

# Building Effective Great Start Collaboratives and Parent Coalitions



**PENNIE FOSTER-FISHMAN, PH.D.**  
**MICHIGAN STATE UNIVERSITY**  
**MARCH 15, 2011**



# Guiding Evaluation Questions



- To what extent are the GSCs/GSPCs effective at building an effective early childhood system?
  - What progress is being made?
  - What are some important next steps?
- What factors are related to the effectiveness of GSCs/GSPCs?
- What are some next steps for the Great Start Initiative?

# Methods



- Between May – August, 2010, on-line surveys (and some mail versions) were distributed to GSC/GSPC members, workgroup members, and key outside community members .
  
- 3205 surveys were sent
  - 2348 were received (73% response rate).
  - Of these, 2137 were usable.
  - GSC members and GSPC members had similar response rates (77%)
  
- Demographics:
  - The sample was primarily white (82%). Remaining respondents were:
    - ✦ African American (4.4%),
    - ✦ American Indian (2%),
    - ✦ Latino (2%),
    - ✦ Asian/Pacific Islander (.6%)
    - ✦ Other (1%).
    - ✦ Eight percent of respondents did not provide racial/ethnic information.

## Response Rates by Stakeholder Type

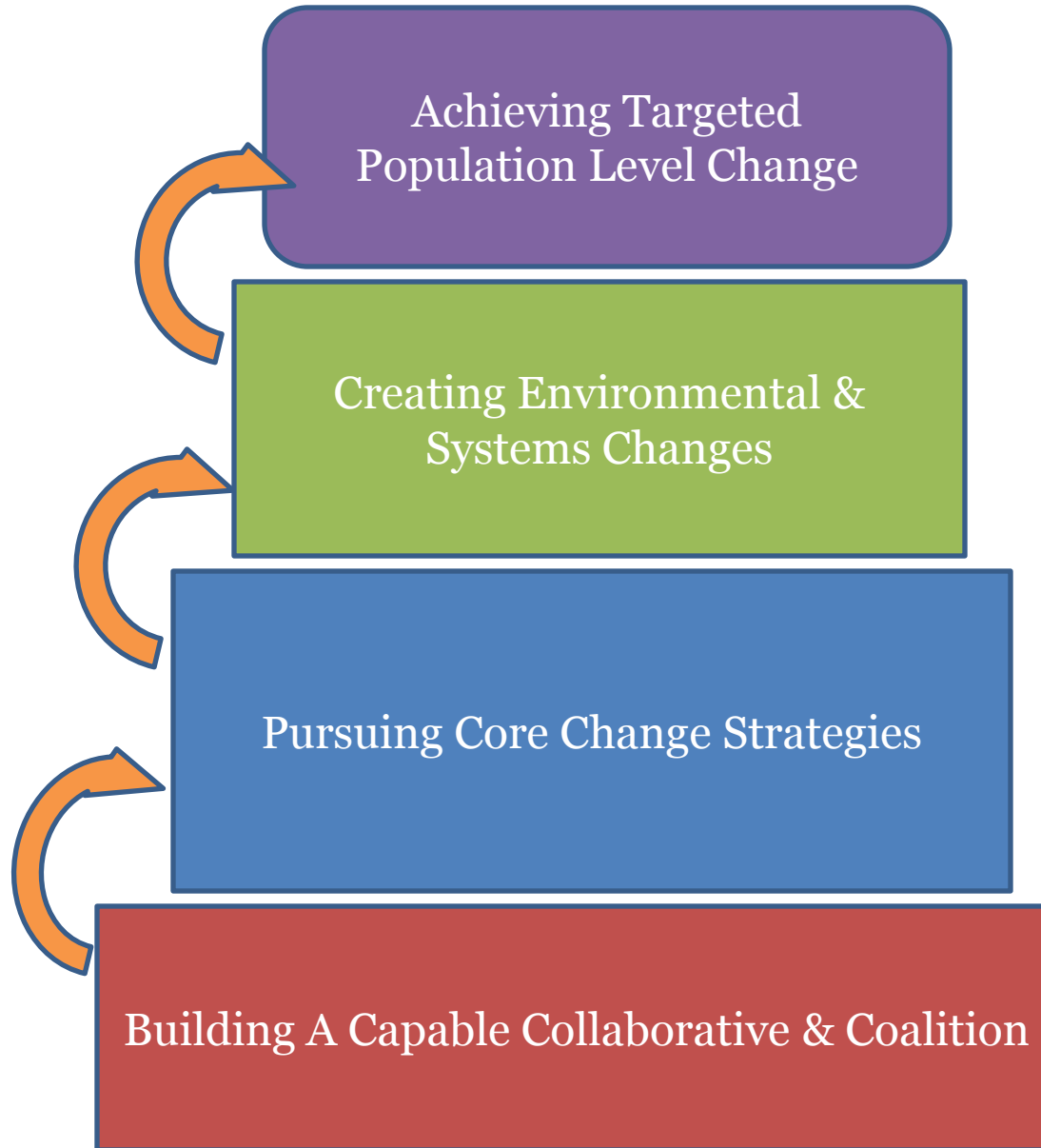
|                   |   | Survey Type                        | Frequency | Percent | Cumulative Percent |
|-------------------|---|------------------------------------|-----------|---------|--------------------|
| 447 GSPC Members  | } | GSPC Parent Member                 | 244       | 11.4    | 11.4               |
|                   |   | Parent Liaison                     | 61        | 2.9     | 14.3               |
|                   |   | Parent Member of Both GSC and GSPC | 142       | 6.6     | 20.9               |
| 1,311 GSC Members | } | GSC Parent Member                  | 60        | 2.8     | 23.7               |
|                   |   | GSC Director                       | 59        | 2.8     | 26.5               |
|                   |   | GSC Service Provider               | 831       | 38.9    | 65.4               |
|                   |   | GSC Other Provider                 | 158       | 7.4     | 72.8               |
|                   |   | GSC Workgroup Member Provider      | 276       | 12.9    | 85.7               |
| 582 outside reps  | } | GSC Workgroup Member Parent        | 12        | .6      | 86.6               |
|                   |   | GSC Workgroup Other Provider       | 31        | 1.5     | 87.7               |
|                   |   | GSC Outside Community Member       | 263       | 12.3    | 100.0              |
|                   |   |                                    |           |         |                    |

# Key Considerations in Evaluation Design



- Local efforts in different phases.
- Local communities target different issues.
- Communities vary in resources available to do the work.
- Solutions:
  - Collaborative process.
  - Survey designed to assess breadth of work.
  - Survey designed to measure both what has been done and what next steps are.
  - Looked to see if Phase and Geography matters.

