Evaluation of the Andrus Family Fund's Community Reconciliation Program

April 21, 2011
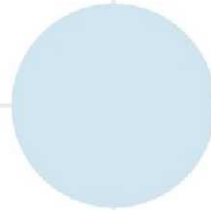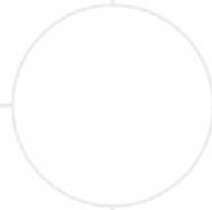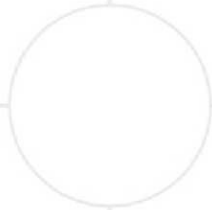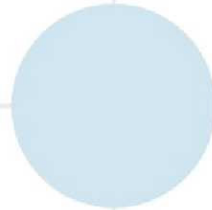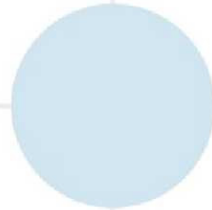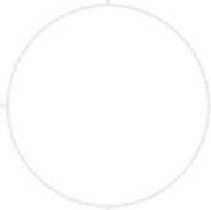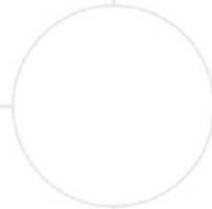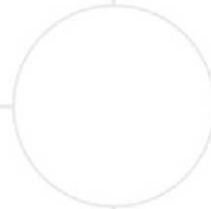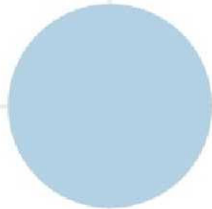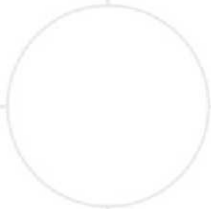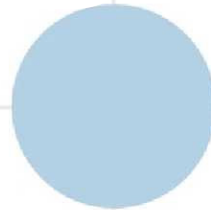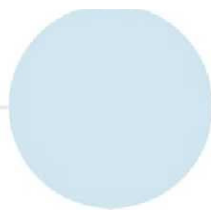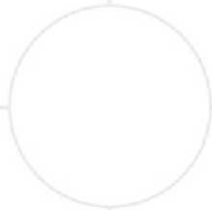
Acknowledgement

This report was developed by Community Science for the Andrus Family Fund. It summarizes the evaluation findings for the Community Reconciliation Program.

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Executive Summary

Impact of the Community Reconciliation program. Overall, the Andrus Family Fund's Community Reconciliation program has successfully laid the groundwork for community reconciliation work in many communities and for many different types of trauma, conflict, and injustice. Grantees have initiated dialogues between divided groups, deepened participants' understanding about their reactions and resistance towards change, increased participants' openness to engage in a reconciliation process, and gathered and distributed accurate information about the histories and roots of conflicts and injustice. Individuals have been transformed by the grantees' efforts.

The Community Reconciliation program has had some impact on organizations' policies and practices and on communities' capacity to understand and address issues of injustice. It has had relatively less impact on policy and systems changes. Such changes may take longer to achieve because it takes time and care to 1) reconcile the "historically laden" and "deep" trauma, conflict, and injustice experienced by the grantees' target groups; and 2) break down the long established structures and processes that maintain the status quo. Further, only grantees that have the capacity to combine different strategies and tools (e.g., advocacy, community organizing) to create a comprehensive approach, have high-quality coaching to implement their approach, and have funds and grant period that fit the scope of their work are likely to achieve these changes.

Usefulness of the Transition Framework and principles. The Transition Framework was most helpful in understanding and labeling people's emotions when they were experiencing change and resistance to the change, which is necessary for addressing trauma, conflict, or injustice. When individuals became cognizant of their emotions, they were able to shift their attitudes towards the group of people with whom they had differences or conflicts. It was less helpful in making clear and in dealing with changes at the group, organizational, community, and systemic levels. Three grantees that worked with groups that are historically marginalized, have experienced extreme trauma, or speak a different language also perceived the Transition Framework as less helpful for these groups because they could not relate to the notion of "giving up" something or "letting go." The Transition Framework's effective use depended largely on grantees' ability to view it as another tool that could add value to their existing set of tools and their openness to apply it to their personal experience. Most grantees had to adapt the Transition Framework to their specific target populations. While some grantees were confident and comfortable about not using the Framework because they understood the foundation was not imposing it, others took the extra step to make it work and required

coaching assistance to do so, because it had been promoted by their funder. The different understanding about the required use of the Framework was expected because the Andrus Family Fund had changed its decision about the Framework's use several times. Coaches played a critical role in facilitating the understanding and integration of the Framework into the grantees' existing strategies and tools.

Andrus Family Fund's leadership and support. Grantees were generally pleased with the foundation's support, especially the staff's knowledge about community reconciliation processes, flexibility with regards to mid-course adjustments, and willingness to learn alongside the grantees. Slightly less than one-third of grantees (30.4%) wished for more clarity about expected outcomes, and slightly less than one-quarter (21.7%) wished for more clarity about what they could expect from coaches, and additional help with identifying and applying promising practices.

The amount and quality of coaching support did not appear to be consistent. While most of the grantees were satisfied with the coaching support received, a few of them were either disappointed or regretted not being able to use the coaches more effectively. For the past one and a half years, the Andrus Family Fund program officer, coach, and grantee work together to develop a coaching plan; they might want to consider an explicit assessment of how the Transition Framework can be integrated into grantees' existing strategies and tools as part of the planning. The Andrus Family Fund might also want to develop a uniform menu of services (recognizing that the delivery and content may have to be tailored to each grantee's needs and capacity) to clarify what grantees can expect from the coaching assistance, and implement intentional coaching strategies to build local capacity for reconciliation work. The Andrus Family Fund should ensure that grantees are able to designate sufficient time to receive coaching and permit capacity building. To support coaches, the Andrus Family Fund could convene the coaches regularly and support their exchange of tools and lessons learned. This practice had been conducted until two years ago when the declining economy made the Andrus Family Fund decide to use existing funds for grants instead of meetings. Convening of coaches and grantees will resume in fall 2011.

Conclusion and Recommendations. There appears to be a gap between what grantees were able to do to shift attitudes, behaviors, and intergroup relations with the policy and systems change they were trying to effect in order to achieve social justice. The path from individual- to systemic-level changes was not clear for most of the grantees. The usefulness of the Transition Framework to develop that path was even less apparent. It is important for the Andrus Family Fund to explore the full community reconciliation process that it wishes to fund, influence, and support; work with grantees to determine the realistic outcomes acceptable to

AFF based on the grant they awarded and grant period; and communicate its expectations to applicants, grantees, and coaches.

