems improvement and school readiness? | | |

1.5 Sample Questions for a Dialogue with Service Providers and Service Recipients

**a. Questions for service recipients in TECCS neighborhoods:**

- What services do your children and family need the most?
- What problems do you experience with local agencies that provide those services?
- Describe a good experience with an agency that provides the services.
- Describe a negative experience with an agency that provides the services.
- What are the barriers to getting the services you need when you need them?
- What kind of changes would make the services more effective? More accessible?
- What assets (individuals, organizations, clubs, and/or associations) are available in your community that might be strengthened by a coalition that addresses school readiness and the needs of young children?

**b. Questions for service providers in TECCS neighborhoods:**

- Why do families need the service(s) your agency provides?
- What are your biggest problems in providing services to young children and their families?
- What problems do you think families encounter in trying to access services that you provide?
- What has been your experience working together with other agencies to provide services to children and families?
- What barriers have you experienced in working collaboratively?
- If you could change one procedure, practice, or policy that affects consumers of the services you provide, what would it be?
- What assets (individuals and/or organizations) are available in the community, and might be strengthened by a coalition to address community systems improvement and school readiness?

SECTION 2: COALITION LEADERSHIP

2.1 Outline for a Leadership Development Plan

**a. Envision the leadership team**

- What core tasks of leadership are needed for this work? (i.e., envisioning goals; affirming values; motivating; managing; achieving workable unity; representing the group, renewing)
- How many leaders are needed?
- What skills do they need for this work?
- Do the leaders reflect the community's people and interests?
- What support is available for the leadership team?
- What commitment is there to working together toward a common purpose?

**b. Set leadership development goals for the group**

- Consider the core tasks of leadership that are needed from members of the group (i.e., envisioning, affirming values; motivating; managing; achieving workable unity; explaining; serving as a symbol, representing the group; renewing)
- For the group as a whole, what skills will be learned or enhanced?
- Consider differences between the interests and characteristics of the leadership team, and of the people affected by the TECCS coalition.
- In what ways should diversity of the leadership team be enhanced?

**c. Pick methods of developing leadership**

- How can we use our own leading to help teach leadership skills?
- How will workshops and training be used to build leadership?
- How will we use more experienced mentors to develop leadership?
- How will we connect with peers to build leadership?
- How will retreats be used to reflect on the work and to restore us?

**d. Set leadership development goals for individuals**

- Consider the core tasks of leadership that are needed from individuals (i.e., motivating, envisioning goals; managing; achieving workable unity; representing group; renewing)
- For each member of the leadership team, what skills will be learned or enhanced?

**e. Recruit new people to lead during implementation**

- Who will the group try to attract to serve as part of the leadership team?
- How will they be involved?
- How will diversity be enhanced?

- How will new generations of leadership be prepared for this work?

**f. Develop yourself as a leader**

- How will the support that the chair and staff give and receive be enhanced?
- What opportunities for reflection about this work will you create internally?

2.2 Worksheet to Identify Potential Chair and Leadership Committee Members

Answer Yes or No based on the person's characteristics. Assess your responses and develop a list of potential leaders in each category to recruit to be involved in your TECCS Coalition.

| **Constituency** | **Trust of the community** | **Influential; has name recognition** | **Knowledge of or cares about school readiness** | **Able to Leverage Support** (time, money, etc) | **Effective in working with diverse groups** | **Able to commit time & energy** (other commitments?) |
|---|---|---|---|---|---|---|
| **High net worth donors** *e.g. Tommy Maxwell* | **Y** | **Y** | **?** | **Y** | **N** | **Y** |
| **Corporate Leaders** | | | | | | |
| **Elected Officials** | | | | | | |
| **Non profit agency board members** | | | | | | |
| **Local government leaders (education, health, social services, housing, police)** | | | | | | |
| **Other community leaders** | | | | | | |

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## 2.3 Recruiting Leadership Committee Members Worksheet

| **Potential Leadership Committee Members** | **Current or past role with organizations involved in TECCS** | **Key Issues for this person** | **Strategy for making contact** | **Person(s) responsible** |
|---|---|---|---|---|
| *e.g. Sara Jones* | *Former United Way Campaign Chair; has served on the board of XYZ agency* | *Sara is Junior League President this year* | *Sara and her husband, Ben, will be at Jeff's dinner party Friday night.* | *Jeff (our Board President) will take an info packet Friday and invite Sara to lunch on 15th or 18th* |
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SECTION 3: DATA COLLECTION

3.1 Sample Data Collection Worksheet

| Data Source | Relevant Source (Y/N) | Potential data from this source | Existing contact with data source | Strategy for securing data | Cost to obtain data | Person(s) Responsible |
|---|---|---|---|---|---|---|
| Census 2000 | *Y* | *Number of children 0-6 by income and housing* | *Data is on web* | *Internet search* | *Free* | *James* |
| Chamber of Commerce | | | | | | |
| United Way Needs Assessment | | | | | | |
| Public School System | | | | | | |
| Local Health Dept. | | | | | | |
| Local Housing Authority | | | | | | |
| Public Social Services Dept. | | | | | | |
| Area AEYC | | | | | | |
| City/County Planning Department | | | | | | |
| Kid's Count | | | | | | |
| State Dept of Education | | | | | | |
| State Dept of Health | | | | | | |
| State Dept of Social Services | | | | | | |
| Commission on Children and Youth | | | | | | |
| Mayor's Office | | | | | | |
| Area Conference on Social Work | | | | | | |
| Mental Health Ass. | | | | | | |
| Voices for Children | | | | | | |
| Local non-profits | | | | | | |
| Local Hospitals | | | | | | |
| Local Pediatricians | | | | | | |
| Insurance Companies | | | | | | |
| Marketing Firms | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Law Enforcement | | | | | | |
| Local Universities | | | | | | |
| Resident Associations | | | | | | |
| Labor Organizations | | | | | | |
| Retailers | | | | | | |

3.2 Example One-Page Early Childhood Data Overviews

### a. Overall Health

| | |
|---|---|
| AVAILABILITY | ***Number of Sites***<br>3 children's hospitals<br>26 hospitals with primary pediatric practices<br>15 federally-funded health centers<br>11 nursing centers<br>9 hospitals with prenatal care<br>8 city health centers<br><br>***Behavioral Health***<br>1629 children 0-5 receive behavioral health services through the Medicaid Program<br><br>***Early Intervention for Children w/ Severe Developmental Delay***<br>4400 young children are participating in early intervention services<br>1600 are birth-3 years, receiving services from 30 providers<br>2800 are 3-5 years, receiving services from 16 providers<br><br>***Key Findings from Original Research Commissioned***<br>96% of families report that their young children have a regular source of health care<br>35% of families of 3 & 4 year olds report that their children have never seen a dentist<br>16% of children screened have lead poisoning<br>11% of parents report that their young children have asthma |
| QUALITY | 12 of 15 HMO's meet high voluntary standards of accreditation<br>11 of 84 pediatricians conduct annual developmental assessments |
| ACCESSIBILITY | 73,000 children under age 5 are enrolled in Medicaid<br>3,439 children under age 5 are enrolled in CHIP<br>Families of four with an income of up to $41,447 235% of the federal poverty line are eligible for Medicaid or CHIP<br><br>*For Medicaid Enrolled Children:*<br><br>85% of 15 month olds had three or more doctor visits<br>93% of 12-24 month olds had at least one primary care visit<br>There has been a 100% increase in CHIP enrollment since 1996. |

