

Project Momentum Partner Collaboration: Year 4

Partner Survey Summary Report

Introduction

In 2022, the Southeast Service Cooperative (SSC) Project Momentum received a five-year National Professional Development Grant from the U.S. Department of Education, Office of English Language Acquisition. Project Momentum works to increase the availability of professional learning opportunities and support for educators by developing and offering accessible and high-quality microcredential courses to educators in Minnesota. By doing so, the project hopes to improve the academic outcomes of multilingual learners.

Staff from Project Momentum partnered with education leaders and subject matter experts in Minnesota to design and implement the project. To gain understanding about the partnership successes and challenges in the third year of the project, Wilder Research conducted a survey of partners using the Wilder Collaboration Factors Inventory (CFI). The CFI is an instrument used to assess how a partnership is doing on a series of research-based factors important for the success of collaborative projects.

The CFI, developed by Wilder Research, contains 44 items that make up 22 factors.¹ Wilder Research slightly modified the original CFI—using only 18 of the 22 original factors—to better fit the work of Project Momentum. Partners rated each item on a scale of 1- strongly disagree to 5 – strongly agree. The factors and their corresponding items are shown in the chart below (pp. 3-7). In addition to the CFI questions, partners were asked two open-ended questions: 1) what successes or benefits have you experienced with Project Momentum? and 2) what recommendations do you have for improving Project Momentum?

In April 2026, Wilder Research invited the partners to complete the survey. In the invitation letter, partners were informed that survey participation was voluntary. Of the 26 partners invited to participate, 16 (62%) completed at least a portion of the survey. The respondents included advisory board members, consultants, public school partners, state and university partners, and staff from SSC.

¹ Mattessich, P., & Johnson, K. (2018). Collaboration Factors Inventory, 3rd edition. Wilder Research. <https://www.wilder.org/wilder-research/research-library/collaboration-factors-inventory-3rd-edition>

Executive summary

Positive aspects

In general, partners viewed collaboration positively. Collaboration factors with the highest average ratings of agreement (1=Strongly disagree to 5=Strongly agree) were:

- Skilled leadership (4.8 average rating)
- Mutual respect, understanding, and trust (4.8 average rating)
- Members see collaboration as being in their self-interest (4.7 average rating)
- Shared vision (4.6 average rating)
- Concrete, attainable goals and objectives (4.6 average rating)
- Unique purpose (4.5 average rating)
- Members share a stake in both process and outcome (4.5 average rating)
- Evaluation and continuous learning (4.5 average rating)

Ten partners shared successes or benefits they experienced with Project Momentum. Below are the themes that emerged from the open-ended item, the number of associated responses for the theme, and a selected quote.

- Partners saw increased capacity and a stronger impact for supporting multilingual learners teachers, and families (6 responses)

[Project Momentum] has helped strengthen connection, coordination, and shared learning across school districts. It has created space for meaningful collaboration, surfaced practical strategies, and supported more aligned efforts to better serve students, families, and communities.

- Partners perceived strengthened collaboration and shared learning (3 responses)

The educators participating in Project Momentum come from vastly different school district demographics, budgets and locations; therefore, there is ample perspective being shared and collaborative learning happening.

- Partners received high-quality professional learning resources and deliverables (3 responses)

I can always rely on Project Momentum to develop and deliver high-quality, relevant, flexible, evidence-based deliverables. I feel confident promoting their offerings and materials to everyone in the English language development field.

Opportunities for improvement

All CFI factors had average ratings above 3 (between neither agree, nor disagree and strongly agree). However, the areas with the lowest average ratings were:

- Sufficient funds, staff, materials, and time (3.5 average rating)
- Established informal relationships and communication links (3.9 average rating)

In addition, eight partners provided suggestions or recommendations for project improvement. Below are the themes from the open-ended item, as well as the number of responses for each theme and selected quotes.

- Offer enhanced professional development for educators around implementation, including synchronous trainings (n=3)

I would be curious how partnership could continue to...provide synchronous (virtual and in-person) versions of Project Momentum asynchronous trainings. The facilitator guides are really great... the asynchronous trainings are amazing, and [I'm] wondering if... they could be used along with coaching to tailor follow up support and gather data on school and student impact.

- Continue seeking funding to sustain the work in challenging times (n=3)

I hope that Project Momentum can continue to prepare teachers for a most challenging role. Keep working to find solutions that make the programs sustainable through funding challenges and social/political changes that can derail the plan! I'm consistently impressed with the team's efforts to make it work when it feels like there is so much standing in the way.

- Increase efforts to enhance Project Momentum's visibility, impact, and outreach (n=2)

Continue leaning into statewide partnerships – MDE, MSC, COMPASS. We have many gaps in opportunity and access in Minnesota. Project Momentum is well-positioned to support much of this need for teacher and leader training.

