Andrus Family Fund Transition Coaching Program

Information for Applicants, Grantees and Coaches

Andrus Family Fund

January 1, 2012

Dear Friends,

Regardless of whether you are new to the Andrus Family Fund or a long-time grantee or coach, you need to review the information in this packet describing AFF's transition coaching program as it will begin operating in the summer and fall of 2009.

Included in this packet are the following materials describing the Andrus Family Fund's Transition Coaching Program:

Many things about the coaching program are changing (which is why you need to read this packet), but our hope is that the most vital aspect of the program – providing excellent consultants to support the very important work of our grantees, particularly as it relates to paying attention to transitions in an intentional way - will not.

If you have questions about the coaching program, please direct them to Steven Kelban at skelban@affund.org or 212-687-6975.

Sincerely,

Steven Kelban
Executive Director

Ingrid Halloway
Senior Program Associate

Examples of Transition Coaching/Consulting Activities

Because each grantee organization's AFF-funded project is different, there is no template for how a transition coach might be used most effectively. But we recognize that making use of a consultant may not be something that all grantees are used to doing. Because of that, we are offering some examples of how transition coaches have been used by grantees in the past. Please do not let this list limit you if you have other ways you would like to make use of your transition coach. And remember that AFF staff are always available – before and after grant approval – to discuss how you can maximize the effectiveness of your transition consultant.

1. Coaches can train your staff, board, youth and/or community members in the basics of the transition framework. (Most of our coaches actually have transition trainings already tailored to particular populations in our community reconciliation and/or foster care programs. Those trainings can be modified relatively easily to fit your organization's needs.)
2. After an initial introduction to the transition framework, some organizations like to enlist their coach's support in regular telephone calls (weekly, monthly, etc.) during which coaches can offer feedback on transition-related questions that arise periodically during the grantee's work.
3. Coaches can facilitate a Risk-Loss Analysis for staff, board, stakeholders or others that help them to analyze what different populations (and themselves!) stand to lose in the face of whatever change is being implemented.
4. Some of our coaches have created and reviewed transition-related curricula for grantees. Sometimes this has included creating new transition-training curricula (which often involves modifying already existing curricula) and sometimes it has meant working with grantees to incorporate transition theories into already existing curricula.
5. Some of our coaches have extensive facilitation and community-engagement experience and have helped grantees to plan community meetings and other community engagement efforts. At times, these coaches have also been used as facilitators in these meetings.

For more ideas of how transition coaches and theories can be used creatively in an AFF-funded project, please visit www.transitionandsocialchange.org.

Stages of Coaching Program

Pre-Grant Approval

During the process of working with AFF staff to draft and negotiate a grant proposal, the grantee organization will learn about the various ways their project could be supported by a transition coach. The finalized grant proposal will include a description of how they propose to use a transition coach. This description is subject to change once the grant is approved and the grantee organization meets with its assigned coach.

During AFF-funded Project

Shortly after the AFF board approves a grant, if not earlier, AFF staff will work with the grantee organization to determine who from its pool of coaches would fit best with the organization's project. Shortly after matching a coach with an organization, AFF staff will introduce the grantee organization and the coach through a formal email which will include contact information for the grantee organization and for the coach and a copy of the organization's grant proposal, plus any other pertinent information.

The grantee organization is responsible for making the first contact with its assigned coach. The first conversation(s) between the grantee and the coach will be about helping the coach to understand the project and, then, negotiating a working plan and formal contract between the coach and grantee. (See sample contract in this packet.)

Once the coach begins working with the grantee organization, it will be his or her responsibility to (1) submit invoices to the grantee organization in a timely fashion (within one month of completing consulting work) and (2) to submit reports from each consulting visit to the grantee organization and to AFF staff. (See Expectations for Transition Coaches and sample invoices and reports for more information.)

During the grant period, grantees will submit written reports to AFF staff as outlined in the grant award letter. As requested on the reporting questionnaires, these reports will include feedback on the grantee's experience with its coach. AFF will share this feedback with coaches.

If at any point during the grant period, the grantee organization decides that it would like to enlist the support of its Transition coach beyond the amount of time and resources allotted in the grant, the grantee and coach can negotiate that agreement between themselves. The grantee organization will be responsible for coming up with the funds to pay the coach for this additional time.