# Community Problem Solving Model



# Integrated Framework For Change

**ALL CHILDREN ARE READY FOR SCHOOL BY AGE FIVE**

### IMPROVED AND EXPANDED EARLY CHILDHOOD SYSTEM

- Parents Needs are Met
- Increased Access to Early Childhood Services
- Sustained and Expanded Public and Private Investment
- Increased Coordination and Collaboration across Agencies
- Expanded Array of Quality Programming and Supports

### A RESPONSIVE AND SUPPORTIVE COMMUNITY CONTEXT

- Comprehensive Early Childhood System Improvements
- Broad Community Support for Early Childhood Issues
- Local Providers Address Parent Concerns
- Supportive Local Leaders and Political Candidates

### EFFECTIVE EARLY CHILDHOOD SYSTEM

- Partnering to Promote Community Change
- Early Childhood Systems Building Efforts
- Authentic Parent Leadership & Voice

### PARENTS AS VISIBLE AGENTS OF CHANGE

- Advocacy & Public Will Building
- Partnering to Promote Community Change

### CAPABLE COLLABORATIVE

- Creating an Effective Governance Structure
- Building Systems Change Capacity
- Supporting A Powerful Parent Coalition

### A CAPABLE AND POWERFUL PARENT COALITION

- Building Collaborative Capacity
- Mobilizing an Informed Representative Constituency
- Creating An Empowering Coalition

**GOAL**

**SYSTEMS CHANGES**

**CHANGE STRATEGIES**

**CAPACITY BUILDING**

# Overview of Key Findings



- GSCs and GSPCs are making important headway in building the systems changes needed to ensure that all children are ready for school.
- Overtime, it appears as though GSCs & GSPCs become more effective in their efforts:
  - According to informants, older GSCs and GSPCs have accomplished more than younger GSCs & GSPCs. In other words, PHASE MATTERS!
  - With each passing year, more impacts are noted:
    - ✦ More dollars are leveraged.
    - ✦ More families become mobilized and engaged in the work.

# Overview of Key Findings



- Location matters as well, though less than Phase:
  - Urban GSCs/GSPCs have accomplished more than rural GSCs/GSPCs.
- Overall, findings support the Framework for Change
  - GSCs and GSPCs achieve more when they build their capacity and actively pursue effective systems change strategies.
  - BOTH the GSC and the GSPC matter!

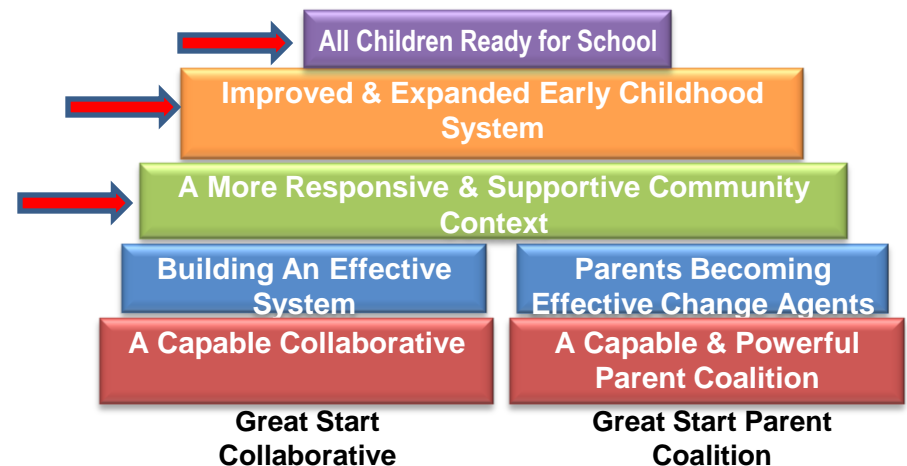
# How Effective are Great Start Collaboratives and Great Start Parent Coalitions?

## ACCOMPLISHMENTS: REPORTS FROM ALL RESPONDENTS

➤ **ALL CHILDREN ARE  
READY FOR SCHOOL**

➤ **IMPROVED &  
EXPANDED EARLY  
CHILDHOOD SYSTEM**

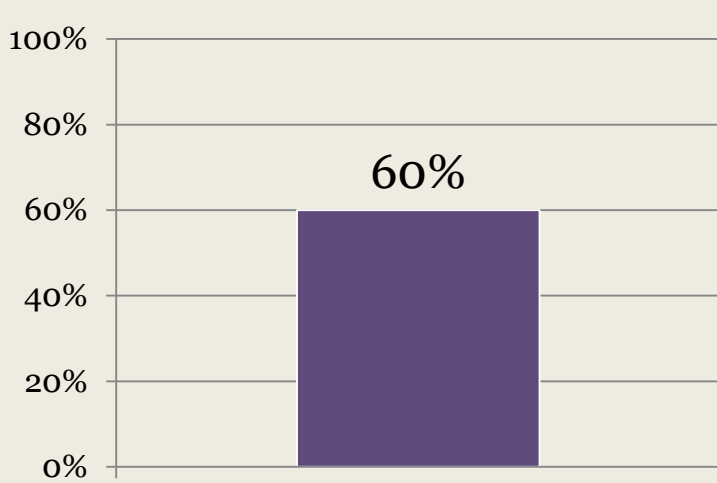
➤ **A MORE RESPONSIVE  
& SUPPORTIVE  
COMMUNITY CONTEXT**