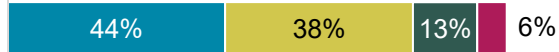
- Pursue targeted collaboration both with statewide partners and local communities to reduce opportunity gaps and increase responsiveness (n=2)

Confidence in Project Momentum collaboration

The CFI items are listed under each collaboration success factor (N=12-16). “Not applicable/Not enough information” response options are included in the following charts when they account for at least 25% of responses for that item. Some percentages do not sum to 100% due to rounding.

Favorable political and social climate | Mean 4.4

The political and social climate seems to be “right” for a collaborative project like Project Momentum (N=16)



The time is right for Project Momentum (N=16)



Mutual respect, understanding, and trust | Mean 4.8

People involved in Project Momentum trust one another (N=13)

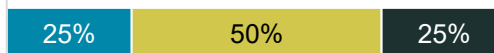


I have a lot of respect for the other people involved in Project Momentum (N=16)



Appropriate cross-section of members | Mean 4.0

The people involved in Project Momentum represent a cross section of those who have a stake in what we are trying to accomplish (N=16)



All the organizations that we need to contribute to Project Momentum have become members of the group (N=16)



Members see collaboration as being in their self-interest | Mean 4.7

I will benefit from being involved in Project Momentum (N=15)



■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree ■ NA/Not enough information

Members share a stake in both process and outcome | Mean 4.5

The organizations that contribute to Project Momentum invest the right amount of time in our collaborative efforts (N=15)



Everyone who contributes to Project Momentum wants this project to succeed (N=14)

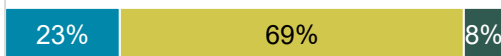


The level of commitment among Project Momentum collaborators is high (N=12)



Flexibility | Mean 4.3

There is a lot of flexibility when decisions are made; people are open to discussing different options (N=13)



People in Project Momentum are open to different approaches to how we can do our work. They are willing to consider different ways of working (N=14)



Development of clear roles and policy guidelines | Mean 4.2

People in Project Momentum have a clear sense of their roles and responsibilities (N=14)

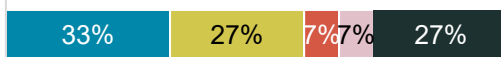


There is a clear process for making decisions among the partners in Project Momentum (N=15)



Adaptability to changing conditions | Mean 4.2

Project Momentum is able to adapt to changing conditions, such as fewer funds than expected, changing political climate, or change in leadership (N=15)

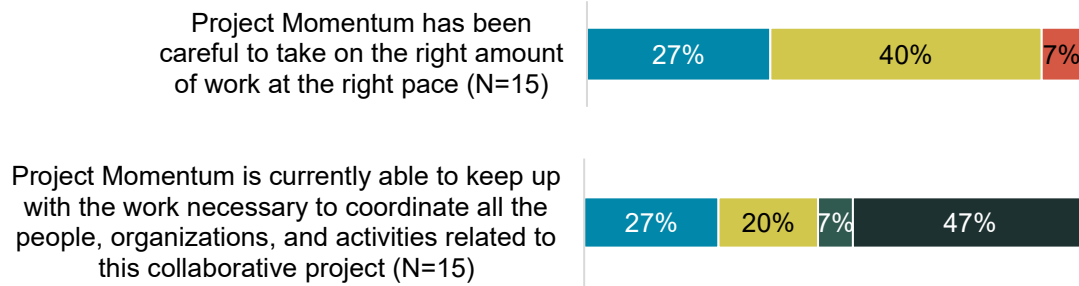


Project Momentum has the ability to survive even if it had to make major changes in its plans or add some new members in order to reach its goals (N=12)

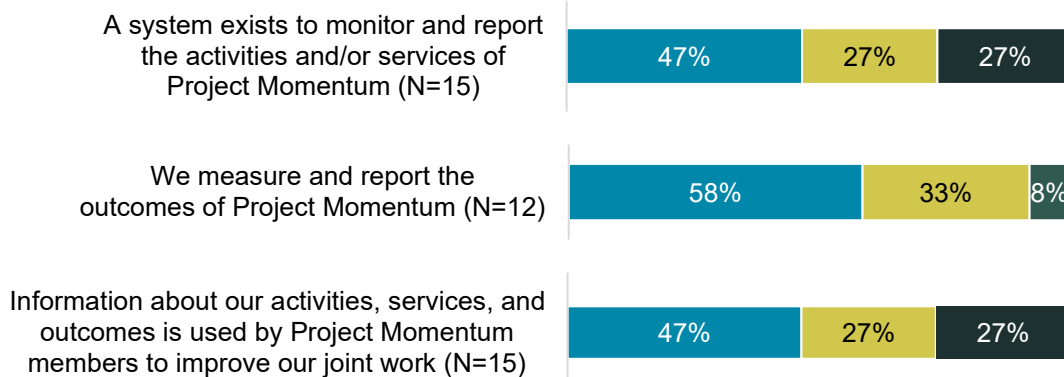


■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree ■ NA/Not enough information