### b. Comparative Data on a Specific Issue

| Health | Service Area | Demographic/ | State | National |
|---|---|---|---|---|

| Issue | | Geographic | | |
|---|---|---|---|---|
| Infant Mortality | Salvo County: 5.8 per 1,000 births | White: 4.3<br><br>African American: 9.4 per 1,000 live births | Florida:<br><br>7.2 (rate) per 1,000 live births | US:<br><br>7.3 (rate) per 1,000 live births |

## 3.3 Useful Online and Local Data Sources

| | |
|---|---|
| General Demographic Data | The census bureau can provide data, by census tact, on a variety of demographic indicators. By going to the following web address, you can select your state and be directed to a menu of data options including data by county. http://www.census.gov/main/www/cen2000.html |
| Indicators of Child Well Being | Kids Count, an initiative of the Annie E. Casey foundation provides annual reports on the well being of children, youth and families. States are ranked and compared on various indicators. Trend data is provided on the indicators of child well being, demographics, education, child health, economic conditions, and others. A state contact person will be identified and this person may be able to provide you with similar data for the county or counties you are targeting. Profiles, graphs, rankings, and raw data make website and excellent resource. http://www.aecf.org/kidscount/databook/ |
| Compelling Data and Data Presentations | The Children's Defense Fund works to ensure every child a *Healthy Start*, a *Head Start*, a *Fair Start*, a *Safe Start,* and a *Moral Start* in life and successful passage to adulthood with the help of caring families and communities. CDF provides a strong, effective voice for all the children of America who cannot vote, lobby, or speak for themselves. CDF is an education and advocacy organization that presents data about children and youth in compelling and useful ways. http://www.childrensdefense.org/data/default.aspx |
| Children in Poverty | National Center for Children in Poverty website provides a *50-State Demographics Wizard*. Use the Demographics Wizard to create custom tables of national- and state-level statistics about low-income or poor children. Choose areas of interest, such as parental education, parental employment, marital status, and race/ethnicity—among many other variables. http://www.nccp.org/tools/ |
| Literacy | The National Institute for Literacy, a federal agency, provides leadership on literacy issues, including the improvement of reading instruction for children, youth, and adults. In consultation with the U.S. Departments of Education, Labor, and Health and Human Services, the Institute serves as a national resource on current, comprehensive literacy research, practice, and policy. http://www.nifl.gov/ |
| Physical and Mental Health | Family Voices, a national grassroots network of families and friends, advocates for health care services that are family-centered, community-based, comprehensive, coordinated and culturally competent for all children and youth with special health care needs; promotes the inclusion of all families as decision makers at all levels of health care; and supports essential partnerships between families and professionals. http://www.familyvoices.org/index.php |
| Early Care and Education | The National Child Care Information Center (NCCIC), a service of the Child Care Bureau, Office of Family Assistance, is a national clearinghouse and technical assistance center that links parents, providers, policy-makers, researchers, and the public to early care and education information. http://www.nccic.org/index.html |
| Economic Impact of Investing in Early Childhood | The Partnership for America's Economic Success was created by a group of funders, business leaders, economists, policy experts and advocates to lay the groundwork for making the success of every child the nation's top economic priority. PAES has commissioned research on the economic benefits of investments in children. http://www.partnershipforsuccess.org/index.php?id=01 |
| Local Sources of Data | Health Department Social Services Department<br>Chamber of Commerce Police Department |

| | | |
|---|---|---|
| about children, families and communities | State Department of Education<br>Hospitals<br>Universities<br>Community Foundations<br>City and County Government<br>Grant makers<br>School Systems<br>Protective Services | Local Housing and Urban Development Office<br>Local Planning Council(s)<br>Economic Development Offices<br>Planning and Zoning Departments<br>Unions<br>Employers<br>Legislature<br>Non-profits |

3.4 Online Tool for Mapping Data and Assets

Community Issues Management: http://www.cim-network.org/default.aspx

Community Issues Management (CIM) is a web-based Collaborative Management System designed for local and regional organizations to frame, manage and take action on complex issues.

CIM can be employed as a tool for use within organizations and as a tool for community engagement to foster participation in transparent, data-informed and collaborative decision making.

**Data Integration:** CIM Partners can dynamically upload local GIS data layers (Shapefile format). These local GIS layers can then be overlaid with **hundreds of other national-level GIS data layers** already in CIM to better understand impacts of people and place. CIM Partners can also upload Excel, CSV and DBF file directly into CIM and create instant GIS data layers. In addition, **CIM Partners can dynamically add points, lines and areas using the "You Add" tool.**

**Interactive Mapping:** CIM's Interactive Geographic Information System (GIS) enables users to visualize and overlay 500+ national GIS data layers and state-level data where available (e.g., locations of all hospitals, schools, and libraries in the U.S., and other socio-economic, demographic, health, education, emergency preparedness, and infrastructure data available at various levels of geography). Additional local data is provided by CIM Partners (see "Data Integration"). Users can visualize data for their area of concern, and use GIS tools to illuminate priority issues in their own back yards. CIM Partners have additional functionality to dynamically add new data (points, lines and areas) through an Internet GIS interface called the "You Add Tool" and save mapping sessions to the Library for issues framing.

**Dynamic reports:** CIM's reporting tool enables the public to generate dynamic reports about specific underlying social, economic, demographic and health characteristics for predefined geographic areas such as counties, cities and zip codes. These PDF documents contain maps, tables and charts, depicting the selected geography. CIM Organizations have additional functionality to generate comparative dynamic reports based on: (1) integration of local GIS data; (2) user-defined areas that do not rely on pre-defined geographies; and (3) the most current GIS data available in the CIM Data Warehouse. CIM Partners compare up to three areas and save reports to the Library for issues framing.

**Issue Notebook:** Issue Notebooks help organizations frame and manage the issues they have identified to address over time. An organization begins by creating a new Issue Notebook that can be continuously edited or updated to track the development and progress made in addressing the issue. Notebooks include the following tab sections: Overview, Maps, Reports, Documents, Multimedia, Other Resources, and Take Action (the amount of content generated, uploaded or hyperlinked varies depending on the issue).

**Issue Library:** The library is a space for viewing Issue Notebook content pulled together by an organization. Content may include interactive maps, custom reports, documents, videos, images, and presentations. A user can search the library by CIM Partner to find out what issues are being addressed in a given region. A user can also search by Keyword (e.g. Health, Education) to learn about similar issues facing other communities.