# Because of the Great Start Efforts in My Community...



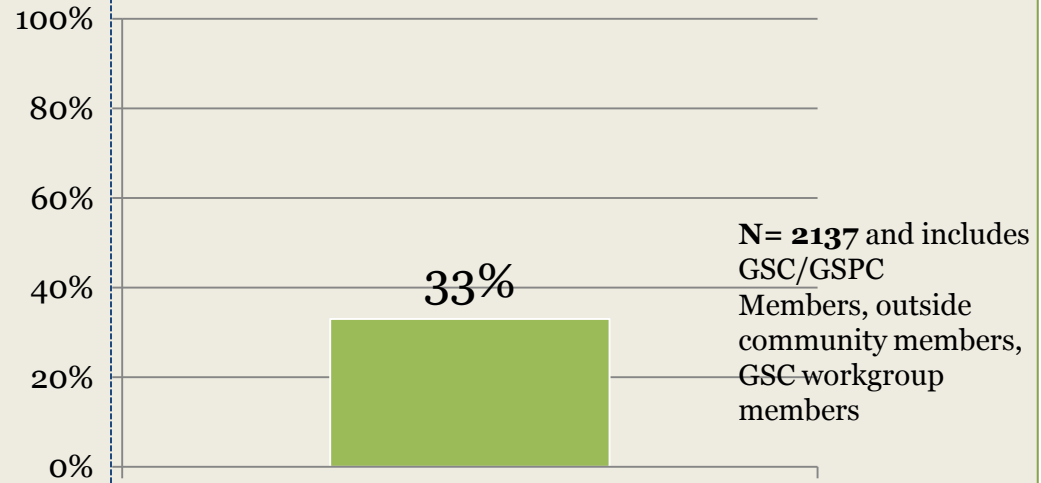
## More than Somewhat



All Children are Ready For School

- More Fair Measure of accomplishments to date

## Quite a Bit to a Great Deal

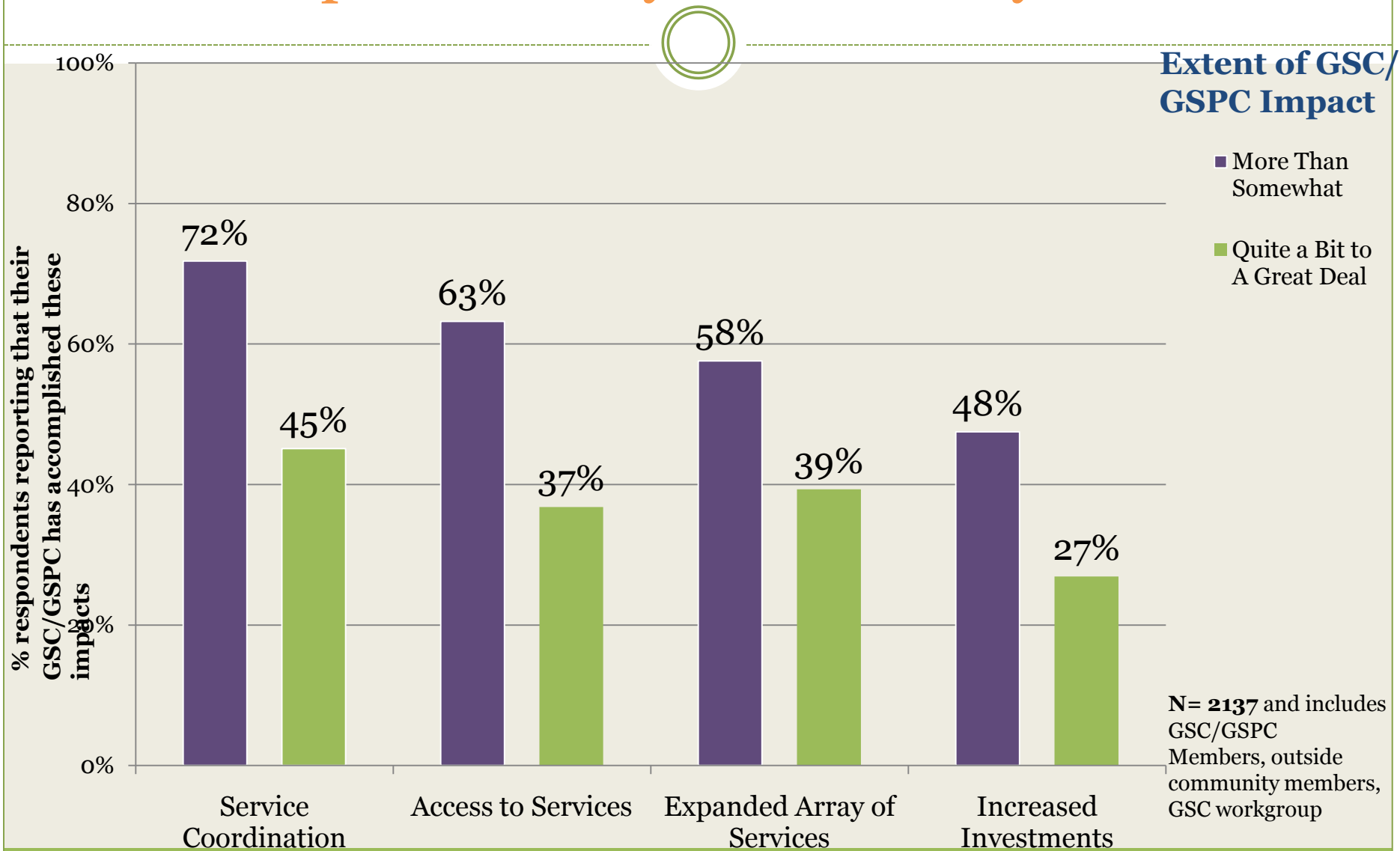


N= 2137 and includes GSC/GSPC Members, outside community members, GSC workgroup members