With the above in mind, Community Science recommends that the Andrus Family Fund consider the following:

- Develop a theory (which the foundation has already begun to do during the next phase of the evaluation) that describes the continuum of change resulting from community reconciliation work and the indicators and measures for each stage of the process;
- Use that theory of change for planning and to determine the appropriate strategies, tools, capacities, and support needed for each stage of the process;
- Communicate more clearly the outcomes and milestones expected from grantees;
- Reassess its coaching program, specifically to ensure consistency in the quality and quantity of coaching available;
- Resume the convening of its Community Reconciliation program grantees and coaches on a regular basis--in person or by conference call—to facilitate knowledge exchange on specific issues and conflicts, use of the Transition Framework, and promising practices.

1. Introduction

This report summarizes findings from the survey, interviews, and review of grantee reports[1] conducted by Community Science for the Andrus Family Fund's Community Reconciliation program. Twenty-four former and current grantees were surveyed; 12 of these 24 were then selected for interviews. The seven coaches who provide assistance to Community Reconciliation grantees were also interviewed. The grantee selection criteria and data collection procedures for both the survey and interviews are described in the methodology included in Appendix A. The survey questionnaire and survey results are included in Appendices B and C, respectively. Appendix D contains the interview guides for grantees and coaches.

The findings answer the following questions:

1. To what degree does the explicit use of the Transition Framework contribute to the grantees' success?
2. To what degree does the explicit use of the underlying principles of the Transition Framework (e.g., acknowledgement of the past, common language for change, distinction between external and internal change, etc.) contribute to the grantees' success?
3. What were the grantees' experiences with the Andrus Family Fund's grantmaking process (access to information on the Web site, clarity of guidelines, connection to coach, etc.)?
4. Given the Andrus Family Fund's definition of community reconciliation, what is working well in the program and what is working less well?

Section 2 begins with a description of the grantees' accomplishments. The following section (Section 3) focuses on the application and usefulness of the Transition Framework and the underlying principles; it answers the first two questions listed above. Sections 4 and 5 discuss the support received by grantees from the Andrus Family Fund and coaches; these sections address the third question above. In section 6, there is a report on the challenges encountered by grantees. Finally, in Section 7 we answer the last question by discussing what did or did not work well in the Community Reconciliation program, along with recommendations for the Andrus Family Fund to strengthen the program.

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[1] Review of grantee reports was also conducted by Tiffany Nicole Fletcher, consultant to the Andrus Family Fund.

For each section, we begin with a succinct summary of the trends found for that particular topic. We then present the survey findings and provide more insight into the trends using the interview data.

2. Grantees' Accomplishments

The majority of grantees succeeded in building the foundation for reconciliation work. All of them noted the enormity of this work because of the time, care, and resources it took just to accomplish what has been attained so far. All of them reported success in changing individuals' attitudes, behaviors, and relationships. Some of them changed organizations' practices. Of all the outcomes grantees set out to effect, policy and systems change was most difficult to accomplish for various reasons. To build the foundation for reconciliation work, grantees accomplished the following.

2.1 Getting People to Engage With Each Other In New and Meaningful Ways

As a result of almost all the grantees' (91.6% or 22 grantees) work, there was **communication and improved understanding between groups of people previously divided**. Examples of this change occurred between the youth and police involved with the community reconciliation projects conducted by the Center for Teen Empowerment and New Lens. Youth and adult participants experienced transformative thinking about their relationships and their interactions with one another. A coach involved with an entirely different set of grantees described this same type of change and noted, *"There are many people who now understand that collaboration with the 'other' is now possible."*

2.2 Bringing To the Forefront Voices of People Who Typically Are Not Heard, Acknowledged, or Listened To

A large majority of grantees (91.6% or 22 grantees) reported that their efforts **brought to the forefront voices of people who have been historically unheard or ignored**. For example, with the support from the Andrus Family Fund, the Northwest Atlantic Marine Alliance became an effective facilitator of disparate stakeholders. They have successfully increased and expanded the collective voice of fishermen and other stakeholders. A different grantee, while reflecting on the accomplishment of their community reconciliation project,

stated, *"We achieved consensus around areas that we needed to address. This is the change agenda for change moving forward. Five years ago, this would have been unheard of."*

2.3 Reaching Out and Including More People Who Felt a Sense of Urgency about Addressing the Trauma, Conflict, or Injustice

A fairly large number of grantees (83.3% or 20 grantees) reported success in **expanding the circle of people who understood the urgency of addressing the trauma, conflict, or injustice**. We encountered numerous examples of grantees who had engaged more community members in their community reconciliation efforts. Construyendo Círculos de Paz/Constructing Circles of Peace, for instance, expanded its base to serve more families in Nogales, Arizona. As a part of its efforts, the Beloved Community Center of Greensboro, NC, organized students, gang members, faculty members, law enforcement officers, and clergy for a trip to Washington, DC, to talk with Justice Department officials about Citizens Police Review Boards. The Urban Justice Center of New York City conducted a large-scale visioning process involving hundreds of community members.

2.4 Distributing More Accurate Information about the Trauma, Conflict, or Injustice

Slightly more than three-quarters of the grantees (79.2% or 19 grantees) **gathered, compiled, and distributed more accurate information about the root causes of the trauma, conflict, or injustice** they were addressing. The William Winter Institute for Racial Reconciliation, for instance, was conducting an oral history project to gather and share accurate accounts about the history of Mississippi. These accounts were providing the basis for the creation of a Truth and Reconciliation Commission.

2.5 Changing Organizations

Half of the grantees surveyed indicated that they successfully **achieved the organizational changes they set out to accomplish**. Only a small percentage (16.7% or four grantees) reported that they did not accomplish this goal. Among the organizational changes that grantees influenced included anti-homophobic programming in schools and establishment of a Parent, Teacher, and Student Association subcommittee on equity and excellent in education. A few factors contributed to the grantees' ability to facilitate organizational change, including: clear focus on the target organizations from the outset, engagement of the target organizations in the transition process and adaptation of the Transition Framework to the

organizations' culture, and identification and involvement of "champions" in the target organizations.

2.6 Effecting Policy and Systems Change

Approximately 45.8% (11 grantees) indicated in their surveys that they achieved policy and systems change. Nearly a third of grantees reported that they expected to achieve policy and systems change outcomes, but ultimately did not. When we examined the 11 grantees' reports to the Andrus Family Fund and our interview notes with some of them, we did not always find sufficient evidence that demonstrate policy and systems change; thus, the percent that actually achieved such change may be slightly smaller. It is possible that grantees may have had different interpretations of "policy and systems change," from a memorandum of agreement between an organization and community residents to a school's commitment to anti-homophobic programming. **There were no apparent characteristics that distinguished grantees that reported policy and systems change with those that did not.**

Our analysis of grantees' responses suggested that an enormous amount of effort was required just to get two or more groups of people prepared to overcome their prejudices, fear, and distrust, and to communicate with each other. More time and a comprehensive set of strategies (e.g., combined use of the Transition Framework and community organizing and advocacy strategies) may also be needed to achieve and observe policy and systems changes. Community Science also observed that **most of the grantees did not identify any clear strategies or success measures for policy and systems change in their interim and final reports to the Andrus Family Fund even though they expected such change.**[2]

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[2] Grantees may have explained their strategies and measures better in their proposals or other documents submitted early on to the Andrus Family Fund; review of their proposals and documents were not part of our scope of work.