**CIM Tutorials**:

- Overview http://www.cim-network.org/Tutorials/overview.pdf
- Registration http://www.cim-network.org/Tutorials/registering.pdf
- Mapping and Reporting http://www.cim-network.org/Tutorials/mapping_reporting.pdf

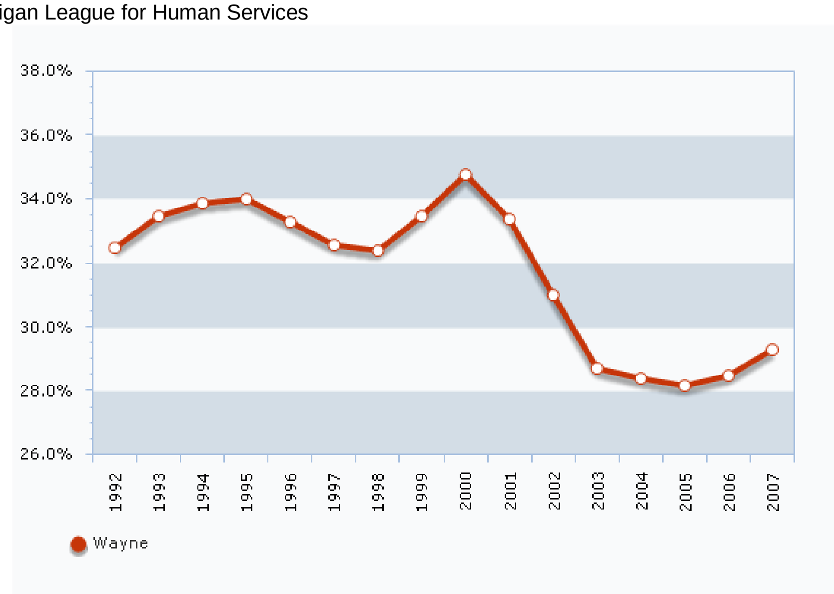
3.5 Presenting Data Visually

**When to Use . . .**

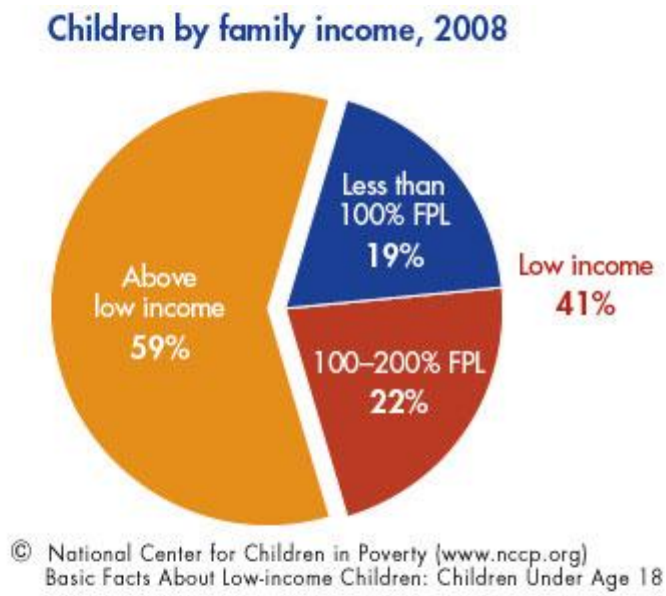
**. . . a Line Graph.**
Line graphs are used to track changes over short and long periods of time. When smaller changes exist, line graphs are better to use than bar graphs. Line graphs can also be sued to compare changes over the same period of time for more than one group.

**Births with Less than Adequate Prenatal Care (percent) (Percent) – 1992 to 2007**

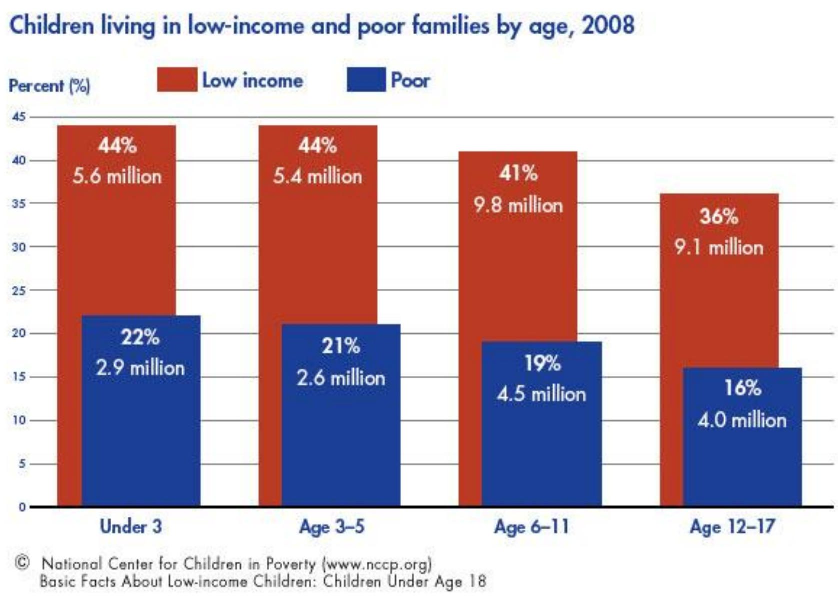
**Data Provided by:** Michigan League for Human Services



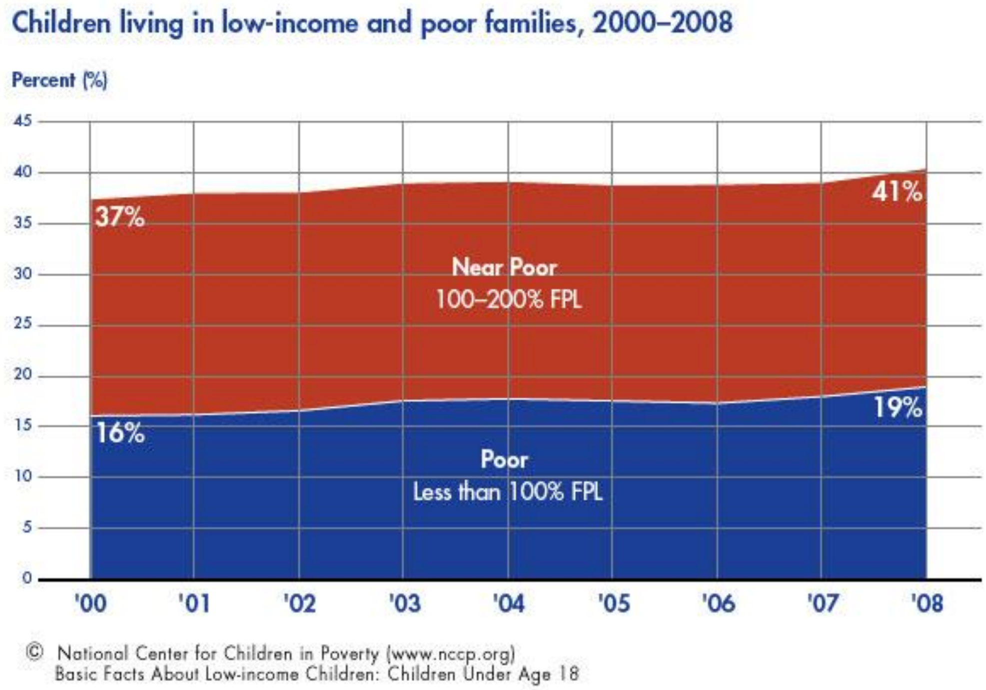

**. . . a Pie Chart.**
Pie charts are best to use when you are trying to compare parts of a whole. They do not show change over time.



