



Evaluation of the Great Start Initiative Statewide Feedback Report

Prepared by Dr. Pennie Foster-Fishman
and the System exChange Evaluation Team
Michigan State University
www.thesystemexchange.org

For More Information

Contact:

Pennie Foster-Fishman, Ph.D.
and the System exChange Team

316 Physics Road
Department of Psychology
Michigan State University
East Lansing, MI 48824
eciceval@gmail.com
or toll free at 1-866-343-5279
www.thesystemexchange.org

Acknowledgements

This evaluation would not have been possible without the support and hard work of:

- The financial support of the W.K. Kellogg Foundation
- Great Start Collaborative Directors and Great Start Parent Coalition Parent Liaisons
- Early Childhood Investment Corporation Staff
- GSC/GSPC members
- Office of Survey Research, IPPSR
- The System exChange Team Members
 - Morgan Bolen
 - I-Chien Chen
 - Monica Fischer
 - Sarah Harfst
 - Sara Hockin
 - Katie Ireby
 - Kathryn McAlindon
 - Jenny Mortensen
 - David Reyes-Gastelum
 - Kelly Warsinske
 - Abby Wattenberg
 - Mei You

January 10, 2013



Dear Great Start Collaborative and Parent Coalition Members:

As the Early Childhood Investment Corporation lead for evaluation, I am extremely pleased to be to share the 2012 Great Start Collaborative and Parent Coalition evaluation findings with all of you. Findings of this depth and quality would not have been possible without your participation. Please accept my sincere thanks for your continued involvement in this critical aspect of our collective work and the dedication shown by collaborative and coalition leaders in achieving a state response rate of 80% for collaboratives and 70% for coalitions.

As was true in 2010, every Great Start Collaborative and Parent Coalition is receiving a customized evaluation report. Many of you worked with our evaluation team at MSU, and Dr. Pennie Foster-Fishman, our principal investigator, to improve the utility of the report and I think you are going to be very pleased by the changes. Key among them is an executive summary of your report that is designed to communicate to your community the difference your efforts are making for young children and their families.

Beginning with the quarterly meetings at the end of February, the Investment Corporation will be hosting a series of events, including webinars and the annual Great Start conference on May 30 and 31, 2013, all designed to help you most effectively use your evaluation findings to promote the value of your work, build a responsive community and create more equity within your local early childhood system.

On every outcome area examined in this evaluation, Great Start Collaboratives and Parent Coalitions are accomplishing far more than in 2010. Progress has accelerated and more system level changes are occurring. Ultimately this means, in ways big and small across the state, young children and their needs are becoming more and more of a priority. Each of you is a part of that change and your efforts are making a lasting difference!

We look forward to our coming opportunities to work together and as always, should you have any questions or suggestions for how we could improve this aspect of our collective work, please do not hesitate to contact me.

All the best,

A handwritten signature in black ink, appearing to read "Joan Blough".

Joan Blough
Senior Vice-President, Great Start System Strategy and Evaluation

Table of Contents

Description of the Great Start Evaluation	7-13
Community Problem Solving Model.....	11-12
Framework for Change.....	13
Guide to this Report	15-18
Executive Summary	19-24
Accomplishments	20
Levers for Change.....	21-22
Stages of Change	23
Reading Data Pages.....	25-30
Accomplishments	31-42
Improved Outcomes for Children and Families.....	32
Improved Early Childhood System.....	33-36
Increased Access to Early Childhood Services	33
Increased Coordination and Collaboration Across Agencies	34
Expanded Array of Early Childhood Services.....	35
Sustained and Expanded Public and Private Investment	36
More Responsive Community Context	37-43
Comprehensive Early Childhood System Improvements	37
Increased Community Support for Early Childhood Issues.....	38
Organizational Changes to Policies, Practices, and Procedures	39
Local Providers More Responsive to Parent Concerns	40
More Supportive Local Leaders and Elected Candidates.....	41
Empowered Families as Change Agents	42
Additional Outcomes	43-46
Parents' Needs are Met: Easier Access to Services/Informed Parents	44
Participation Benefits for Parents.....	45
Participation Benefits for Organizations	46

Levers for Change	47-64
Engaged Constituency	49-50
Shared Goals: GSC and GSPC Shared Goals	49
Active Constituents: GSC and GSPC Involvement	50
Authentic Voice.....	51-54
Effective Partnerships: Partnering to Promote Community Change.....	51
Parent Leadership and Voice: Parents Are Leaders	52
Mobilizing an Informed Representative Constituency.....	53
Parent Leadership and Voice: Strong Parent Members	54
Readiness for Change.....	55-58
Interdependent Organizations: Organizational Interdependence and Commitment	55
Readiness for Change: Stakeholder Readiness for Change.....	56
Readiness for Change: Organizational Capacity for Change.....	57
Local Champions: Community Prioritizes Early Childhood, Orgs Aligned with GSC Action Agenda, Committed Business and Government	58
Systems Change Climate	59-61
Intentional Systems Change Actions: Early Childhood Systems Building Efforts	59
Strong Relational Networks: Referral and Access, Information Exchange, and Resource Sharing Networks.....	60-61
Equitable System Pursuits	62-64
Root Causes Prioritized: Shared Understanding of Local Problems and Target Root Causes	62
Equity Prioritized: Equity Progress	63
Equity Prioritized: Equity Activities	64
Infrastructure and Learning Orientation.....	65-70
GSC Leadership.....	66
GSPC Leadership.....	67
Parents Act as Leaders of a Larger Constituency	68
GSC/GSPC Support Parent Voice	69
Continuous Learning Orientation.....	70
Stages of Promoting Change	71
Recommendations and Next Steps.....	75
Using this Report in your Community.....	79
Appendix A: Linking Levers to Shifts in Outcomes.....	85
Appendix B: Summary of Statistical Significance.....	87

Description of the Great Start Evaluation

The primary goal of the Great Start Evaluation Project is to assess the impact of the Great Start initiative at the local and state levels. As part of this evaluation, the Great Start survey was distributed in 2010 and 2012 to members of the Great Start Parent Coalitions (GSPCs), the Great Start Collaboratives (GSCs), and other key stakeholders within their communities in order to learn more about local Great Start initiative efforts. Overall, this survey aimed to:

- Identify Great Start accomplishments to date and changes in accomplishments over time.
- Understand the GSPC and GSC characteristics related to local success.
- Understand what propels the GSCs/GSPCs forward toward greater accomplishments.
- Identify lessons learned and recommendations for next steps.

Evaluation Methods:

This evaluation was designed with several goals in mind:

- **Maximize the utility and relevance of the evaluation findings.** All aspects of the evaluation were designed in collaboration with ECIC staff and GSC/GSPC members. Through these collaborative processes, an initial *Framework for Change* was developed to guide the evaluation. ECIC staff and GSC/GSPC members also assisted with survey design. Customized reports were provided to each GSC/GSPC to increase the local value and use of the evaluation findings.
- **Respect the diversity in efforts across GSCs/GSPCs.** A wide range of indicators and outcomes were targeted to capture the breadth of activities and accomplishments across the state. Differences across Phases (1 through 4) and locations (urban/rural) were also explored.
- **Understand the unique perspectives present within the GSCs/GSPCs.** In 2012, the Great Start Survey had 8 distinct survey versions; each version included some questions that were the same for all surveys and also questions unique to each stakeholder's perspective and position within the community. This design allowed us to assess the breadth of work being done and to capture the multiple perspectives and experiences that are essential to the Great Start initiative.

Survey Procedures

Sample: Great Start Directors and Parent Liaisons provided names and contact information for: GSC members, GSPC members, GSC committee members, and key outside stakeholders not yet engaged in the Great Start initiative. In 2010, a total of 3205 individuals were identified to receive the survey. In 2012, a total of 3145 individuals were identified to receive the survey.

Data Collection Procedures: Between May and August 2010 and May and August 2012, identified participants were invited to participate in an online survey customized for their GSC/GSPC and their role on their respective GSC/GSPC. A mail survey version was also available.

Overall Response Rates: In 2010, 2137 usable surveys were received; in 2012, 2194 usable surveys were received. In both years, some of the surveys returned could not be used (211 in 2010; 219 in 2012). Below is a table summarizing how the sample is distributed across the different survey versions in 2010 and 2012. The total response rate for 2010 was 73% (77% among GSCs and 77% among GSPCs); for 2012 it was 78% (85% among GSCs and 75% among GSPCs). In 2012, the response rate among the GSCs ranged from 63.0% to 100%; for GSPCs, response rates ranged from 31.3% to 100%.

Survey Type - Statewide	2010 # of Respondents	2012 # of Respondents
GSPC Parent Member	244	356
Parent Liaison	61	61
Parent Member of Both GSC & GSPC	142	179
GSC Parent Member	60	43
GSC Director	59	58
GSC Service Provider	831	1047
GSC Other Provider	158	165
GSC Outside Community Member	582	285
TOTAL	2137	2194

Respondents	2010		2012	
	Phase I & II	Phase III & IV	Phase I & II	Phase III & IV
Total GSPC Members	286	161	359	237
Total GSC Members	853	458	971	582
Total Parents	328	179	384	255
Total GSC Service Providers	541	290	655	392
GSC Directors	36	23	34	24
GSPC Parent Liaisons	38	23	37	24
Total Members (GSC and GSPC)	1012	543	1183	726
Total Partners (Non-Members)	406	176	184	101
TOTAL	1418	719	1367	827

A Note About Phases:

Great Start Collaboratives are grouped by phases according to when they were established in the Great Start Network.

Phase I	Established June 2007	21 GSCs/GSPCs
Phase II	Established April 2008	11 GSCs/GSPCs
Phase III	Established October 2008	17 GSCs/GSPCs
Phase IV	Established April 2009	5 GSCs/GSPCs

Respondent Demographics:

In 2010, the sample identified primarily as white (82%) with the remaining respondents identifying as African American (4.4%), American Indian (2%), Latino (2%), and Asian/Pacific Islander (.6%). 9% did not provide racial/ethnic information.

In 2012, the sample also identified primarily as white (86.6%). The remaining respondents identified as African American (5.4%), American Indian (1.8%), Latino (2.1%), and Asian/Pacific Islander (1.0%). The remainder of respondents did not provide racial/ethnic information.

Community Problem Solving Model

Overall, how did we approach creating the evaluation?

It was important to create a framework for the evaluation that reflected what is happening locally and within the State due to the efforts of the Early Childhood Investment Corporation. It was also important to base the evaluation framework in best practices from around the country in terms of “What should coalitions and collaboratives be doing to achieve change?” After talking with and interviewing Investment Corporation staff, GSC/GSPC members and other key community stakeholders in 2009, it was decided that the Community Problem Solving Model¹ best fit with what the Great Start Collaboratives/Parent Coalitions and the Investment Corporation were trying to achieve.

Community Problem Solving Model

There is a lot of evidence emerging around the nation that says that effective collaboratives go through four steps (on the next page) to build and promote the kind of environment needed to achieve targeted population level changes and goals. In the Community Problem Solving Model, there is a population level **goal** targeted for improvement (at the top). For the Great Start Initiative, it is: All children are ready for school.

The base strategy, **Capacity Building** level (red box) is building local capacity and infrastructure to develop a capable collaborative (GSC) and a capable and powerful parent coalition (GSPC).

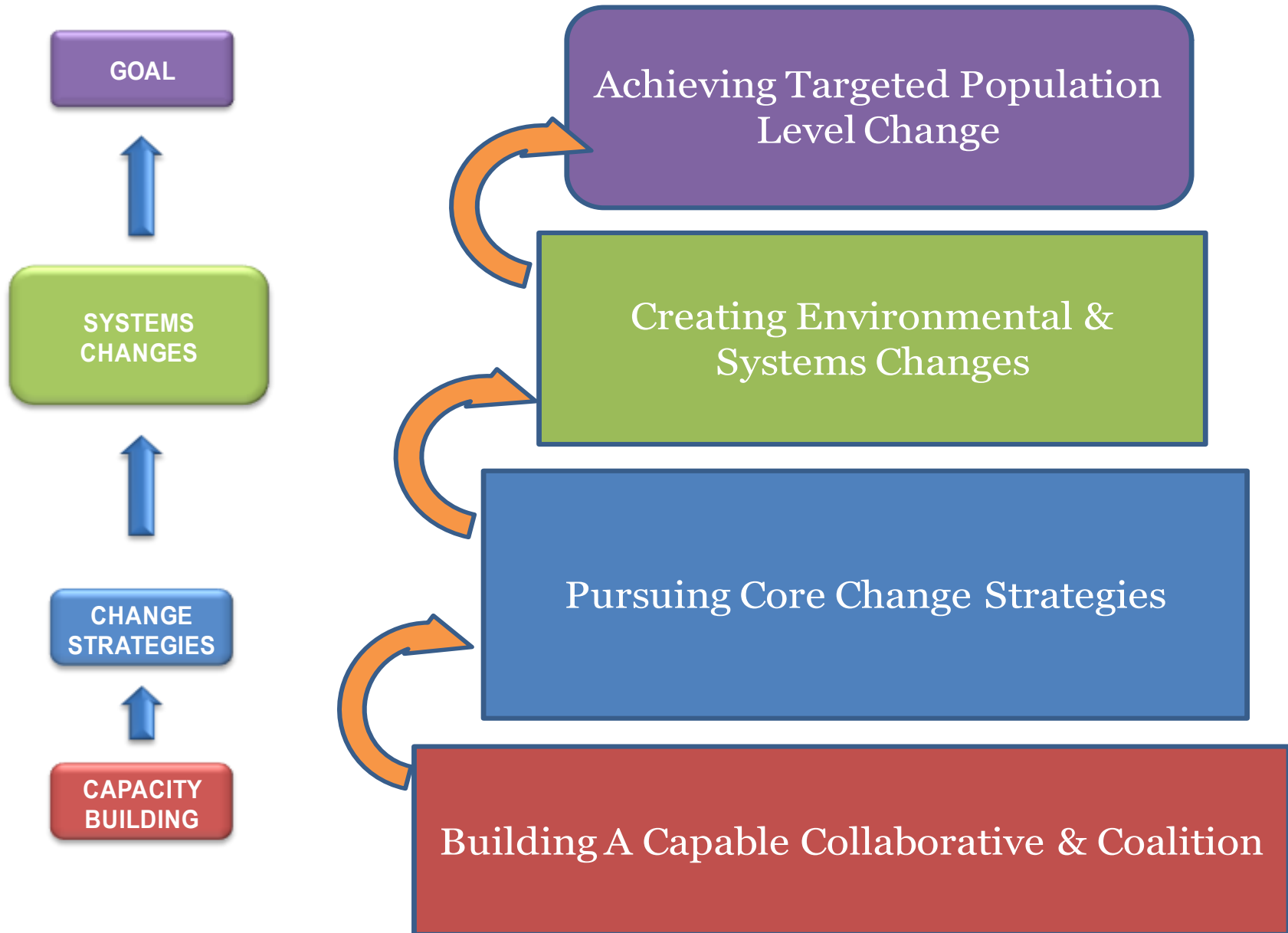
Change Strategies (blue box) need to be linked to your work. For example, a core lever for change used in the Great Start Initiative is building authentic voice and leadership, such as partnering between the GSC and the GSPC and building and promoting authentic parent voice and leadership. But the strategies will only lead to school readiness, the Great Start goal, if in fact they create changes in the environment. For the Great Start Initiative, we have identified five core categories for the levers for change. These are identified in the blue section of the theory of change.

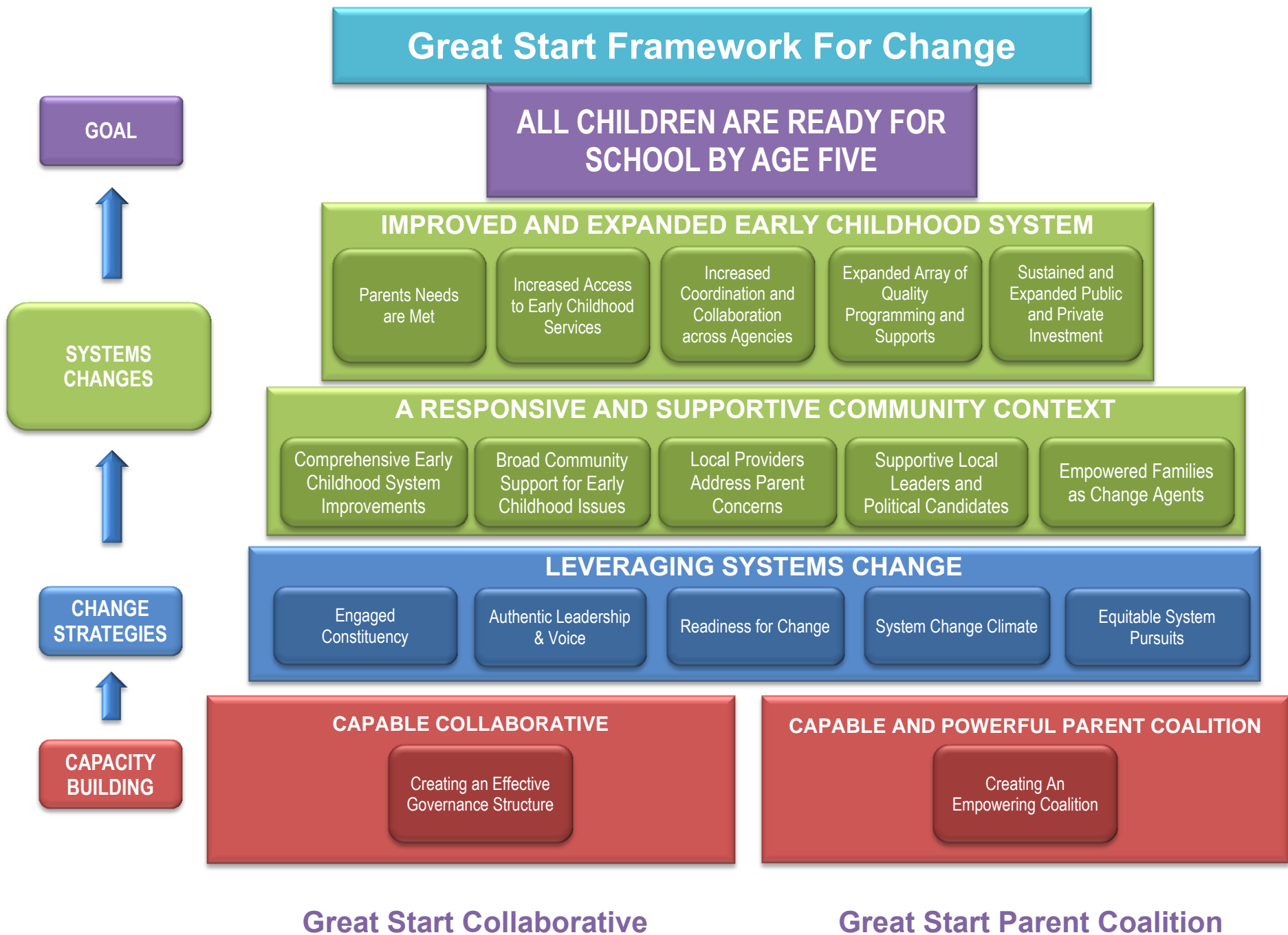
Systems Changes (green box) develop over time and emerge from the capacity built and the change strategies used.

The first diagram is the overall picture of the Community Problem Solving Model and the next page is what was created specifically for the Great Start Initiative. This is the Framework for Change that guided the evaluation and survey design. This framework was revised slightly based upon the evaluation findings in 2010.

¹Adapted from: Yang, E., Foster-Fishman, P., Collins, C., Soyeon, A. (2012) Testing a comprehensive community problem solving framework for community coalitions. *Journal of Community Psychology*, 40(6), 681–698.

Community Problem Solving Model





Guide to this Report

BELOW YOU WILL FIND A DESCRIPTION OF THE VARIOUS SECTIONS OF THIS REPORT

EXECUTIVE SUMMARY (pg 19-24)

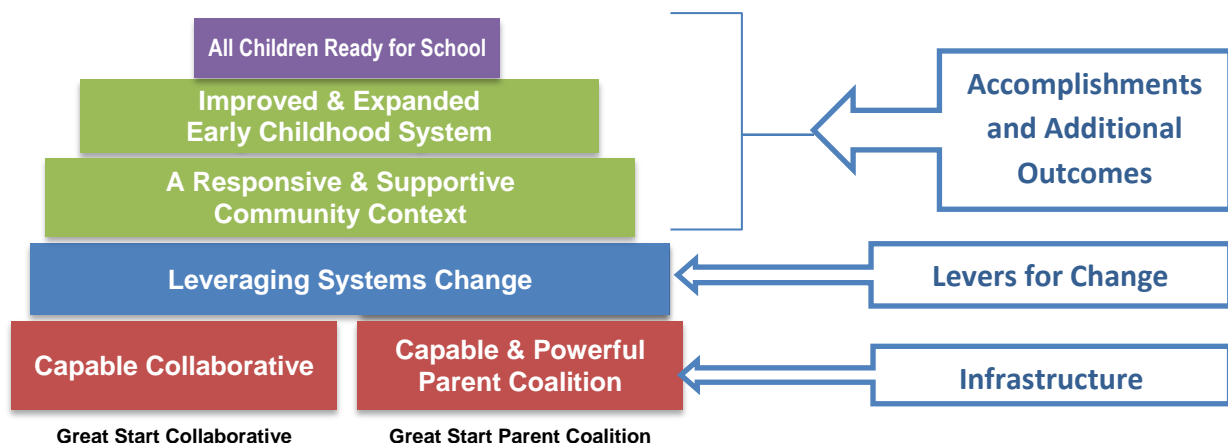
This section provides an overview of the evaluation and key Statewide findings. These pages can be used to inform and support statewide efforts to engage additional partners, influence decision makers, celebrate your successes, and plan for future directions.

READING DATA PAGES (pg 25-30)

This section is designed to help the reader understand the elements of each data page. The components of the data pages are explained and illustrated.

CUSTOMIZED REPORT (pg 31-70)

This customized report is organized according to the structure of the Great Start Framework for Change and provides information specific to two phase cohorts (phase I & II and phase III & IV). On the next pages, we describe the information included in this report and the sources of this information.



Accomplishments (pg 31-42)

Based upon the Framework for Change, data was collected on each of the Great Start Initiative's outcomes, impacts, and goals for the Great Start initiative (top three levels of the Framework). We refer to these as **Accomplishments** throughout this report (pg 27-42). Data on accomplishments was provided by GSC/GSPC members and outside community partners. Each page reporting accomplishments in this report identifies the relevant sample.

Additional Outcomes (pg 43-46)

Additional outcome data was collected on the following:

- **Extent to which Parents Needs are Met.** Provided by Parents who reported on their most recent interactions with the local service delivery system and the extent to which services were easy to access and providers met their needs.
- **Benefits of Participation.** Provided by GSC/GSPC parent members and GSC organizational members who reported on the benefits they experienced from participation in the GSC/GSPC efforts.

Levers for Change (pg 47-64)

Respondents were asked to describe the levers for change strategies being pursued in their community. Specific respondents were asked to describe different aspects of the Great Start effort from their perspective. The levers for change that emerged as most influential and were assessed included:

Engaged Constituents

- **Active Constituents:** All respondents described their level of involvement/participation in their local GSC/GSPC.
- **Shared Goals:** GSC and GSPC members reported the extent to which they believe their group has a shared vision and agreement on what needs to happen within the community.

Parent Leadership and Voice

- **Effective Partnerships:** GSC members reported on the quality of the GSC's partnership with the GSPC and with key outside organizations and individuals.
- **Parent Leadership and Voice:** All respondents reported on the extent to which parents are recognized as leaders and their impact on the GSC/GSPC and community.

Readiness for Change

- **Readiness for Change:** All respondents reported the extent to which they believe that the changes promoted by the Great Start Effort are desirable, necessary, and feasible within their community (have the capacity for change).
- **Interdependent Organizations:** GSC representatives reported the extent to which their organization is committed to the GSC, relies on other GSC organizations, and is respected by other organizations at the table.
- **Local Champions:** All respondents reported on the extent to which they have created a sense of urgency for the work within their community, have local business and government sectors committed to the Great Start effort, and have local organizations aligning their organizations' plans with the Great Start effort.

Systems Change Climate

- **Intentional Systems Change Actions:** GSC Directors reported on the breadth and depth of current systems change activities.
- **Strong Relational Networks:** GSC organizational representatives described their actual exchanges of referrals, information, and resources with other GSC service- providing organizations. Due to the method of analysis used, Statewide data can not be calculated for Strong Relational Networks.

Equitable System Pursuits

- **Root Cause Focus:** GSC and GSPC members reported on their GSC/GSPC efforts to understand/address the root or primary causes of children not being ready for school in the community.
- **Equity Orientation:** GSC and GSPC members reported on their GSC/GSPC efforts to ensure that children and families with the highest needs in the community gain access to quality programs and supports.

Infrastructure and Learning Orientation (pg 65-70)

Infrastructure and learning orientation refers to the structures and practices in place to grow and support strong and capable Great Start Collaboratives and Great Start Parent Coalitions.

GSC Leadership

- **Instrumental Leadership:** GSC members reported on the GSC chair's effectiveness in running meetings, managing group processes, and creating an inclusive environment.
- **Strong Effective Leadership:** GSC members reported on the GSC director's effectiveness in managing the work of the GSC and working well with GSC members.

- **Inclusive Leadership:** GSC members reported on the extent to which the GSC acknowledges the voices and skills of all members.

GSPC Leadership

- **GSPC Leadership:** GSPC parents reported on their parent liaison's ability to be an inclusive and engaging leader while maintaining effective partnerships with the GSC.