3. Use of the Transition Framework and Principles

The Transition Framework has generally been helpful to grantees' work with a few exceptions. They found this theory-based tool useful when identifying and anticipating the emotions and reactions of project participants and when combined with other existing tools already familiar to them. Grantees, however, had different perceptions about the degree to which the Transition Framework had to be applied. Grantees have had to tailor the Framework to their project participants' professional (e.g., law enforcement) and cultural backgrounds (e.g., Liberian refugees) in order to make it more acceptable to their norms and for their use. The Andrus Family Fund believes that tailoring of the Framework to grantees' context is appropriate and encourages it.

Coaches play a critical role in ensuring the usefulness of the Transition Framework; their ability to explain it well, integrate it into grantees' existing work and toolbox, and provide ongoing coaching was necessary for its effective application. As well, someone in the grantee organization who is designated to receive the coaching and transfer the knowledge to other participants strengthen the grantee's work.

3.1 Degree of the Transition Framework's Helpfulness

Slightly less than two-thirds of the grantees surveyed (62.5% or 15 grantees) indicated the Transition Framework was helpful, but not essential, to their work. In other words, while the Framework strengthened their work, they could have achieved the same outcomes without it. A quarter of the grantees (six grantees) said it was essential; these grantees indicated they would not have been successful without the Framework. Two grantees responded that it was cumbersome and difficult to use, though for one of these two grantees, attempts to integrate the framework into their work forced them out of their comfort zone, which they felt was valuable. The remaining one grantee surveyed said it made no difference to their work.

For the survey respondents who found the Transition Framework helpful or essential, grantees indicated it helped them the most[3] with **anticipating resistance from participants and then with normalizing the expected challenges** for the community reconciliation process.[4] Interviewees agreed that the Transition Framework **provided their project**

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[3] The average rating was 3.79 on a scale of 1 to 5 where 1 is *not at all*, 2 is *a little*, 3 is *moderate*, 4 is *a lot*, and 5 is *completely;* see Appendix B for the survey questionnaire.
[4] The average rating was 3.25; see Appendix B for the survey questionnaire.

participants with language to describe their emotions; for instance, participants often realized and concluded that fear prevented them from moving to the next stage of change.

There were no apparent attributes that distinguished grantees that found the Transition framework helpful from those who found it essential. Instead, **it appeared to be a combination of factors that affected the grantees' use of the Framework.** These factors are discussed in Section 3.3.

Survey responses showed that the Transition Framework was least useful in assessing their project's progress and in achieving the results that were most important to their community.[5] For grantees that used it to assess their progress and achieve their results, the Framework helped determine if project participants had transitioned from one stage to the next and were prepared to "go deeper." **It appeared that the Framework was most useful in assessing individual-level changes and least useful for anticipating changes at the group, community, or organizational-levels.**

Three grantees were specific in mentioning the **limited use of the Transition Framework with groups historically marginalized, that have experienced extreme trauma, or speak a different language.** They explained that the Transition Framework discusses the notion of "giving up" something or "letting go" of something, concepts that are hard for some groups of people to accept and internalize, especially those who feel powerless and believe they have already given up a lot. They are also concepts that could overly simplify the complex reality of power relations. Also, the terms, such as "neutral zone" are not easily translatable into another language.

Noteworthy is **grantees' varying perceptions about the degree to which they had to apply the Transition Framework**. Most people were clear during their interviews that the Andrus Family Fund never imposed the Framework on them; they also reiterated throughout their interviews that it was another tool to be added to their toolbox for community reconciliation work. A couple of people felt that they would not have used the Framework to the extent they did had it not been promoted by their funder.

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[5] The average ratings for both statements were 2.79; see Appendix B for the questionnaire.

3.2 Adaptations Made

Many grantees had to adjust and adapt[6] the Transition Framework in order to make it more palatable, practical, and familiar to their participants. Examples of adjustments included:

- Translating the Transition Framework into Spanish;
- Using biblical concepts and terms for faith-based groups;
- Using less "touchy-feely" terms for the police.

The reverse was also true; grantees had to adjust[7] their program goals and activities in order to accommodate the Transition Framework.

3.3 Conditions That Made the Transition Framework Helpful

Community Science analyzed the data for patterns associated with the helpfulness of the Transition Framework. We found that regardless of organizational size or history, the Framework thrived among grantees that:

- Already had a good set of tools for addressing the current tensions and conflicts, and the Framework was simply an additional and useful tool;
- Worked with coaches who were knowledgeable and skilled in explaining the value and contributions of the Transition Framework and in integrating it into the grantees' existing strategies, activities, and tools;
- Were open to trying something new to strengthen their work;
- Have a solid understanding of the psychological processes underlying trauma and conflict and know how to fit the Transition Framework into this understanding;
- Were able to apply the Framework to changes experienced at the personal level or in their organizations beyond the projects, and therefore, able to appreciate its benefits firsthand. As one grantee stated, *"The decision of the individual to change is critical to the effective use of the Transitions Framework."* One grantee used it to help its organization's staff deal with the relocation of their office; another grantee representative reported that his/her colleagues used the Framework to examine the changes in their personal lives.

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[6] Grantees averaged slightly less than moderate adjustments. The average rating was 2.96 on a scale of 1 to 5 where 1 is *not at all*, 2 is *a little*, 3 is *moderate*, 4 is *a lot*, and 5 is *completely*; see Appendix B for the questionnaire.
[7] The average rating was 2.83.

Coaches' perspectives about the conditions that contributed to grantees' successful use of the Framework were consistent. They added that grantees had to be able to view the Framework as an evolutionary part of their work and not an add-on and certainly not one imposed by the Andrus Family Fund.

4. Andrus Family Fund's Leadership and Support

> In general, grantees were very pleased with the Andrus Family Fund's communication about the Community Reconciliation program and the support they received, as reflected in the survey responses and interviews. The foundation's flexibility and willingness as a learning partner were most frequently cited. Some grantees wished for more clarity about the Andrus Family Fund's expectations of their outcomes and more exchanges among them about what is and is not working.

In two grantees' words,

> *"Their insight, risk taking, and support made a big difference in our work,"* and

> *"They were adventurous and creative and nimble. They were totally there for us."*

Areas that could be improved, based on grantees' responses include:

- More clarity about expected outcomes and criteria for being successful grantees; and
- Better preparedness to help grantees with their issues and challenges.