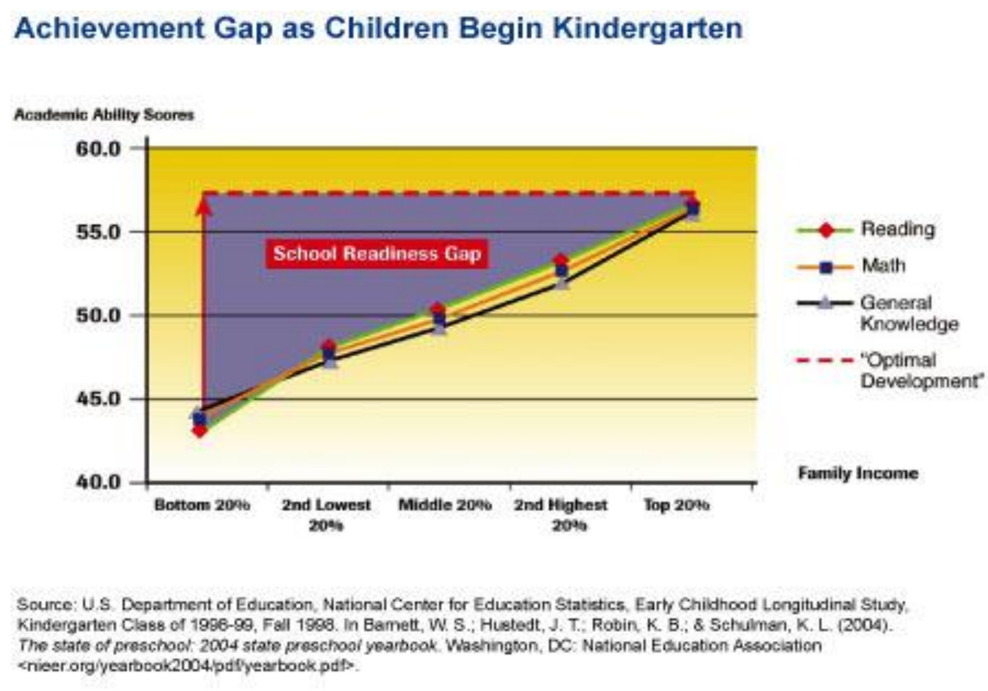

**. . . a Bar Graph.**
Bar graphs are used to compare things between different groups or to track changes over time. However, when trying to measure change over time, bar graphs are best when the changes are larger.




**. . . an Area Graph.**
Area graphs are very similar to line graphs. They can be used to track changes over time for one or more groups. Area graphs are good to use when you are tracking the changes in two or more related groups that make up one whole category (for example public and private groups).

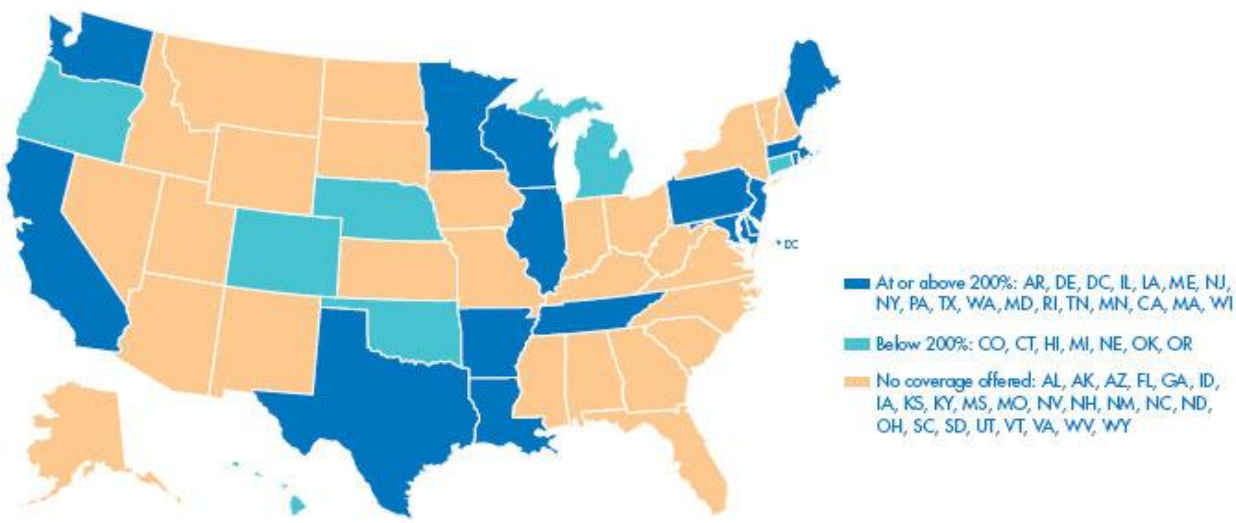



**. . . an X-Y Plot.**
X-Y plots are used to determine relationships between the two different things. The x-axis is used to measure one event (or variable) and the y-axis is used to measure the other. If both variables increase at the same time, they have a positive relationship. If one variable decreases while the other increases, they have a negative relationship. Sometimes the variables don't follow any pattern and have no relationship.




**. . . a Map.**
Maps can be used to show differences between geographic areas.   Labeling and/or color-coding the different geographic areas will make your map more clear to readers.

Medicaid/CHIP Eligibility Levels at or Above 200% of Federal Poverty Level for Pregnant Immigrant Women, 2009






3.6 Converting Raw Data to Improve Presentation

### a. How to Calculate a Percentage

"Percent" means per 100; 25 percent means 25 out of 100. 100 percent means everybody or everything; 0 percent means nobody or nothing.

**To calculate a percentage, you need just two pieces of information:**

**1. the number in the entire (or total) group, and**
**2. the number in the part of the group you are interested in (the "subgroup").**

**Divide the number in the subgroup by the number in the total group, then multiply by 100: (Number in subgroup ÷ Number in total group) × 100**

There are 1,257 students in a high school. Of them, 137 are in advanced science classes. You determine what percentage are in the advanced classes this way:

(137 ÷ 1,257) × 100 = 0.109 (rounded) × 100 = 10.9%

Use the same approach when dealing with budget figures rather than people.

If a social services agency with a budget of $2,500,000 for the year plans to spend $64,598 on child care, what percentage of the budget will be spent on child care?