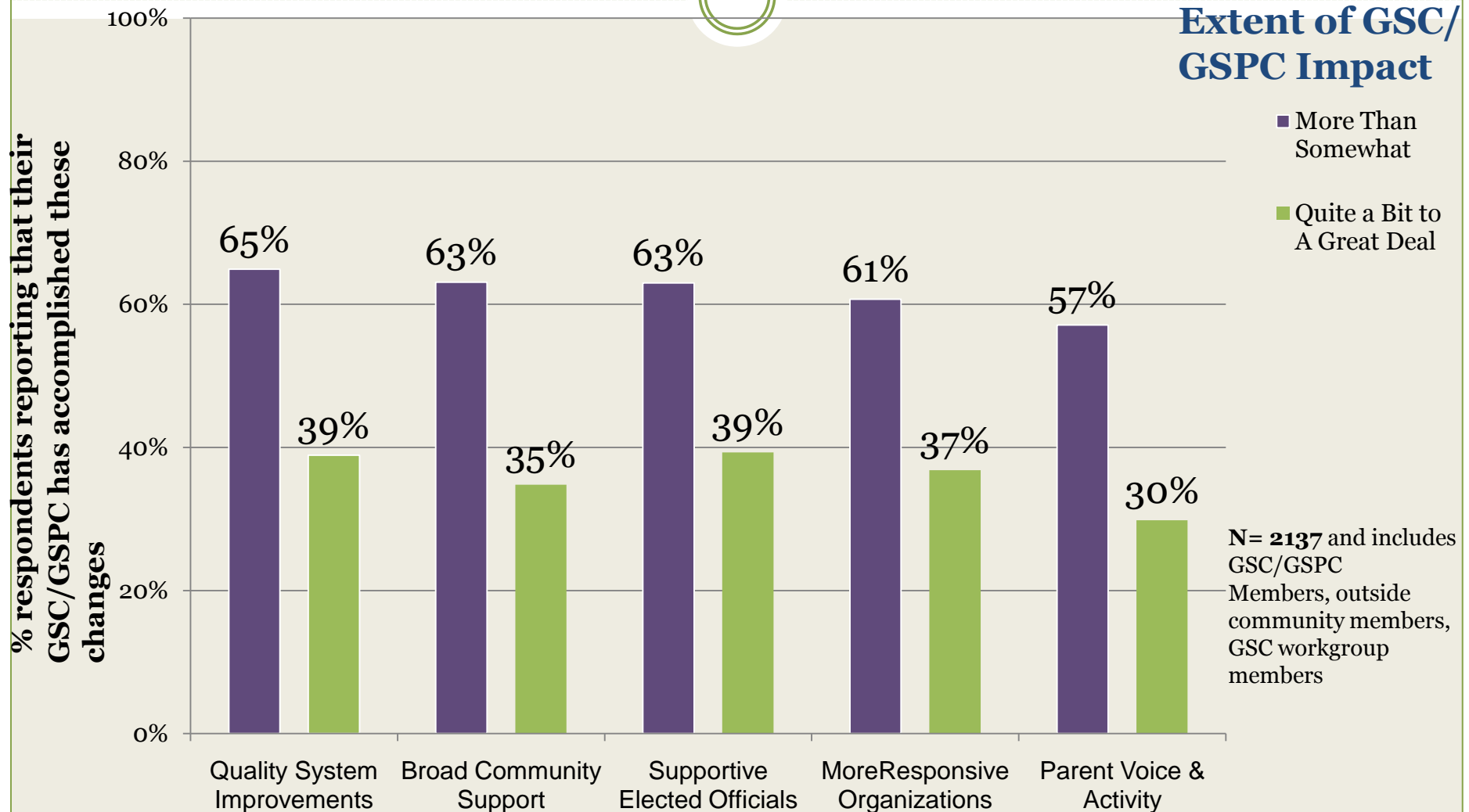
All Children are Ready For School

- More Conservative
- More Sustainable
- Target for Future Efforts

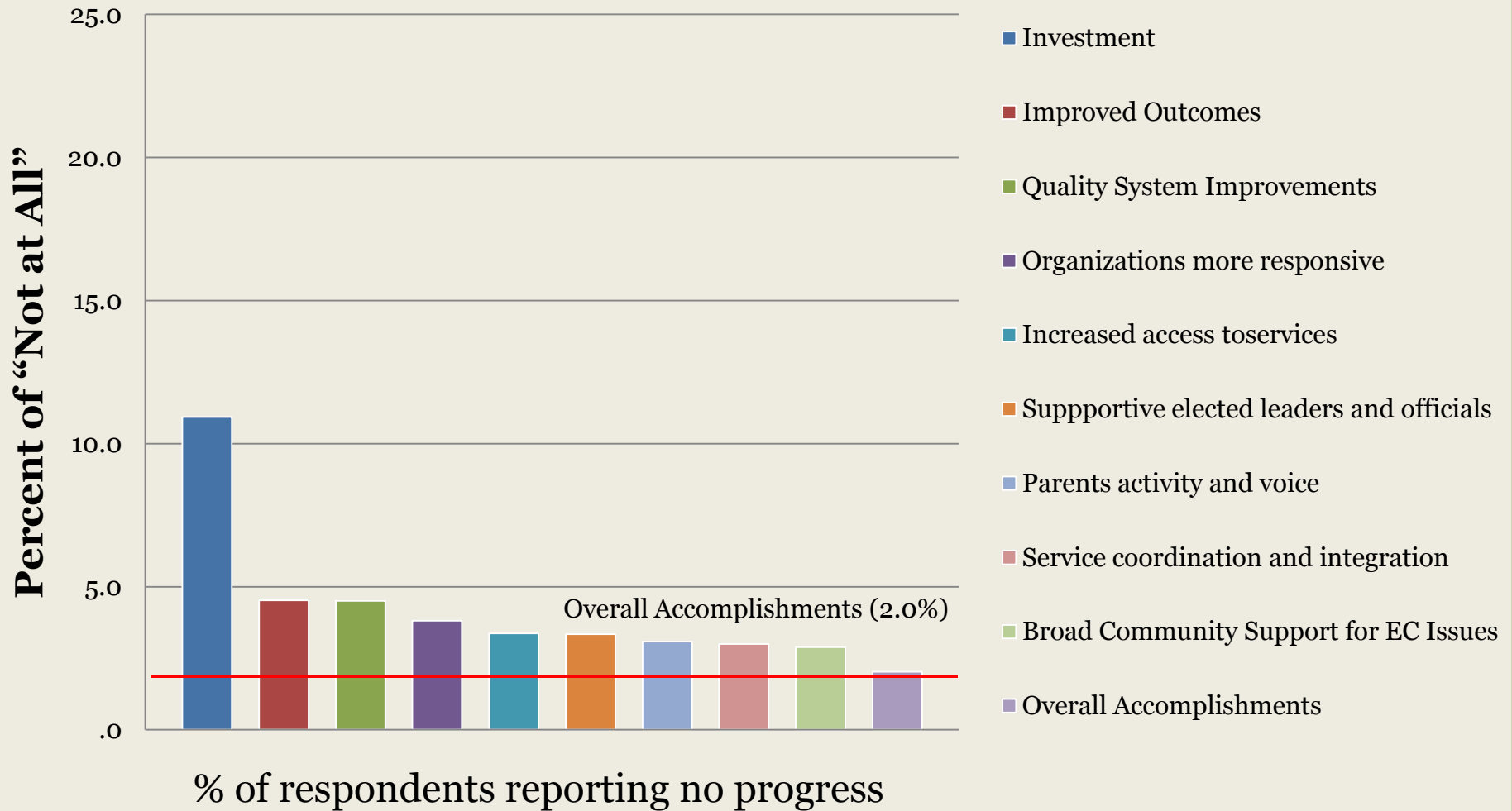
# Great Start Accomplishments: Improved & Expanded Early Childhood System