Grantees' ratings showed that the foundation's communication was *almost clear* to *almost very clear*[8] in all matters, from its definition of community reconciliation to reporting requirements. **The areas with the highest ratings pertained to the foundation's communication about reporting requirements and the Transition Framework. The areas with the lowest ratings pertained to the foundation's communication about the definition of community reconciliation and what grant recipients needed to do and**

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[8] The range was 2.92 to 3.75 on a 4-point Likert scale where 1 is *very unclear*, 2 is *unclear*, 3 is *clear*, and 4 was *very clear*; see Appendix B for the survey questionnaire.

accomplish to be considered successful grantees. The Andrus Family Fund did not provide a definition of community reconciliation to its grantees until 2008. We excluded the three grantees funded before 2008 in our sample to determine if these grantees skewed the average rating for the foundation's communication about the definition of community reconciliation. The result was not that different; the average rating increased by only 0.09 point after excluding the three grantees.

There was no single suggestion for improvement that stood out in the grantees' survey responses or interviews. Several grantees shared during their interviews that **clearer guidelines about benchmarks and measures for their community reconciliation work and what should be included in the interim and final reports** would be helpful.

Grantees' ratings also indicated that the foundation was *almost completely* supportive of their goals and strategies, as well as responsive to their questions and needs.[9] The foundation was relatively less prepared to address the issues and challenges faced by grantees and not as consistent with its expectations and communication as grantees would have liked.[10]

Some grantees, not in response to Community Science's interview questions, voluntarily expressed their appreciation that the Andrus Family Fund has been:

- Flexible in modifying its grant expectations and agreement as grantees learned and adapted to their communities' needs (six or 50% of the grantees);
- Interested and engaged in the grantees' work (six or 50% of the grantees);
- Knowledgeable about community reconciliation work and all of its complexities to the point where the staff played a critical role in shaping the substance of the grantees' projects (five or 41.7% of the grantees);
- Proactive and engaged, but not imposing (three or 25% of the grantees).

Three of the grantees interviewed (25%) wished that the foundation would convene their grantees more frequently to enable them to learn from each other. Grantees that were new to community reconciliation work and the Transition Framework felt that they could benefit from their peers, especially those who worked on the same issues (e.g., police-youth relations). Slightly more than one-third of grantees surveyed (9 grantees or 37.5%) believed identification and sharing of other promising community reconciliation practices were

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[9] Average ratings were 4.57 and 4.65, respectively, on a 4-point Likert scale where 1 is *not at all*, 2 is *a little*, 3 is *moderately*, and 4 is *completely*; see Appendix B for the survey questionnaire.
[10] Average ratings were 4.26 and 4.35, respectively; see Appendix B for the survey questionnaire.

"essential (i.e., without the activity, their project would be or was hindered) for their community reconciliation work."

There also were insights about the coaching support, which we address separately in the next section.

5. Coaching Support

Most of the grantees found the coaching support helpful, especially as they figured out how to use the support and for what purpose. The quality of coaching varied, depending on a variety of factors that influenced the coaches and grantees and that contributed to a good fit and relationship. Additionally, more attention was needed to address how the coaching could intentionally and strategically build the grantees' capacity to do reconciliation work, especially those who strived for policy and systems change.

5.1 Degree to Which Coaching Support Was Helpful

Grantees indicated in the survey that coaches were more than moderately helpful with the support they provided in applying the Transition Framework and its underlying principles; in explaining the Andrus Family Fund's expectations and grant requirements; and in adapting the Transition Framework to suit the grantee community's history, context, and culture. [11] One coach talked about the importance of "weaving" the Transition Framework into a grantee's work, *"You don't want it to feel as an add-on, but rather an evolutionary step."* As mentioned before, coaches played an important role in ensuring the effective use of the Framework. **Slightly more than half of the grantees interviewed (seven grantees) felt strongly that their coaches increased their effectiveness** by introducing additional tools, acting as a neutral and objective sounding board, and helping them reframe their thinking when necessary.

The Andrus Family Fund's program officer, coach, and grantee work together to develop a coaching plan. According to grantees surveyed, **coaches were relatively less helpful in assisting grantees to implement the coaching plan and overcome the challenges they**

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[11] Average ratings were 3.58, 3.46, and 3.42, respectively, on a 5-point scale where 1 is *not at all*, 2 is *a little*, 3 is *moderately*, 4 is *a lot*, and 5 is *completely*; see Appendix B for the survey questionnaire.

faced.[12] Interviews with grantees gave some insight into this survey finding. One-third of the grantees interviewed (four grantees) wished they had utilized the coaching support better, indicating that they were unsure about what coaching support was available to them and how to use it beyond the planning stage. Our analysis also suggested that **grantees could benefit from using coaches to more intentionally build their internal capacity (e.g., facilitate group dynamics and engage participants) to do reconciliation work.**

5.2 Frequency of Grantees' Contact with Coaches

The majority of grantees (45.8% or 11 grantees) contacted or interacted with their coach about once a month. A smaller percentage (12.5% or three grantees) contacted or interacted with their coach at least once a week. A quarter of the grantees surveyed (six grantees) had to negotiate with their coach for additional help beyond the time and resources allotted in the grant. The grantees we interviewed and who had frequent contact with their coaches obviously found the support more helpful; the frequent interaction, they believed, helped build their internal capacity to do the work themselves, especially for those that had a person on-site (sometimes referred to as the local coach) who had the time and skills to apply the coach's recommendations. **The frequent interaction did not appear to make a difference in these three grantees' ability to achieve their outcomes compared to the other grantees that did not interact with their coaches as often.**

5.3 Coaching Quality

Interviews with grantees indicated that **the quality of coaching varied**, depending on a variety of factors, including coaches' availability and accessibility; their understanding of the project participants' cultural orientation to conflict and reconciliation; their ability to integrate the Transition Framework and other tools into the grantees' existing understanding of community reconciliation work and strategies; and the consistency of their philosophical views about personal change and social justice with those of the grantees.

6. Challenges

Community reconciliation work is hard; outcomes were difficult to achieve, beyond convening groups of people for dialogue (e.g., policy and systems change). For the most part,

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[12] Average ratings were 3.09 and 3.04, respectively, on the same scale; see Appendix B for the survey questionnaire.

the grantees interviewed seemed to accept this difficulty and were not necessarily disappointed with what they could not accomplish. **Besides some of the challenges mentioned above about coaching, there was no pattern with regard to other challenges.** Only one to two grantees commented on each of the following challenges:

- Insufficient knowledge about promising practices specific to different types of community reconciliation work and project participants (e.g., police-community relations, establishment of a Truth and Reconciliation Commission); and
- Facilitating and sustaining partnerships.