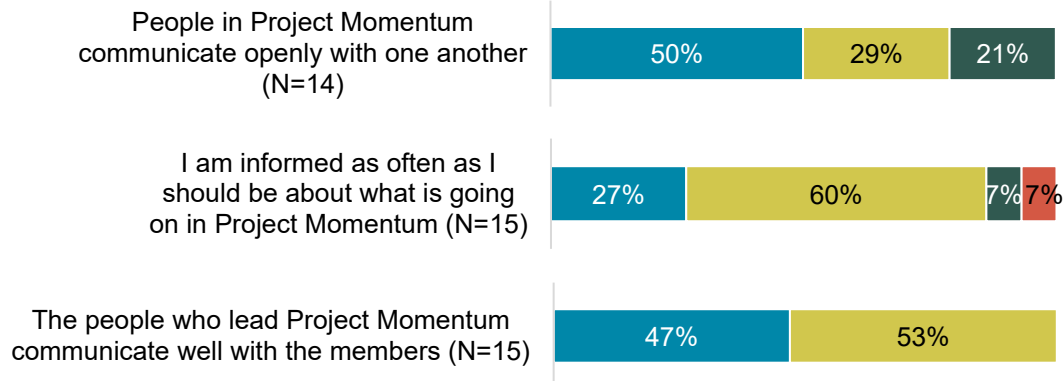
Appropriate pace of development | Mean 4.1



Evaluation and continuous learning | Mean 4.5



Open and frequent communication | Mean 4.3



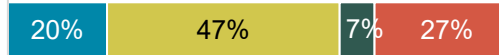
■ Strongly agree
 ■ Agree
 ■ Neither agree nor disagree
 ■ Disagree
 ■ Strongly disagree
 ■ NA/Not enough information

Established informal relationships and communication links | Mean 3.9

Communication among the people in Project Momentum happens both at formal meetings and in informal ways (N=15)



I personally have informal conversations about the project with others who are involved in Project Momentum (N=15)



Concrete, attainable goals and objectives | Mean 4.6

I have a clear understanding of what Project Momentum is trying to accomplish (N=15)



People in Project Momentum know and understand our goals (N=14)



People in Project Momentum have established reasonable goals (N=14)



Shared vision | Mean 4.6

The people in Project Momentum are dedicated to the idea that we can make this project work (N=14)



My ideas about what we want to accomplish with Project Momentum seem to be the same as the ideas of others (N=14)



■ Strongly agree
 ■ Agree
 ■ Neither agree nor disagree
 ■ Disagree
 ■ Strongly disagree
 ■ NA/Not enough information

Unique purpose | Mean 4.5

What we are trying to accomplish with Project Momentum would be difficult for any single organization to accomplish by itself (N=13)

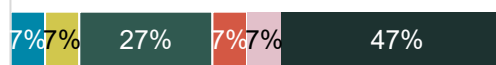


No other organization in the community is trying to do exactly what Project Momentum is trying to do (N=14)

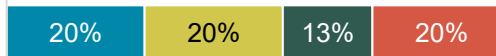


Sufficient funds, staff, materials, and time | Mean 3.5

Project Momentum has adequate funds to do what it wants to accomplish (N=15)



Project Momentum has adequate "people power" to do what it wants to accomplish (N=15)



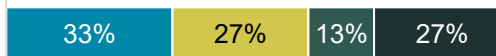
Skilled leadership | Mean 4.8

The people in leadership positions for Project Momentum have good skills for working with other people and organizations (N=14)



Engaged stakeholders | Mean 4.3

Project Momentum engages other stakeholders, outside of the group, as much as we should (N=15)



■ Strongly agree
 ■ Agree
 ■ Neither agree nor disagree
 ■ Disagree
 ■ Strongly disagree
 ■ NA/Not enough information

Conclusion

The 2026 Year 4 Partner Collaboration survey continues to show Project Momentum partners as holding them in high regard for their skilled leadership, mutual respect, and trust among other qualities. Partners describe their collaboration with Project Momentum positively and emphasize the value of Project Momentum's work to support the development of the English learner and multilingual learner field. While acknowledging various strengths of Project Momentum, partners indicate opportunities for growth by improving the feasibility and sustainability of support in the English and multilingual learner field, and by increasing awareness and use of Project Momentum resources among more schools and districts.

This summary presents highlights of the Project Momentum Partner Collaboration: Year 4.

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