(64,598 ÷ 2,500,000) × 100 = 0.026 (rounded) × 100 = 2.6%

## b. How to Calculate a Rate

"Rate" simply means the number of things per some other number, usually 100, 1,000, or some other multiple of 10. A percentage is a rate per 100. Infant mortality rates are calculated per 1,000.

**To calculate a rate, you need three pieces of information:**

> **1. the number in the total group (for example, the total number of babies born in a given year);**
> **2. the number in the subgroup you are interested in (such as the number of infants that died that year); and**
> **3. the "per" number — per 100, or 1,000, or 100,000. The "per" number is called a multiplier.**

**The formula for calculating a rate is:**

**(Number in subgroup ÷ Number in total group) × multiplier**

In 2005, 142,200 babies were born in Georgia. In that same year, 1,159 infants died in the state. The infant mortality rate is the number of infant deaths per 1,000 births. You calculate Georgia's 2005 infant mortality rate this way:

(1,156 ÷ 142,200) × 1,000 = 0.00815 (rounded) × 1,000 = 8.15

To calculate the rate, you must work with numbers that are large enough to be meaningful. People who regularly work with numbers use this general rule: if the number of people or events or things is less than 30, *do not calculate a rate*. This is because rates based on such small numbers can vary tremendously from year to year and are not considered stable. For example, if there were 17 infant deaths in your county last year, do not calculate an infant mortality rate.

### c. How to Calculate a Ratio

A ratio is one number divided by another. A ratio tells you how much bigger or smaller one number is compared to the other.

For example, in 2005 the infant mortality rate among Blacks was 13.73; the rate among Whites was 5.73. The ratio of the Black rate to the White rate is:
$13.73 \div 5.73 = 2.396$ (or 2.40 rounded)

The Black infant mortality rate in 2005 was more than twice the White rate.

You can compare any two numbers this way, provided you have the same measure for two groups for the same year (as in the infant mortality example above) or for one group in two different years (such as the unemployment rate in your state in 2008 compared with the 2000 rate).

The 2008 unemployment rate in Michigan was 8.3%; the 2000 rate was 3.6%. The ratio is:
$8.3 \div 3.6 = 2.306$ (or 2.3 rounded)

In other words, the unemployment rate in Michigan in 2008 was more than twice the rate in 2000.

**d. How to Calculate Change Over Time**

When you have data from two or more points in time, you can calculate how much change there was between the first and second times. Sometimes all you need to know is whether the number went up or down or stayed the same. Usually you will want to know the size of the change — that is, the percent by which the number changed. It is very simple to calculate this "rate of change."

**You need only two numbers to calculate change over time:**

1. **the number from the earlier point in time, and**
2. **the number from the later point in time.**

**The rate of change is:**
**[(Number at later time ÷ Number at earlier time) - 1] × 100**

The easiest way to do this is with a calculator. That way you will automatically see if the resulting number is positive (meaning there was an increase over time) or negative (meaning there was a decrease).

The infant mortality rate in Mississippi was 10.5 in 1995 and 11.35 in 2005. Calculate the change this way:

$$11.35 \div 10.5 = 1.08095$$
$$1.08095 - 1 = 0.08095$$
$$0.08095 \times 100 = 8.095\% \text{ (or 8.1\%, rounded)}$$

This means that the infant mortality rate in Mississippi increased by 8.1 percent between 1995 and 2005.

In New Jersey, the infant mortality rate was 6.6 in 1995, 5.23 in 2005. The change in the rate was:

$$5.23 \div 6.6 = 0.79242$$
$$0.79242 - 1 = -0.20758$$
$$-0.20758 \times 100 = -20.758\% \text{ (or -20.8\%, rounded)}$$

The infant mortality rate in New Jersey decreased by 20.8 percent between 1995 and 2005.

### e. How to Rank Numbers

Why is it useful to rank numbers? Ranking allows you to say whether one state's children are faring better than another state's, or to say that there are, for example, 17 states with lower infant mortality rates than yours.

Ranking should be done only when you can compare the same measure of data for each of the geographic areas or groups you are studying.

**Ranking involves two steps:**

1. **putting the numbers in order, and**
2. **assigning a rank to each based on its place in the order.**

Numbers can be ordered from largest to smallest or from smallest to largest. To rank numbers, order them from "best" to "worst." The "best" number can be assigned a rank of 1, with rank 2 going to the second best, and so forth down the list. The worst number would be assigned the lowest rank. "Best" and "worst" are determined by the specific number. The largest value would be best for median income, whereas the smallest value would be best for infant mortality.

When two or more numbers in the list are the same, it does not make sense to give them different ranks. Give them the same rank and skip the next rank. If three numbers are the same, give them the same rank and skip the next two ranks.

### f. Converting Proportions and Percentages

Data can be communicated in a number of ways. If you think your audience might have trouble understanding or feeling moved by percentages, for example, you can use less formal (but still accurate) terms. Here are some common conversions:

| Number | Percentage | Proportion |
|---|---|---|
| .10 | 10% | 1 in (or out of) 10 |
| .111 | 11.1% | 1 in 9 |
| .125 | 12.5% | 1 in 8 |
| .143 | 14.3% | 1 in 7 |
| .167 | 16.7% | 1 in 6 |
| .20. | 20% | 2 in 10 or 1 in 5 |
| .222 | 22.2% | 2 in 9 |
| .25 | 25% | 1 in 4 |
| .286 | 28.6% | 2 in 7 |
| .30 | 30% | 3 in 10 |
| 333 | 33.3% | 1 in 3 |
| .375 | 37.5% | 3 in 8 |
| .40 | 40% | 4 in 10 or 2 in 5 |
| .429 | 42.9% | 3 in 7 |
| .444 | 44,4% | 4 in 9 |
| .50 | 50% | 5 in 10 or 1 in 2 |
| .556 | 55.6% | 5 in 9 |
| .571 | 57.1% | 4 in 7 |
| .60 | 60% | 6 in 10 or 3 in 5 |
| .625 | 62.5% | 5 in 8 |
| .667 | 66.7% | 2 in 3 |
| .70 | 70% | 7 in 10 |
| .75 | 75% | 3 in 4 |
| .778 | 77.8% | 7 in 9 |
| .80 | 80% | 8 in 10 or 4 in 5 |
| .8333 | 83.3% | 5 in 6 |
| .857 | 85.7% | 6 in 7 |
| .889 | 88.9% | 8 in 9 |
| .90 | 90% | 9 in 10 |

Adapted from a Children's Defense Fund online resource at www.childrensdefense.org

SECTION 4: CREATING SHARED VISION

4.1 Techniques for Creating a Shared Vision for Your Coalition

This is the most important step in the coalition building process because it is the foundation that will guide your action. A vision is the big picture statement of what you plan to achieve. Use the data you collected to assess your needs as the backdrop for creating a vision. There are a number of techniques you can use:

**Host a Café Conversation for Coalition Members.** After the small groups have finished processing questions related to a vision for your community's children, discuss as a full group. Identify key words or phrases that must be in the vision statement. Let a small group draft a vision statement that includes those words and phrases. Take the draft back to full group for discussion and final approval. (*Note*: See SECTION 8: USING A CAFÉ CONVERSATION IN TECCS NEIGHBORHOODS.) Café Conversation questions for neighborhoods can be adapted for your coalition)

**Utilize an existing process and tool** such as the Bonner Building Shared Vision tool found here: http://www.bonner.org/resources/modules/modules_pdf/BonCurSharedVision.pdf

**Interview your community mobilization team one-by-one on each of their visions.** If there is the possibility of divisiveness in the group, this is the best technique to use. You can ask your members: What would our community look like in five to ten years if we succeed? You can also ask them to elaborate on this vision – how would services relate to each other? What would be the governance and financing mechanisms, etc.? When you do this, one member at a time, you will find that there is a lot more consensus than you might have imagined.