Continuous Improvement

- **Support Parent Voice:** GSC directors reported on the processes present in the GSC infrastructure that bring parent voices to the table and support parent feedback.
- **Clarity in Parent's Role:** GSC/GSPC parent members reported on the extent to which they believe their role is to represent the needs and interests of a larger group of parents, and advocate in support of the Great Start Initiative.
- **Collective Learning:** GSC members reported on the extent to which efforts are adjusted based on ongoing learning and shared lessons.

STAGES OF PROMOTING CHANGE (pg 71-74)

This section describes the stages of promoting change in 2012 and 2010.

RECOMMENDATIONS AND NEXT STEPS (pg 75-84)

This section includes some recommendations on how to move communities forward in the effort to make all children ready for school. There are also suggestions about how to use this information to recruit parents and other participants to join the effort, advocate with, and educate community leaders.

Appendix A: Targeting Levers To Impact Outcomes (pg 85)

This section explains the relationships between the levers for change, infrastructure elements, and relevant outcomes. This information can help the statewide effort to develop purposeful strategies for addressing current problems.

Appendix B: Summary Table Of Statistical Significance (pg 87-89)

This section includes a summary table of the constructs measured in 2010 and 2012 and the statistical significance of any change over time, and a description of the statistics that were used.



Great Start Initiative Evaluation Executive Summary

Statewide
2012

The goal of the **2012 Great Start Evaluation** was to assess the impact of the Great Start initiative at the State and Local levels, paying particular attention to gains made since the 2010 evaluation.

Key statewide findings include:

- Compared to 2010, GSCs and GSPCs in 2012 **made significantly more progress** in building the systems changes needed to ensure that all children are ready for school.
- On every outcome area examined, GSCs/GSPCs **accomplished far more in 2012** than they did in 2010. Of course GSCs/GSPCs varied in their achievement levels, but in general the trend across the state is positive movement forward.
- GSCs and GSPCs also significantly **strengthened all 8 levers for change** and these levers continue to play an important role in 2012.
- GSCs/GSPCs **grew the most** between 2010 and 2012 when they **built authentic voice** (pg 51-54-50), local **readiness for change** (pg 55-58), and actively **pursued systems change** (pg 59).
- Three **NEW levers for change** have been identified: **Local Champions** (pg 58), **Root Cause Focus** (pg 57), and **Equity Orientation** (pg 63-64) and these levers were related to accomplishment levels in 2012.
- **GSC and GSPC infrastructure** also mattered, particularly the extent to which they created a **continuous learning environment** (pg 70).
- **BOTH the GSC and the GSPC continue to matter!**
- **The gap between older and newer collaboratives has significantly diminished.**

This summary report focuses on Statewide:

1. **Accomplishments:** Outcomes which show progress toward an improved and expanded early childhood system. (See page 20).
2. **Levers:** Key change strategies which are directly related to the success of Great Start efforts. (See pages 21-22).
3. **Stage of Promoting Change:** Level of performance on five core accomplishment areas. (See page 23).

2012 Participation - Statewide: Surveys were sent out to a list of GSC/GSPC Members and Community Partners provided by the Great Start Collaborative Directors and Parent Liaisons. The GSC Response Rate was 85.4% and the GSPC Response Rate was 74.8%. Statewide, 3106 surveys were sent out, with an overall response rate of 78%.

Overview		Statewide		
		2010	2010 to 2012	2012
Accomplishments: % Respondents reporting that GSC/GSPC has accomplished these impacts/outcomes <u>Quite a Bit to a Great Deal</u>				
Improved Outcomes for Children and Families (pg 32)		32.2%	↑	47.0%
Improved Early Childhood System				
Increased Access to Early Childhood Services (pg 33)		36.0%	↑	55.1%
Increased Coordination and Collaboration Across Agencies (pg 34)		45.8%	↑	63.2%
Expanded Array of Early Childhood Services (pg 35)		37.6%	↑	59.3%
Sustained and Expanded Public and Private Investment in Early Childhood (pg 36)		25.9%	↑	41.7%
More Responsive Community Context				
Comprehensive Early Childhood System Improvements (pg 37)		38.2%	↑	60.8%
Increased Community Support for Early Childhood Issues (pg 38)		34.8%	↑	53.1%
Local Providers More Responsive to Parent Concerns (pg 40)		30.5%	↑	46.7%
More Supportive Local Leaders and Elected Candidates (pg 41)		37.0%	↑	50.3%
Empowered Families as Change Agents (pg 42)		29.2%	↑	43.4%
Additional Outcomes: % Respondents reporting that these conditions exist <u>Quite a Bit to a Great Deal</u>				
Parents Needs are Met				
Easier Access to Services (pg 44)		29.6%	↑	44.4%
Informed Parents (pg 44)		11.0%	↑	22.0%
Participation Benefits				
For Parents in GSC/GSPC (pg 45)		52.2%	↑	63.7%
For Organizations in GSC (pg 46)		25.7%	↑	39.5%

Building the Levers for Change

The 2010 and 2012 survey results revealed eleven factors critical to promoting Great Start accomplishments. These are called the “Levers for Change.” Below is the statewide progress in enhancing the Levers for Change. **Most numbers reflect the percent of individuals responding “quite a bit” or “a great deal”.** *Active Constituents* reflects the average level of involvement of GSC/GSPC members. Strong Relational Networks is the average of the percent of all possible service delivery access connections taking place at the local level.

Statewide Levers for Change		2010	2010 to 2012	2012
Equitable System Pursuits	Equity Orientation (pg 63-64) The needs of the most vulnerable and/or underrepresented children and families in a local community are understood and addressed in a systematic and meaningful manner. Input of vulnerable constituents is valued and disparities in outcomes are targeted.	N/A		53.1%
	Root Cause Focus (pg 62) Identifying the underlying causes of community problems is a priority, and the complexity of these causes is recognized. Members understand that the coordinated effort of multiple organizations/agencies is required to target these root causes.	N/A		70.0%
Systems Change Climate	Strong Relational Networks (pg 60-61) Strong relational networks easily exchange referrals, coordinate services and share resources across various agencies in the community.	21.1%	↑	36.0%
	Intentional Systems Change Actions (pg 59) Active pursuit of system change efforts, such as shifting or adopting new policies, procedures, or programs to reduce barriers and improve the early childhood system.	26.3%	↑	56.5%
Readiness for Change	Local Champions (pg 58) The broader community understands the urgency of the Great Start effort and member organizations are aligning their own strategic plans with Great Start priorities. Community leaders, including those from the business and government sector, act in support of the Great Start effort in the community.	N/A		57.7%
	Interdependent Organizations (pg 55) Member organizations see the value in the collaborative effort and support other partners at the table.	54.7%	↑	66.4%
	Readiness for Change (pg 56-57) Individuals and organizations believe in the need for change and have the capacity to pursue it.	69.1%	↑	78.2%
Authentic Leadership and Voice	Parent Leadership & Voice (pg 52-54) Parents are effective leaders and competent champions for early childhood and represent a knowledgeable, diverse, and visible parent constituency.	34.7%	↑	54.0%
	Effective Partnerships (pg 51) Strong, effective ties between the GSC and GSPC, and also with key outside organizations in the community.	68.6%	↑	78.6%
Engaged Constituents	Shared Goals (pg 49) A unified vision shared with the GSC and GSPC, including: an aligned understanding of, and agreement upon problems, possible solutions, and overall goals.	65.0%	↑	75.4%
	Active Constituents (pg 50) Active and involved members making valuable contributions to the GSC/GSPC, including: speaking at meetings, holding an office, or advocating for early childhood in the community.	63.9%	↑	71.7%

Your Great Start Effort: Moving Forward

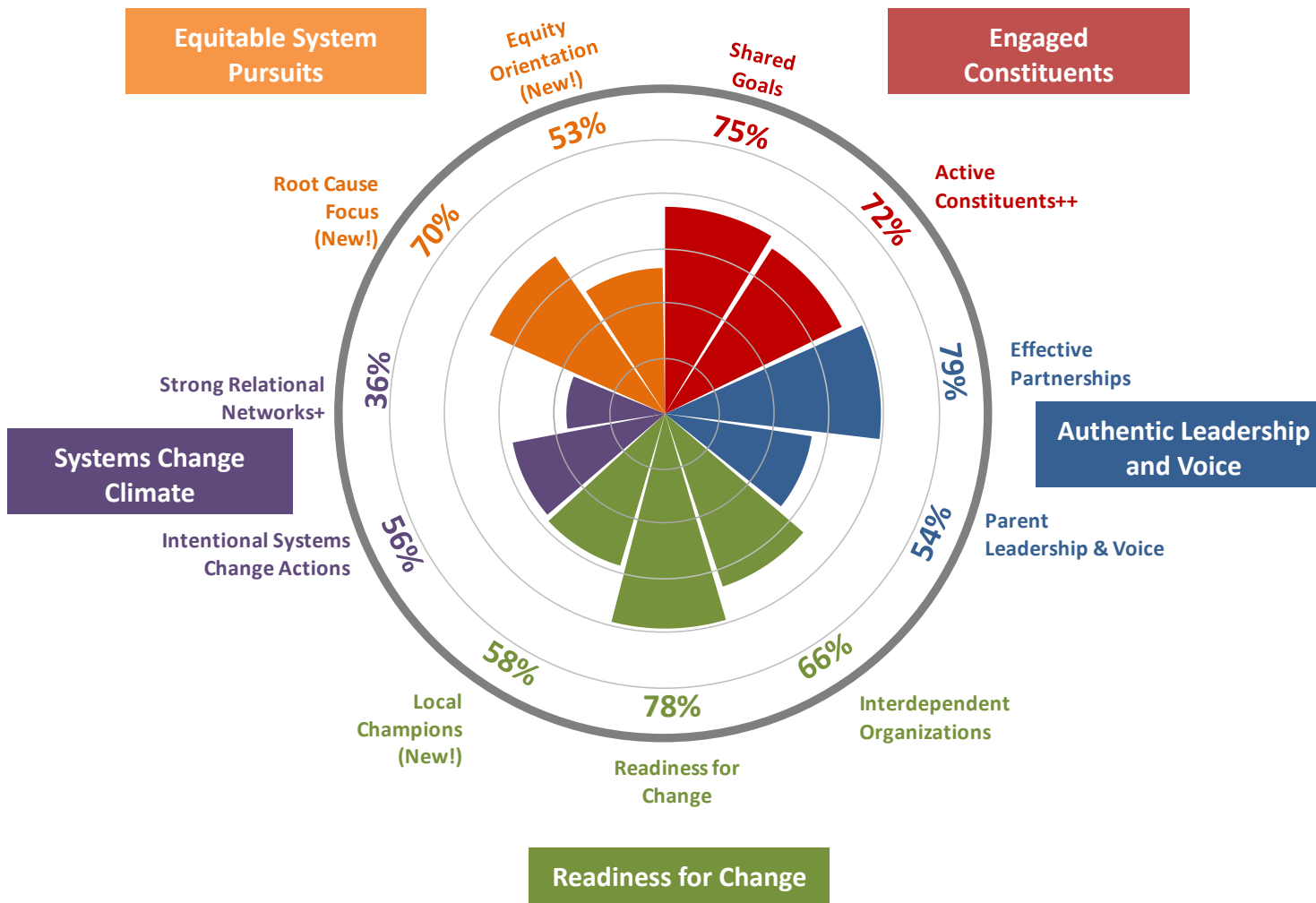
In addition to seeing how the Great Start Initiative has changed over time, it is also useful to look at where Great Start Collaboratives, as a whole, are in 2012 to identify strengths and areas that need additional attention.

Statewide 2012 Performance

% responding Quite a Bit or a Great Deal

+Strong Relational Networks: % of all possible service delivery access connections (statewide average)

++Active Constituents: Average level of involvement of GSC/GSPC members



Use this diagram to see how you're doing on each lever.

1. Each wedge displays statewide performance for a lever in 2012.
2. The colored portion of each wedge (and the number) represent the extent to which stakeholders report that the GSCs/GSPCs have this component.
3. Identify strengths, successes, and opportunities for growth. **Use this information to plan your next steps!**

Moving Forward: Michigan 2012 Highlights

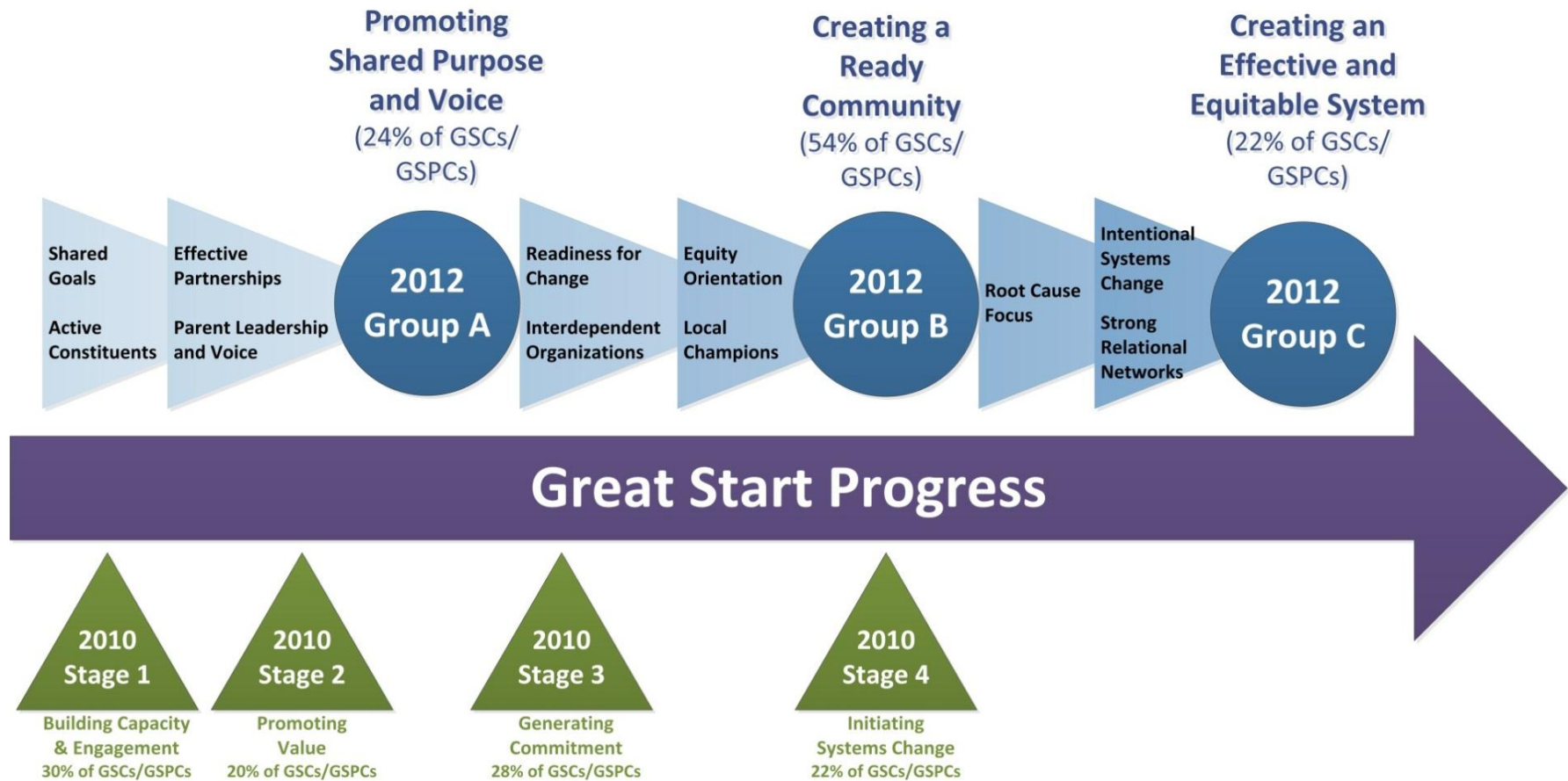
Strongest Areas:

- ★ Effective Partnerships
- ★ Readiness for Change
- ★ Shared Goals

Areas to Target for Improvement:

- ★ Strong Relational Networks
- ★ Equity Orientation
- ★ Parent Leadership and Voice
- ★ Intentional Systems Change Actions

The Stages of Promoting Early Childhood Systems Change 2012



Reading Data Pages

To facilitate your understanding of the data presented, this section will use the data page below as an example and walk through its key features. A similar data page is provided for each outcome area presented in this report.

Accomplishments

Responsive Community Context



Increased Community Support



Increased Community Support

Includes: GSC/GSPC Members, Community Partners (2010 and 2012 sample size, page 9)

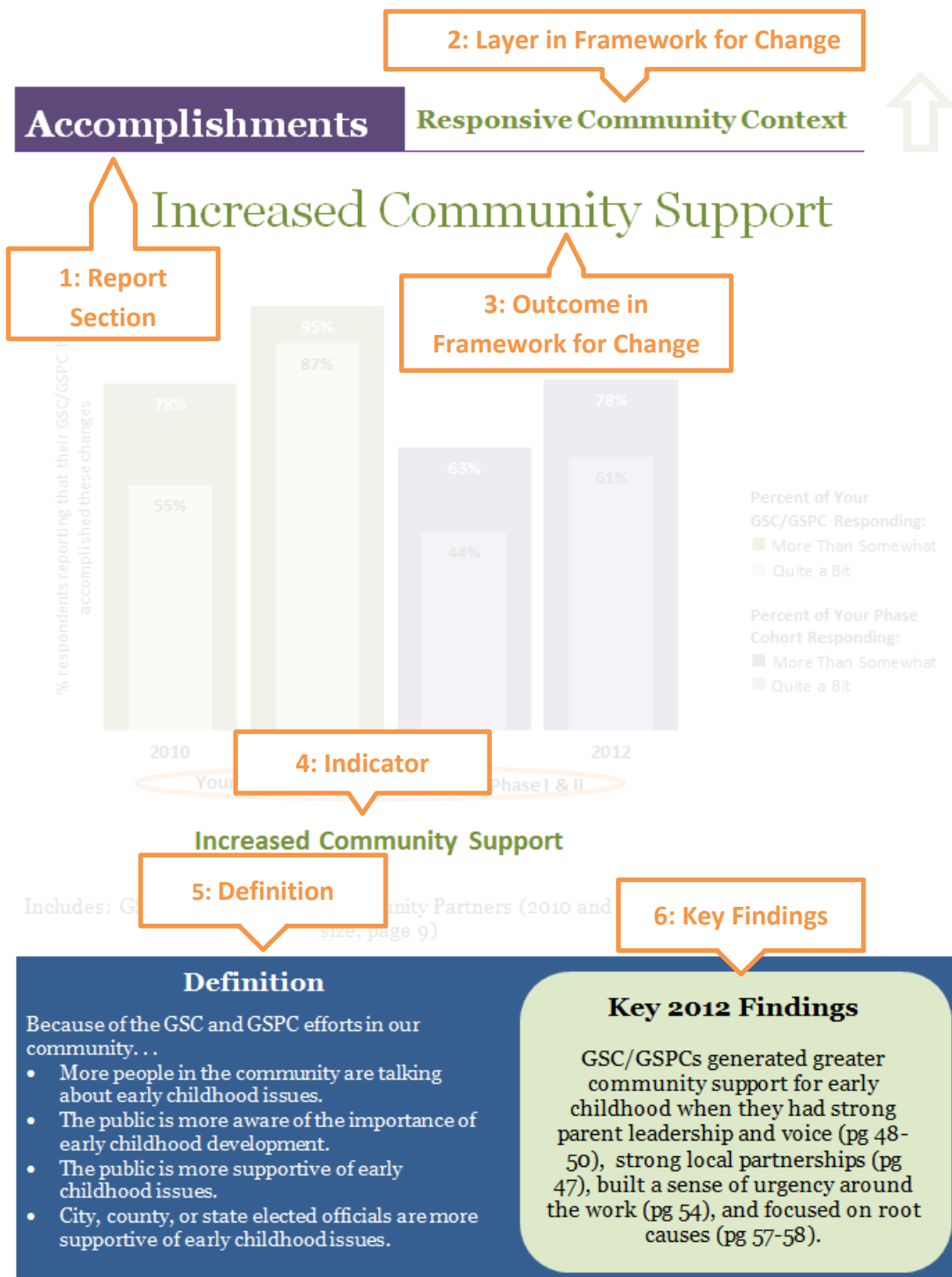
Definition

Because of the GSC and GSPC efforts in our community. . .

- More people in the community are talking about early childhood issues.
- The public is more aware of the importance of early childhood development.
- The public is more supportive of early childhood issues.
- City, county, or state elected officials are more supportive of early childhood issues.

Key 2012 Findings

GSC/GSPCs generated greater community support for early childhood when they promoted authentic parent voice (pg 51-54), actively pursued systems change (pg 59-61), made early childhood a priority in their community (pg 58), and when funders and providers understood the complexity of problems facing children and families (pg 62).



What is being reported?

Each data page includes the information you need to understand what is being reported. These items, indicated by the **orange boxes**, describe what is being measured on each page.

The report is organized around the **Framework for Change** (pg 12), so every page refers back to the structure of the framework for change. Those items include:

1. **Report Section**
2. **Layer in Framework for Change**
3. **Outcome in Framework for Change**

Each page contains data on responses to a specific **indicator**, or factor measured. Details on the kind of questions asked for the indicator are in the **definition**.

4. **Indicator (what was measured)**
5. **Definition (includes example survey questions)**

What makes this indicator useful?

The **Key Findings** portion of the page connects different types of indicators like levers (strategy) and infrastructure with outcomes. Page numbers point you to the related outcome/lever.

6. **Key Findings (links this indicator to others)**

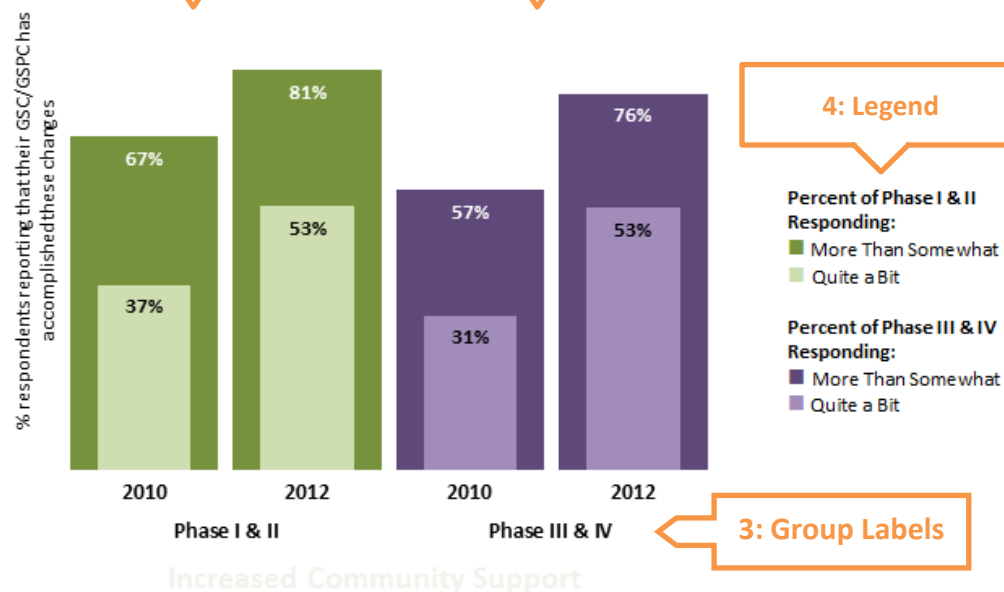
Accomplishments

Responsive Community Context



1: Your GSC/GSPC Results (Green)

2: Comparison Group Results (Purple)



4: Legend

Percent of Phase I & II Responding:
 ■ More Than Somewhat
 ■ Quite a Bit

Percent of Phase III & IV Responding:
 ■ More Than Somewhat
 ■ Quite a Bit

Whose responses are included for this indicator?

Every page includes data from two groups; the Phase I & II cohort and the Phase III & IV cohort.

Phase I & II and Phase III & IV

Use the **location** and **color** of the bars to guide your eyes. **Green** bars (on the left side) represent **Phase I & II cohort** results. **Purple** bars (on the right side) represent **Phase III & IV cohort** results. This information is also part of the Legend. The bottom of the chart is also labeled with this information.

1. Phase I & II Cohort Results (green)
2. Phase III & IV Cohort Results (purple)
3. Group Labels
4. Legend

Sample: Each page includes information on whose responses are reflected in the chart(s). Look for this information below the chart. The number of respondents in each category in 2010 and 2012 can be found on page 9.