If at any point during the grant it becomes clear that the grantee organization will not need the coach's support for the amount of time originally agreed upon and outlined in the grant agreement, the grantee organization must return to AFF any remaining funds not expended from the coaching budget line.

Post-Grant

After the end of a grant period, the grantee organization will submit its final report to AFF staff. As requested on the reporting questionnaires, these reports will include feedback on the grantee's experience with its coach. AFF will share this feedback with coaches.

During Subsequent AFF-Funded Grant Periods

If a grantee organization receives a grant from AFF after its initial grant, the grantee will discuss its need (or lack thereof) for ongoing coaching support and will reach an agreement with AFF staff about the extent to which AFF will continue to fund that coaching relationship.

Expectations

For Grantee Organizations

- After receiving contact information for the assigned coach from AFF staff, the grantee organization is responsible for making the first contact with the coach. This contact should be made within two weeks of receiving the coach's contact information.
- In the first conversation with the assigned coach, the grantee organization and the coach should come up with an agreed upon plan of action for coaching, payment and reimbursement that will be outlined explicitly in a contract. The contracted amount for payment and reimbursement should match the amount in the approved project budget. The grantee organization is responsible for drafting the contract (if necessary, with help from AFF staff and/or coaches) and submitting a signed copy of it to AFF staff. (See sample contract in this packet.)
- The grantee organization is expected to pay its Transition coach promptly (within one month) after receiving an invoice from the coach for his or her services.
- The grantee organization is expected to communicate directly and promptly with AFF staff if any problems arise in the relationship with the coach.
- The grantee organization will provide regular feedback on its coaching experience in its regular reports to AFF staff.
- If at any point during the grant period, the grantee organization decides that it would like to enlist the support of its Transition coach beyond the amount of time and resources allotted in the grant, the grantee and coach are free to negotiate that agreement between themselves. The grantee organization will be responsible for coming up with the funds to pay the coach for this additional time.
- If at any point during the grant it becomes clear that the grantee organization will not need the coach's support for the amount of time originally agreed upon and outlined in the grant agreement, the grantee organization must return to AFF any remaining funds not expended from the coaching budget line.
- The grant amount allotted for transition coaching may only be spent on paying the coach for his or her time and travel-related expenses. That budget may not be used for other purposes.

For Transition Coaches

- While the grantee is expected to make the initial contact with its coach, coaches are expected to respond to the grantee in a timely fashion in order to have an initial conversation and begin negotiating a contract with the grantee.
- With the grantee, coaches are expected to draft a contract outlining the agreed upon plan of action, payment and reimbursement plan. (See sample contract in this packet.)

- Coaches are expected to make sure that the grantee sends a copy of the signed contract to AFF staff.
- **Coaches will submit invoices to grantee organizations promptly, i.e. within one month of providing services, unless another arrangement is made in advance.** (See sample invoice in this packet.)
- Coaches will submit written reports to AFF staff and to the grantee documenting each meeting with the grantee. These reports should be submitted within one month of the meeting with the grantee. If submitting a report for each session with the grantee is an unwieldy responsibility for some reason (e.g. coaching will be broken into several short telephone meetings rather than larger single sessions), the coach is expected to make alternative arrangements with AFF staff prior to consulting with the grantee. (See sample report in this packet.)
- Coaches will communicate directly and promptly with AFF staff if any problems arise in the relationship with the grantee organization or if the previously agreed upon plan of action with the grantee organization changes significantly.

For Andrus Family Fund Staff

- AFF staff will work with applicants to help them understand the transition coaching program prior to making a grant to a grantee organization.
- Shortly after the AFF board approves a grant, if not earlier, AFF staff will work with the grantee organization to determine who from its pool of coaches would fit best with the organization's project. Shortly after matching a coach with an organization, AFF staff will introduce the grantee organization and the coach through a formal email which will include contact information for the grantee organization and for the coach and a copy of the organization's grant proposal, plus any other pertinent information.
- AFF staff will respond promptly to any concerns about the coaching program voiced by either grantee organizations or coaches.
- AFF will regularly solicit feedback from coaches and grantees about the coaching program in an effort to evaluate and improve the effectiveness of the program.
- As a part of its regular reporting requirements, AFF will collect feedback from grantee organizations about their coaches and will pass that information on to the coaches when it is received.