**Have subcommittees work on a vision.** This can occur in separate meetings or in a town hall kind of meeting, where people divide into groups and come up with visions for the various supports that families need to help their children succeed. These subcommittees are followed by report outs and sharing to the larger group.

**Create a group process to design a vision.** You can ask the same question of a whole group as well, selecting topics: What do we want children to be equipped to do when they enter school? What should be present in our community to support young children and their families? Check out the *Institute of Cultural Affairs* to find a trained facilitator to help your coalition define a shared vision. http://www.ica-usa.org/index.php You may also have facilitators in your own community that can help.

**Come to consensus.** Ultimately, your community needs one vision of how it will better ensure that children come to school ready to succeed. You can come to consensus by listing where there is agreement and where there isn't and then voting on the final vision. Or you can use a committee to propose a vision based on the group's work and then use a consensus building process.

**Articulate your vision.** Your vision needs to inspire others to action so find language that resonates with others. Here is where your community experts on marketing and communication can be helpful in framing your vision. Use words that are memorable (have sticking power), convey emotion, and inspire. If necessary, field test your vision with different groups to see how they respond and make changes accordingly. You are not changing your vision by going through this process, merely changing the way you communicate your vision.'

> ***Having a vision is different from having a plan. A vision inspires creativity while a plan dictates action…A vision catches the spirit of a people.***
>
> *Beth Harmon*

## 4.2 Tips for Creating a Shared Vision

- Remember that visions may not be fully achievable. They are desired ideals from our hearts, not from our heads and may not be considered entirely practical or reasonable. Visions should be challenging, inspiring, provide hope, and be worth the effort required to make them happen.

- Focus on the desired picture, not on how it will be achieved; people will discover ways to achieve it that are now unknown. A too narrowly defined path to the vision can produce a rut so deep that alternate routes or needed resources can't be seen.

- Practice creating shared visions whenever you work with one or more people. For example, deciding what kind of working relationship and results you want to co-create with your boss or teammates is essential. This shared vision provides the reference point for risking the honest communication needed to ensure diversity of viewpoints.

- View current reality as a learning opportunity, rather than as an adversary.

- Remember that we can't dictate a shared vision, but we can create an environment of listening and sharing that is more likely to evoke enthusiastic commitment to the vision: --Allow people to enroll at their own speeds, and in their own ways.

- Empower people to create their own commitments for the future--people resist their own ideas less than those of others and will work much harder for a vision they have helped create.

- Maintain constant awareness of where you are in relation to the vision; don't delude yourselves or others by talking about things as though they already were the way you want them to be.

- Inspire people with compelling, consistent, clear pictures of what we want, not what we don't want. A desired future where everyone in the company is delighted to come to work each day is probably more motivating than decreasing low morale or cutting costs.

- Base visions on strongly held, shared values and people will be more energized to work toward them.

- Explore questions and assumptions in order to develop the collective understanding that leads naturally to shared visions, rather than wasting time trying to find the 'right' answers or 'fix' things. Listen respectfully to others' views.

- Live the vision: A vision is not a public relations campaign; if we don't enact our visions, we shouldn't put them on the walls or in company brochures. These mixed messages only contribute to the cynicism and distrust now too prevalent in our organizations.

- Make the vision short enough and memorable enough for everyone in the organization to be able to describe it.

- Allow each neighborhood represented in the TECCS coalition to create its own shared vision that aligns with the coalition vision.

## 4.3 Facilitation Guide for Developing a Shared Vision

The result of facilitating the following process is a shared vision statement developed with consensus of the full group. This process can be used with coalition partners to develop a broad community vision for children or with residents who want to develop a vision for the children that live in their neighborhood. There are many processes used to help a group develop a shared vision statement. One method for managing the process is described below but other methods can be used. This process can be adapted using the Café Conversation approach.

> "*Vision without action is merely a dream. Action without vision just passes the time. Vision with action can change the world.*"
>
> Joel A. Barker

### Facilitation Materials

- ***1 sticky wall*** *(large piece of parachute cloth or light-weight plastic table cloths) sprayed with 3M Spray Mount.*

- ***Key Question*** *(on a sentence strip or flip chart to be posted)* **"**What is the ideal early childhood experience that will prepare children in our community/neighborhood to enter school ready to succeed?" or "What do we want to be able to say about our community's children?" or "What do we want to be true about children when they enter Kindergarten?"

- ***Ground rules*** *– each on a half sheets of paper:*
    - 4-6 words per page
    - One idea per page
    - WRITE BIG
    - *not small like this*

- ***100 blank half sheets*** – *half of regular (8.5 x 11 inch) paper which will be 5.5 x 8.5 inches*

- ***10 half sheets*** *with a colored border drawn around them.* 

- ***Flip chart page with the header*** "Children in our community…"

- ***Large magic markers*** for facilitator and each participant table. Avoid fine tip markers. Use only dark colors like black and blue – ideally the same color for all participants and a different color (e.g. red) for facilitator.

## Opening the Meeting

**Welcome** participants and let them know the purpose of the meeting is to create **a shared vision** for your TECCS (or other named) early childhood coalition.

Facilitate group **introductions**.

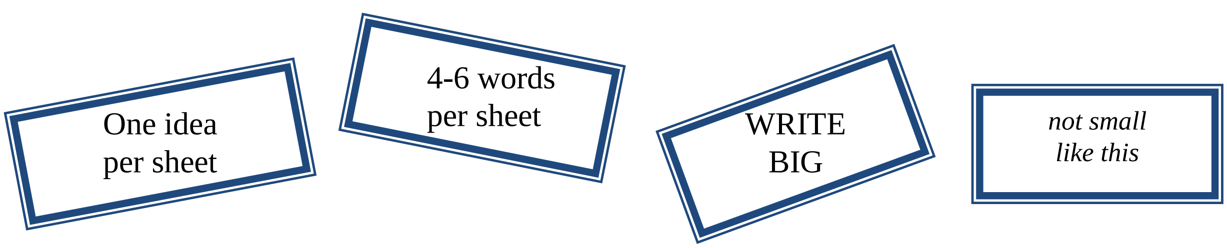
> **TIP: *Introductions*** can be structured in a way that helps participants connect to each other, and to the work, in new ways. Ask participants to share their name and organization. In addition, ask them to share something about **one** of the following topics:
>
> - *Why they're involved in working on behalf of young children*
> - *A memory from kindergarten*
> - *A memory of their early childhood when they felt cherished*
> - *A memory of their early childhood when they felt scared*
>
> This exercise will help the participants connect to the work with their heart, not just with their brains.