5. Sample Information refers to whose responses are included in the data

Includes: GSC/GSPC Members, Community Partners (2010 and 2012 sample size, page 9)

Definition

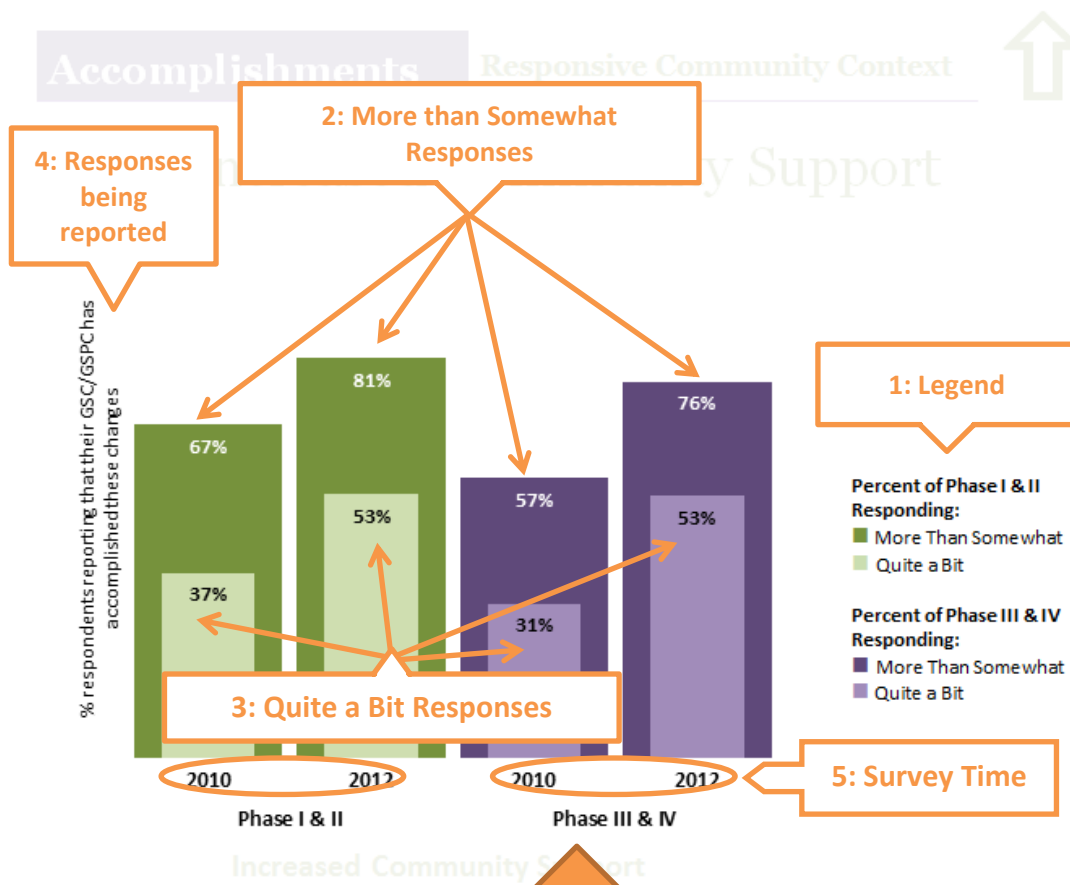
Because of the GSC community...

- More people in the community are talking about early childhood issues.
- The public is more aware of the importance of early childhood development.
- The public is more supportive of early childhood issues.
- City, county, or state elected officials are more supportive of early childhood issues.

5: Sample Information

Key 2012 Findings

GSC/GSPCs generated greater community support for early childhood when they promoted authentic parent voice (pg 51-54), actively pursued systems change (pg 59-61), made early childhood a priority in their community (pg 58), and when funders and providers understood the complexity of problems facing children and families (pg 62).



What responses are shown on the charts?

For most outcomes, respondents indicated the extent to which an accomplishment or characteristic described their GSC/GSPC. On most indicators, we included 2010 and 2012 data for two different measures:

More than Somewhat (darker color in bar chart)

- Respondents circled a 4, 5 or 6 on a six point scale (1 through 6)
- This response means these things are happening at least somewhat in the identified phase grouping.
- This data point is a more generous measure of your accomplishments to date.

Quite a Bit to a Great Deal (lighter, inset color)

- Respondents circled a 5 or 6 on a six point scale (1 through 6)
- This response means these things are happening a lot in the identified phase grouping.
- This data point is a more conservative way to evaluate your work to date. It sets a high standard for the work, and indicates the extent to which current changes and conditions are likely to be sustained over time.

Whenever available, **data is reported for both 2010 and 2012**. Several items were introduced to the survey in 2012 and therefore only 2012 data is presented. At the base of each bar chart, you'll see the year(s) listed.

Use the legend to verify what responses are shown on each page.

1. Legend
2. More than Somewhat Responses
3. Quite a Bit Responses
4. Responses being reported
5. Survey Time

Reading Results:

- In Phase I & II, 67% of respondents in 2010 and 81% of respondents in 2012 reported More than Somewhat.
- In Phase I & II, 37% of respondents in 2010 and 53% of respondents in 2012 reported Quite a Bit.
- In Phase III & IV, 57% of respondents in 2010 76% of respondents in 2012 reported More than Somewhat.
- In Phase III & IV, 31% of respondents in 2010 and 53% of respondents in 2012 reported Quite a Bit.

Accomplishments

Responsiveness

1. Type of Change Over Time



Were there statewide changes between 2010 and 2012?

One strength of the 2012 evaluation is that for most content areas, a comparison between 2010 and 2012 can be made. **Two types of information are provided to help you understand how GSCs/GSPCs and their efforts have changed statewide since 2010:**

First, **an arrow** in the top right hand corner of each data sheet shows the statewide change from 2010 to 2012 on the outcome included on that page. Those arrows indicate:



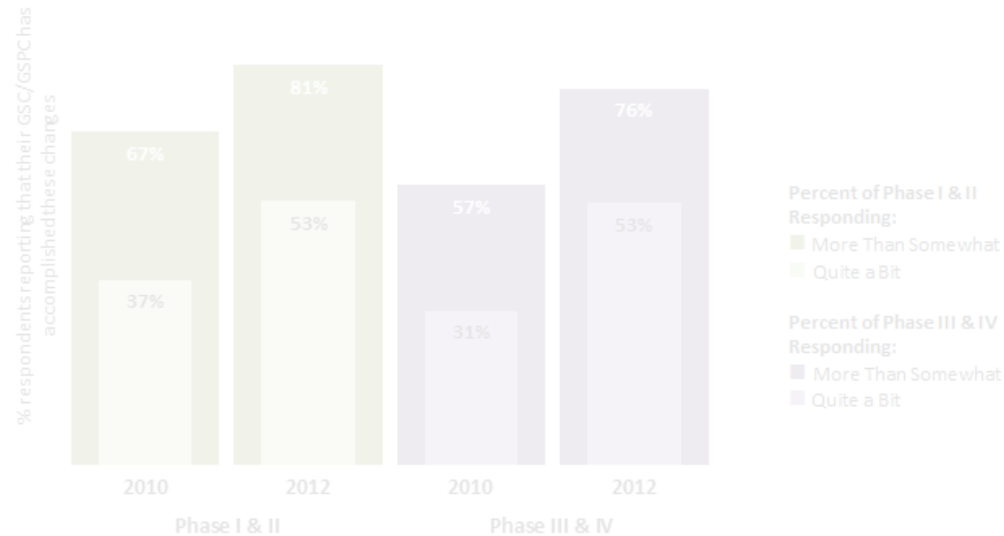
Increase between 2010 and 2012



Decrease between 2010 and 2012



No change between 2010 and 2012



Increased Community Support

Includes: GSC/GSPC Members, Community Partners (2010 and 2012 sample size, page 9)

Definition

Because of the GSC and GSPC efforts in our community...

- More people in the community are talking about early childhood issues.
- The public is more aware of the importance of early childhood development.
- The public is more supportive of early childhood issues.
- City, county, or state elected officials are more supportive of early childhood issues.

Key 2012 Findings

GSC/GSPCs generated greater community support for early childhood when they promoted authentic parent voice (pg 51-54), actively pursued systems change (pg 59-61), made early childhood a priority in their community (pg 58), and when funders and providers understood the complexity of problems facing children and families (pg 62).

Second, statistical analyses were also conducted to determine if the amount of change for each outcome was **statistically significant** or not. Statistical significance measures whether a result was likely the result of chance or a true pattern/difference. To help you easily identify which outcomes experienced statistically significant shifts, a summary table is included in Appendix B, on page 87.

Accomplishments



For each accomplishment, respondents were asked the extent to which this condition is changing in their community *because of the efforts of their GSC and GSPC*. On most accomplishment charts, we included 2010 and 2012 data for two different measures:

Quite a Bit to a Great Deal

- Respondents circled a 5 or 6 on a six point scale (1 through 6)
- This response means these things are happening a lot in the communities in the identified phase cohort.
- This data point is a more conservative way to evaluate your work to date. It sets a high standard for the work. It also indicates the extent to which current changes and conditions are likely to be sustained over time.
- **If this number is low, it indicates a target for future efforts.**

More than Somewhat

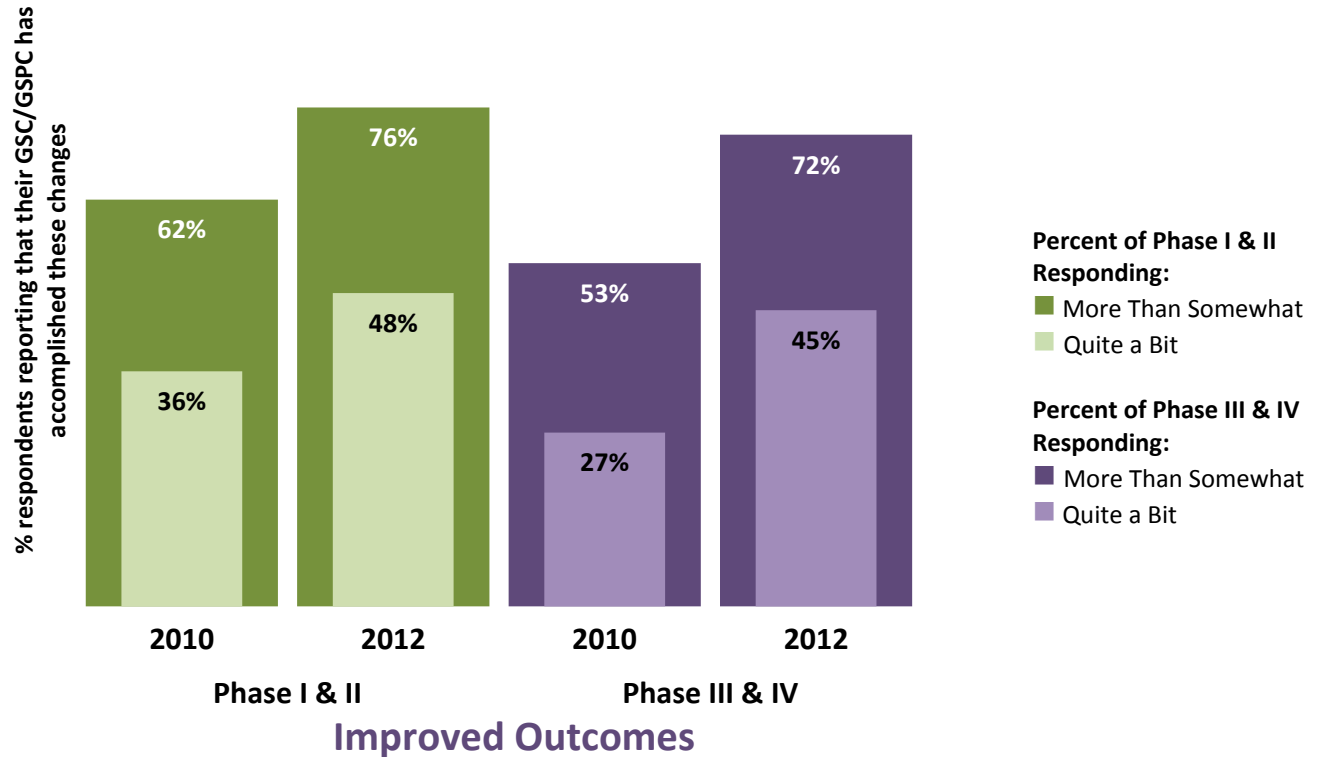
- Respondents circled a 4, 5 or 6 on a six point scale (1 through 6).
- This response means these things are happening **at least** somewhat in the communities in the identified phase cohort.
- This data point is a more generous measure of your accomplishments to date.

Relevant Comparisons

To help you understand the current successes and characteristics of the phases, data is displayed for two phase cohorts (phase 1 & 2 and phase 3 & 4).



Improved Outcomes for Children and Families



Includes: GSC/GSPC Members, Community Partners (2010 and 2012 sample size, page 9)

Definition

Because of the GSC and GSPC efforts in our community . . .

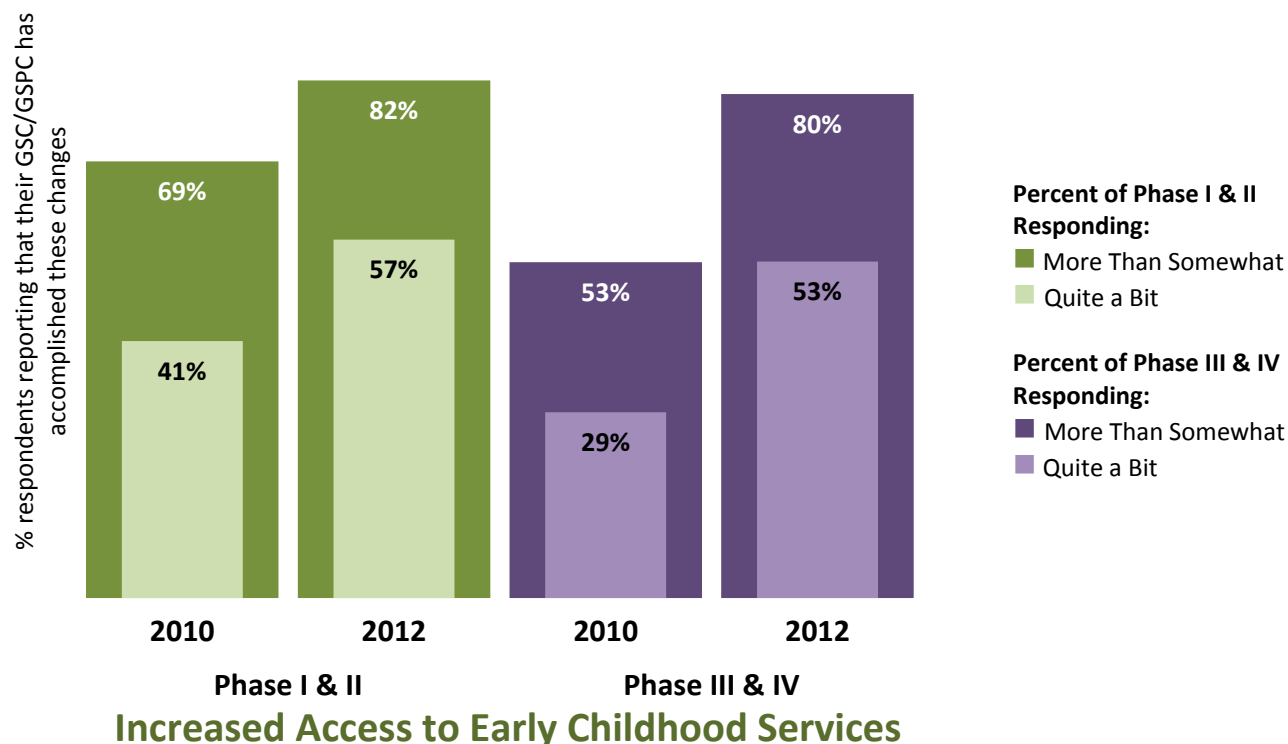
- Outcomes for children and families are improving.
- More children are ready for school.

Key 2012 Findings

GSCs/GSPCs made more progress toward this goal when they targeted root causes (pg 62), promoted readiness for change (pg 55-58), fostered authentic parent voice (pg 51-54), and pursued continuous improvement (pg 70).



Increased Access to Early Childhood Services



Includes: GSC/GSPC Members, Community Partners (2010 and 2012 sample size, page 9)

Definition

Because of the GSC and GSPC efforts in our community . . .

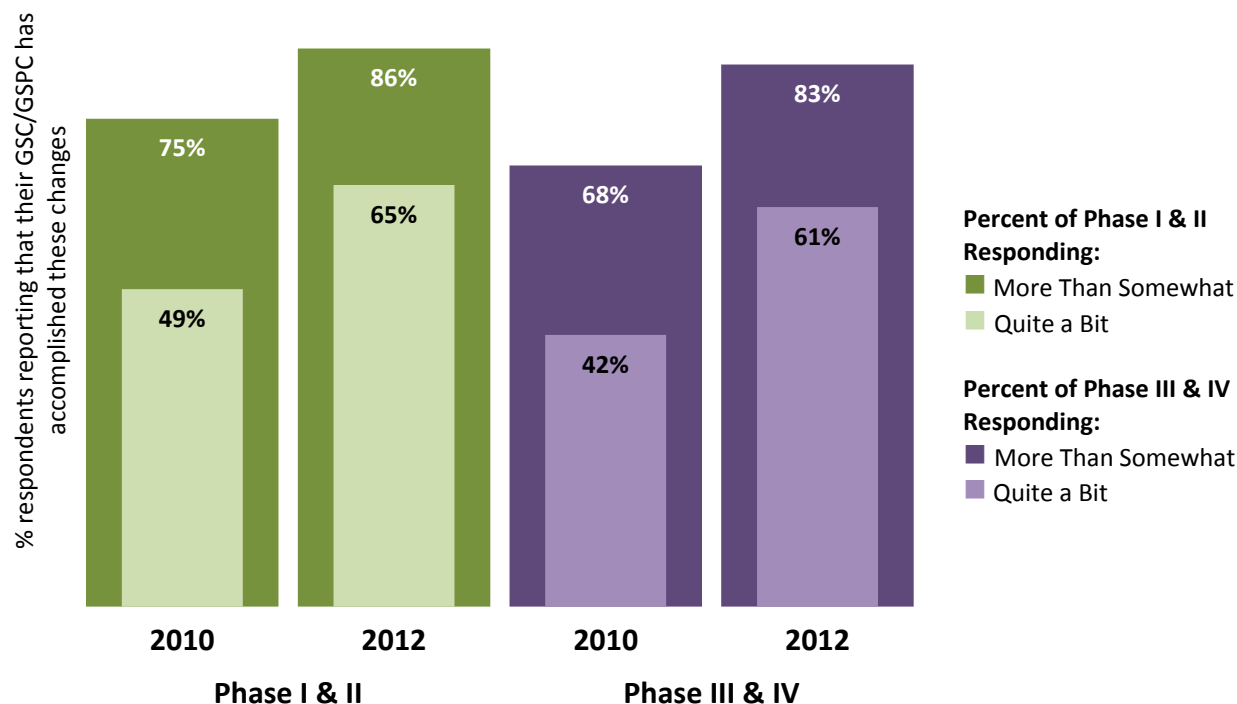
- Services for young children and families are easier to access.
- Parents are more aware of the early childhood services and supports available.

Key 2012 Findings

GSCs/GSPCs promoted greater access to early childhood services when they pursued continuous improvement (pg 70) and equitable outcomes (pg 63-64), built effective partnerships and parent voice (pg 51-54), and made early childhood a priority in their community (pg 58).



Increased Coordination and Collaboration across Provider Agencies



Increased Coordination and Collaboration

Includes: GSC/GSPC Members, Community Partners (2010 and 2012 sample size, page 9)

Definition

Because of the GSC and GSPC efforts in our community . . .

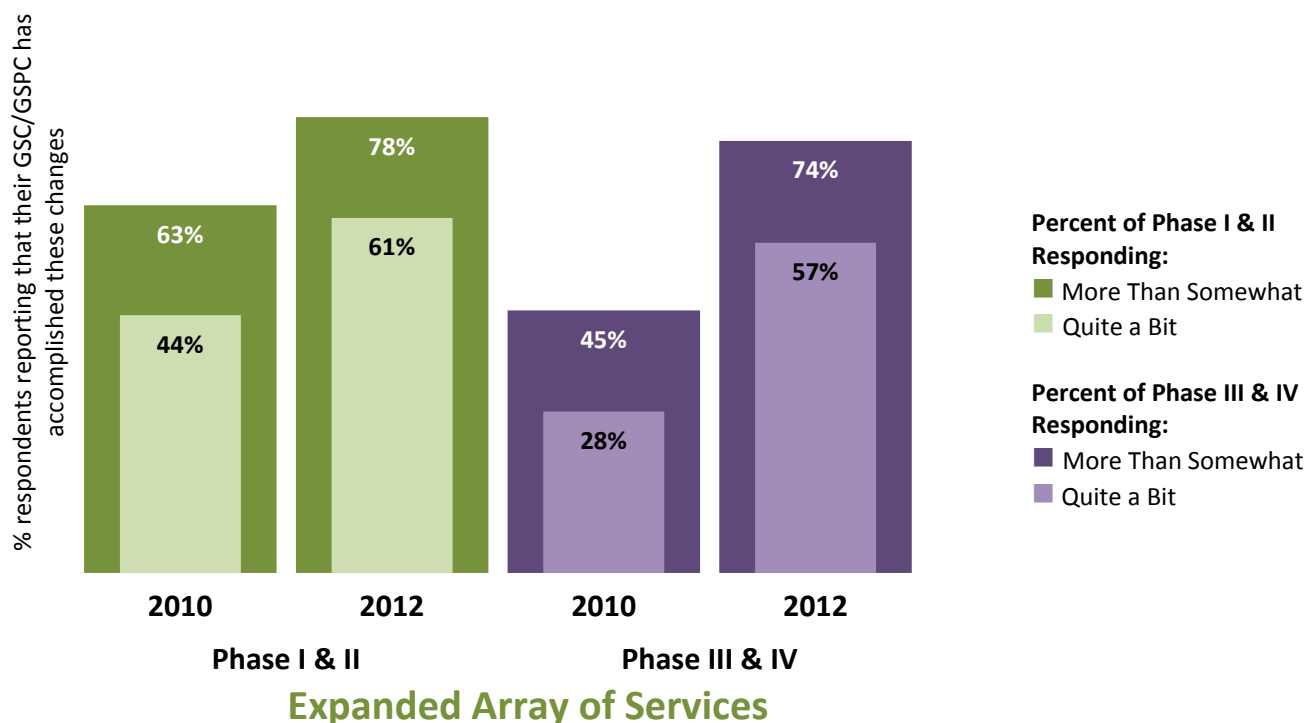
- Organizations/agencies work together in a more coordinated, efficient manner.
- Local organizations trust each other more.
- Local organizations are more aware of each other's programs, strengths and limitations.

Key 2012 Findings

GSCs/GSPCs were more successful at increasing coordination and collaboration when they focused on continuous improvement (pg 70), built local readiness for change (pg 55-58), and actively pursued system change (pg 59).



Expanded Array of Early Childhood Services



Includes: GSC/GSPC Members, Community Partners (2010 and 2012 sample size, page 9)

Definition

Because of the GSC and GSPC efforts in our community . . .

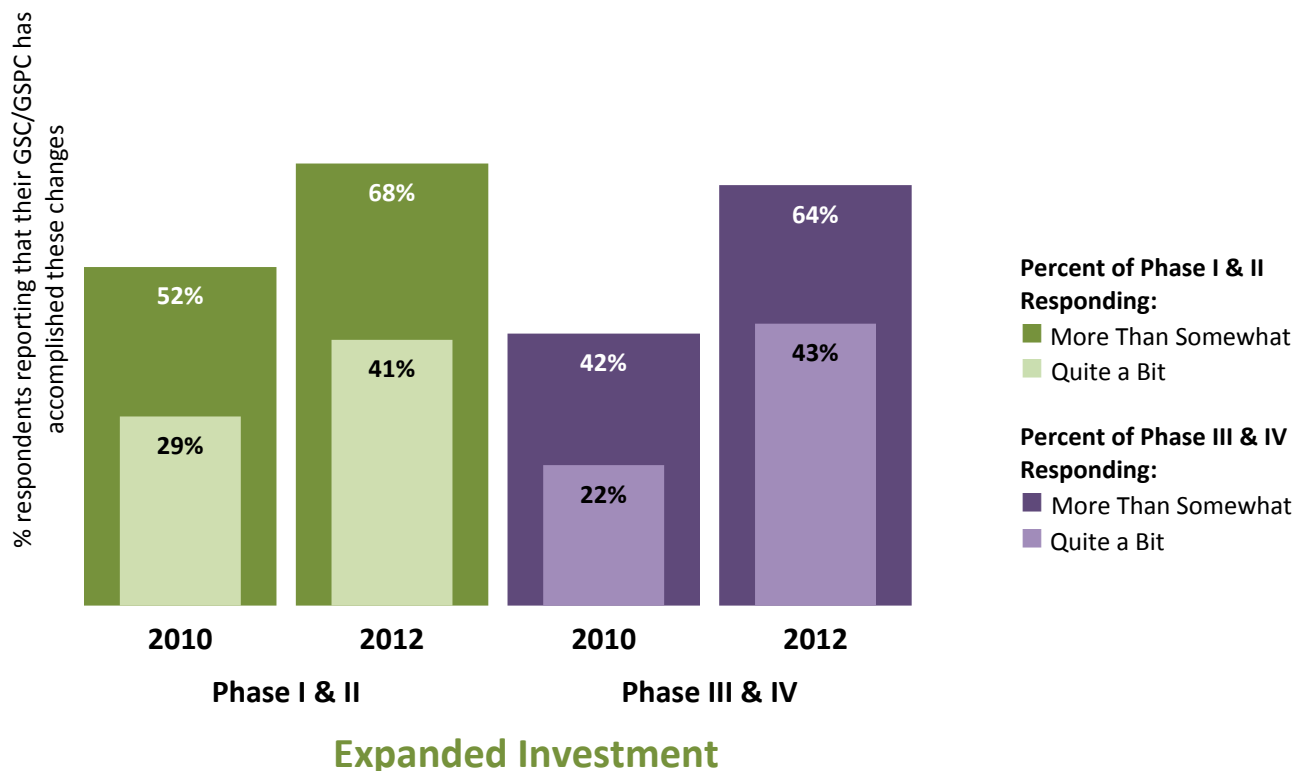
- There are new or expanded programs or services for young children and their families

Key 2012 Findings

GSCs/GSPCs were more successful at expanding the array of early childhood services when they promoted local readiness for change (pg 55-58), pursued systems change (pg 59-61), and prioritized building an equitable service system (pg 63-64).



Sustained and Expanded Public and Private Investment in Early Childhood



Includes: GSC/GSPC Members, Community Partners (2010 and 2012 sample size, page 9)

Definition

Because of the GSC and GSPC efforts in our community . . .