# Great Start Accomplishments: A Responsive and Supportive Community Context



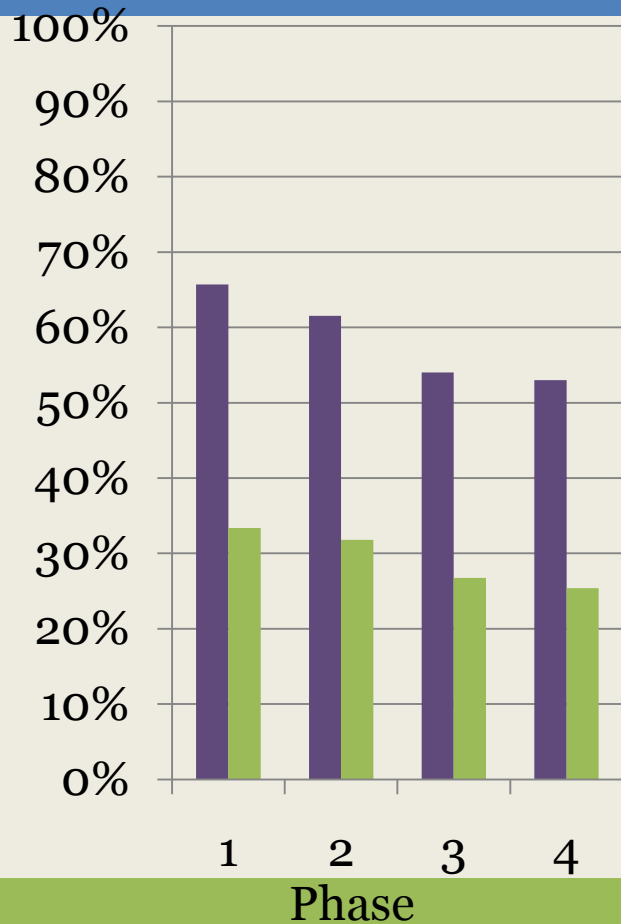
# Accomplishments: No Impact



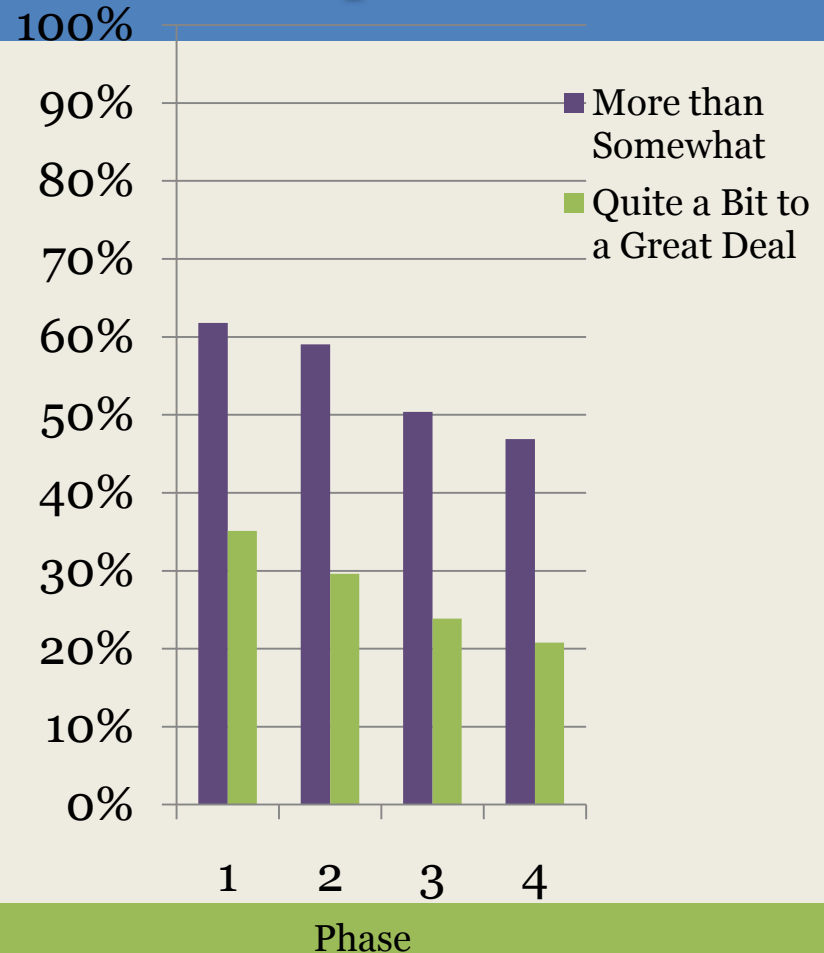
# PHASE MATTERS – A LOT!



## More Responsive Organizations

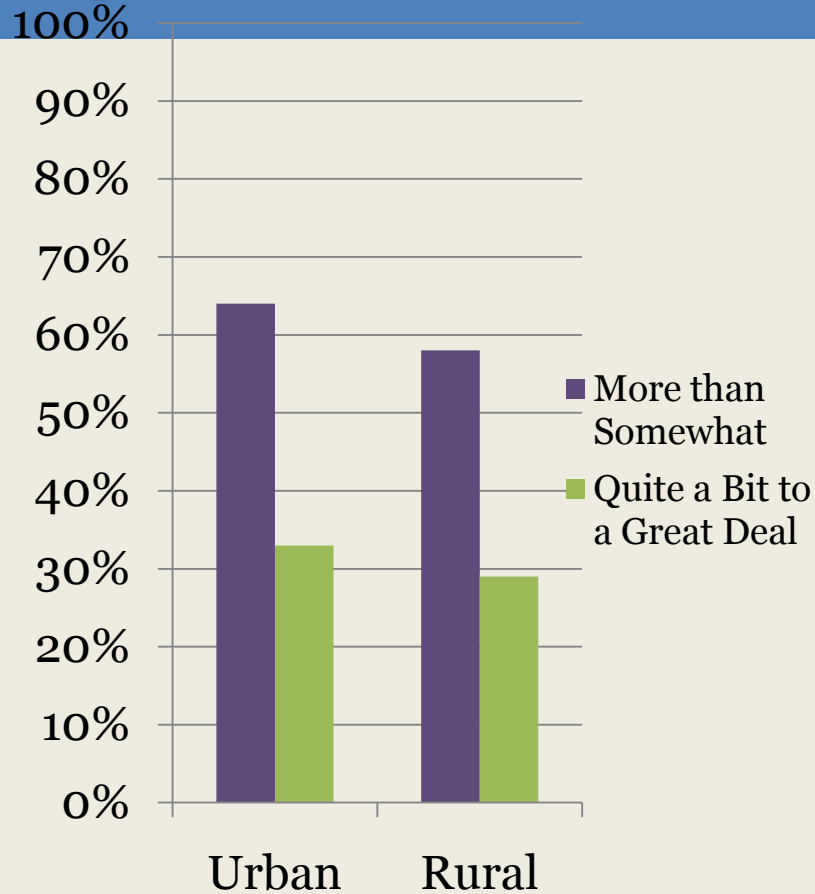


## Authentic Parent Leadership & Voice

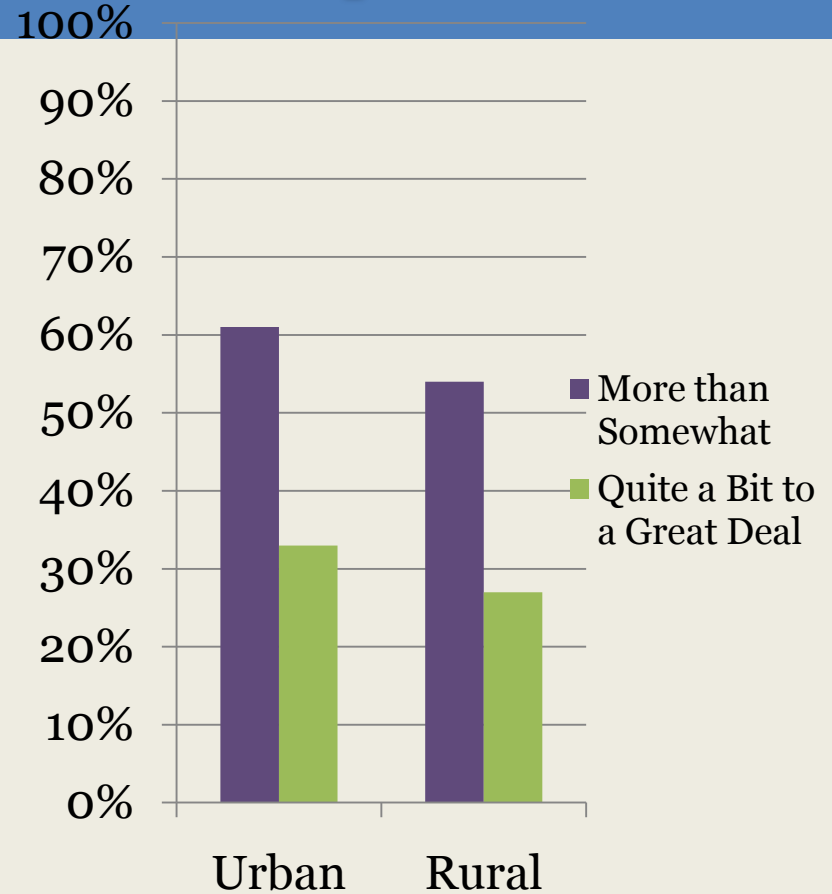


# GEOGRAPHY MATTERS - SOMEWHAT

## More Responsive Organizations



## Authentic Parent Leadership & Voice



# Comparing Impact of GSC/GSPC Phase & Location on Accomplishments



|  | Phase    | Urban/Rural Status |
|--|----------|--------------------|
| Building More Responsive Organizations | <b>X</b> | <b>X</b>           |
| Promoting Parent Voice & Leadership    | <b>X</b> |                    |
| Creating Broad Community Support       | <b>X</b> |                    |
| Increasing Access to Care              | <b>X</b> | <b>X</b>           |
| Increasing Service Coordination        | <b>X</b> |                    |
| Improving Service System Components    | <b>X</b> | <b>X</b>           |
| Increasing Investments                 | <b>X</b> | <b>X</b>           |
| Improving Outcomes for Children        | <b>X</b> |                    |

# Why might Phase or Geography matter?



- More time to develop capacity in the GSC/GSPC
  - But, GSC and GSPC overall capacity are not related to Phase or Geography.
- More time to develop stable membership base
  - But, not related to Phase or Geography.
- Stronger history of collaboration
  - But, not related to Phase or Geography.