Two coaches identified each of the following challenges:

- Aligning the scope of change with the grant size (e.g., one grantee attempted to change the state and it was beyond their capacity); and
- Sustaining the work beyond the initial momentum and attitude change to actual behavioral and policy and systems change

7. Conclusion and Recommendations

The Andrus Family Fund's Community Reconciliation program supports *processes that bring a cross-section of a community together to address community problems, conflicts, and injustices in a way that promotes healthy relationships, transforms power dynamics, and otherwise addresses the systems that led to the original problem, conflict, or injustice*. Private and public funding for community reconciliation projects is limited. This is not lost on grantees, many of whom explicitly expressed appreciation to the Andrus Family Fund for their willingness to support community reconciliation work.

Grantees in the Community Reconciliation program took on problems, intergroup conflicts, and injustices that are typically "history-laden" and very "deep," and therefore, take time, skills, and perseverance to process. They were successful in transforming the way divided groups regard and treat each other; individuals became more willing to address the conflict. Grantees were also successful in expanding the circle of people who understood and felt the urgency to initiate the reconciliation process. They were able to distribute accurate information about the root causes of the problems, conflict, and injustice. Some organizations changed their policies and practices as a result of the grantees' work. Grantees were relatively less successful in achieving the policy and systems change they had set out to achieve. There appears to be a gap between what grantees were able to do to shift attitudes, behaviors, and intergroup

relations with the policy and systems change they were trying to effect in order to achieve social justice.

All the grantees had the knowledge, skills, and experience to accomplish the above. In addition, what was helpful to them was:

- The Andrus Family Fund staff's knowledge about community reconciliation work and their flexibility when grantees had to make mid-course adjustments to goals and strategies;
- Coaching assistance to understand the value-added of the Transition Framework to their work and to integrate the Framework into existing activities and combine its use with other tools;
- The Transition Framework's utility for understanding and labeling people's emotions when they are experiencing change and resistance to the change, which is necessary for addressing trauma, conflict, or injustice.

What was less helpful to grantees was:

- Inadequate clarity from the Andrus Family Fund about expected outcomes, measures, and benchmarks;
- Not enough sharing of promising practices, including peer exchanges;
- The application of the Transition Framework to the experiences of people who have experienced extreme injustice and have felt powerless;
- Coaches who were not sufficiently knowledgeable about the experiences and cultures of specific groups or how to integrate the Transition Framework into the grantee's existing strategies and tools; and
- Insufficient understanding about how to use the coaching support.

The evaluation findings affirm the importance of developing a theory of change for the Andrus Family Fund's Community Reconciliation program in light of two findings: 1) several grantees wished for more clarity about the expected outcomes, measures, and benchmarks; and 2) the majority of grantees succeeded in building the foundation for reconciliation work, while a smaller percentage succeeded in effecting policy and systems change. The latter outcome, however, is important and a natural progression for the grantees who are almost always striving for equity and justice. There appears to be a continuum of outcomes that progresses from convening groups of people previously divided to shifting their thinking about each other, engaging each other, and ultimately changing systemic structures and processes that contribute to maintaining the status quo. Comments from grantees and coaches suggest that it is possible to expect outcomes related to initiating and facilitating the reconciliation

process and personal transformations from all Community Reconciliation program grantees. Outcomes related to policy, procedural, and practice changes at the organizational or systems levels can be expected if grantees have sufficient capacity to implement a comprehensive set of strategies and tools that could lead to these results as well as funds and timeframe that fit the scope of change anticipated.

A theory of change can illuminate the continuum of change related to reconciliation work and the indicators, measures, and benchmarks along the continuum. Clarity about anticipated outcomes can in turn clarify the interventions and capacities needed along the continuum. A standard grantee reporting form can also be generated to collect information about core strategies, activities, and measures of change. The next phase of Community Science's work is to develop the theory of change along with the appropriate process and outcome measures for the Community Reconciliation program and build a grant monitoring system.

The evaluation findings also show that the Andrus Family Fund needs to strengthen its coaching program, specifically to ensure consistency in the quality and quantity of coaching available. It could be helpful to require grantees to identify a local resource person or coach who is knowledgeable about both the specific project participants as well as the context of the reconciliation work. In addition, the coaching assistance might want to focus on deliberately building the capacity of grantees to do their reconciliation work.

Finally, regular peer exchanges among grantees and among coaches could be beneficial, especially since the knowledge-base about using the Transition Framework alongside other tools to reconcile identity-based conflict, police-community conflict, and conservation conflict is limited. Therefore, grantees could benefit from each other's experiences and lessons. Convening of grantees and coaches had been a practice until two years ago when the declining economy made the Andrus Family Fund decide to use existing funds for grants instead of meetings. Convening of coaches and grantees will resume in fall 2011.

Appendix A
Evaluation Methodology

The evaluation team collected both qualitative and quantitative data in order to answer the evaluation questions. We reviewed grantee reports, surveyed grantees, and conducted interviews with grantees and coaches. We examined frequencies, average ratings, and grantees and comments' comments for patterns and themes.

Review of Grantee Reports

Review of the grantee reports was intended to provide the evaluation team with background information about the grantees and to cull from the reports any trends or information that will be helpful in developing the survey questionnaire (e.g., questions and response categories) and interview questions. The evaluation team reviewed all the available grantee reports from different grant periods.

The evaluation team initially created a form to extract and code information that was likely to be included in grantee reports. This form was shared with the Andrus Family Fund staff and revised accordingly. The form was modified when necessary throughout the review process in order to accommodate new and unanticipated information that emerged from the grantee reports (e.g., new codes were added and previous codes were changed). A copy of the form is included at the end of this appendix.

The evaluation team reviewed, analyzed, and extracted information from grantees that had submitted complete interim and/or final reports. Reports from a total of 23 grantees were reviewed, analyzed, and coded. We calculated the frequency of grantees for each code. Questions and response categories for the survey questionnaire were then developed for those codes with the high frequencies; codes for which only one to three grantees (13% of less of the total number of grantees) reported information were dropped. For example, only two grantees reported film screening as an activity and as such, we did not include film screening as response category for the survey question, "Please indicate which of the following activities were essential for your community reconciliation work."

Grantee Survey

As mentioned above, the evaluation team developed a survey questionnaire based on its review of the grantee reports. A draft of the questionnaire was shared with the Andrus Family Fund staff and revised accordingly. A copy of the survey questionnaire is included in Appendix B of this document.

The questionnaire was implemented using Zoomerang, an on-line survey service. The Andrus Family Fund drafted and distributed a letter to 23 Community Reconciliation grantees to introduce the evaluation and Community Science and to alert them of the survey and

interviews. A few days later, the evaluation team sent the grantees a message that contained a hyperlink to the questionnaire.

The evaluation team followed-up by telephone with grantees that did not respond within one week. Another round of reminder calls was made shortly after that. Additionally, the Andrus Family Fund staff sent an e-mail reminder to non-respondent s that did not complete the survey questionnaire even after two reminder calls.