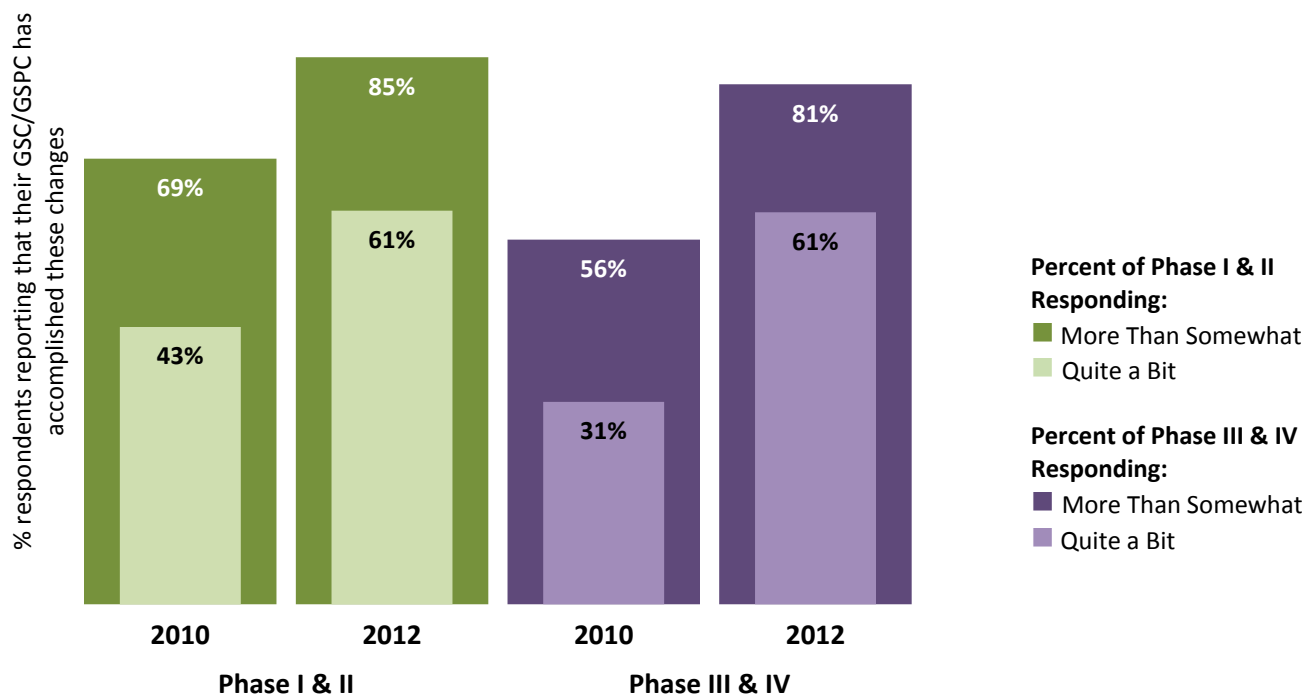
- Public and private investments in early childhood are increasing.

Key 2012 Findings

GSCs/GSPCs increased local investment in early childhood when they fostered authentic parent voice (pg 52-54), made early childhood a priority in their community (pg 58), and when funders and providers understood the complexity of problems facing children and families (p 62).



Early Childhood System Improvements



Comprehensive System Improvements

Includes: GSC/GSPC Members, Community Partners (2010 and 2012 sample size, page 9)

Definition

Because of the GSC and GSPC efforts in our community . . .

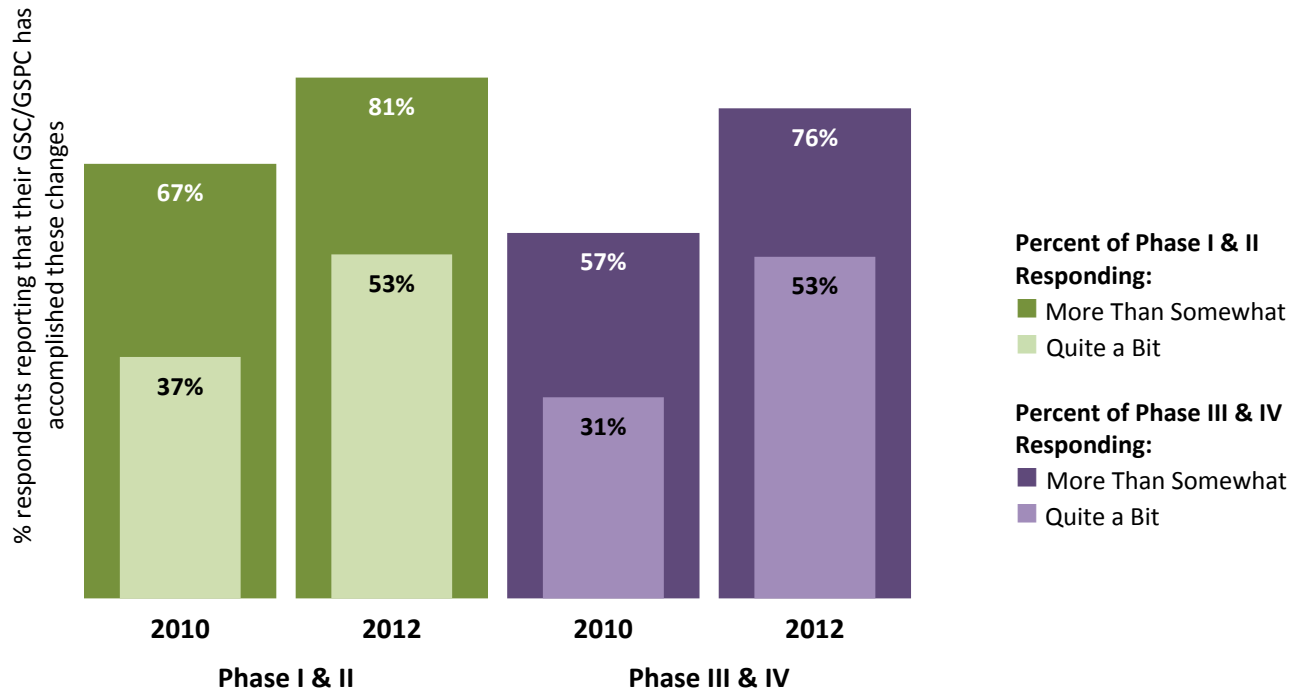
- Service quality is improving.
- The early childhood workforce's skills and knowledge improved.

Key 2012 Findings

GSCs/GSPCs were more successful at improving the quality of their early childhood system when they actively pursued systems change (pg 59-61), focused on continuous improvement (pg 70), and made early childhood a priority in their community (pg 58).



Increased Community Support



Increased Community Support

Includes: GSC/GSPC Members, Community Partners (2010 and 2012 sample size, page 9)

Definition

Because of the GSC and GSPC efforts in our community. . .

- More people in the community are talking about early childhood issues.
- The public is more aware of the importance of early childhood development.
- The public is more supportive of early childhood issues.
- City, county, or state elected officials are more supportive of early childhood issues.

Key 2012 Findings

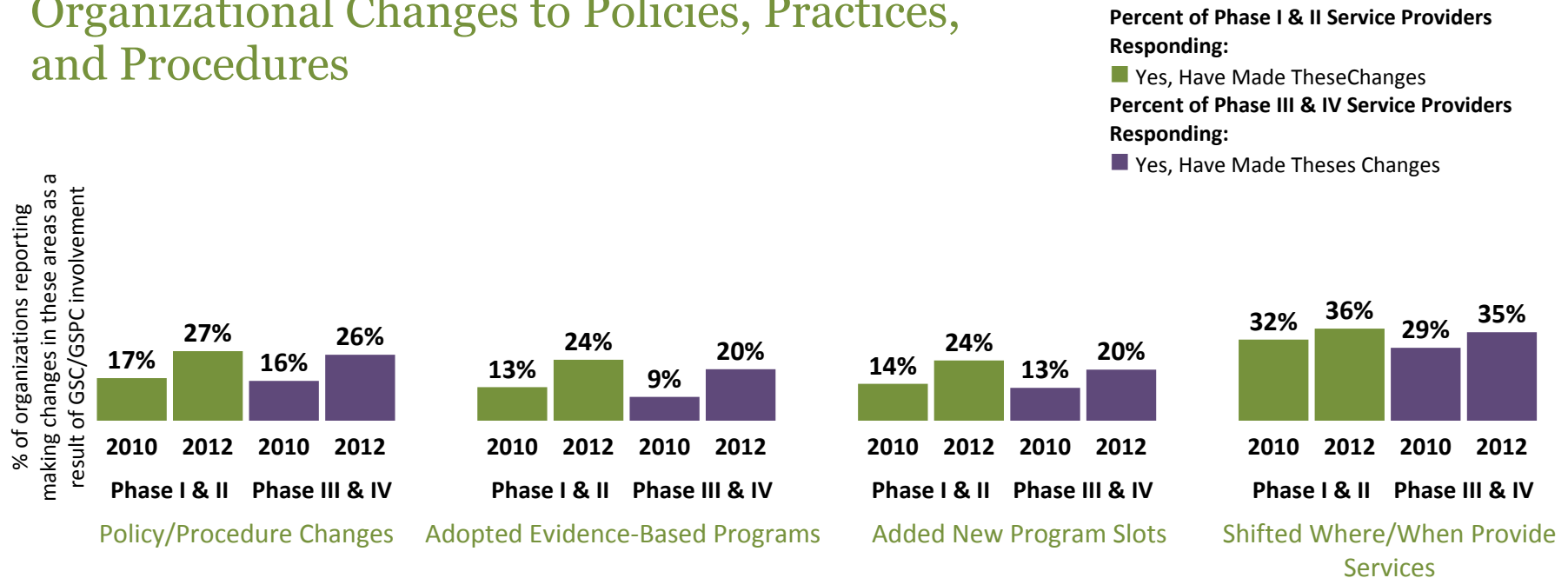
GSC/GSPCs generated greater community support for early childhood when they promoted authentic parent voice (pg 51-54), actively pursued systems change (pg 59-61), made early childhood a priority in their community (pg 58), and when funders and providers understood the complexity of problems facing children and families (pg 62).

Accomplishments

Responsive Community Context



Organizational Changes to Policies, Practices, and Procedures



Includes: Service Providers (2010 and 2012 sample size, page 9)

Definition

Because of our involvement in the GSC in the past 12 months my organization/ agency. . .

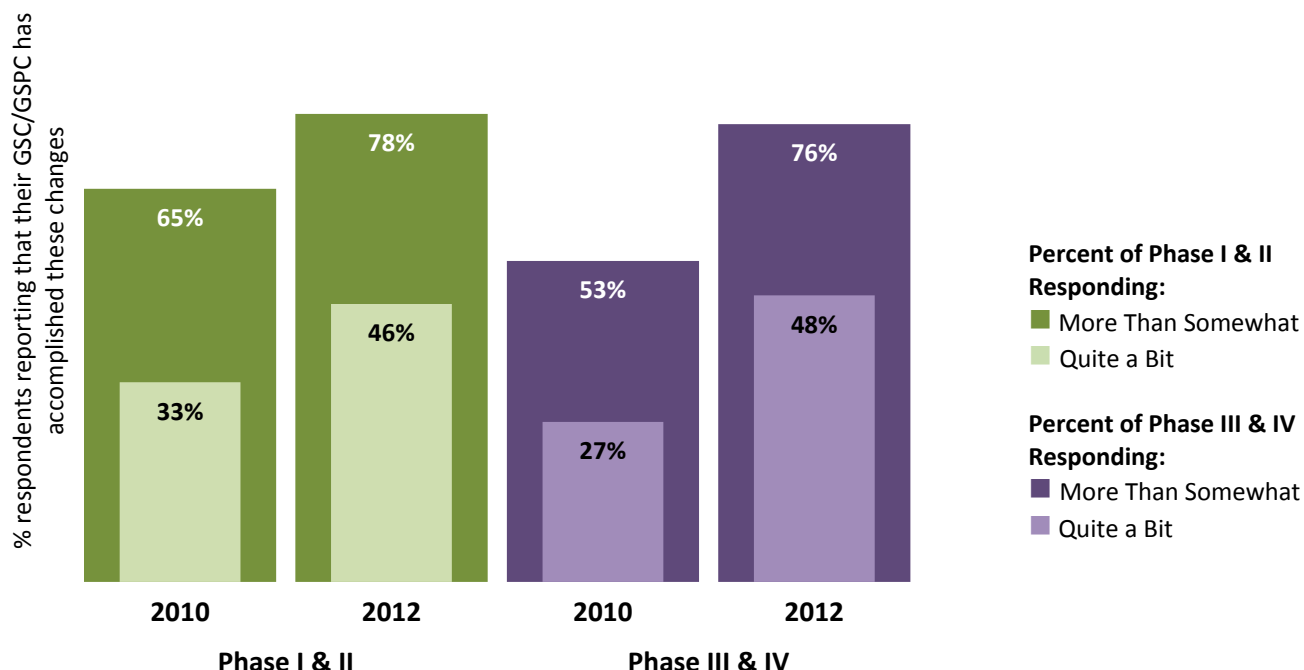
- Changed policies, practices, and procedures.
- Adopted evidence-based programs.
- Added new program slots.
- Shifted where/when services are provided

Key 2012 Findings

Local organizations were more likely to shift their own policies and procedures when they aligned their organization's plan with their GSC's efforts (pg 58), believed they needed to and could change how they worked with children and families (pg 56-57), and were part of a GSC that targeted root causes (pg 62) and equitable outcomes (pg 63-64) and made early childhood a priority in their community (pg 58).



Local Providers More Responsive to Parent Concerns



Local Providers More Responsive

Includes: GSC/GSPC Members, Community Partners (2010 and 2012 sample size, page 9)

Definition

Because of the GSC and GSPC efforts in our community . . .

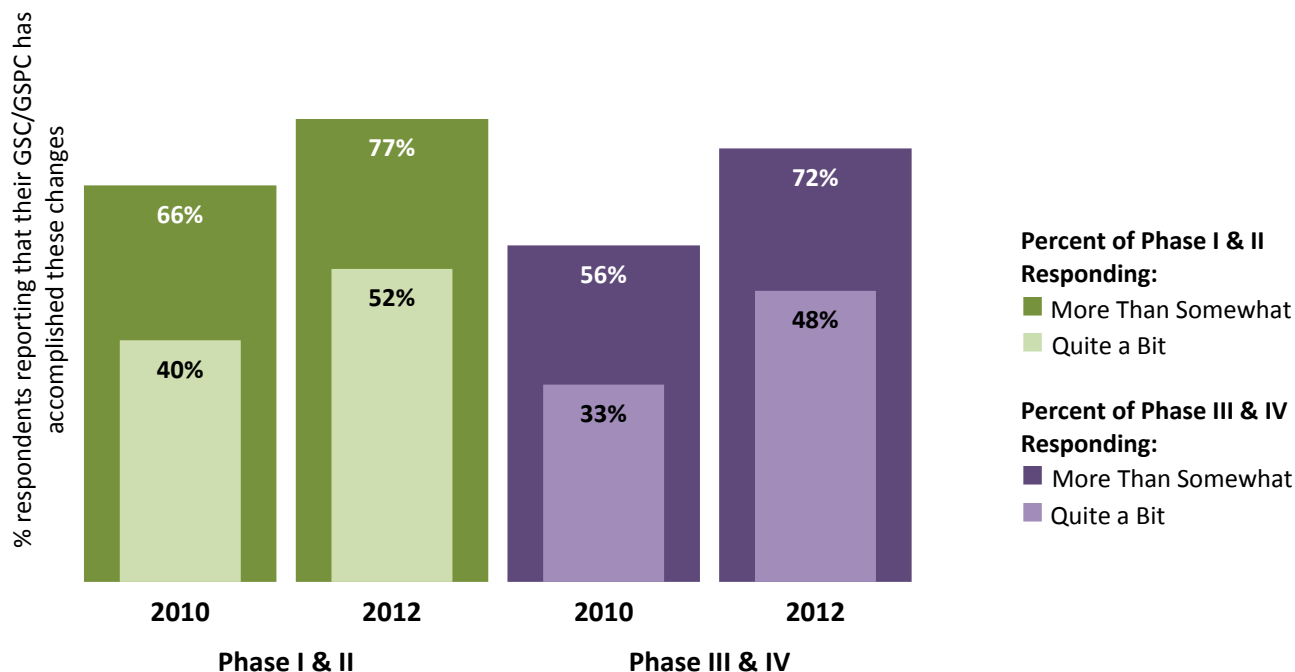
- Local organizations are more responsive to the needs of children and families.
- More local organizations value and use family voice and input.

Key 2012 Findings

GSCs/GSPCs created a more responsive service system when they had strong parent leadership and voice (pg 52-54), a focus on equity (pg 63-64), made early childhood a priority in their community (pg 58) and had funders and providers who understood the complexity of problems facing children and families (pg 62).



More Supportive Local Leaders and Elected Candidates



Supportive Local Officials

Includes: GSC/GSPC Members, Community Partners (2010 and 2012 sample size, page 9)

Definition

Because of the GSC and GSPC efforts in our community . . .

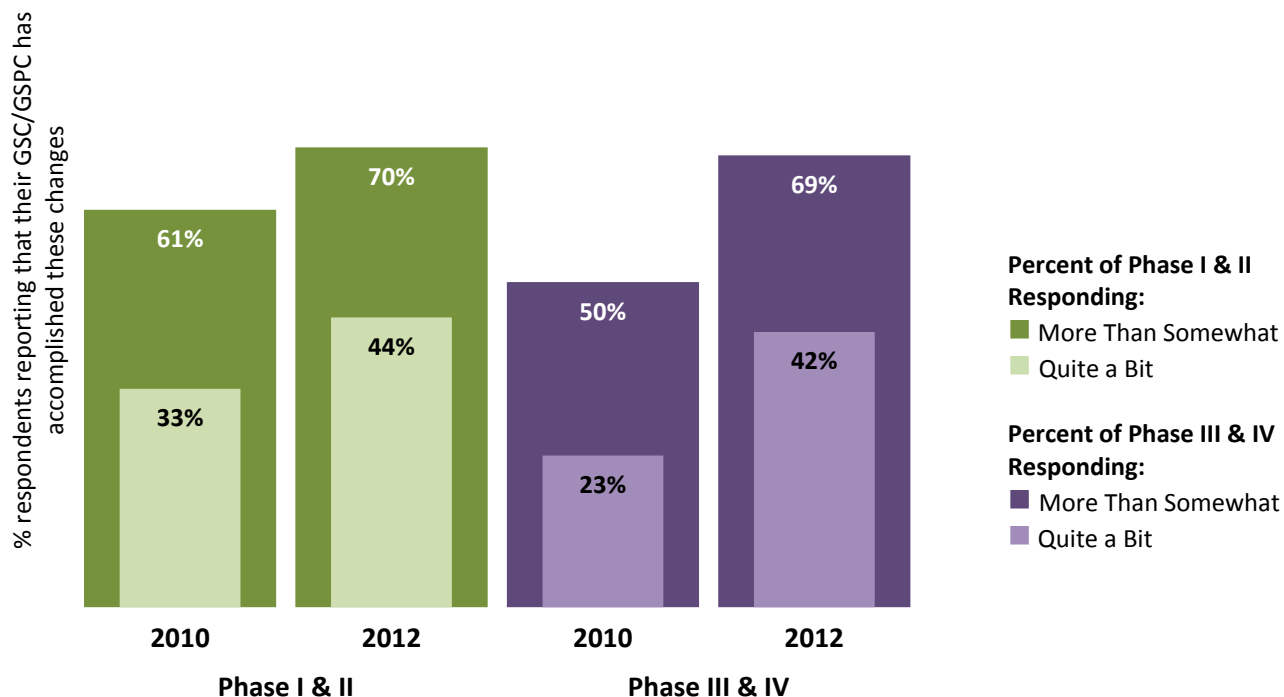
- City, county, or state elected officials are more supportive of early childhood issues.

Key 2012 Findings

GSC/GSPCs were more successful at building supportive local leaders and elected officials when they had strong parent leadership and voice (pg 52-54), built a sense of urgency for the work (pg 58), prioritized equity in outcomes (pg 63-64), and valued continuous learning and improvement (pg 70).



Empowered Families as Change Agents



Increased Parent Activity and Voice

Includes: GSC/GSPC Members, Community Partners (2010 and 2012 sample size, page 9)

Definition

Because of the GSC and GSPC efforts in our community. . .

- Parents are more active in the early childhood system building process.
- Parents are more effective at getting their voices heard.

Key 2012 Findings

GSC/GSPCs were more successful at promoting parent engagement and voice when they had strong parent leadership (pg 52-54), fostered readiness for change (pg 56-57), focused on equitable outcomes (pg 63-64), and valued continuous learning and improvement (pg 70).

Additional Outcomes



Based upon the Framework for Change, data was collected on additional to provide a current picture of the early childhood system and to help inform future GSC/GSPC efforts. On each additional outcome chart, we included two different measures:

Quite a Bit to a Great Deal

- Respondents circled a 5 or 6 on a six point scale (1 through 6)
- This response means these things are happening a lot in the communities in the identified phase cohort.
- This data point is a more conservative way to evaluate your work to date. It sets a pretty high standard for the work.
- Because it represents a higher standard, it indicates the extent to which current changes and conditions are likely more sustainable over time.
- **If this number is low, it indicates a target for future efforts.**

More than Somewhat

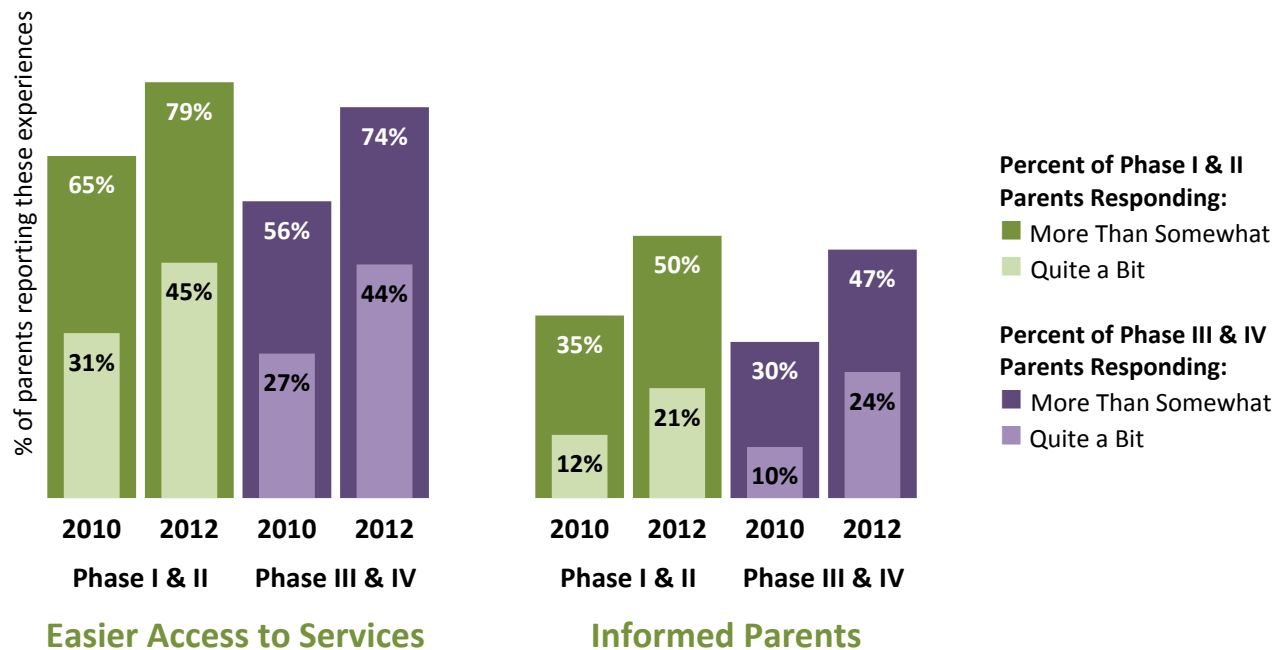
- Respondents circled a 4, 5 or 6 on a six point scale (1 through 6).
- This response means these things are happening **at least** somewhat in the communities in the identified phase cohort.
- This data point is a more generous measure of your accomplishments to date.

Relevant Comparisons

To help you understand the current successes and characteristics of the phases, data is displayed for two phase cohorts (phase 1 & 2 and phase 3 & 4).



Parents' Needs are Met



Includes: GSC/GSPC Parent Members, Parent Liaisons, GSC Directors
(2010 and 2012 sample size, page 9)

Definition

Thinking about your most recent experience seeking early childhood services, to what extent would you say:

Access to Services is Easier

- Families receive the services they need.
- Providers focus on meeting family needs.
- Services are high quality and easy to access.
- Wait lists are long (reverse scored).

Parents are Informed

- Information is available to families related to the services and supports available in our community.
- Families know where to go to find needed services and what questions to ask to get appropriate services.