Contract Questions

AFF does not require any set template for a contract between grantees and coaches, but there are a few questions that we think are important for you to answer in this agreement, including:

1. What are the transition-related goals that you think you can reasonably accomplish with a transition coach within the parameters of this grant? Some examples of those goals might include:

    a. Training the organization's staff/board/clients in the transition framework.

    b. Preparing one or more staff members to be able to conduct transition trainers within an organization.

    c. Conducting a loss analysis with a group of stakeholders.

    d. Creating and/or facilitating a community engagement process designed to better understand an event or pattern of events or to collaboratively identify a change that should happen in the future.

2. What is the timeline for accomplishing these goals? In other words, how will you use your coach's allotted time for this project? What is the schedule for consultations with your coach? (Please keep in mind that this timeline needs to match the amount of money that you have to pay your coach.)

3. What is the process by which the coach will bill and get paid for his or her time and expenses?

4. What is the coach's rate of pay? (AFF will tell you the coach's rate of pay prior to matching you with the coach. You should include this rate in your contract.)

5. How will you make sure that you don't exceed the coaching budget allotted in your grant? What will you do if that happens? (Keep in mind that travel expenses sometimes exceed your estimates.)

Sample Invoice Template

Here is a sample of what an invoice from a coach to a grantee organization might look like.

INVOICE

Transition Coach
Street Address
City, ST ZIP Code
Phone

DATE: January 1, 2011
INVOICE #:
FOR: *Transition Coaching*

Bill To:
GRANTEE ORGANIZATION
Street Address
City, ST ZIP Code

DESCRIPTION		AMOUNT
Itemized Fee for Service at $____________ per day		$
[List here how many days you spent on what activities (e.g. preparation, telephone coaching, site-visit, training, facilitation, etc.)]		
Expenses		
Air Fare and/or Train		$
Public Transportation		$
Taxi		$
Car Rental		$
Parking		$
Mileage @ ____		$
Tolls		$
Hotel		$
Meals		$
Other?		$
	TOTAL	$ -

Make all checks payable to **TRANSITION COACH**

Sample Report Template

After each significant coaching session, we ask that you (the coach) complete a brief report on the session that you will send to the grantee and to AFF. The purpose of the memo is to summarize/document what happened during your consultation and to clarify agreed-upon next steps. **The report does not need to be long**. There is no official template for a coach's post-consultation report memo, but a sample template is below.

POST TRANSITION CONSULTATION REPORT

TO: GRANTEE ORGANIZATION

CC: AFF STAFF

FROM: TRANSITION COACH

DATE:

DATE(S) OF CONSULTATION: 1/1/2011

Goals of consultation

1.
2.
3.

Summary of what happened

List of next steps

1.
2.
3.

CLARICE BAILEY, PhD.

Clarice Bailey brings more than 30 years of classroom experience as a teacher, trainer, learner, professor and program administrator. She has been committed to community service throughout her career, especially in the areas of juvenile justice, youth conflict resolution, partner violence and conflict, anti-oppression work, peace studies and organizational transformation.

Clarice is currently serving a variety public non-profit organizations as an independent consultant focusing on human and organizational transformation. Her present work spans the cultural arts community, marginalized youth advocacy groups, and state human services agencies. Clarice is a certified Transitions Coach/Trainer. She served as a senior member of the Casey Strategic Consulting Group of the Annie E. Casey Foundation during which she supported state and local governments (Louisiana, Kentucky, Georgia, and New Jersey) through intensive interventions focusing on organization change and transformation, staff development and learning. Prior to the Casey Foundation, Clarice served as Deputy Assistant Director in the Department of Human Services, Continuous System Improvement Group for the State of Oregon and was part of a team which provided internal consulting, CQI and staff training. Additionally, Clarice holds a doctorate in Public Administration and Policy from Portland State University in Portland, Oregon.