A total of 24 people responded to the survey (100% response rate from all 23 grantee organizations). There were inadvertently two respondents from one grantee. Frequencies and percentages were calculated for nominal data (e.g., "yes" or "no" response categories). Average ratings were calculated for ordinal data where Likert scales were used. We treated the two respondents from the one grantee as one respondent. They gave the same answers for questions with nominal response categories. We averaged their ratings for questions with ordinal response categories.

The frequencies and average ratings for each question in the survey questionnaire are included in Appendix C.

Interviews with Grantees

The evaluation team worked with the Andrus Family Fund staff to categorize all of their Community Reconciliation grantees by target population (e.g., youth; gays, lesbians, bisexuals, and transsexuals), issue addressed (e.g., community-police relations, domestic violence, land use), and grant amount. We then selected at least one grantee from each category to ensure a diverse sample. Andrus Family Fund staff also reviewed the sample and made recommendations about which grantees to include in the interviews based on their knowledge. A total of 12 grantees were selected (approximately half of the grantees surveyed).

The evaluation team contacted the 12 grantees and scheduled one-hour interviews. The interview guide is included in Appendix D. Also, we reviewed the grantee's survey responses and interim and final reports before the interview to guide our line of questioning. Interview notes were analyzed using Atlas Ti, a qualitative analysis software program.

Interviews with Coaches

The evaluation team contacted all seven coaches who provide coaching assistance to the Community Reconciliation grantees. The interview guide is included in Appendix D. Interview notes were analyzed using Atlas Ti.

Form to Extract and Code Information from Grantee Reports

Name of project			
Grant period		Interim report coded:	Final report coded:
		Interim report coded:	Final report coded:

Major activity	Yes (X)	Describe briefly who was involved, specific method, and any other unique or noteworthy information
Transition Framework Training		
Anti-oppression/anti-racism training		
Facilitation		
Networking (e.g., participant recruitment)		
Dialogue		
Interviews		
Film screening		
Truth Seeking/Telling/Listening (e.g. public hearings, mock trials, etc.)		
Surveys		
Group visioning		
Action planning		
Implementing action plans		
Communicating a sense of urgency		
Creating infrastructure		
Hiring staff		

Anticipated outcome/success measure	Yes (X)	Achieved? (X)	Comments (e.g., why not achieved, why changed)
Voices of people who are not typically heard will finally be heard			
Assessment and documentation of the cycle/origins of trauma , conflict or injustice (e.g., incidents and practices that created and/or continue to perpetuate the trauma)			
Communication between people previously divided (e.g. people affected by conflict and people who perpetuate the conflict)			
Policy/Systems change			
Broadening the circle of people who feel a sense of urgency about addressing the conflict, injustice or problem			
More accurate information about the conflict, injustice or problem being communicated through various methods such as educational curricula or popular education outlets			
Replicating success and sharing learnings with other communities that are interested in truth and reconciliation work			
Involvement of stakeholders and participants in learning and using the Transitions Framework			
Leadership building			

Describe any unintended outcomes (what, how/why):

Challenge	Yes (X)	Impact on project (what could not happen because of the challenge)
Attitudes of participants		
Leadership and staff turnover		
Framework was not accepted		
Inadequate knowledge and skills to conduct the project		
Insufficient time for the work		
Layers of conflict		
Maintaining funding for project		
Competing issue		
Depth of trauma		
Integrating Framework into ongoing activities		
Distance of Transitions coach		
Physical move/change in location		
Threats to trust being built		

Use of the Transition Framework	Yes (X)	Comments
Helped organize the problem conceptually (Having a common vocabulary (three phases) to talk about the internal process of coming to terms with change)		
Helped articulate the change process		
Recognized and labeled the behaviors		
Guided the design of activities and interventions		

Use of the Transition Framework	Yes (X)	Comments
Assessed project's progress		
Gave people a fresh way to approach conflict		
Organizers trained in the framework		
Participants (not the leaders) trained in the framework		
Acknowledging History/Losses		
Creating opportunities for the community to mourn and let go of the old way of being		
Predicting the losses different stakeholders risk (or perceive that they risk) by engaging in a change process		
Normalizing the chaos and discomfort that comes with change		
Celebrating successes (no matter how small or large)		
Reminder of the importance of communicating the changes effectively and repeatedly		

What did the grantee have to do to translate, tailor, or adjust the Transition Framework to fit its context, if anything?

What did the transition coach do with and for the grantee?

Lessons learned	Yes (X)	Comments
The Framework needs to be more culturally responsive to the community involved and its history and culture		
Transition coaches need to be more culturally sensitive and responsive		
The larger community needs to be involved in the process		
Policy and systems leaders who have the power to affect the conflict need to be involved		
Need to have standardized measures and methods for		

Lessons learned	Yes (X)	Comments
evaluating the grantee's work		
Compromise and focus on short-term benchmarks may be necessary for long-term success		

Other noteworthy comments?

Appendix B
Survey Questionnaire

Your responses will help the Andrus Family Fund (AFF) determine the impact of its Community Reconciliation Program and how it can improve the Program, the grant application, reporting guidelines and support to grantees. Your responses are confidential; nobody but the evaluation team at Community Science will see them. Your responses will be reported to AFF in aggregate form, along with answers from other previous and current grantees. If you have questions, please contact Zachary Miller at 301-519-0722, ext. 101, or zmiller@communityscience.com.

1. Please rate the extent to which AFF communication was clear about the:	Very unclear	Unclear	Clear	Very clear
a. Purpose and goals of the Community Reconciliation program				
b. Definition of community reconciliation				
c. Explanation about the Transition Framework				
d. Explanation about the principles underlying the Transition Framework				
e. Expectations about the explicit use of the Transition Framework in your work				
f. Criteria for submitting a successful Community Reconciliation program grant application				
g. Criteria necessary to be a successful grantee in the Community Reconciliation program				
h. Use of coaches and coaching support				
i. Expected outcomes for your community reconciliation work				
j. Reporting requirements (e.g., interim and final reports)				

2. How much did you have to:	Not at all	A little	Moderately	A lot	Completely
a. Adapt your project's goals and activities to the Transition Framework					
b. Translate, tailor, or adapt the Transition Framework to suit your goals and activities					
c. Adapt the Transition Framework to suit your community's history, context, and culture					

3.   If you adapted the Transition Framework, please describe briefly what you did.

4. To what extent did the Transition Framework help you:	Not at all	A little	A lot	Moderately	Completely
a. Guide the design of strategies and activities					
b. Articulate the change process to your project's participants					
c. Enable participants to recognize and label behaviors					
d. Assess your project's progress					
e. Train project participants to lead and conduct reconciliation work					
f. Provide a common language that project leaders and participants could use to discuss their emotions, concerns, goals, expectations, etc.					
g. Normalize the expected challenges for the community reconciliation process					
h. Anticipate resistance					
i. Achieve the results that were most important to your					