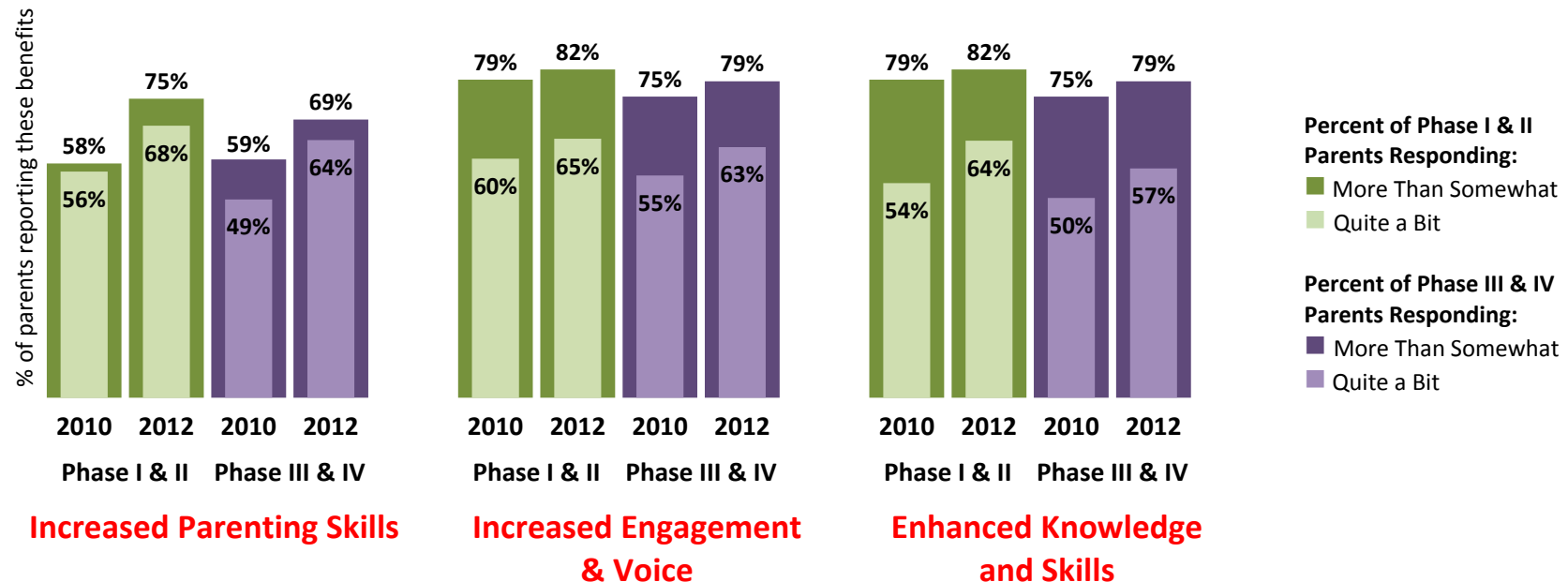
Key 2012 Findings

Parents reported easier access to services when their GSC/GSPC was focused on continuous improvement (pg 70) and equity in outcomes (pg 63-64).

Parents reported easier access to information when their GSC/GSPC focused on equity in outcomes (pg 63-64) and continuous learning and improvement (pg 70) and had strong GSPC leadership (pg 67).



Benefits for GSC/GSPC Parent Members



Includes: GSC/GSPC Parent Members, Parent Liaisons (2010 and 2012 sample size, page 9)

Definition

Because of my involvement in the GSC/GSPC, I have . . .

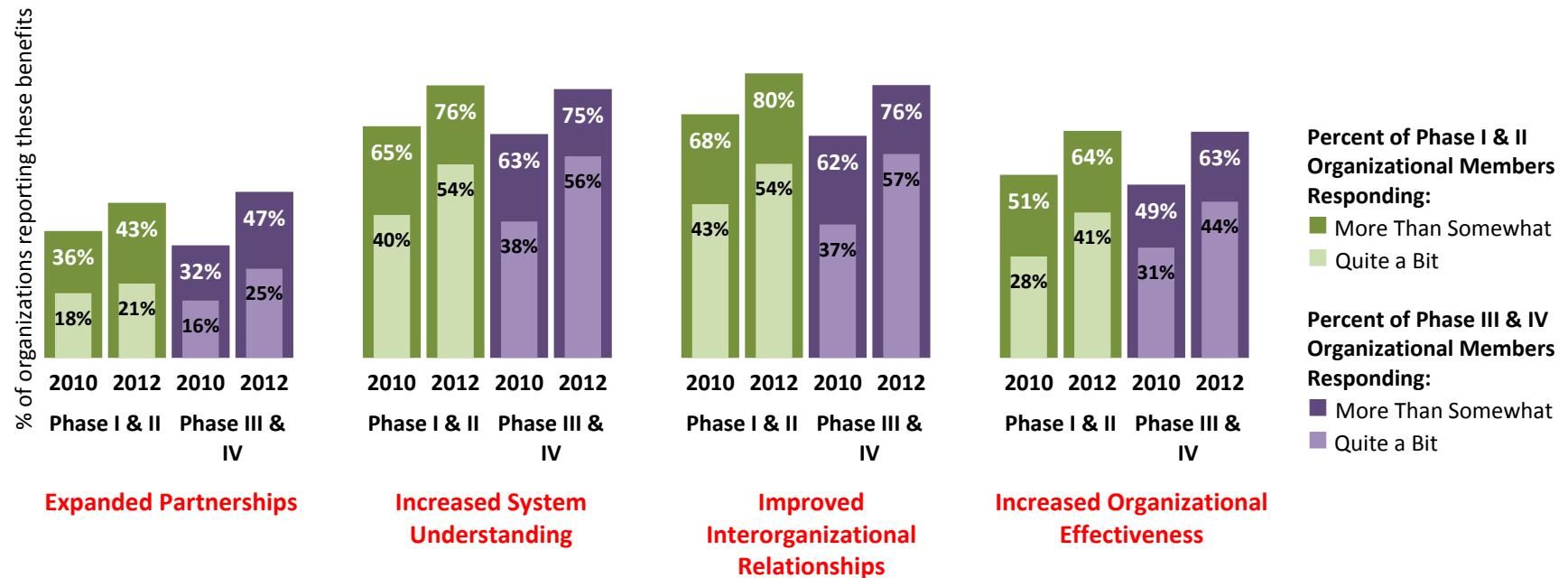
- Increased my parenting skills.
- Increased my engagement and use of my voice to improve the community.
- Enhanced my knowledge and skills.

Key 2012 Findings

Parents reported more benefits from their participation when they were more actively involved in the GSC/GSPC, and the GSC/GSPC promoted strong parent leadership and voice (pg 69), and an inclusive decision-making environment (pg 67).



Benefits for GSC Organizational Members



Includes: GSC Organizational Members (2010 and 2012 sample size, page 9)

Definition

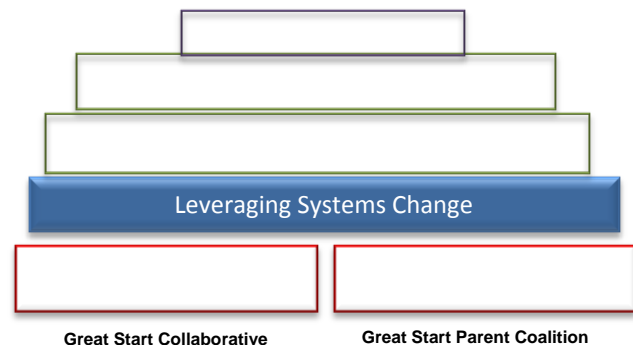
Because of our involvement in the GSC, my organization has . . .

- Expanded partnerships.
- Increased our understanding of the early childhood system.
- Improved inter-organizational relationships.
- Increased our effectiveness.

Key 2012 Findings

Organizations reported more benefits from their participation when they were more actively involved in the GSC (pg 50), the GSC/GSPC was more effective at creating systems change in their community (pg 59-61), and GSC leaders were effective (pg 66).

Levers for Change



Levers for change refer to those actions and efforts pursued by the GSCs/GSPCs to achieve their targeted outcomes and goals. Respondents were asked to describe the levers for change strategies being pursued in their community. Specific respondents were asked to describe different aspects of the Great Start effort from their perspective. The levers for change that were assessed included:

Engaged Constituents

- **Active Constituents:** All respondents described their level of involvement/participation in their local GSC/GSPC.
- **Shared Goals:** GSC and GSPC members reported the extent to which they believe their group has a shared vision and agreement on what needs to happen within the community.

Parent Leadership and Voice

- **Effective Partnerships:** GSC members reported on the quality of the GSC's partnership with the GSPC and with key outside organizations and individuals.
- **Parent Leadership and Voice:** All respondents reported on the extent to which parents are recognized as leaders and impact the GSC/GSPC and community.

Readiness for Change

- **Readiness for Change:** All respondents reported the extent to which they believe that the changes promoted by the Great Start Effort are desirable, necessary, and feasible within their community.
- **Interdependent Organizations:** GSC representatives reported the extent to which their organizations is committed to the GSC, relies on other GSC organizations, and is respected by other organizations at the table.
- **Local Champions:** All respondents reported on the extent to which they have created a sense of urgency for the work within their community, have local business and

government sectors committed to the Great Start effort and have local organizations aligning their organizations' plans with the Great Start effort.

Systems Change Climate

- **Intentional Systems Change Actions:** GSC Directors reported on the breadth and depth of current systems change activities.
- **Strong Relational Networks:** GSC organizational representatives described their actual exchanges of referrals, information, and resources with other GSC service providing organizations.

Equitable System Pursuits

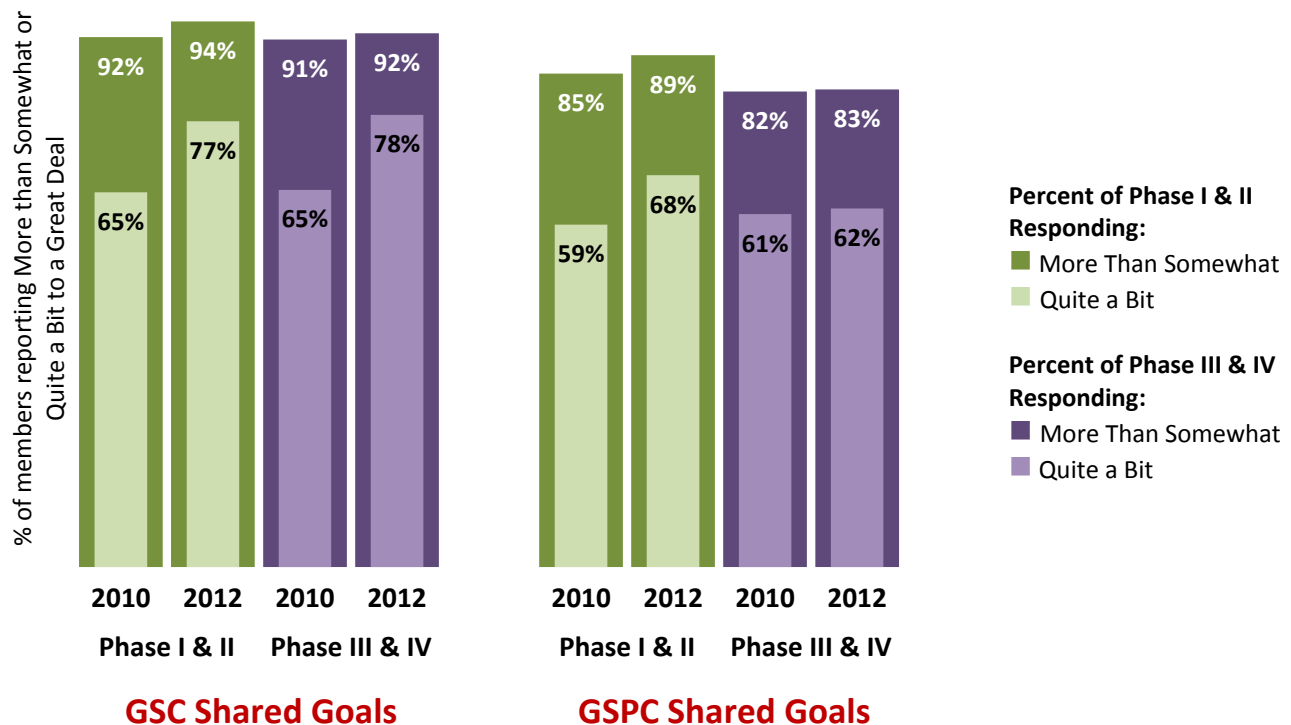
- **Root Cause Focus:** GSC and GSPC members reported on their GSC/GSPC efforts to understand and address the root or primary causes of children not being ready for school in the community.
- **Equity Orientation:** GSC and GSPC members reported on their GSC/GSPC efforts to ensure that children and families with the highest needs in the community gain access to quality programs and supports.

Relevant Comparisons

To help you understand the current successes and characteristics of the phases, data is displayed for two phase groupings (phase 1 & 2 and phase 3 & 4).



Shared Goals (GSC and GSPC)



Includes: GSC/GSPC Members, Parent Liaisons, GSC Directors
(2010 and 2012 sample size, page 9)

Definition

GSC Shared Goals

- GSC members have a shared vision.
- GSC members are dedicated to making the Great Start vision a reality.
- GSC members agree on what needs to happen in the community to improve the Early childhood system.

GSPC Shared Goals

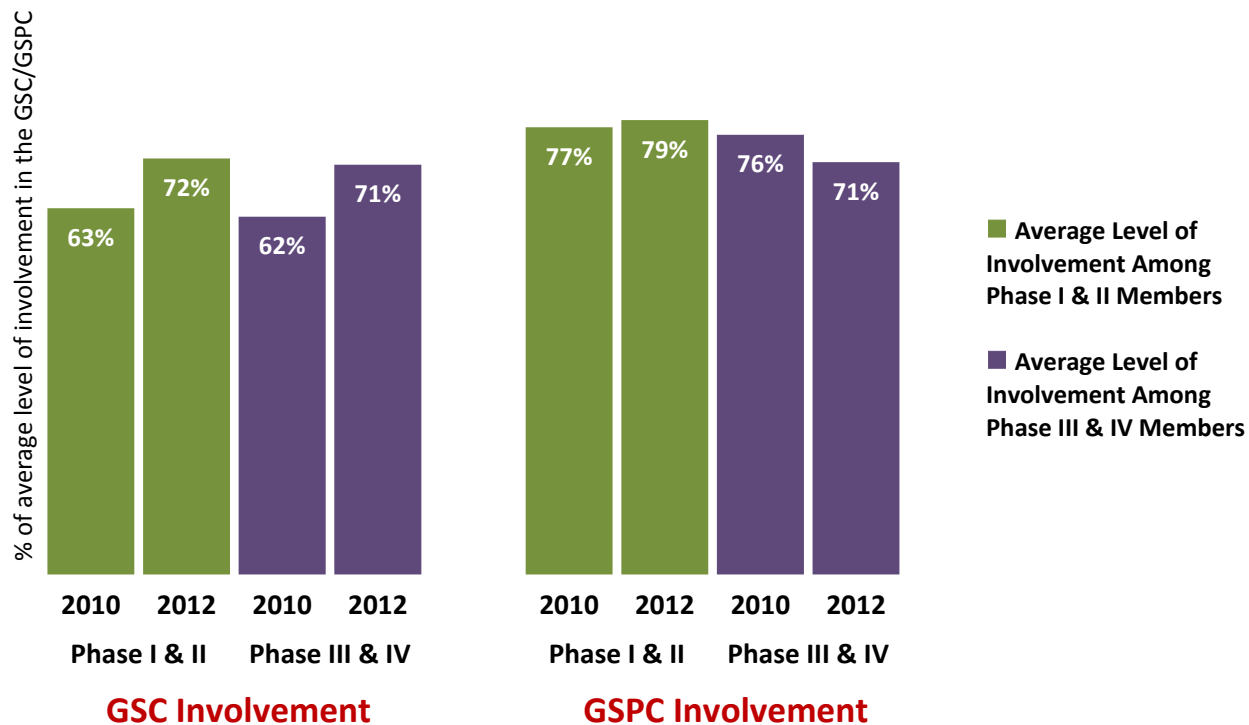
- GSC/GSPC members have a shared vision.
- GSC/GSPC members are dedicated to making the Great Start vision a reality.

Key 2012 Findings

GSC/GSPCs promoted shared goals when they had inclusive leadership (pg 66-67) in both entities. Shared goals created the conditions needed to promote local readiness for change (pg 56-57), and achieve all outcomes (pg 31-42).



Involvement in the GSC and GSPC



Includes: GSC/GSPC Members, Parent Liaisons, GSC Directors (2010 and 2012 sample size, page 9)

Definition

The GSC/GSPC members report they ...

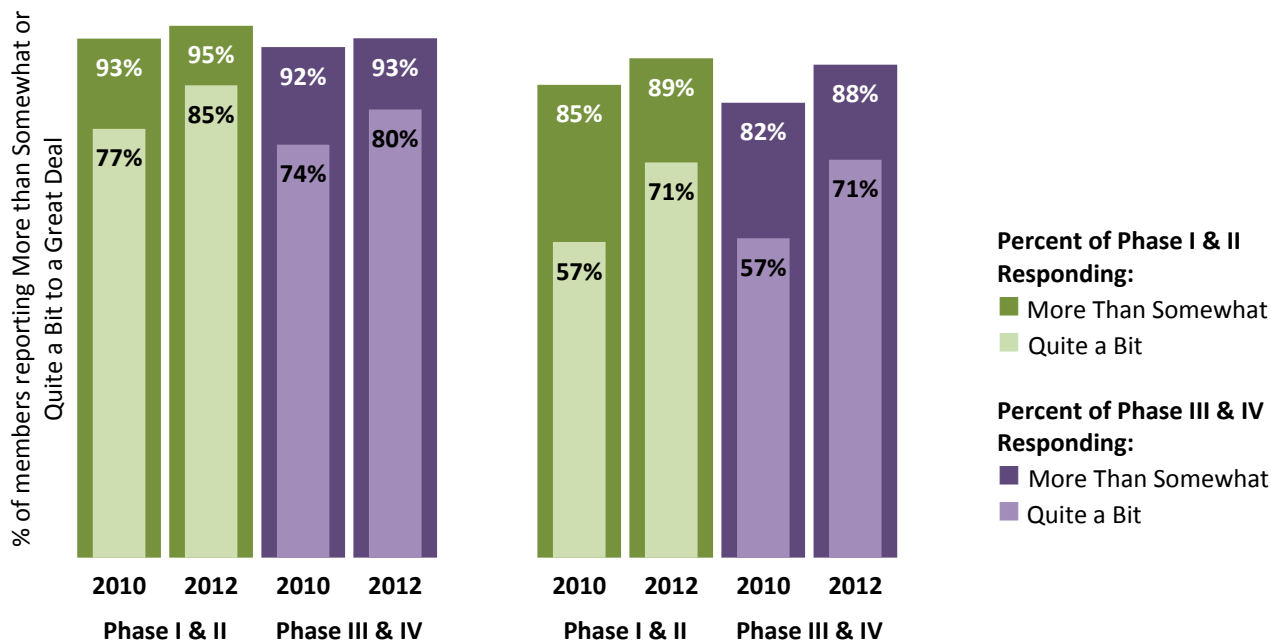
- Talk at GSC/GSPC meetings.
- Help organize GSC, GSPC activities.
- Serve as an officer for the GSC or a workgroup.
- Attend events on behalf of the GSC.
- Advocate for agency/organization policy changes.
- Communicate concerns about early childhood to elected officials or elected leaders.
- Talk to other parents about early childhood issues.

Key 2012 Findings

Parents and organizational members were more active in their GSC/GSPC when they reported receiving more benefits from their participation (pg 45-46) and they perceived their GSC/GSPC as more effective (pg 31-42).



Partnering to Promote Community Change



GSC Strong Partnerships with GSPC

GSC Strong Partnerships with
Other Organizations

Includes: GSC/GSPC Members, Parent Liaisons, GSC Directors (2010 and 2012 sample size, page 9)

Definition

In our community...

GSC/GSPC Strong Partnership

- GSC/GSPC provide each other feedback to improve each other's system building efforts.
- GSPC goals and activities support strategic direction of GSC.
- GSC/GSPC work well and support each other.
- GSC understands the goals and aims of GSPC.

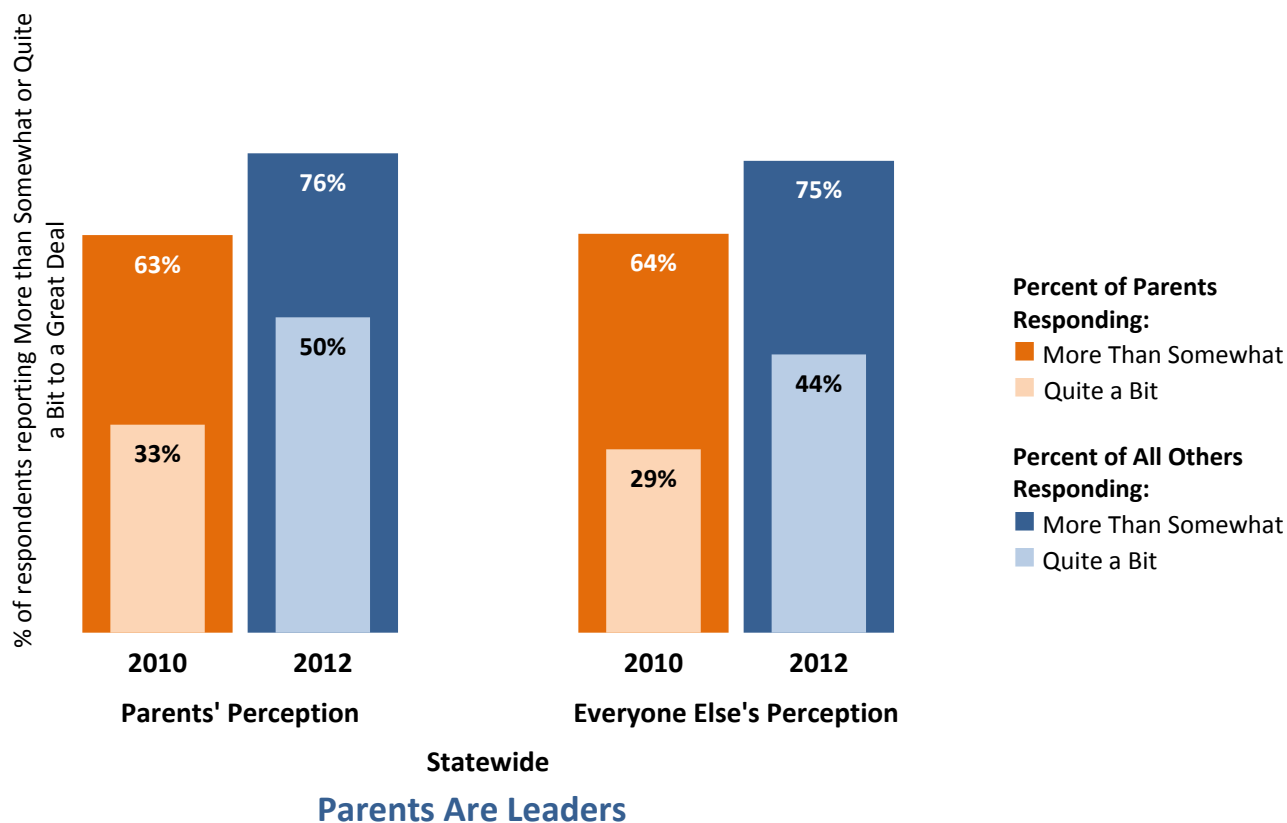
Partnering with Others

- GSC has the most important community leaders and organizations at the table.
- GSC is connected to other early childhood groups and efforts in community.

Key 2012 Findings

Strong partnerships emerged when the GSC and GSPC had effective leaders (pg 66-67) and created a sense of urgency for the work within the community (pg 58). These partnerships were critical to building a more responsive service sector (pg 40) and broad community support (pg 38).

Authentic Parent Leadership and Voice



Includes: GSC/GSPC Members, Community Partners (2010 and 2012 sample size, page 9)

Definition

In our community to what extent would you say...

- Parents are recognized as strong and effective leaders.
- Parents get organizations that provide services to young children and their families to listen to and respond to their concerns.
- Parents influence decisions made by the GSC and service and support organizations.
- Parents can get elected officials or elected leaders to listen to their concerns.

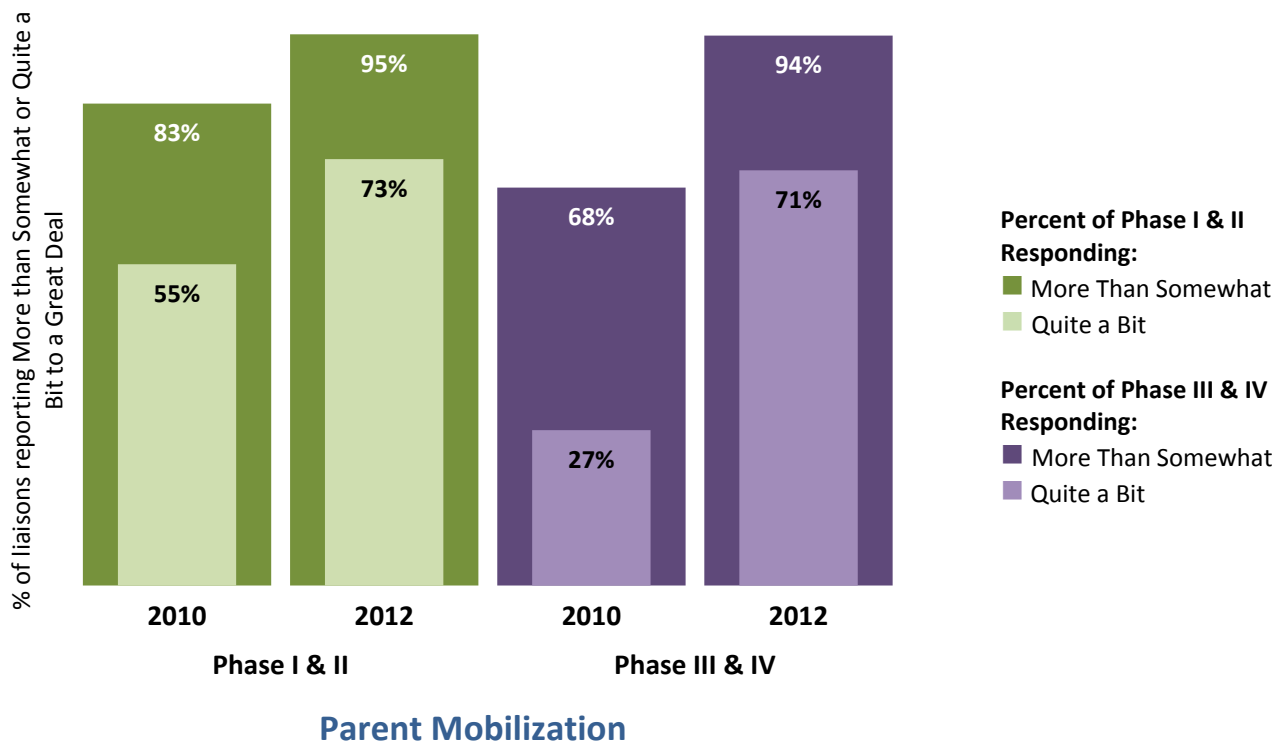
Key 2012 Findings

GSC/GSPCs were more successful at creating authentic parent leadership when they used an inclusive leadership approach (pg 66-67).