DIANA BIANCO, J.D.
Artemis Consulting, Portland, OR

Diana has almost 20 years of experience in policy development, management, advocacy, community relations, and communications. She has practiced law, directed issue campaigns and provided guidance and strategic direction to nonprofits and government agencies. Through Artemis Consulting, Diana helps clients analyze and manage policy and program direction, improve communication and collaboration through conflict resolution and facilitation of meetings, and devise advocacy strategies. Diana also researches and writes policy reports, with a specific focus on improving the health care system.

Before launching Artemis Consulting, Diana was the Executive Vice President of a non-profit organization advocating for an accountable and accessible health care system. Before that, she headed up the health care work at the West Coast Regional Office of Consumers Union (publisher of Consumer Reports magazine), where she focused on ensuring access to health care for vulnerable populations. Diana also has represented children and adults with disabilities in health care matters and other issues under the Americans with Disabilities Act. Diana has served elected officials; she was a policy and communications advisor to the Multnomah County Chair in Portland, Oregon and worked in the New York City Mayor’s Office.

Diana is a cum laude graduate of New York University School of Law. She received her B.A. from Brown University. Diana also has served on the boards of several nonprofit organizations in Portland, Oregon, where she lives.

MEGHAN CLARKE, M.A. Peace and Conflict Resolution

Meghan Clarke is a Principal of ME Clarke Consulting, LLC in Cincinnati OH where she specializes in Facilitation, Strategic Visioning, Dialogue, Transition Management and Mediation. In addition to working on various community reconciliation projects, she assists small and large scale organizations to navigate through change, system (re) design and conflict collaboratively. She has designed, facilitated and partnered on dozens of small and large- scale initiatives ranging from a dozen to hundreds of participants. These projects include environmental, police-community relations, educational inequities, and religious-based conflicts. In addition she facilitates trainings on Transitions/Change Management, Self Care/Stress Management, Collaborative Process and Conflict Engagement.

Ms. Clarke received a Master's in Peace and Conflict Resolution at the School of International Service at American University. Previously, she worked as a principal for The ARIA Group and project associate for Search for Common Ground USA.

ROGER CONNER, J.D.
Director of the Project Leadership, Advocacy and Collaboration
Vanderbilt University Law School

Roger Conner is an adjunct professor and Director of The Advocacy Project at Vanderbilt University Law School. Prior to that he was Executive Director of Search for Common Ground-USA. A lawyer by training, he has created three major non-profit organizations, organized strategic litigation strategies that affected court decisions as high as the U.S. Supreme Court, led successful lobbying campaigns, and helped oust a violent drug-dealing gang from his own block.

He understands adversarial strategies. And he knows their limitations. As a Fellow at the National Institute of Justice, he authored a ground-breaking report on how lawyers can shift from “case managers” to “problem-solvers.” As Director of Search-USA, he brought liberals and conservatives together on issues such as public funding of faith-based groups and reentry of ex-prisoners into communities. As Director of the Project on Leadership, Advocacy and Collaboration at Vanderbilt Law School, he is working with foundations, grass roots groups, and academic specialists to develop new tools to help individuals and groups make a transition from bitterness, mutual recrimination or hatred to a new relationship where cooperation and trust are possible.

DR. KENNETH DOWNES, Transition Management Consultant
www.kendownes.com

As a certified transition consultant, Ken works with organizations and individuals to help them better understand the emotional impact of change. This specialized consulting has been primarily with non-profit organizations that are interested in bringing healing and reconciliation to communities in conflict because of natural resource related or other interpersonal conflict. He has also coached foster care agencies to help them understand, design, and implement transition theory into all that they do. Whether it is training staff, designing workshops and materials, or consulting with the organization to help them through a difficult organizational change, Ken stands ready to encourage and support the use of Transitions.

Ken is one of the original board members of the Andrus Family Fund. In that capacity, he had the opportunity to experience first-hand the impact of William Bridge's Transition Theory as applied to programs and organizations that are trying to be more effective in effecting lasting social change.

In 2003, he received his Doctor of Ministry Degree in pastoral counseling from Andover Newton Theological School. Ken is a Certified Member in the American Association of Pastoral Counselors. Common themes in his client work have included: bereavement and loss, spiritual concerns, depression and anxiety, the support of individuals facing major life transitions, and consultations with local congregations facing issues of leadership, conflict, and change.