4. To what extent did the Transition Framework help you:	Not at all	A little	A lot	Moderately	Completely
community					

5. Did the Transition Framework help you in any other ways besides those mentioned above?
- ☐ Yes
- ☐ No

6. Please describe how the Transition Framework helped you in ways besides those mentioned previously.

7. Please describe the statement that most accurately describes your experience with the Transition Framework.
- ☐ The Transition Framework was essential to our project and work
- ☐ The Transition Framework was helpful, but not essential to our project and work
- ☐ The Transition Framework didn't make a difference to our project and work
- ☐ The Transition Framework was cumbersome and difficult to integrate into our project and work
- ☐ The Transition Framework greatly hindered our project and work

8. Please explain your responses to the previous question.

9. How much did the coach and coaching support help you meet your needs in:	Not helpful	Helpful	Very Helpful	It was essential
a. Applying the Transition Framework and principles				
b. Developing and implementing a coaching plan				
c. Adapting the Transition Framework to suit your community's history, context, and culture				
d. Explaining AFF's expectations and grant requirements				
e. Making your strategies more effective				

9. How much did the coach and coaching support help you meet your needs in:	Not helpful	Helpful	Very Helpful	It was essential
f. Helping overcome your challenges				

10.   How often were/are you in contact with your coach?
  ☐ Very frequently (at least once a week)
  ☐ Somewhat frequently (once every other week)
  ☐ Occasionally (about once a month)
  ☐ Sporadically (once every few months)

11.   Have you had to negotiate with your coach for additional help beyond the time and resources allotted in the grant?
  ☐ Yes
  ☐ No

12.   Please explain the circumstances around your having to negotiate with your coach for additional help beyond the time and resources allotted in the grant.

13.   Please indicate which of the following activities were essential (i.e., without the activity, your project would be or was hindered) for your community reconciliation work. (Please check all that apply)

  ☐ Dialogue between the group(s) experiencing the trauma, conflict, or injustice and the group(s) inflicting the pain or injustice
  ☐ Group visioning
  ☐ Action planning
  ☐ Truth-seeking/telling/listening (e.g., public hearings, mock trials)
  ☐ Communication about the sense of urgency to address the trauma, conflict, or injustice
  ☐ Data gathering (e.g., surveys, interviews, focus groups) about the issues affecting the trauma, conflict, or injustice
  ☐ Capacity building of participants to understand community reconciliation processes and to participate in the process
  ☐ Identification and sharing of other promising community reconciliation practices
  ☐ Anti-oppression training
  ☐ Other (please describe)

14. Please indicate which of the following outcomes were expected from your work and if you achieved them (please check all that apply).

	Not expected, not achieved	Not expected, but achieved	Expected, but not achieved	Expected and achieved
a. Voices of people who are not typically heard will finally be heard, acknowledge, and listened to				
b. Assessment and documentation of the origin and cycle of trauma, conflict, or injustice				
c. Communication between people previously divided				
d. Broadening of the circle of people who feel a sense of urgency about addressing the trauma, conflict, or injustice				
e. Policy and systems changes that will improve the situation for those experiencing the trauma, conflict, or injustice				
f. Organizational changes that will improve the situation for those experiencing the trauma, conflict, or injustice				
g. Dissemination of more accurate information about the trauma, conflict, or injustice				
h. Establishing a Truth and Reconciliation Commission				

15. Other outcome(s) that you achieved? Please describe.

16. Please read the following statements and select the answer that most accurately reflects your experience with AFF.	Not at all	A little	Moderately	A lot	Completely
a. AFF was supportive of our goals and strategies					
b. AFF was consistent in its expectations and communication					

16. Please read the following statements and select the answer that most accurately reflects your experience with AFF.	Not at all	A little	Moderately	A lot	Completely
c. AFF was prepared to address the issues and challenges related to our community reconciliation work					
d. AFF was responsive to our questions and needs					

17. Do you have any other comments about your experience as a grantee of AFF's Community Reconciliation program

Appendix C
Survey Responses

Survey Responses

n=23 (two respondents were treated as one because they were from the same project)

1. Please rate the extent to which AFF's communication was clear about the:
(1 Very Unclear; 2 Unclear; 3 Clear; 4 Very Clear)
- Purpose and goals of the Community Reconciliation program **3.25**
- Definition of community reconciliation **2.96**
- Explanation about the Transition Framework **3.63**
- Explanation about the principles underlying the Transition Framework **3.50**
- Expectations about the explicit use of the Transition Framework in your work **3.25**
- Criteria for submitting a successful Community Reconciliation program grant application **3.25**
- Criteria necessary to be a successful grantee in the Community Reconciliation program **2.96**
- Use of coaches and coaching support **3.25**
- Expected outcomes for your community reconciliation work **2.92**
- Reporting requirements (e.g., interim and final reports) **3.75**

2. How much did you have to:
(1 Not at all; 2 A little; 3 Moderately; 4 A lot; 5 Completely)
- Adapt your project's goals and activities to the Transition Framework? **2.83**
- Translate, tailor, or adapt the Transition Framework to suit your goals and activities? **2.96**
- Adapt the Transition Framework to suit your community's history, context, and culture? **2.96**

4. To what extent did the Transition Framework help you:
(1 Not at all; 2 A little; 3 Moderately; 4 A lot; 5 Completely)
- Guide the design of strategies and activities **2.92**
- Articulate the change process to your project's participants **3.04**
- Enable participants to recognize and label behaviors **3.00**
- Assess your project's progress **2.79**
- Train project participants to lead and conduct reconciliation work **2.83**
- Provide a common language that project leaders and participants could use to discuss their emotions, concerns, goals, expectations, etc. **3.13**
- Normalize the expected challenges for the community reconciliation process **3.25**
- Anticipate resistance from participants **3.79**
- Achieve the results that were most important to your community **2.79**

5. Did the Transition Framework help you in any other ways besides those previously mentioned?
14 Yes; **10** No

7. Please select the statement that most accurately describes your experience with the Transition Framework.
- The Transition Framework was essential to our project and work **6 (25%)**
- The Transition Framework was helpful, but not essential to our project and work **15 (62.5%)**
- The Transition Framework didn't make a difference to our project and work **1 (4.1%)**
- The Transition Framework was cumbersome and difficult to integrate into our project and work **2 (8.3%)**
- The Transition Framework greatly hindered our project and work **0**

9. How much did the coach and coaching support help you meet your needs in:
(1 Not at all; 2 A little; 3 Moderately; 4 A lot; 5 Completely)
- Applying the Transition Framework and principles **3.58**
- Developing and implementing a coaching plan **3.09**
- Adapting the Transition Framework to suit your community's history, context, and culture **3.42**
- Explaining AFF's expectations and grant requirements **3.46**
- Making your strategy more effective **3.21**
- Helping overcome your challenges **3.04**