GSCs/GSPCs that built strong parent leadership and voice experienced more growth and improvement between 2010 and 2012 and were more effective at building an improved early childhood system (pg 32-36) and more responsive community (pg 37-42).



Mobilizing an Informed Representative Constituency



Includes: GSC Directors, Parent Liaisons (2010 and 2012 sample size, page 9)

Definition

The GSPC has...

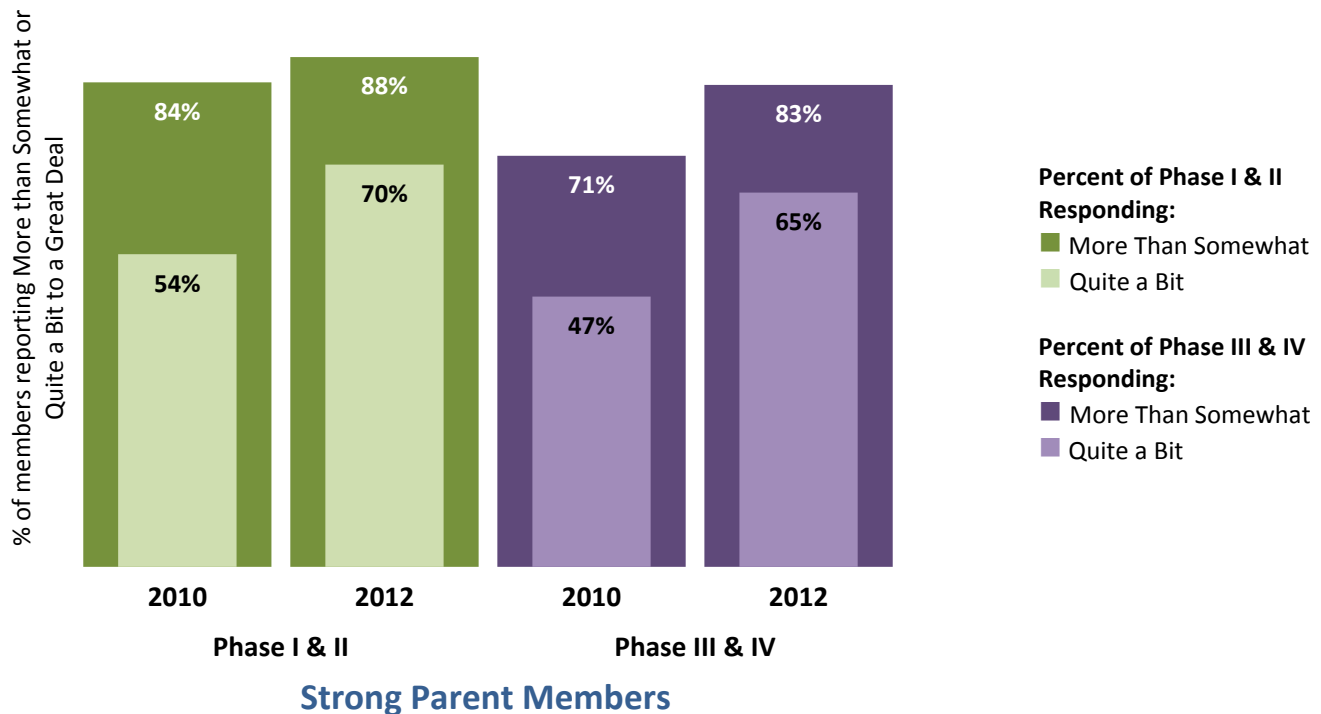
- The ability to mobilize parents for action.
- The ability to promote parent voice and leadership.
- The ability to effectively partner with the GSC.

Key Findings

GSPCs effectively mobilized parents when they used an inclusive leadership approach (pg 67), supported active parent involvement (pg 52-54), and ensured that parents understood their role (pg 68).



Effective Parent Engagement and Voice



Includes: GSC Members, Parent Liaisons, GSC Directors (2010 and 2012 sample size, page 9)

Definition

Strong Parent Members *GSC parent members...*

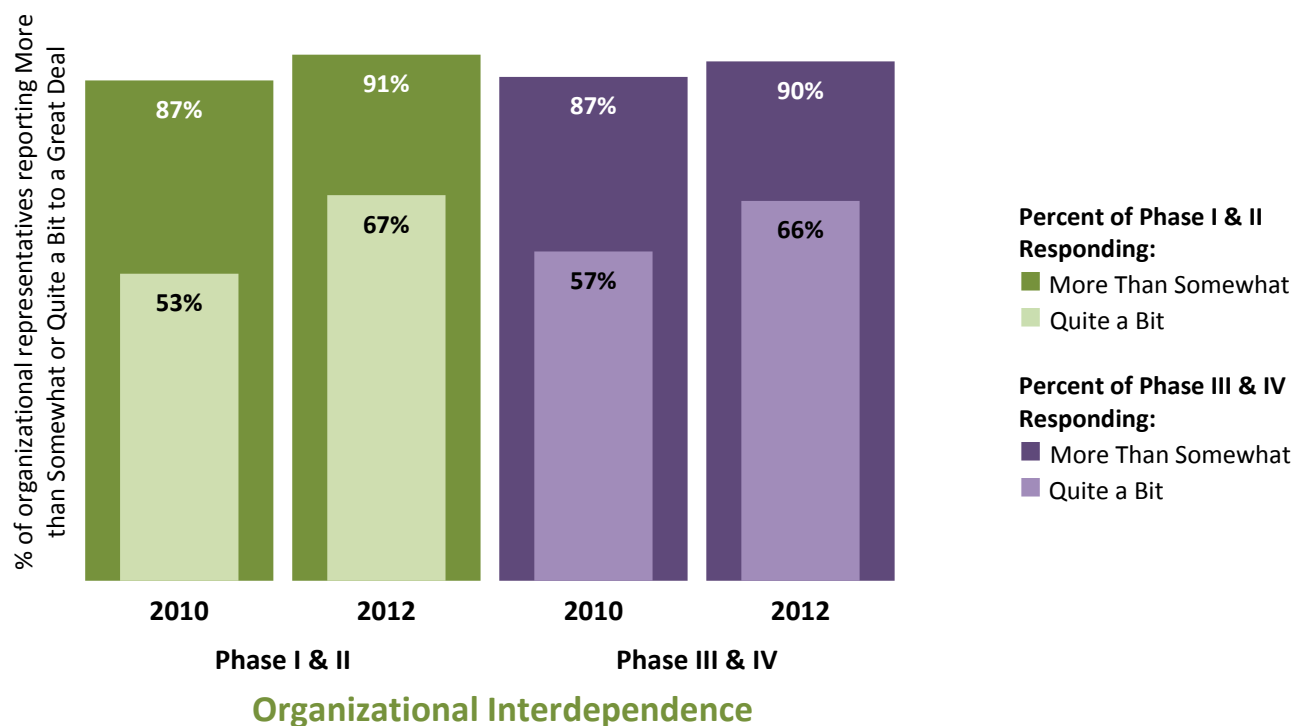
- Bring the parent voice to the table.
- Bring GSC items to the GSPC for feedback.
- Well represent the diversity within the community.

Key 2012 Findings

GSCs promoted strong parent members when they used an inclusive leadership approach (pg 66), supported active parent involvement (pg 52-54), and ensured that parents understood their role (pg 68).



Organizational Interdependence and Commitment to the GSC



Includes: All GSC Service Providing Organizations (2010 and 2012 sample size, page 9)

Definition

Organizations on the GSC report they. . .

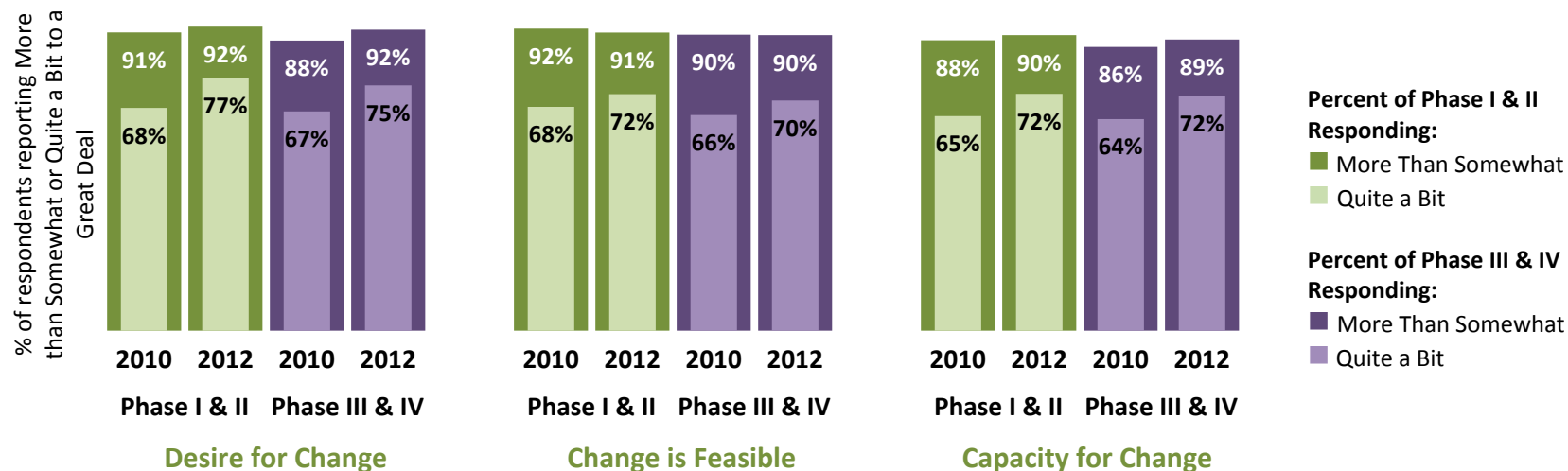
- Make commitments to the GSC.
- Need the resources, services, or support of other service providers on the GSC.
- Are appreciated and respected by other service providers on the GSC.
- Can rely on other service-providing organizations on the GSC.

Key 2012 Findings

Organizations reported more interdependence with other GSC members and greater commitment to the Great Start efforts when a strong information, referral, and resource exchange network existed across the GSC organizational members (pg 60-61).



Stakeholder Readiness for Change



Includes: GSC/GSPC Members, Community Partners (2010 and 2012 sample size, page 9)

Definition

The extent to which respondents believe change is . . .

Desirable:

- Believe the Great Start Initiative will have positive impacts.
- Believe the community wants a functioning early childhood system

Feasible:

- Believe community can successfully build an effective local early childhood system.
- Believe GSC/ GSPC can build public support for early childhood issues.

Possible:

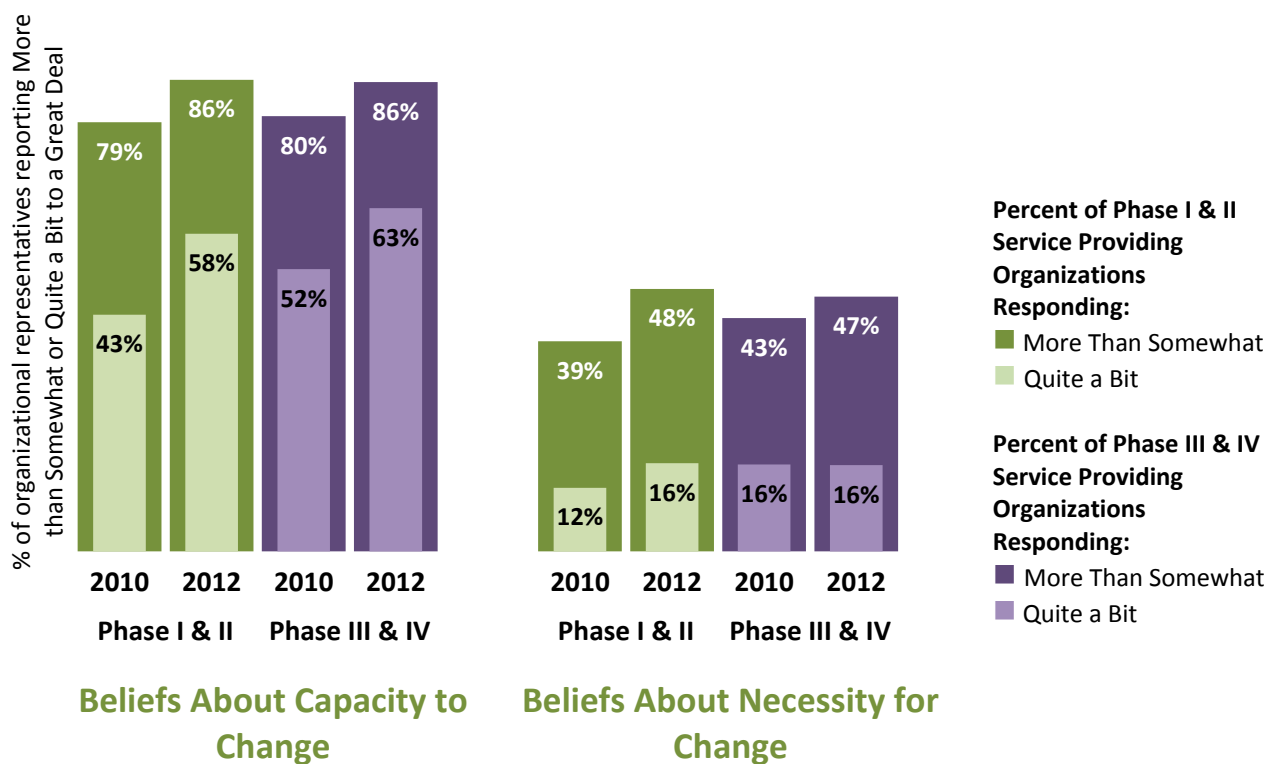
- Believe GSC and GSPC have the capacity to make a real difference.

Key 2012 Findings

GSCs/GSPCs that promoted local readiness for change experienced more growth and improvement between 2010 and 2012 (pg 20) and were more effective at building an improved early childhood system (pg 32-36).



Organizational Capacity for Change



Includes: All Service Providing Organizations (2010 and 2012 sample size, page 9)

Definition

Extent to which local organization representatives believe:

Capacity for Change

- Their organization embraces changes.
- Their organization has the capacity to implement changes.
- Staff in their organization understands the goals of the Great Start initiative.
- Top leaders in their organization support the Great Start initiative.

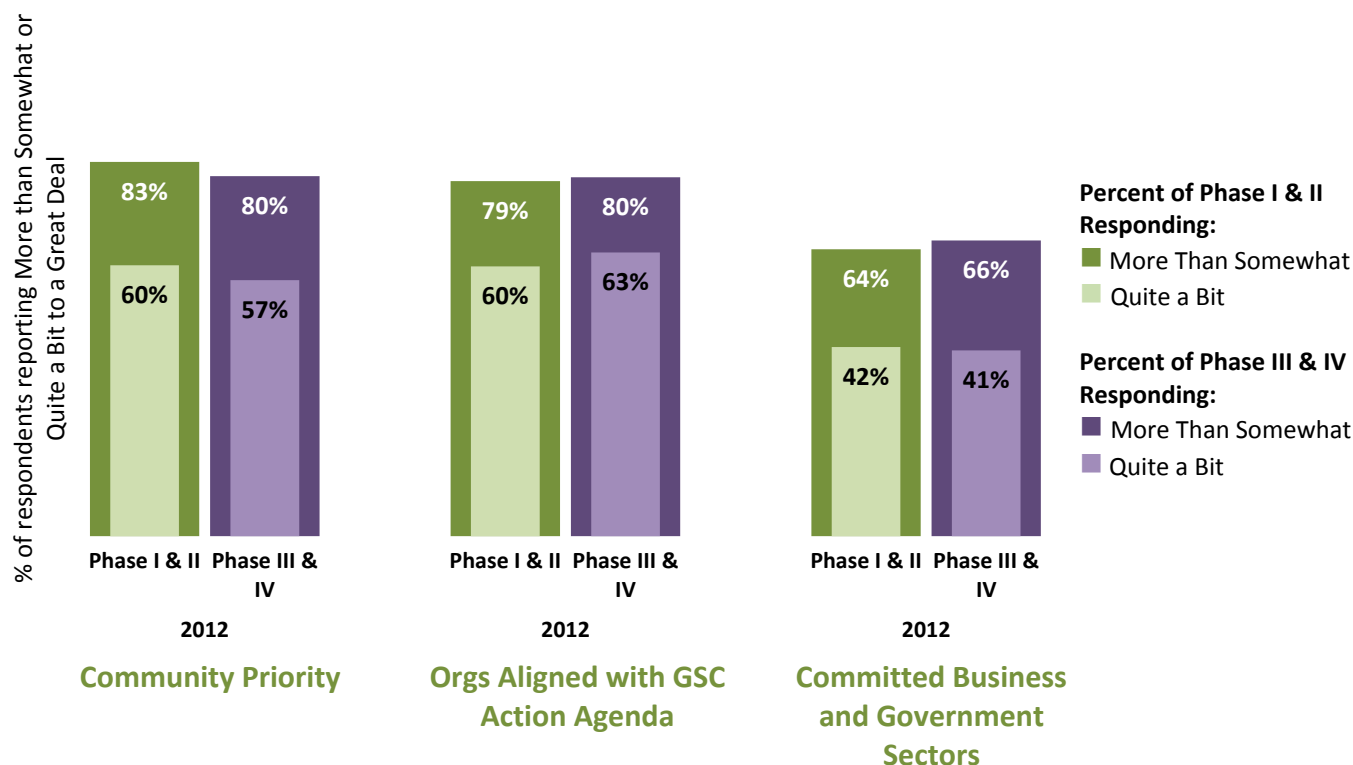
Necessity of Change

- Change will make how their organization works with children and families more effective.
- My organization needs to improve the way it works with other organizations.

Key 2012 Findings

Organizations reported more need for and capacity for change when they were part of a GSC that had stronger information and referral networks among providers (pg 60-61), prioritized systems change (pg 59), and understood and targeted root causes and equitable outcomes (pg 62-64).

Local Champions



Includes: GSC/GSPC Members, Community Partners (2012 sample size, page 9)

Definition

Extent to which GSC/GSPC members believe the GSC/GSPC has promoted:

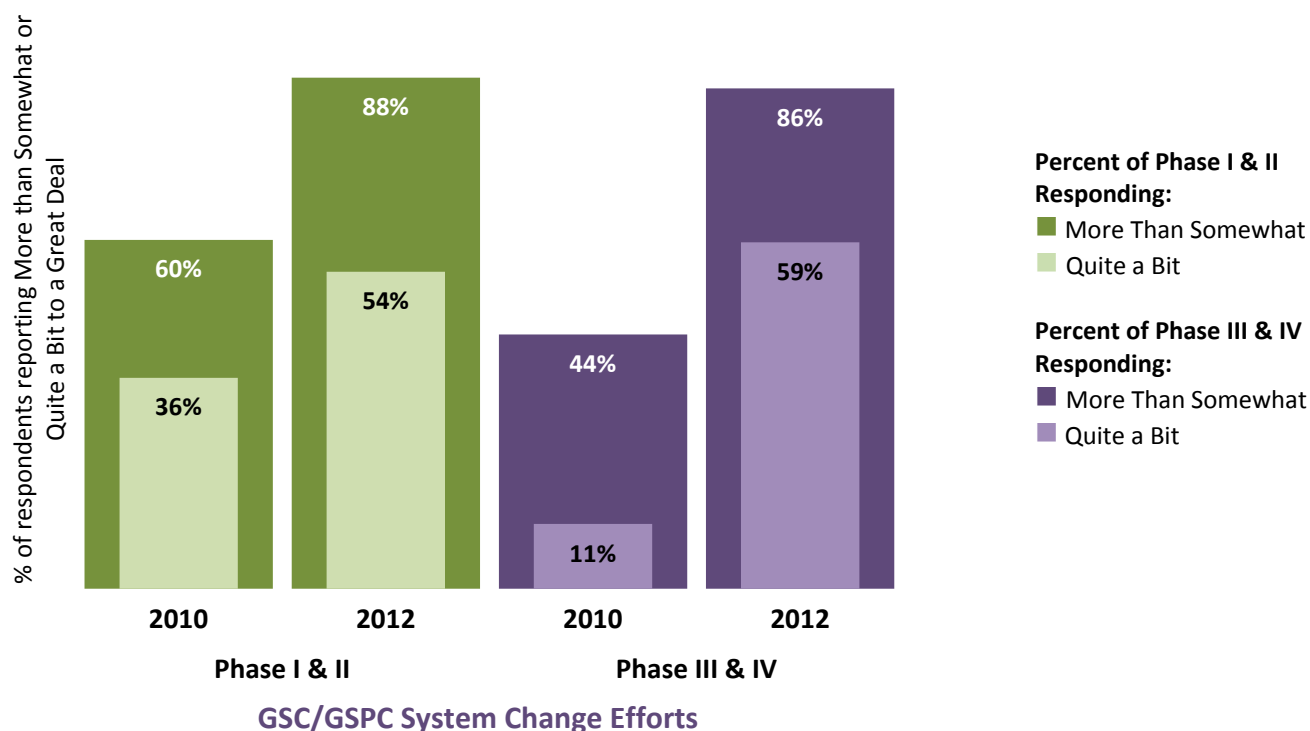
- **Community Priority**
 - Built a sense of urgency for the work within the community.
 - Local champions for the work.
- **Organizations aligning their strategic plans with action agenda.**
- **Committed business and government sector.**

Key 2012 Findings

GSCs/GSPCs were more successful at building a base of service delivery, business and government leaders that championed their efforts when they understood and targeted root causes and equitable outcomes (pg 62-64), had strong parent leadership and voice, and prioritized systems change (pg 59).



Early Childhood Systems Building Efforts



Includes: GSC Directors, Parent Liaisons (2010 and 2012 sample size, page 9)

Definition

In our community, to what extent has the GSC/GSPC engaged in . . .

- Service coordination and collaboration activities that help identify ways to provide more efficient, integrated services.
- Service improvements targeting the ease, ability and opportunity for families to access and use services.
- Improvements in quality of services and supports.
- Program expansion efforts.
- Policy and procedure change efforts.
- Adoption of evidence based practices and programs.

Key 2012 Findings

GSCs/GSPCs were more likely to prioritize systems change efforts when they had strong parent leadership and voice (pg 52-54), and understood and targeted root causes and equity (pg 62-64). GSCs/GSPCs that prioritized systems change experienced more growth and improvement between 2010 and 2012.

Relational networks include the exchange of information and resources across GSC member organizations. An assessment of these networks illustrates how closely member organizations coordinate and collaborate with each other. Network data is available at the GSC level only and is included in the customized GSC reports.

In this evaluation, we examined three types of network exchanges:

- **Referral and Access Network:** exchange of referrals and access to services between GSC member organizations in your community.
- **Information Exchange:** exchange of information between GSC member organizations in your community to promote effective service delivery and service coordination.
- **Resource Sharing:** sharing among GSC member organizations of actual resources, such as in-kind resources, funds, co-location of services or staff, facilities, supplies, training, and transportation.

We assessed the character and quality of these networks in 2010 and 2012 in two ways:

- **Network maps:** visual diagrams illustrating the access, coordination, and resource exchanges across organizations. Lines indicate exchanges between organizations; darker lines indicate reciprocal connections. Dots in the graph represent GSC member organizations. Graphs only represent regular, frequent interactions.
- **Density scores:** Density indicates the extent to which GSC member organizations are connection to each other. They generally represent the % of all possible connections that are present within a network. For example, a density of .20 would mean that that 20% of all possible connections occurred. Scores closer to 1 mean a closer connection. Here we only report the density of regular, frequent interactions.