Prior to his theological and psychological training, he received a Bachelor's Degree from the University of Massachusetts at Lowell, in Music Education. He is an avid vocalist who sings professionally in the greater-Hartford area. Ken spends much of his time working as the at-home parent of Sam (16) and Lauren (13) and lives with his wife Kate, in the heart of the western Massachusetts village of Shelburne Falls.

MARVIN E. JOHNSON, J.D.
Founder/Executive Director, Center for Alternative Dispute Resolution

Marvin Johnson is a nationally recognized mediator, arbitrator, and trainer with over 27 years of dispute resolution experience. He is the Founder and Executive Director of the Center for Alternative Dispute Resolution and serves on the JAMS panel of resolution experts. He has a Doctorate of Jurisprudence from Catholic University, a Bachelor of Science Degree in Business Administration from Kent State University and a Master of Science Degree in Industrial Relations from the University of Wisconsin.

As a consultant, Mr. Johnson serves as a mediator, an arbitrator, a fact-finder, and a facilitator in public and private disputes. He provides diversity and dispute resolution training, and has also designed and assisted in the development of customized ADR programs to meet the needs of schools, government agencies and private companies. Mr.

Johnson lectures extensively on the subject of conflict management. Mr. Johnson has more than 25 years of experience in labor relations including contract negotiations, grievance handling, mediation, labor-management cooperation and arbitration. He is an experienced facilitator/trainer working with organizations where employees need assistance in communicating and working together. Under Mr. Johnson's leadership, the Center for Alternative Dispute Resolution initiated a non-traditional school conflict management partnership program in 1993. Directed toward preventing and managing conflict in the public schools, while creating an atmosphere conducive for learning, the program's approach is to fully integrate the value of ADR programs into the culture of the school by training and working with school personnel, parents and other adults who play an on-going role in the growth and development of the youth.

The President of the United States, the Governor of Maryland and the Chief Judge of the Maryland Court of Appeals have recognized Mr. Johnson's dispute resolution expertise by appointing him to the Federal Service Impasses Panel, Maryland State Labor Relations Board and the Maryland Alternative Dispute Resolution Commission, respectively. Mr. Johnson has authored many articles. Some of the most recent articles include "Racial Profiling in America: The Problem and the Challenge" (Fall 2003), "Adjusting to Changing Priorities" (2002), and "Emotionally Intelligent Mediation: Four Key Competencies" (2001).

DONNA MILLS, M.A. Organizational Management

Ms. Mills' professional career includes more than 20 years of experience in the organizational development and organizational effectiveness fields working with government entities, non-profit agencies, community groups, and for-profit companies. With a B.A. in Social Work and a M.A. in Organizational Management, Ms. Mills brings a unique perspective to her work blending her social service and business background to benefit various organizations and leaders.

She has been an advocate for the underserved throughout her career and is passionate about creating positive change by developing innovative programs and forming lasting partnerships. Ms. Mills has consulted with organizations in the areas of preventing substance abuse, addressing the needs of at-risk youth, improving family resources, mobilizing communities for change, impacting homelessness, strengthening families, and improving foster care services and programs. For the past 12 years, Ms. Mills has worked with non-profit agencies on strategic planning, organizational development, change management, transition planning, team-building, leadership development and executive coaching.

MASIEL RODRIQUEZ-VARS, J.D.

As the Program Associate for the Andrus Family Fund from May 2000 until November 2001, Masiel had the opportunity to work with Executive Director, Steve Kelban and the AFF Board to craft its program areas and Transition framework. Prior to joining AFF, she served as the Interim Acting Director of the Root Tilden Kern (RTK) Scholarship Program at NYU during the spring of 2000. She received her J.D. from NYU in 1998 where she was the recipient of the Sinsheimer Service Scholarship and a member of the RTK public interest legal program. Immediately following law school, Masiel clerked for Judge Deborah A. Batts in the Southern District of New York. She has most recently returned to her first love – public elementary education. After graduating from Yale University, Masiel was a second and third grade bilingual teacher through the Teach For America program. Through involvement with her sons' schools, she has re-engaged in education policy both at the school and district levels. She has also returned to teaching as a private tutor. She is currently in the throes of one of the most challenging transitions of her life as a mother of four young children. She is not sure whether she will ever emerge from the neutral zone of this transition.