# Why might Phase & Geography Matter...



## Phase is related to...

- **Creating Value for the Work**
  - Perceived Value of the GSC
  - Perceived effectiveness of the GSPC
- **Active Pursuit of Systems Change**
  - GSC Systems Change Capacity
  - Pursuit of System Building Activities
- **Stronger GSC/GSPC Partnership**

## Geography is related to... (with urban communities higher)

- **Building Readiness for Change**
  - Individual beliefs that change is needed and feasible
  - Organizational Capacity to Change
- **GSCs development of Shared Goals**
- **Stronger partnerships**
  - With other organizations
  - Between GSC/GSPC Partnership (though higher in RURAL areas)

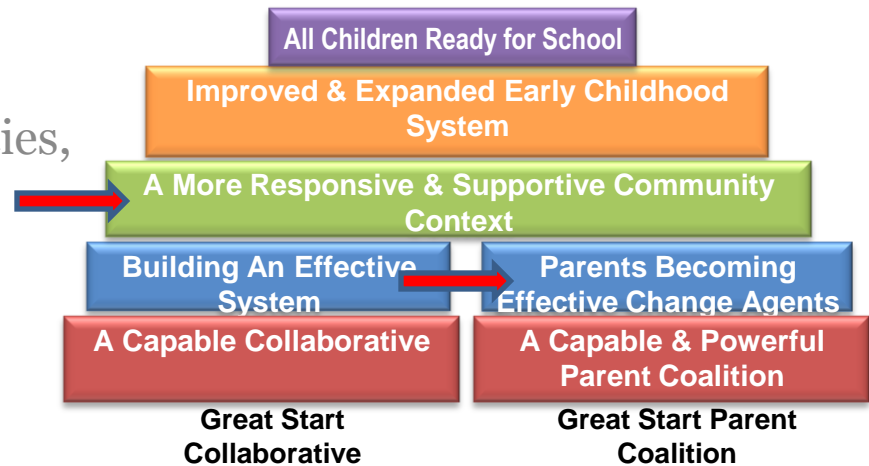
# Additional Accomplishments

## COMPREHENSIVE EARLY CHILDHOOD SYSTEM IMPROVEMENTS:

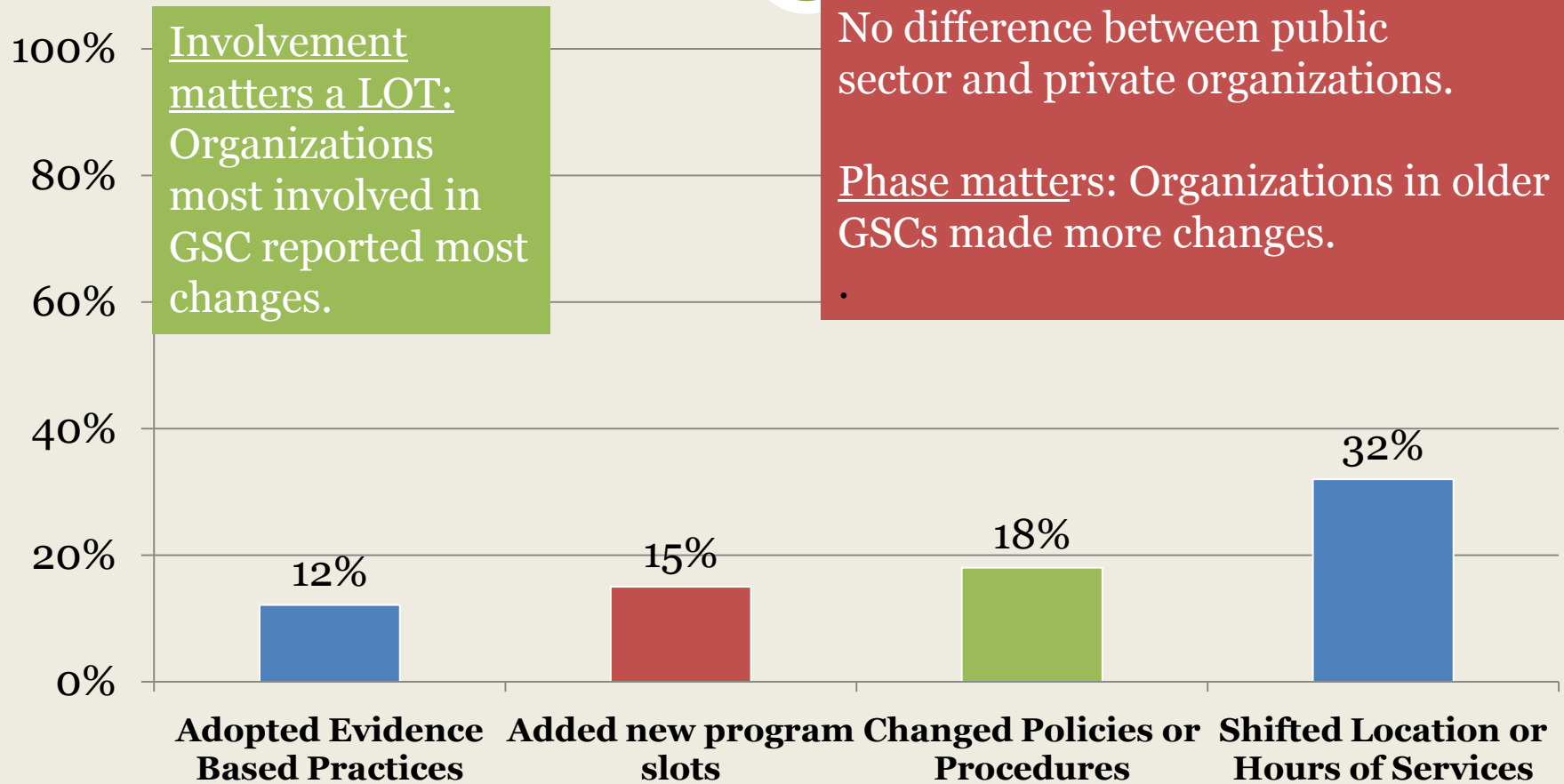
- Organizations: Shifts in Local Policies, Procedures, & Practices