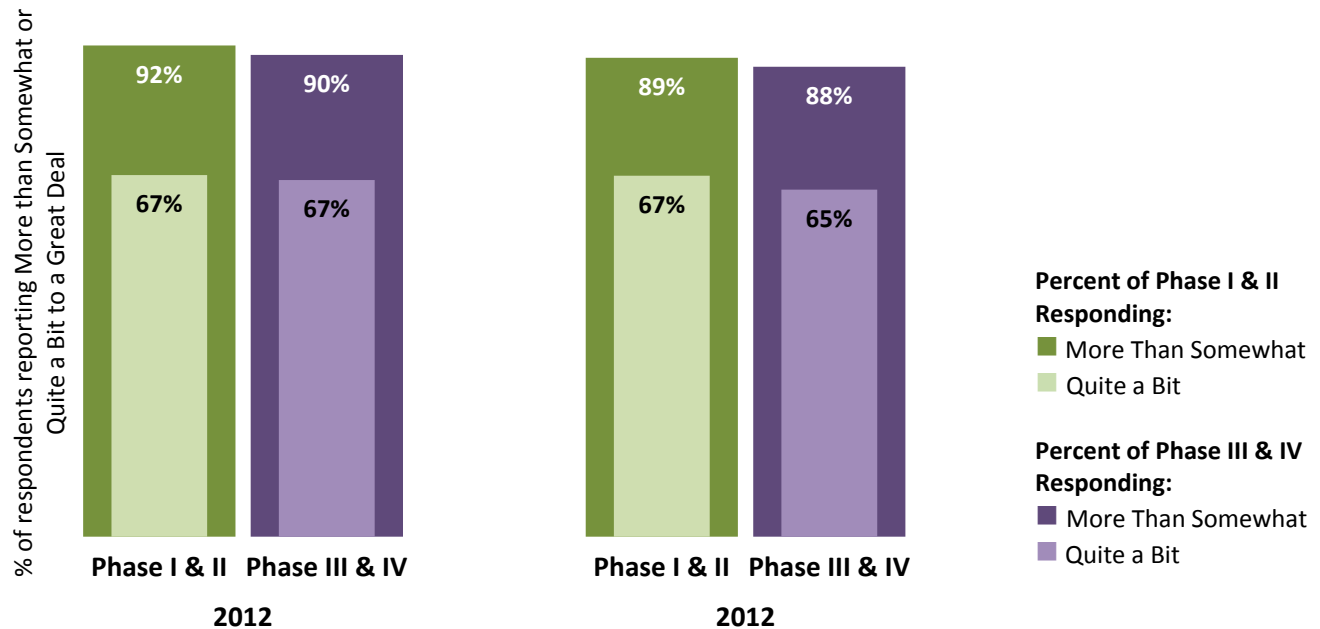
Definition

Relational networks include the exchange of information and resources across GSC member organizations. An assessment of these networks illustrates how closely member organizations coordinate and collaborate with each other.

Key 2012 Findings

GSCs that built strong relational networks among member organizations, particularly strong referral and service delivery access networks, were more effective at creating a responsive and supportive community context (pg 37-42) and improved early childhood system (pg 31-42).

Shared Understanding of Root Causes



Understand Complexity of Local Problems

Target Root Causes

Includes: GSC Members, Community Partners (2012 sample size, page 9)

Definition

To what extent do the members of your GSC...

Understand Complexity of Local Problems

- Local funders understand that the problems facing children with high needs and their families require the efforts of many organizations.
- Providers understand that the problems facing children with high needs and their families require the efforts of many organizations.

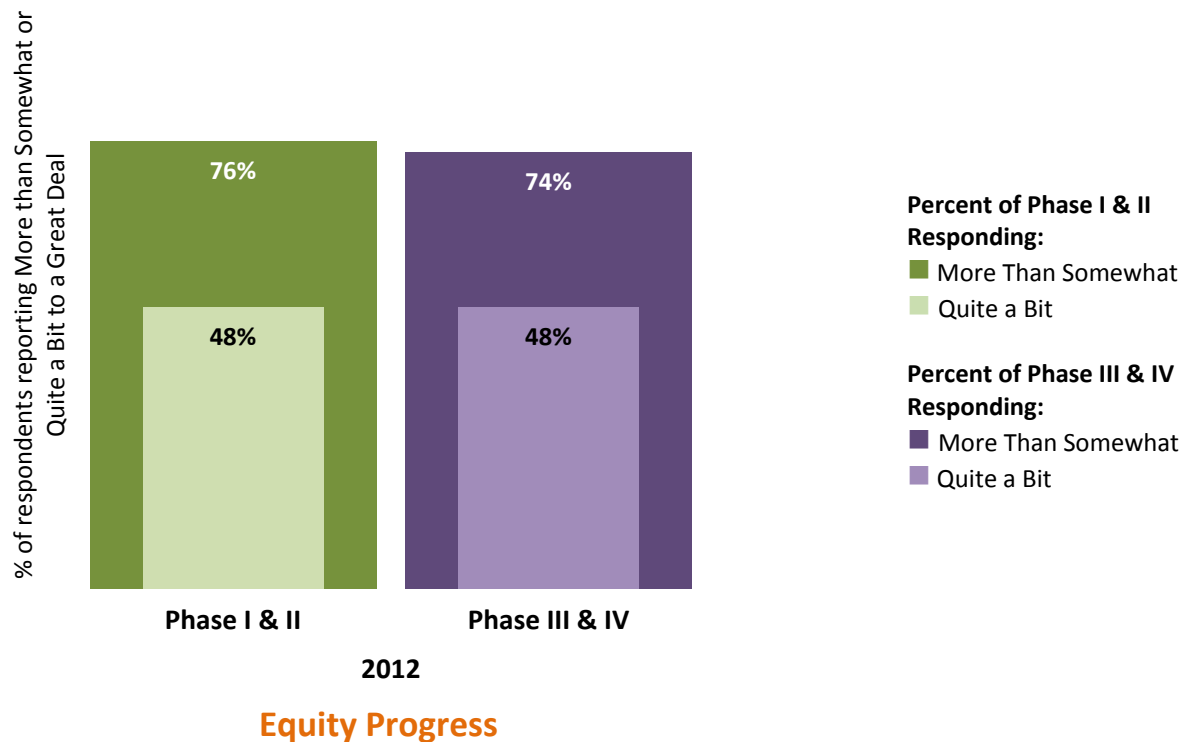
Target Root Causes

- Understand the root or primary causes of children not being ready for school in our community
- Have strategies in early childhood action agenda that will really address the primary causes of children not being ready for school.

Key 2012 Findings

GSCs were more effective at promoting systems change (pg 59-61) when their members understood the root causes of children not being ready for school and their strategies targeted these causes.

Equity Progress



Includes: GSC/GSPC Members, Community Partners (2012 sample size, page 9)

Definition

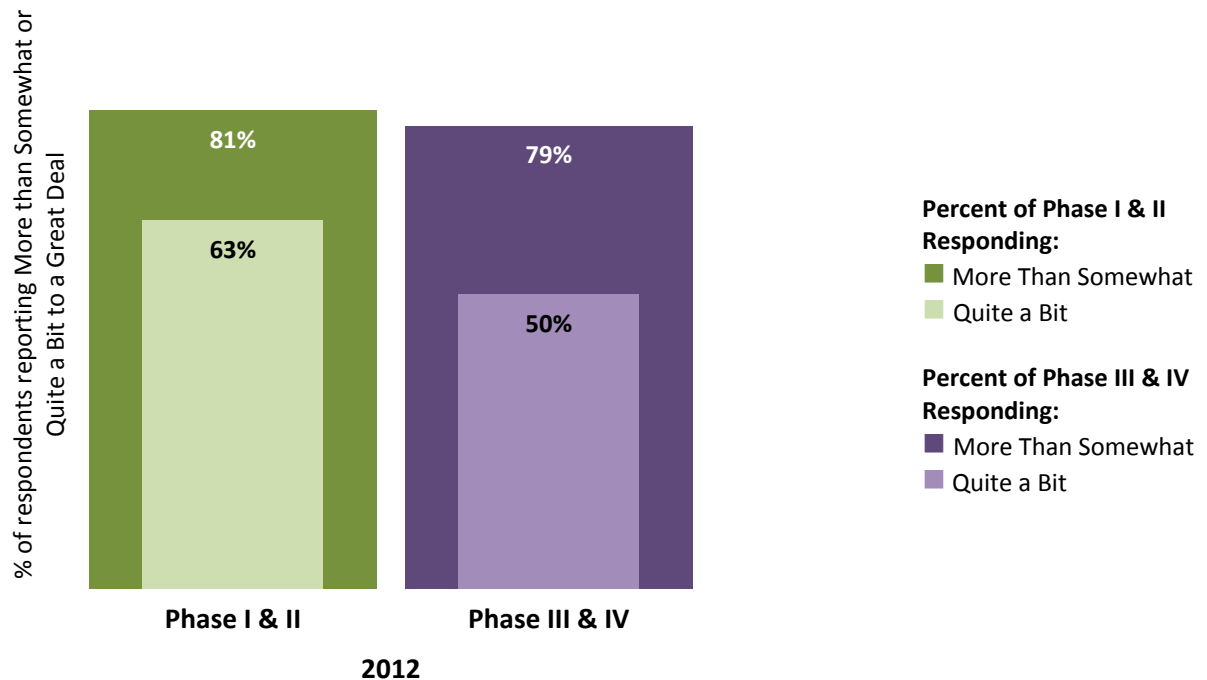
To what extent is this occurring in your community...

- Children and families with the highest needs in the community are gaining access to quality programs and supports.
- Organizations are considering the unique needs of different cultures, races, and incomes as they design and provide their services and supports.

Key 2012 Findings

GSCs/GSPCS made more progress in promoting equitable outcomes in their community when they targeted root causes (pg 62), created a continuous learning environment (pg 70), and had strong parent leadership and voice (pg 52).

Equity-Focused Activities



Equity-Focused Activities

Includes: GSC Directors, Parent Liaison (2012 sample size, page 9)

Definition

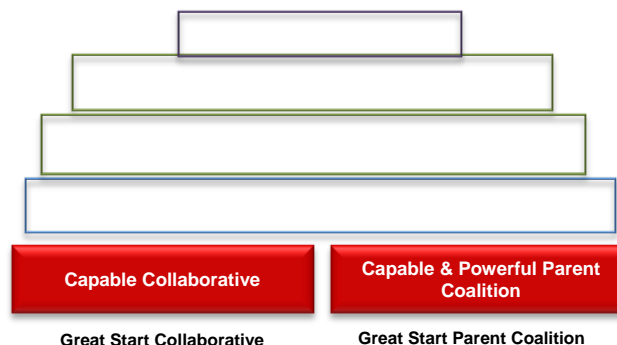
Extent to which your GSC/GSPC has initiated, sponsored, or supported the following...

- Projects that target the marketing and location of services and supports so the most vulnerable children and families access them (GSC).
- Addressing disparities in the strategic plan. (GSC)
- Conversations during GSC/GSPC meetings that consider the disparities in early childhood experiences and outcomes that exist in the community and how the GSC/GSPC should address these inequities.
- Strategies for how to more effectively engage those families that are most often excluded in the community (GSC/GSPC).

Key 2012 Findings

GSCs were more effective at promoting systems change (pg 59-61) when they identified and targeted the local conditions that create disparities in early childhood experiences and outcomes in their community.

Infrastructure and Learning Orientation



Infrastructure and learning orientation refers to the structures and practices in place to grow and support strong and capable Great Start Collaboratives and Great Start Parent Coalitions.

Respondents were asked to describe their community's infrastructure and learning orientation. Specific respondents were asked to describe certain aspects of the local infrastructure that their position or role would best inform.

GSC Leadership

- **Instrumental Leadership:** GSC members reported on the GSC Chair effectiveness at running meetings, managing group processes, and creating an inclusive environment.
- **Strong Effective Leadership:** GSC members reported on the GSC director effectiveness at managing the work of the GSC and working well with GSC members.
- **Inclusive Leadership:** GSC members reported on the extent to which the GSC acknowledges the voices and skills of all members.

GSPC Leadership

- **GSPC Leadership:** GSPC parents reported on their parent liaison's ability to be an inclusive and engaging leader while maintaining effective partnerships with the GSC.

Continuous Improvement

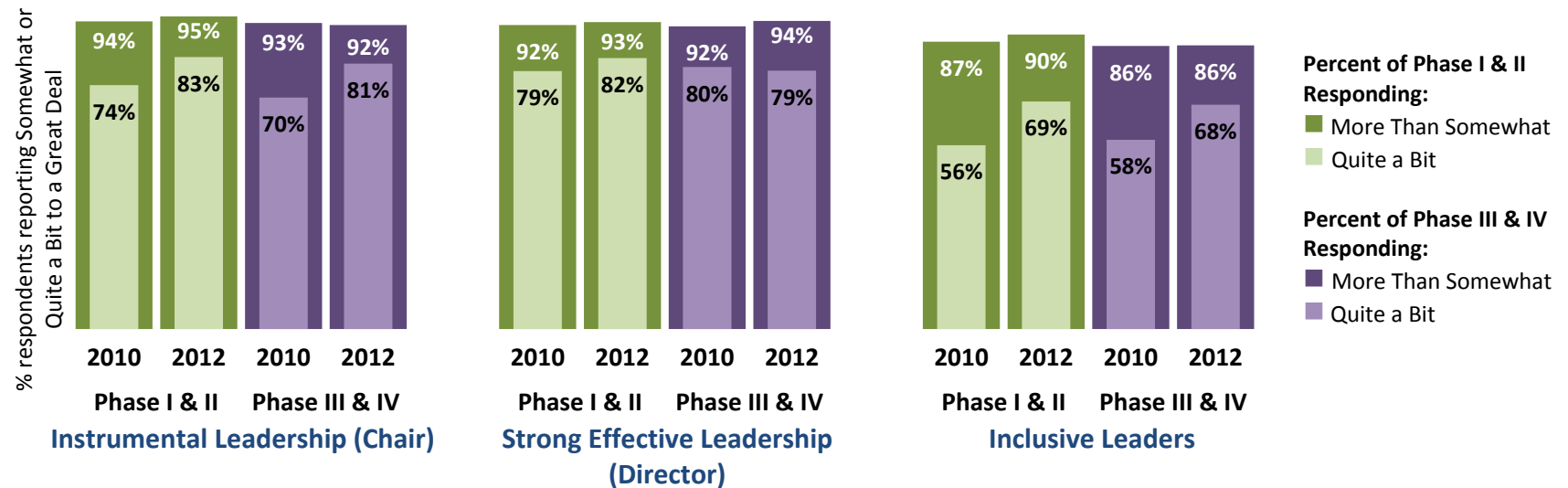
- **Support Parent Voice:** GSC directors reported on the processes present in the GSC infrastructure that bring parent voices to the table and support parent feedback.
- **Collective Learning:** GSC members reported on the extent to which efforts are adjusted based on ongoing learning and shared lessons.
- **Clarity in Parent's Role:** GSC/GSPC parent members reported on the extent to which they believe their role is to represent the needs and interests of a larger group of parents, and advocate in support of the Great Start initiative.

Relevant Comparisons

To help you understand the current successes and characteristics of the phases, data is displayed for two phase groupings (phase 1 & 2 and phase 3 & 4).



GSC Leadership



Includes: GSC Members (2010 and 2012 sample size, page 9)

Definition

Instrumental Leadership (GSC Chair)

- Promotes and values members' input and shared leadership.
- Works to maintain a respectful and collaborative relationship with parent members.
- Plans effectively and makes good use of members' time.
- Resolves conflict effectively.

Strong Effective Leadership (Director)

- Facilitates communication and coordination across GSC members.
- Provides necessary information and resources for members to be informed and active participants.
- Creates various ways for parents to make meaningful contributions.

Inclusive GSC Leaders:

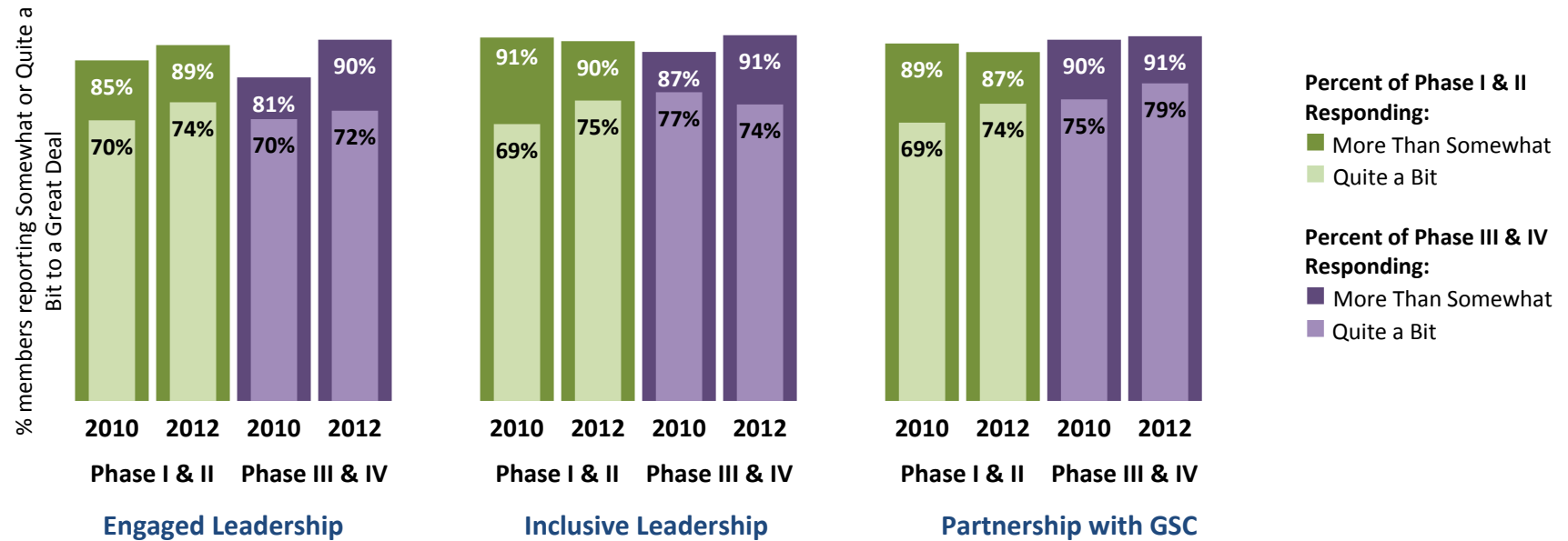
- Considers all points of view when making decisions.
- Taps into skills, resources and networks members bring.
- Effectively orients new members.

Key 2012 Findings

GSCs accomplished more (pg 20) when they had leaders who promoted effective and inclusive decision-making processes.



GSPC Leadership



Includes: GSPC Members (2010 and 2012 sample size, page 9)

Definition

Engaged Leadership

- Makes the GSPC meetings a good use of members' time.
- Maintains a respectful and collaborative relationship with members of the GSPC.

Inclusive Leadership

- Takes into consideration all points of view when making decisions.
- Taps into skills, resources and networks members bring.
- Effectively welcomes and orients new members.

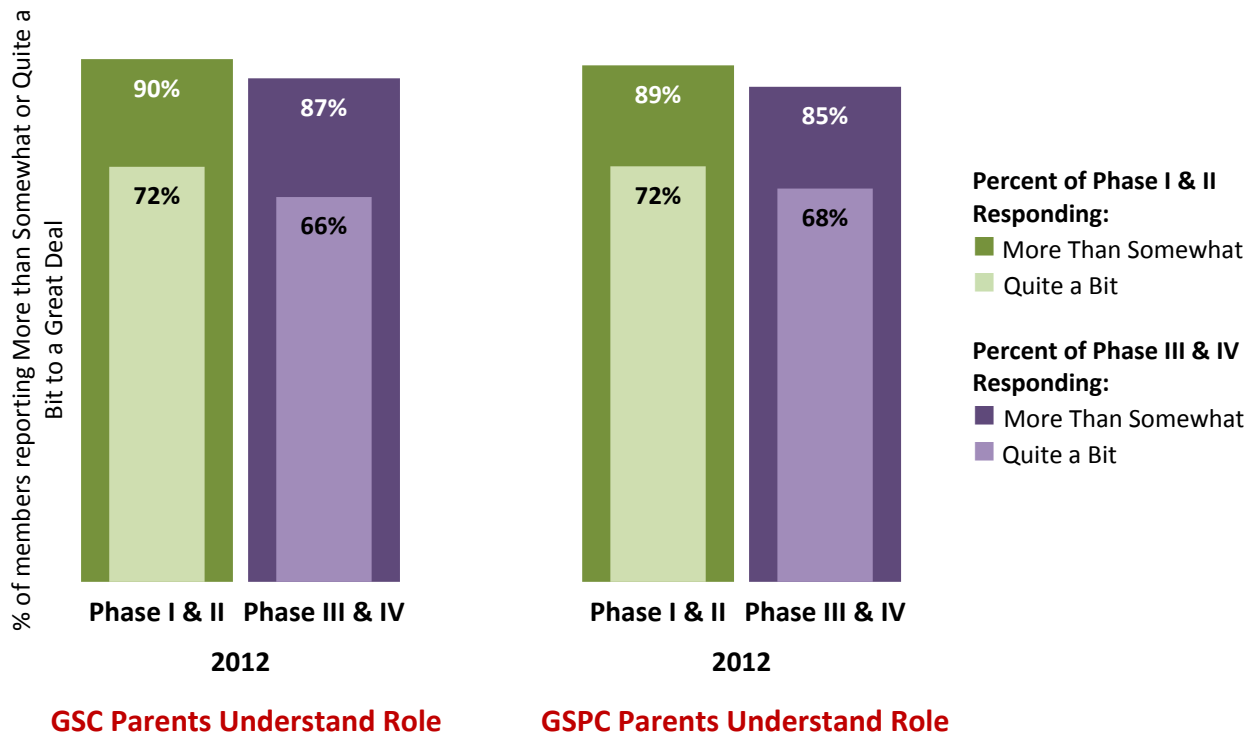
Partnership with GSC

- Promotes GSC as valued partner in GSPC efforts.

Key 2012 Findings

GSPCs accomplished more (pg 20) when they had leaders who promoted effective and inclusive decision-making processes.

Parents Act as Leaders of a Larger Constituency



Includes: GSC/GSPC Members (2012 sample size, page 9)

Definition

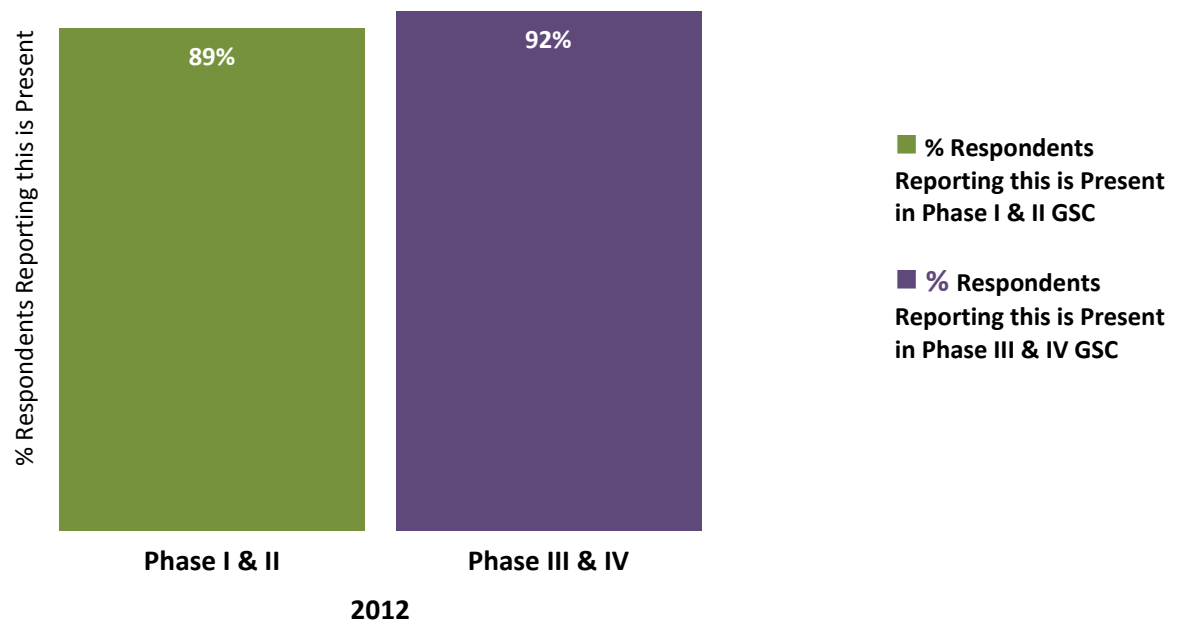
Parents understand:

- They represent not just their own voice but represent the needs and interests of much larger group of parents.
- How to advocate and make their voice heard in support of the Great Start initiative.

Key Findings

GSCs/GSPCs were more effective (pg 20) when their parent members understood their role as leaders of a larger constituency of parents and knew how to advocate and make their voice heard.

GSC Support Parent Voice



Support Parent Voice

Includes: GSC Director/Parent Liaison (2012 sample size, page 9)

Definition

To what extent does your GSC:

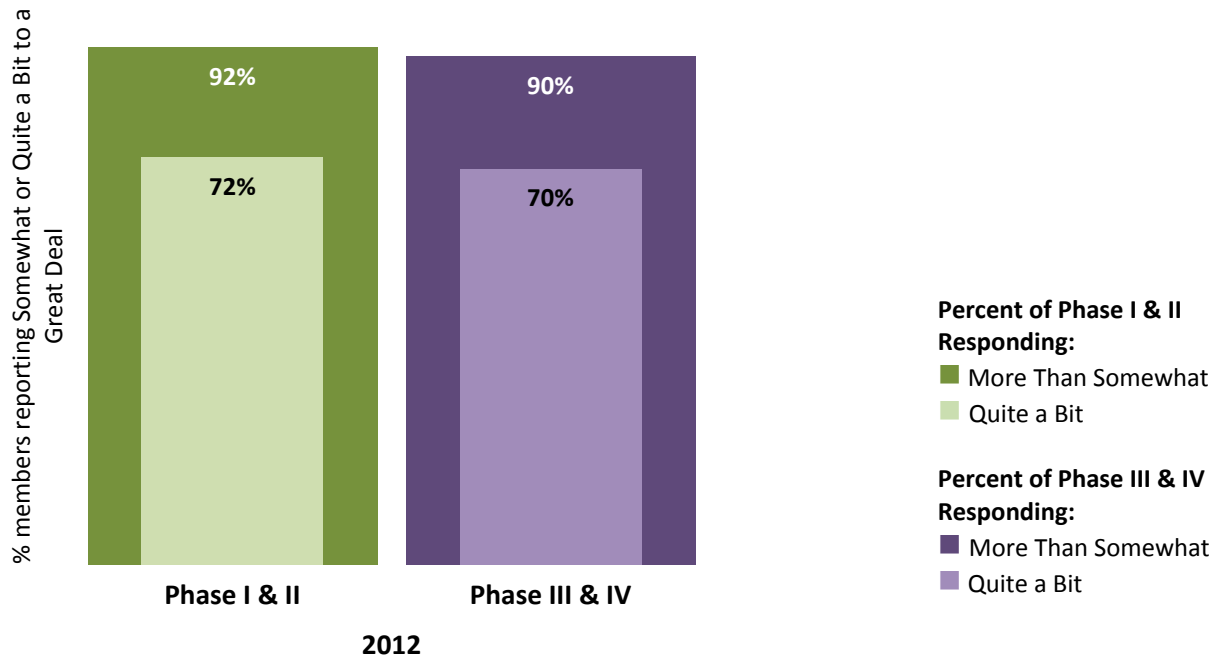
Support Parent Voice

- Have processes to support the parent voice at the table.
- Have processes for capturing parent feedback and voice.