10. How often were/are you in contact with your coach?
- Very frequently (at least once a week) **3 (12.5%)**
- Somewhat frequently (once every other week) **3 (12.5%)**
- Occasionally (about once a month) **10 (41.6%)**
- Sporadically (once every few months) **8 (33.3%)**

11. Have you had to negotiate with your coach for additional help beyond the time and resources allotted in the grant?
6 Yes, **18** No

13. Please indicate which of the following activities were essential (i.e., without the activity, your project would be or was hindered) for your community reconciliation work. (please check all that apply)
- Dialogue between the group(s) experiencing the trauma, conflict, or injustice and the group(s) inflicting the pain or injustice **18 (75%)**
- Group visioning **19 (79.2%)**
- Action planning **22 (91.7%)**
- Truth-seeking/telling/listening (e.g., public hearings, mock trials) **11 (45.8%)**
- Communication about the sense of urgency to address the trauma, conflict, or injustice **14 (58.3%)**
- Data gathering (e.g., surveys, interviews, focus groups) about the issues affecting the trauma, conflict, or injustice **15 (62.5%)**
- Capacity building of participants to understand community reconciliation processes and to participate in the process **18 (75%)**
- Identification and sharing of other promising community reconciliation practices **9 (37.5%)**
- Anti-oppression training **5 (20.8%)**

14. Please indicate which of the following outcomes were expected from your work and if you achieved them.
1-Not expected, not achieved (NE/NA); 2-Not expected, but achieved (NE/BA); 3-Expected, but not achieved (E/NA); 4-Expected and achieved (E/A)

- Voices of people who are not typically heard will finally be heard, acknowledged, and listened to
  1 (NE/NA) **4.1%;** 2(NE/BA) **0;** 3(E/NA) **4.1%;** 4 (E/A) **91.6%**

- Assessment and documentation of the origin and cycle of trauma, conflict, or injustice
  1 (NE/NA) **25%;** 2(NE/BA) **8.3%;** 3(E/NA) **8.3%;** 4 (E/A) **58.3%**

- Communication between people previously divided
  1 (NE/NA) **0;** 2(NE/BA) **0;** 3(E/NA) **4.1%;** 4 (E/A) **91.6%**; Did Not Respond (DNR) **4.1%**

- Broadening of the circle of people who feel a sense of urgency about addressing the trauma, conflict, or injustice
  1 (NE/NA) **8.3%;** 2(NE/BA) **4.1%;** 3(E/NA) **4.1%;** 4 (E/A) **83.3%**

- Policy and systems changes that will improve the situation for those experiencing the trauma, conflict, or injustice
  1 (NE/NA) **12.5%;** 2(NE/BA) **8.3%;** 3(E/NA) **29.2%;** 4 (E/A) **45.8%**; DNR **4.1%**

- Organizational changes that will improve the situation for those experiencing the trauma, conflict, or injustice
  1 (NE/NA) **16.7%;** 2(NE/BA) **8.3%;** 3(E/NA) **16.7%;** 4 (E/A) **50%; DNR 8.3%**

- Dissemination of more accurate information about the trauma, conflict, or injustice
  1 (NE/NA) **12.5%;** 2(NE/BA) **0;** 3(E/NA) **4.1%;** 4 (E/A) **79.2%**; DNR **4.1%**

- Establishing a Truth and Reconciliation Commission
  1 (NE/NA) **79.2%;** 2(NE/BA) **4.1%;** 3(E/NA) **4.1%;** 4 (E/A) **8.3%**; DNR **4.1%**

16. Please read the following statements and select the answer that most accurately reflects your experience with AFF.
(1 Not at all; 2 A little; 3 Moderately; 4 A lot; 5 Completely)
- AFF was supportive of our goals and strategies **4.57**
- AFF was consistent in its expectations and communication **4.35**
- AFF was prepared to address the issues and challenges related to our community reconciliation work **4.26**
- AFF was responsive to our questions and needs **4.65**

Appendix D
Interview Guides

Grantee Interview Guide

1. What are your major accomplishments and outcomes? What of these outcomes did you achieve and not achieve?
2. What are the key activities that you conducted that you believe led or contributed to the outcomes you achieved? (insert the outcomes that each group said they anticipated and achieved?) Why these activities and not others?
3. What prevented you from achieving the outcomes you wanted (insert the outcomes that each group said they anticipated but did not achieve)?

 (Survey Question 7 Responses) You responded that the Transition Framework was (essential/helpful/didn't make a difference/cumbersome/hindered) to your project and that the TF helped you (Question 4 Responses) (Not at all/A little/Moderately/A lot/Completely) in achieving the outcomes that were most important to your community.

4. What is it about the Transition Framework that helped you achieve those outcomes? (or not?)
5. What enabled your organization to use or not use the Transitions Framework? (Did you have people already familiar with the TF? Did you have other resources that complimented or were more useful than the TF?)
6. To what extent did your organization's culture or structure contribute to these results? Please explain.
7. (If appropriate) What helped you achieve the outcomes you expected, if not the TF? Did you use any other resources that helped serve the same purpose as the TF (i.e., that is based on or uses the same principles underlying the TF), but was more appropriate for your community and context? What is that resource and why was it more appropriate?
8. (If appropriate). How would you have proceeded with your work if you didn't have the TF?
9. What is the most and least clear about the definition of community reconciliation provided by AFF? How can it be clearer?
10. What were your expectations of AFF in helping you address the challenges you faced in your work?
11. Why or why weren't your expectations met?
12. What did you think AFF expected as outcomes of your work? How can AFF be clearer about the outcomes expected from your work?
13. What challenges did you encounter that more or different coaching support would have been helpful?
14. Do you have any other comments about your work and AFF's role?

Coach Interview Guide

Thank you for agreeing to participate in the interview. I know that you work with two or more grantees. As you ponder the questions during our interview, please specify if your response is applicable to all the grantees you work with or applicable to some and not others. If that is the case, please specify and help me understand the distinctions among the grantees you work with.

1. What results were you able to help the grantee(s) achieve?
2. In your opinion, what results do you think CR grantees can and should expect and achieve? Why?
3. What do you think are the key strategies that CR grantees were able to implement that helped them achieve their anticipated results? What other strategies do you think they should have implemented but did not?
4. In your opinion, to what extent was the Transition Framework useful or not useful for the CR grantees you worked with? For which grantees was it most useful and least useful? Why?
5. Have you had to help grantees adapt the transition framework to fit the organization and community's history and context, and if yes, what were those adaptations?
6. What has worked or not worked in your coaching efforts?
7. What are the differences you've noticed across the grantees you have worked with and how have these differences affected your coaching relationship?
8. What recommendations do you have, if any, for improving the coaching support, both the process and the content?