## AUTHENTIC PARENT LEADERSHIP & VOICE:

- Star Power recruitment



# Comprehensive Early Childhood System Improvements: Shifts in Organizational Policies, Practices, & Procedures

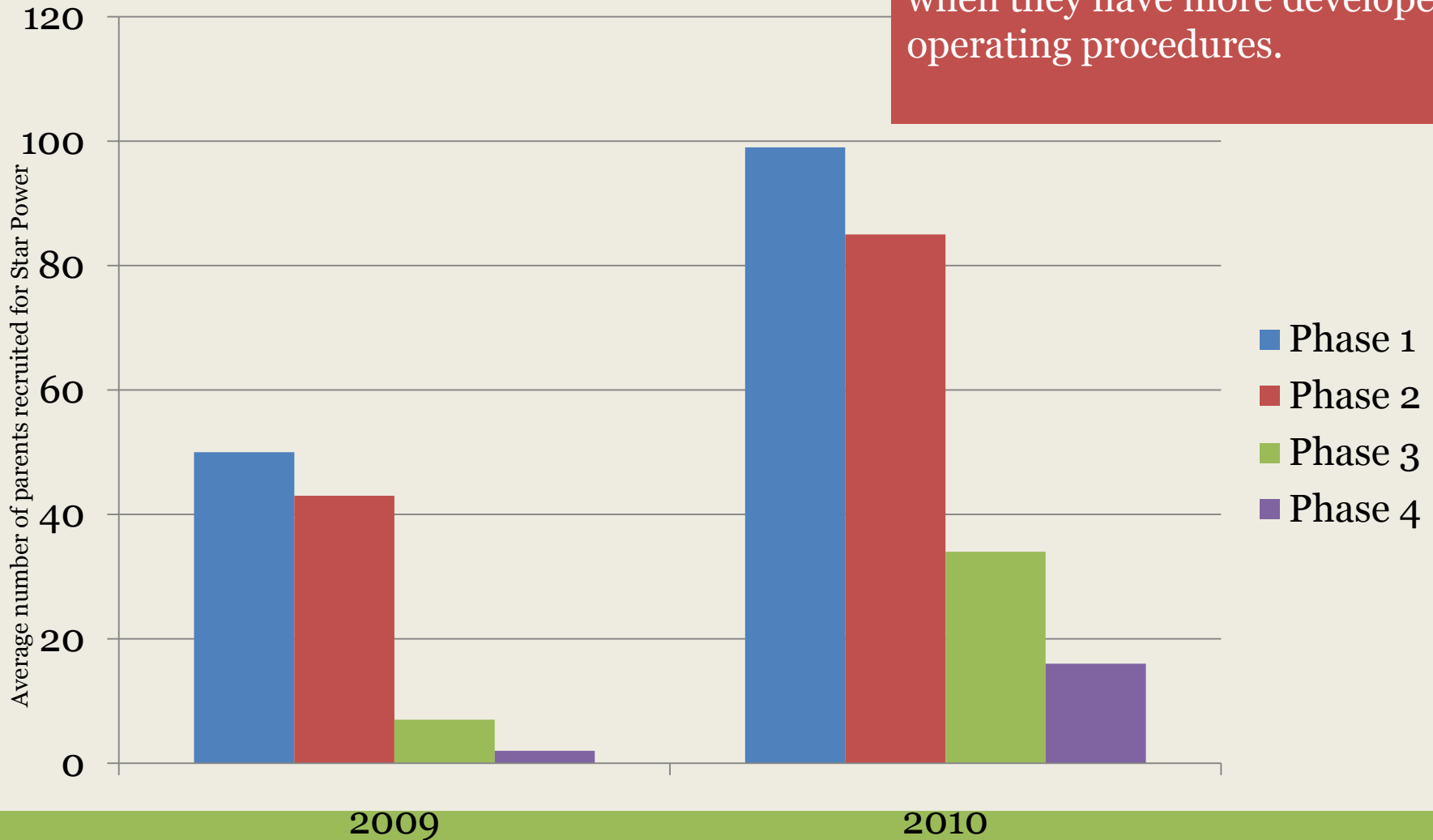


% of service providing organizations (N=1107) reporting these outcomes as a result of the Great Start Effort

# Authentic Parent Engagement & Voice: Star Power Recruitment



GSPCs recruit more families when they have more developed operating procedures.