**Data presentation** by key coalition partners**.** For example, ask the head of your local health department to talk about the status of children's health, the Social/Human services director to talk about rates of poverty, child abuse, foster care, etc. Be sure to have a school system leader to talk about school readiness data. Enlist a community leader to share data about how your community ranks in the state or in the country on indicators of child well being. When planning this presentation, be sure to check out Section 4: **Data Collection and Presentation**.

Following the data presentation and any questions of clarification, facilitate a discussion by asking:

- *Which parts of these data really caught your attention?*
- *What surprised you about the data?*
- *What is most concerning about our community's children based on this data?*
- *Refer to the data about the number or percentage of children entering school prepared to succeed.*
- *Ask what these children have in common as a way to create understanding of the group members' definition of school readiness*.

Describe the vision development **process steps** and review ground rules. For example, "*This process, adapted from the Institute for Cultural Affairs, includes individual brainstorming, prioritization in small groups, collection of everyone's thoughts, and organization of those thoughts into clusters of similar meanings. We'll be using the half sheets to write down ideas to organize on the sticky wall. When it's time to use the half sheets, remember the following* ***ground rules****:* (read these as you put them up on the wall) -- *one idea per sheet, 4-6 words per idea, WRITE BIG, not small like this.*



## Vision Development Process Steps

> **Possible Key Questions**
>
> *What is the ideal early childhood experience that will prepare children in our community to enter school ready to succeed?*
>
> *What do we want to be able to say about our community's children?*
>
> *What do we want to be true about children when they enter Kindergarten?*

**1.** (4-6 minutes) Begin with individual brainstorming**.**

- **Read the key question** on the flip chart.
- Solicit three to four examples from the group.
- Ask individuals to make their own list in response to the question. These lists should be made on scrap paper – all ideas on one piece of paper for this part of the process.

**2.** (10-12 minutes) Small groups share their ideas and Prioritize

- Ask members of the group to get in pairs or threes
- Once they're in small groups, ask them to discuss the ideas on their individual lists.
- Let them know they have 10 minutes to prioritize their combined lists to 6-8 ideas. The number of ideas requested depends on the size of the group. Ultimately, you want between 70 – 80 ideas up on the wall.

**3**. (10-15 minutes) In this step you will be collecting and posting ideas from each group

- Ask each group to select one idea from their combined list.
- Put it on the sticky wall, read it and ask if any clarification is needed. Be sure each half sheet includes only one idea.
- Collect another idea from each group and stick them on the wall in random order then ask if clarification needed
- Collect one more idea and add to the wall.

**4.** (10 - 15 minutes) In this step, the group will begin combining similar ideas.

- Ask the group to point out any pairs of ideas with similar meaning. Put the pairs together on the wall like this:

| | | | |
|---|---|---|---|
| Idea | Idea | Idea | Idea |
| Idea | Idea | Idea | Idea |

- Ask the group if there are ideas on the wall that have an affinity with one of the pairs. Add those ideas to the pairs and the wall will begin to look something like this:

| | | | |
|---|---|---|---|
| Idea | Idea | Idea | Idea |
| Idea | Idea | Idea | Idea |
| Idea | Idea | | Idea |
| Idea | | | Idea |

**5.** (5 minutes) Ensure everyone is heard.

- Ask if any group or any individual has an idea that's missing from the wall.
- Collect the ideas, read them one by one, and ask if clarification is needed.
- For each new idea, ask the group if it fits with an existing pair or cluster. If it does, put it in the appropriate place. If it doesn't, put it on the wall by itself.

> **TIP:** *Guard against too much clustering. Since all of the ideas are responding to the same question, the group my push to combine clusters. It's important to the vision development process to end up with at least 3-6 clusters.*

**6**. (30 – 45 minutes) Facilitate group consensus through a process of naming the clusters.

- Beginning with the longest cluster column – read each idea aloud. Put up ½ sheet with the colored border over the column
- Ask for a word or phrase that captures the meaning of all the ideas in the cluster. Allow for a lot of discussion – this part of the process takes a lot of time and is the heart of achieving consensus on the vision. When consensus has been achieved, fill in the blank.

| Children are Born and Grow Up Healthy |
|---|
| Baby has normal birth weight |
| Mother has regular prenatal care |
| Young children eat nutritious foods |
| Pregnant moms take prenatal vitamins |
| Young children are fully immunized |

- Complete this "naming process" for each column by **moving from the longest column to the shortest.** It will get easier and moves more quickly as you work through the columns so don't feel like you need to rush the consensus process of naming the first couple of columns.

**7.** Once all the columns are named, write a draft vision on a flip chart by completing your key question by combining words at top of each column. For example, if these are column names:

| | | | |
|---|---|---|---|
| Children are Born and Grow Up Healthy | Children are in Stimulating Environments | Children are Nurtured in Positive Relationships | Children Enter School Developmentally on Track |

**Your draft vision might be:** *Children in our community are born healthy, grow up healthy and in stimulating environments, are nurtured in positive relationships, and are developmentally on track when entering Kindergarten.* **You could simplify it to***: Children in our community are healthy, stimulated, nurtured and developmentally on track.*

> **TIP:** An alternative approach would be to form small groups and ask each group to draft a vision based on the column headers. As each group presents their vision on a flip chart, begin to circle the words or phrases they have in common. At this point, the full group could work to draft a common vision statement.

**8.** Once the vision is finalized, ask if the group is committed to work toward the vision.

- Are they okay with the language?
- Do they want to massage it (as full or small group?)
- Are there other individuals that need to buy in to the vision?
- What process will be used to share the vision with others? What is the timeline for sharing with other and which group members have responsibility?