Key Findings

GSCs/GSPCs were more effective at promoting authentic parent voice (pg 52-54) when they had processes in place to support and capture the parent voice at the table.

Continuous Learning Orientation



Continuous Learning and Improvement

Includes: GSC Members (2012 sample size, page 9)

Definition

To what extent does your GSC:

- Share lessons learned.
- Adjust its efforts through the use of data and ongoing learning about its collective efforts.
- Track and celebrate the small wins and changes we accomplish along the way
- Have some agreed upon outcomes and outcomes measures that local organizations use to track their progress towards the GSC's targeted goals.
- Actively work to coordinate their efforts with each other

Key 2012 Findings

The creation of a continuous learning environment including the use of data to track progress, and timely adjustments to actions based upon data and insights, was one of the strongest factors related to GSC/GSPC success in 2012.

Stages of Promoting Change

To create a more integrated summary of the GSCs/GSPCs efforts to date, we compared and contrasted GSCs/GSPCs on 5 core accomplishment variables:

- ✓ Benefits for individual parent participants
- ✓ Benefits for organizational rep. participants
- ✓ Perceived Value of GSC
- ✓ Overall accomplishments score
- ✓ Overall level of policy/practice/procedure change by local organizations

We conducted an analysis called ‘cluster analysis’ which allowed us to sort GSCs/GSPCs into three groups based upon their level of accomplishments in the above areas (in 2010, this analysis produced four groups). An examination of the characteristics and successes of the GSCs/GSPCs within each cluster suggest that these three groups represent different Stages of Change.

Stage A: Promoting Shared Purpose and Value (currently 24% of GSCs/GSPCs)

Key Characteristics

Building strong GSC and GSPC governance structures.

- Developing and supporting strong leadership.
- Developing and maintaining shared goals and trust.
- Developing and maintaining effective internal operations.

Promoting active involvement in the GSC/GSPC work and activities.

- Members are starting to attend meetings regularly.
- Members are starting to attend events on behalf of the Great Start Initiative.

Strengthening parent leadership and voice.

- Supporting a strong and respected Parent Liaison.
- Supporting strong parent members who bring the parent voice to the table.
- Supporting parents as strong and effective leaders who influence decisions.

More effective partnerships.

- Building and maintaining effective partnerships between the GSC/GSPC.
- Building and maintaining effective partnerships with other organizations, initiatives, groups, and key community efforts.

Stage B: Creating a Ready Community **(currently 54% of GSCs/GSPCs)**

Key Characteristics

All of the key characteristics from Stage A.

Greater local Readiness for Change.

- Building and supporting readiness for change in individuals and organizations.

Organizations more likely to commit to the GSC and the Great Start Initiative.

- Commit time, focus, energy, and other resources.
- Actively promote the GSC/GSPC as effective and valuable.

Organizations more likely to align their strategic plan with the GSC action agenda.

Fostering a sense of urgency for the work of the Great Start initiative.

Developing local champions for the work.

GSC member organizations focusing on improving access to quality programs and supports for those with the highest need.

- Deliberate consideration of the unique needs of different cultures, races, and income levels.
- Projects that target the marketing and location of services and supports so the most vulnerable children and families access them.
- Addressing disparities in the strategic plan.
- Conversations during GSC meetings that consider the disparities in early childhood experiences and outcomes that exist in the community and how the GSC should address these inequities.
- Strategies for how to more effectively engage those families that are most often excluded in the community.

Stage C: Creating an Effective and Equitable System (currently 22% of the GSCs/GSPCs)

Key Characteristics

All of the key components from Stages A and B.

More active engagement in systems changes.

- Pursuing more systems change activities and strategies.

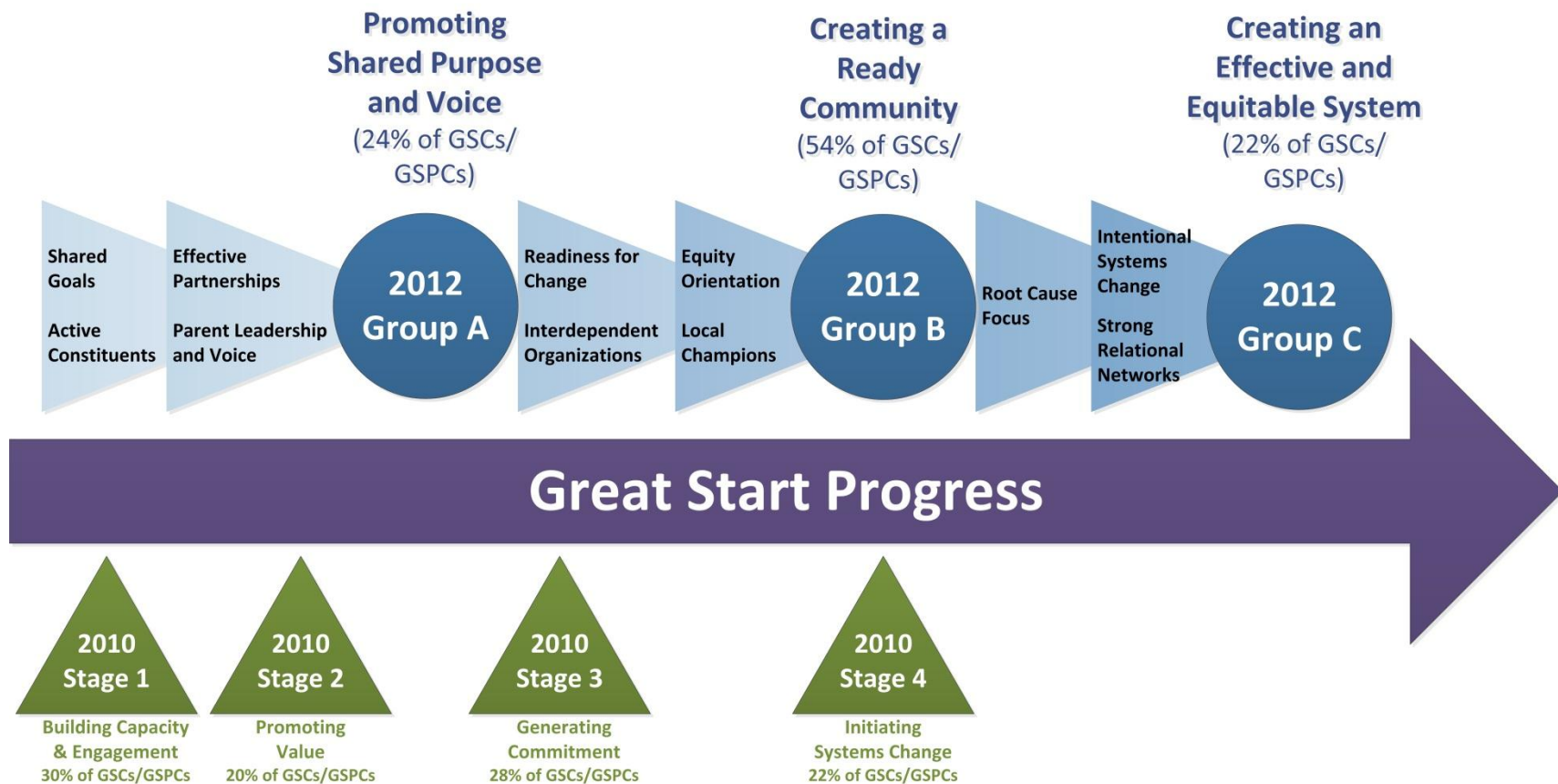
Strategies focus on the root causes of children not being ready for school

- GSC stakeholders share an understanding of the root causes in their community.
- Strategies in the early action agenda address these root causes.

Developing stronger and deeper connections across local organizations.

- Increasing information sharing.
- Increasing sharing of actual resources such as in-kind resources, funds, co-location of services/staff, facilities, supplies, training, and transportation.

The Stages of Promoting Early Childhood Systems Change 2012



Recommendations and Next Steps

To move from **Stage A – Promoting Shared Purpose and Voice** to **Stage B –Creating a Ready Community**:

- ✓ Actively build organizational commitment to the Great Start initiative.
 - Committing time, focus, energy, and other resources.
 - Promoting the GSC and GSPC as effective and valuable.
- ✓ Focus on promoting local readiness for change.
 - Building and supporting readiness for change in individuals and organizations.
 - The belief that change (based on the local Great Start strategic plan) is desirable and necessary.
 - The belief that change is possible/feasible (the GSC/GSPC can have an impact; local organizations can change).
 - The belief that the GSC/GSPC and community have the capacity to make a real difference.
- ✓ Actively build local champions for the Great Start Initiative.
 - Building support from elected officials, media sources, parents, and local leaders.
 - Helping GSC organizations align their organizational plans with the Great Start effort
 - Building a sense of urgency for the work in the community
- ✓ Promote a commitment to reducing local inequities in early childhood outcomes
- ✓ Create a continuous learning environment
 - Use local data to track your progress and make adjustments along the way
 - Help local organizations adjust their efforts as the data indicates
 - Celebrate small wins
- ✓ Continue to . . .
 - Build capacity by supporting strong parent and Parent Liaison leadership.
 - Maintain effective governance structures, shared goals, and mutual trust within and between the GSC and GSPC.
 - Maintain the benefits of participation to promote an active membership base.
 - Share information from the report with your community.
 - Maintain effective partnerships with other organizations and initiatives, and between the GSC and GSPC.
 - Engage in education and will building.

To move from **Stage B – *Creating a Ready Community*** to **Stage C – *Creating an Effective and Equitable System***:

- ✓ Actively engage in systems changes based on the local Great Start strategic plan.
 - Shift organizational policies, practices, and procedures to improve access, coordination, and quality of services.
 - Increase service coordination and integration.
 - Expand quantity and quality of service supports offered including adopting evidence-based programs and practices.
- ✓ Actively increase strength and ‘density’ of exchange networks to target the marketing and location of services and supports so the most vulnerable children and families access them.
 - Increase mutual information sharing.
 - Increase sharing of actual resources such as in-kind resources, funds, co-location of services/staff, facilities, supplies, training, and transportation.
- ✓ Target Root Causes in your efforts including promoting an understanding of the underlying causes for why children do not enter school ready to learn and prioritizing these causes in your early childhood action agenda.
- ✓ Promote a continuous learning environment
 - Use local data to track your progress and make adjustments along the way
 - Help local organizations adjust their efforts as the data indicates
 - Celebrate small wins
- ✓ Continue to...
 - Actively build local champions for the Great Start Initiative.
 - Promote a commitment to reducing local inequities in early childhood outcomes
 - Develop organizational commitment to the Great Start Initiative.
 - Build and support individual and organizational readiness for change
 - Support strong parent leadership and voice, focusing on families that are most often excluded in the community.
 - Maintain effective partnerships with other organizations and initiatives, and between the GSC and GSPC.

- Maintain effective governance structures, shared goals, and mutual trust within GSC and GSPC.
- Maintain the benefits of participation to continue an active membership base.
- Share the report findings with your community.

To help GSCs/GSPCs in **Stage C – *Creating an Effective and Equitable System*** evolve to the next level of work:

Continue to . . .

- ✓ Target Root Causes in your efforts including promoting an understanding of the underlying causes for why children do not enter school ready to learn and prioritizing these causes in your early childhood action agenda.
- ✓ Promote a continuous learning environment
- ✓ Actively build more local champions for the Great Start Initiative.
- ✓ Promote a commitment to reducing local inequities in early childhood outcomes
- ✓ Actively engage in systems changes based on the local Great Start strategic plan.
- ✓ Actively increase strength and ‘density’ of exchange networks to ensure the most vulnerable children and families access and benefit from them.
- ✓ Develop organizational commitment to the Great Start Initiative.
- ✓ Build and support individual and organizational readiness for change
- ✓ Support strong parent leadership and voice, focusing on families that are most often excluded in the community.
- ✓ Maintain effective partnerships with other organizations and initiatives, and between the GSC and GSPC.
- ✓ Maintain effective governance structures, shared goals, and mutual trust within GSC and GSPC.
- ✓ Work to increase the benefits of participation.
- ✓ Share information from this report with your community

Using this Report in Your Community

Resources to Assist You

In this section there are suggestions, information and “Talking Points” that can be used to assist you and guide conversations you have within GSCs/GSPCs and any others you share report findings with. Here is a brief description of what is included:

Things to Keep in Mind are some things to think about when planning to speak with others about this report and your work.

Questions To Facilitate Discussions is a list of possible questions that you can use to help you assist people and groups to think about the information in the report and how to move forward with the work.

Great Start Matters! makes a good handout and helps people remember later what you have said.

Additional Resources in this Report

Executive Summary: The Executive Summary works well as a handout for people who wish to know more detailed information.

ECIC is here to help!!!

Great Start Helpline: 1-855-790-4900 or greatstartta@ecic4kids.org

Things to Keep in Mind

Know the stakeholder(s) with whom you will be speaking.

- Know what is important to THEM.
- Start any presentation with the purpose of the Great Start Collaborative and Parent Coalition including some of the specific priorities you are working on this year. This will provide a framework for the findings.
- ***Prepare and present information that is most relevant to the individual or group's interests and concerns.***
 - Use data to show them that what the GSC/GSPC does impacts what is important to them.
 - Find the data that shows them that what the GSC and GSPC are doing is supporting what they care about.
- For Great Start Collaborative and Parent Coalition members
 - Prepare an overview of the findings highlighting successes and challenges as well as change from 2010 to 2012.
 - Engage them in dialogue regarding the findings using open ended questions (examples are included within the following pages).
 - Help them connect the findings with the work planned for the year and determine what may need to be changed or refined.

Be able to explain who completed the evaluation

- Dr. Pennie Foster-Fishman, of the MSU Ecological-Community Psychology Dept. at Michigan State University, is one of the top experts in the fields of Community and Systems Change Processes and Community Coalition/Collaboration Evaluation. She has published numerous journal articles on systems change and coalition and collaborative effectiveness and works with clients both nationally and internationally.

Reiterate that some success and progress means this is a time for continued investment and to build from success to greater success!

- Compared to 2010, GSCs and GSPCs in 2012 **are making significantly more progress** in building the systems changes needed to ensure that all children are ready for school.
- On every outcome area examined, GSCs/GSPCs **accomplished far more in 2012** than they did in 2010.
- **BOTH the GSC and the GSPC continue to matter!**
- **The gap between older and newer collaboratives has significantly diminished.**

Putting the Evaluation Findings to Work

Evaluation findings are only useful WHEN they generate dialogue, promote learning, and encourage continuous improvement. To help you maximize the use of these findings within your community, we encourage you to:

- **Contact the Great Start TA Helpline to schedule a time to discuss your customized report in more detail and get support for using the results.**
- **Compare the findings with priorities identified in your Great Start Collaborative's Early Childhood Action Agenda within the Great Start Strategic Plan. Determine if changes may be needed based on the findings and plan to discuss this with GSC members when the findings are presented.**
- **Engage your Great Start Collaborative and Parent Coalition members in a dialogue about the findings.** Use these findings to celebrate your hard work to date, celebrate the success across the state, understand your achievements and challenges, and identify next steps for your local efforts.
- **Engage parents (who are not currently a part of your local efforts) in a dialogue about these findings.** Have them help you interpret your local findings (for example: Why are parents not getting their needs met by the local system? What is missing? What doesn't happen?). Encourage them to join the Parent Coalition and become a part of the change the community needs to improve outcomes for young children.
- **Engage other early childhood organizations/providers, and community leaders from other sectors in a dialogue about these findings.** Have them help you interpret your local findings (for example: Why are local organizations reporting that change is not necessary? Why are local organizations not sharing resources with each other?). Take what you learn from them back to your Great Start Collaborative and Parent Coalition.
- **Share your successes, lessons learned, and next steps with other key stakeholders in your community.** Use the information in this report to showcase what you have done and to demonstrate that you are committed to improving your local efforts.

On the next page, there are some sample questions you could use in these conversations. You may use one or many of them in any given discussion. Some of the questions ask the same content in different ways. Pick and choose what to use as appropriate in different situations.

Questions to help you start the Dialogue

- As you think about the statewide findings:
 - What are you most proud of?
 - What are you most concerned about?
 - What surprised you about this report?
- What did you learn that you didn't know before?
- What part of the report excited you?
 - As you read this report, what statements or points caught your attention?
 - What information stood out to you?
- What strikes you as hopeful?
- What questions does the report raise for you?
- What connected or came together for you here?
 - What still hasn't connected?

Questions to help you identify Next Steps

- Where did you sense any openings or new opportunities?
- What do you see as key issues or problems to address this coming year?
 - Where do you see yourself in this work in the coming year?
 - How do these findings compare with the Great Start Initiative's priorities? Do we need to make any adjustments based on this new information?
- How can we apply what we have learned here?
 - How will you apply what you have learned here?
 - What follow up would help you more effectively apply what you have learned?
- What do you sense is needed based on this information?
 - What changes do you believe the Great Start Initiative needs to make to meet these needs?
 - What changes do you believe you need to make to meet these needs?
 - What are your own "next steps"?
 - What do you want to accomplish with us this coming year?
- In terms of moving towards these goals . . .
 - What kind of supports might be helpful to you?
 - How will we implement the changes we have suggested?
 - What's the next step to implement to move toward our goals?
- What resources do you think will be needed?
 - What resources can you bring to the work ahead?

Great Start Matters!

Evaluation of the Great Start Initiative completed by Michigan State University



What We Know about the Impact of the Great Start Initiative:

GSCs/GSPCs are facilitating . . .

Improvement in outcomes for children and families

- Great Start Collaboratives (GSC) and Great Start Parent Coalitions (GSPC) are making important headway in building the systems changes needed to improve outcomes for children and families and ensure that all children are ready for school.

Effective use of local resources

- Leveraging more local resources to support success in early childhood.
- Coordination and integration of services (one key area Great Start targets) eliminates service duplication and uses money more efficiently and effectively.

We Learned That. . .

- Compared to 2010, GSCs and GSPCs in 2012 **are making significantly more progress** in building the systems changes needed to ensure that all children are ready for school.
- On every outcome area examined, GSCs/GSPCs **accomplished far more in 2012** than they did in 2010.
- GSCs and GSPCs also significantly **strengthened all 8 levers for change** and these levers continue to play an important role in 2012.
- GSCs/GSPCs **grew the most** between 2010 and 2012 when they **built authentic voice**, local **readiness for change**, and actively **pursued systems change**.
- In 2012, **Equitable System Pursuits** (which includes the root cause and equity levers) **appeared to be more important than any other factor in explaining the outcomes achieved by GSCs and GSPCs in 2012.**
- **BOTH the GSC and the GSPC continue to matter!**
- **The gap between older and newer collaboratives has significantly diminished.**

Appendix A: Linking Levers to Shifts in Outcomes



To better understand what factors contributed to changes in GSCs/GSPCs accomplishments between 2010 and 2012, we conducted several longitudinal analyses. These analyses linked the levers scores in 2010/2012 to the accomplishments 2010/2012 scores and rate of change. By doing this analysis, we were able to identify those levers that helped the GSCs/GSPCs improve the most.

The table on the next page summarizes these results. While all of the levers mattered, in that they promoted growth in GSCs/GSPCs, this table identifies the levers that were the most important for promoting improvement in each of the accomplishment areas. Please note that we could not include in this analysis the new levers, like Equity Orientation, since we did not have data on those from 2010.

In order to use these findings most effectively, be sure to consider each factor that contributes to improvement in the area of concern. More importantly, focus on how those factors interact and can be pieced together into interventions that will comprehensively promote change. By applying the key findings in this manner, with a systems focus, GSCs will be able to incorporate intentional, evidence-based tactics for improvement into strategic plans for moving forward.

The table on the next page summarizes those key findings. A more complete narrative is included on each data page in this report in a box describing the Key Findings related to the construct on that page.

APPENDIX A: Linking Levers to Shifts in Outcomes

to get  go  here

Outcomes	Levers				
	Shared Goals	Parent Leadership & Voice	Effective Partnerships	Readiness for Change	Intentional Systems Change Action
	Improved Outcomes for Children and Families (pg 28)			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Increased Access to Services (pg 32)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Sustained and Expanded Investment (pg 33)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Increased Service Coordination and Integration (pg 36)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Comprehensive System Improvements (pg 34)			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Broad Community Support for Early Childhood Issues (pg 37)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	More Responsive Organizations (pg 38)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Supportive Elected Leaders and Officials (pg 41)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Empowered Families as Change Agents (pg 42)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Easy Access to Early Childhood Services (pg 44)		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
	Parents are Informed Users (pg 44)		<input checked="" type="checkbox"/>		

While all of the levers mattered, this table shows which levers were **most** important in predicting change between 2010 and 2012.

Appendix B:

Summary Table of Statistical Significance

For each outcome in this report with 2010 and 2012 data, a statistical comparison of the 2010 and 2012 data was conducted to determine if the difference between the two data points was significant or not. Statistical significance measures whether a result was likely the result of chance or a true pattern/difference. If your data is marked with a * to indicate that it is statistically significant below, this means that there was a substantial shift statewide in this area between 2010 and 2012. ** is also significant, but is a weaker change.

Statewide	Type of Change	Significance *p≤.05 **p≤.1	Page Number
Accomplishments			
Improved Outcomes for Children	↑	*	32
Increased Access to Early Childhood Services	↑	*	33
Increased Coordination and Collaboration Across Agencies	↑	*	34
Expanded Array of Early Childhood Services	↑	*	35
Sustained and Expanded Public and Private Investment	↑	*	36
Comprehensive Early Childhood System Improvements	↑	*	37
Increased Community Support for Early Childhood Issues	↑	*	38
Organizational Changes to Policies, Practices, and Procedures	↑	*	39
Policy/Procedure Changes	↑	*	39
Adopted Evidence-Based Programs	↑	*	39
Added New Program Slots	↑	*	39
Shifted Where/When Provide Services	↑	*	39
Local Providers More Responsive to Parent Concerns	↑	*	40
More Supportive Local Leaders and Elected Candidates	↑	*	41
Empowered Families as Change Agents	↑	*	42

Statewide	Type of Change	Significance *p≤.05 **p≤.1	Page Number
Additional Outcomes			
Easier Access to Services	↑	*	44
Informed Parents	↑	*	44
Participation Benefits for Parents	↑	*	45
Increased Parenting Skills	↑	*	45
Increased Engagement and Voice	↑		45
Enhanced Knowledge and Skills	↑	*	45
Participation Benefits for Organizations	↑	*	46
Expanded Partnerships	↑	*	46
Increased System Understanding	↑	*	46
Improved Interorganizational Relationships	↑	*	46
Increased Organizational Effectiveness	↑	*	46
Levers for Change			
Shared Goals	↑	*	21
GSC Shared Goals	↑	*	49
GSPC Shared Goals	↑		49
Active Constituents	↑	*	21
GSC Involvement	↑	*	50
GSPC Involvement	↓		50
Effective Partnerships	↑	*	21
GSC Strong Partnership with GSPC	↑	*	51
GSC Strong Partnerships with Other Organizations	↑	*	51
Parent Leadership and Voice	↑	*	21
Parents Are Leaders	↑	*	52
Parent Mobilization	↑	*	53

Statewide	Type of Change	Significance *p≤.05 **p≤.1	Page Number
Strong Parent Members	↑	*	54
Interdependent Organizations	↑	*	21
Org Interdependence and Commitment to the GSC	↑	*	55
Readiness for Change	↑	*	21
Desire for Change	↑	*	56
Change is Feasible	↑	*	56
Capacity for Change	↑	*	56
Organizational Capacity for Change	↑	*	57
Beliefs about Capacity for Change	↑	*	57
Beliefs about Necessity for Change	↑	*	57
Intentional Systems Change Actions	↑	*	21
Intentional Systems Change Actions: Early Childhood Systems Building Efforts	↑	*	59
Strong Relational Networks			21
Referral and Access, Information Exchange, Resource Sharing Networks		N/A	60
Infrastructure			
GSC Leadership	↑	*	66
GSPC Leadership	↑		67

A variety of statistical techniques were used in the evaluation to draw the conclusions reported in this report. Paired t-tests and repeated measures analyses were used to assess change over time in all of the outcomes included in this report. Regression and hierarchical linear modeling were used to examine the relationships between the levers and outcomes in 2010 and 2012. Social network analysis was used to examine the exchange relationships among GSC member organizations. Cluster analysis was used to group the GSCs and GPSCs according to their level of accomplishments in 2010 and 2012. ANOVAs were used to compare cluster groups on the levers for change. Factor analysis was used to develop the measurement scales. All scales have respectable reliability. Questions concerning the statistical methods used in this evaluation can be directed to eciceval@gmail.com.