**Congratulate the group on its accomplishment.**

**This is hard work and it is important to pause and celebrate**.

> **TIP:**
> ***Have your vision statement printed on foam board and post it in every meeting of your coalition as a reminder of what you're working toward. In times of conflict or tough decision making, reflect on the vision as a guidepost and inspiration for your coalition.***

SECTION 5: TECCS NEIGHBORHOOD KNOWLEDGE

5.1 Neighborhood Knowledge Collection Tool

Your community's EDI data will be presented according to the neighborhoods you defined. How much do you really know about those neighborhoods and the people in them? Ask coalition members to complete this grid then compile responses (number per category) on the following page.

| How much do you know about the TECCS Neighborhood? | We've Got It | Real Progress | Starting to Improve | Business as Usual | N/A |
|---|---|---|---|---|---|
| **Issues of concern:** the concerns, challenges and issues that people talk about, and how they define those concerns. The tensions they wrestle with. | | | | | |
| **Aspirations**: aspirations people hold for their children, their families and those of others | | | | | |
| **Sense of place**: the history of the people, places, and issues of concern. Evolution and development of these things over time. The look and feel of the neighborhood. | | | | | |
| **Sources**: people in the neighborhood or on a topic who are considered authentic, credible and trusted. Beyond "officials." | | | | | |
| **People**: what's valuable to people in your community - heritage, sports, stories. The language used and norms. | | | | | |
| **Civic places**: where people get together (offline, online, etc) and where they can be engaged | | | | | |
| **Stereotypes to watch**: preconceived notions and/or professional biases you and/or others have about the community or topic you are exploring. | | | | | |

**Comments:**

5.2 Planning To Know Target Neighborhoods Better

This tool can help you make some preliminary decisions about a Community Café (*see SECTION 8)* to help you learn more about the neighborhood(s) targeted for TECCS.

| | **We've Got It** | **Real Progress** | **Starting to Improve** | **Business as Usual** | **N/A** |
|---|---|---|---|---|---|
| **Issues of concern** | | | | | |
| **Aspirations** | | | | | |
| **Sense of place** | | | | | |
| **Sources** | | | | | |
| **People** | | | | | |
| **Civic places** | | | | | |
| **Stereotypes to watch** | | | | | |

<u>Planning Questions</u>

1. Whom we should invite to a conversation about the neighborhood?

2. How do we invite them to join a conversation?

3. How many conversations should we hold?

4. Where do we hold the conversations?

5. Who will set up the space for the conversations?

6. Who will the initial table hosts be?

7. Who will the table conversation recorders be?

8. How will we let the neighborhood residents know what we learned?

Adapted from the Harwood Institute's *Know Your Community Worksheet*.
For more information and resources visit: www.harwoodonline.org/harwoodcpb

SECTION 6: COMMUNITY CAFÉ CONVERSATION TOOLS

6.1 Café Conversations at a Glance

- Seat **four or five people at small Café-style tables** or in conversation clusters.
- Set up **progressive** (usually three) **rounds of conversation** of approximately 20-30 minutes each.
- **Questions or issues that genuinely matter** to the neighborhood's children, families, and other residents are engaged while other small groups explore similar questions at nearby tables.
- Encourage both table hosts and members to **write, doodle and draw key ideas** on their tablecloths or to note key ideas on large index cards or placemats in the center of the group.
- Upon completing the initial round of conversation, ask one person to remain at the table as the "host" **while the others serve as travelers or "ambassadors of meaning."** The travelers carry key ideas, themes and questions into their new conversations.
- Ask the table host to welcome the new guests and briefly share the main ideas, themes and questions of the initial conversation. Encourage guests to **link and connect ideas** coming from their previous table conversations—listening carefully and building on each other's contributions.
- By providing opportunities for people to move in several rounds of conversation, **ideas, questions, and themes begin to link and connect.** At the end of the second round, all of the tables or conversation clusters in the room will be *cross-pollinated* with insights from prior conversations.
- In the third round of conversation, people can return to their home (original) tables to **synthesize their discoveries**, or they may continue traveling to new tables, leaving the same or a new host at the table. Sometimes a new question that helps **deepen the exploration** is posed for the third round of conversation.
- After several rounds of conversation, initiate a period of sharing discoveries and insights in a **whole group conversation**. It is in these town meeting-style conversations that patterns can be identified, collective knowledge grows, and possibilities for action emerge.

Once you know what you want to achieve and the amount of time you have to work with, you can decide the appropriate number and length of conversation rounds, the most effective use of questions and the most interesting ways to connect and cross-pollinate ideas.

**TIP:** Hang a poster like this on the wall:

**Café Etiquette**

Focus on what matters.
Contribute your thinking.
Speak your mind and heart.
Listen to understand.
Link and connect ideas.
Listen together for insights and deeper questions.
Play. Doodle. Draw – writing on the table cloths is encouraged!
**Have fun!**

## 6.2 Sample Questions for Building Greater Knowledge about TECCS Neighborhoods

- What can you tell me about this neighborhood and its history?
- What are your hopes and dreams for your neighborhood?
- What kinds of challenges do you and your neighbors talk about?
- What are your biggest concerns?
- What is important to the people who live in this neighborhood?
- If you had a magic wand, what is one thing you would change about your neighborhood?
- What do you wish you could take out of this neighborhood?
- What do you wish you could add into this neighborhood?

## 6.3 Sample Questions for Uncovering Assets in TECCS Neighborhoods

- What are the best things about this neighborhood?
- Where can you go for help in the neighborhood?
- Where can you go to play?
- Where can you go to get together with other neighbors?
- What kinds of groups, clubs, or associations are in the neighborhood?
- What kinds of public services and/or spaces are here? (schools, libraries, parks, etc)
- What kinds of programs are in the neighborhood? (day care, counseling, boy/girl scouts, parenting)
- Who can you count on for information about what's going on in the neighborhood?
- Who can you turn to for help with challenges facing your children or family?
- What skills, talent, or knowledge do you have to share with your neighbors?

## 6.4 Sample Questions for Creating Shared Vision for Children in a TECCS Neighborhood

- What are your hopes and dreams for the children in this neighborhood?
- What does it take for a child to enter school ready for success?
- What are the skills you want your children to have when they enter school?
- What does it take for a child to succeed in school?
- What is available in your community to support young children and their families?
- What can your community do to promote early learning and school readiness?
- What is needed to support young children and their families in your neighborhood?
- What do children in your neighborhood need?
- What do parents in your neighborhood need?
- What has to happen in a neighborhood to ensure all children are healthy and smart?

- Small round tables of 36-42 inches are ideal, but small card tables will also work.
- Enough chairs for all participants and presenters.
- Colorful table cloths.
- Flip chart paper of paper placemats for covering the café tables.
- Colored water based markers (so they don't bleed). Crayola® and Mr. Sketch® work well. For legibility, use dark colors such as green, black, blue, & purple. Use light colors for emphasis.
- A vase with cut flowers, a mug or wine glass per table for markers.
- A side table for snacks and drinks.
- Mural (6' long x 48" tall) or flip chart paper for making collective knowledge visible and tape for hanging.
- Flat wall space (at least 12') or two rolling white boards (4' x 6' each)
- Additional wall (or window) space for posting collective work and/or the work of the tables.

Optional (depending on size & purpose)

- Overhead projector and screen
- Sound system for tapes/CDs
- A selection of background music
- Wireless lavalieres for Café Hosts, and hand held wireless microphones for town meeting-style sessions
- Easels and flip charts
- Basic supplies including stapler, paper clips, rubber bands, markers, masking tape, pens, push ins and pencils
- Colored 4x6 inch or 5x8 inch cards (for personal note taking
- 4x6 inch large Post-Its® in bright colors for posting of ideas