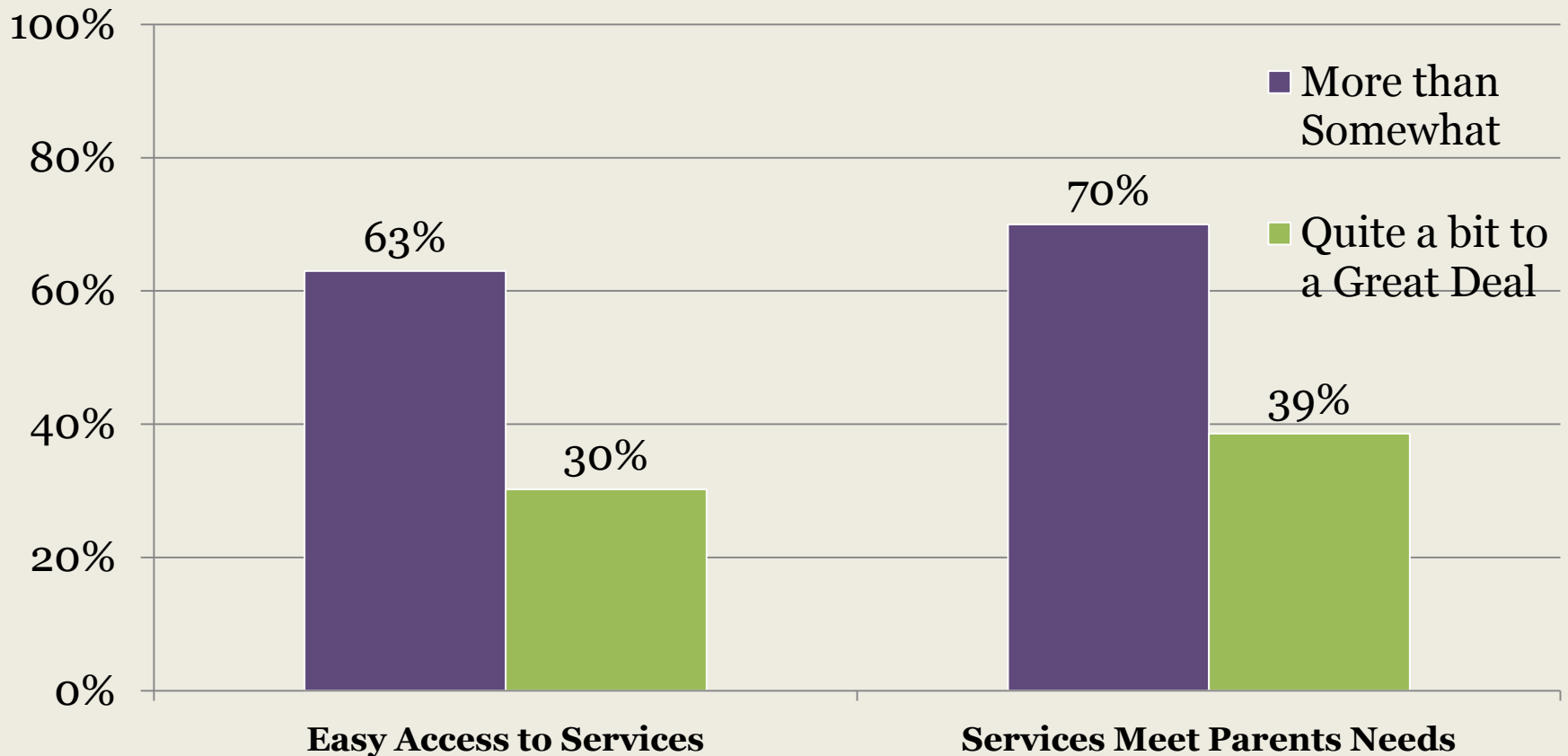
# Additional Outcomes

**PARENTS NEEDS  
ARE MET**

**DEVELOPING  
STRONG SERVICE  
COORDINATION  
AND  
COLLABORATION  
NETWORKS**



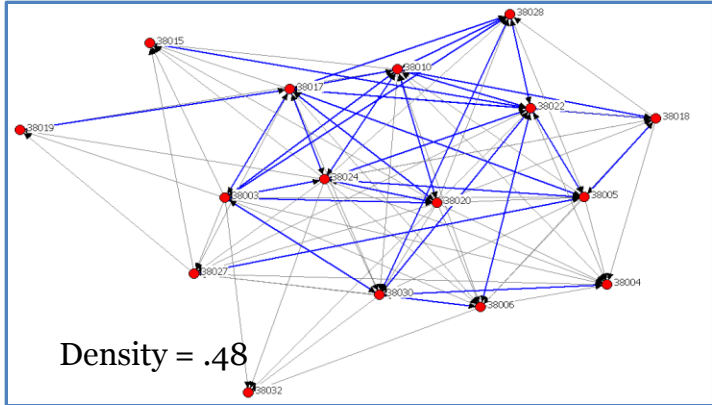
# Parents' Needs are Met



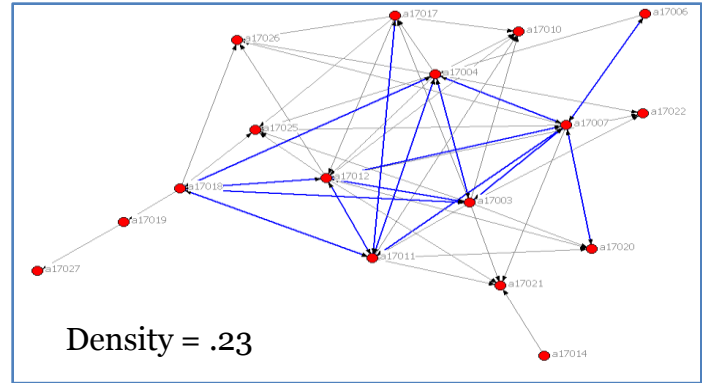
% of parents (N=578) reporting these experiences with local early childhood system

# Referral & Access Network

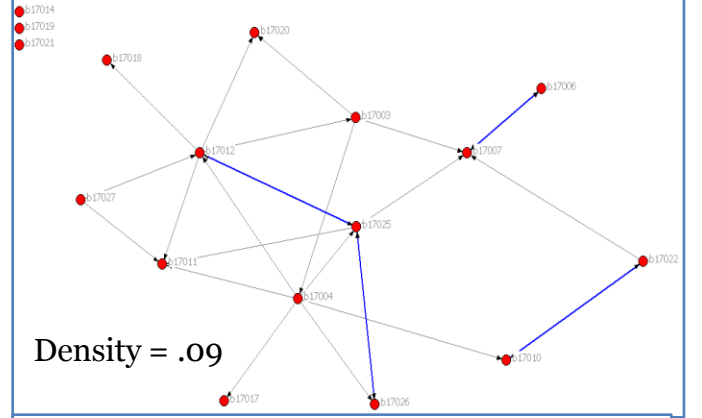
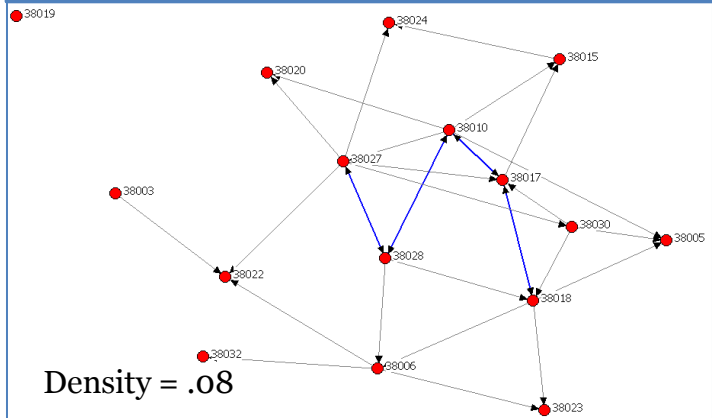
## More Effective GSC



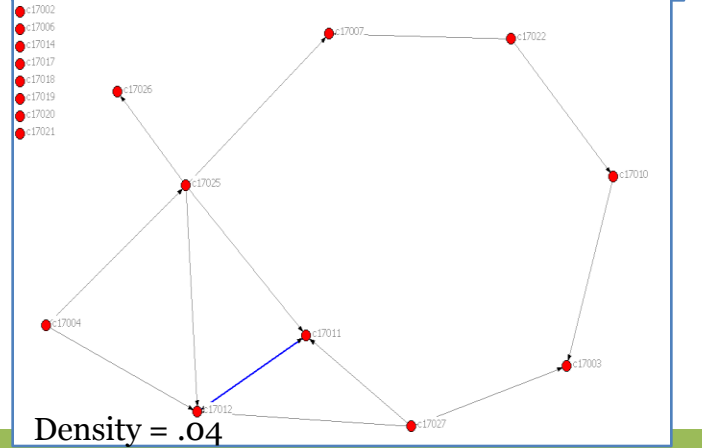
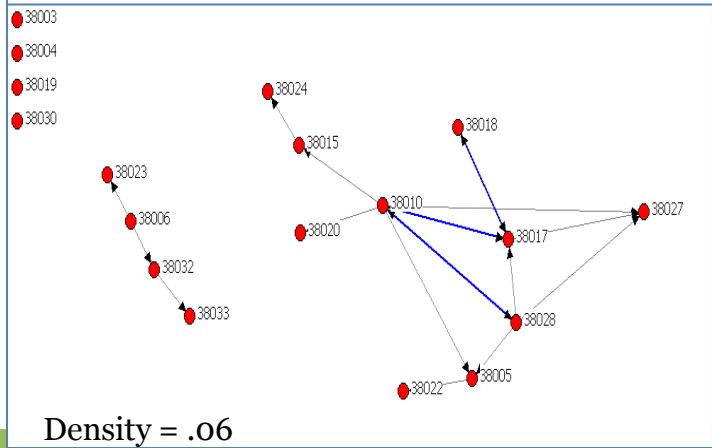
## Less Effective GSC



# Information Exchange Network



# Resource Exchange Network



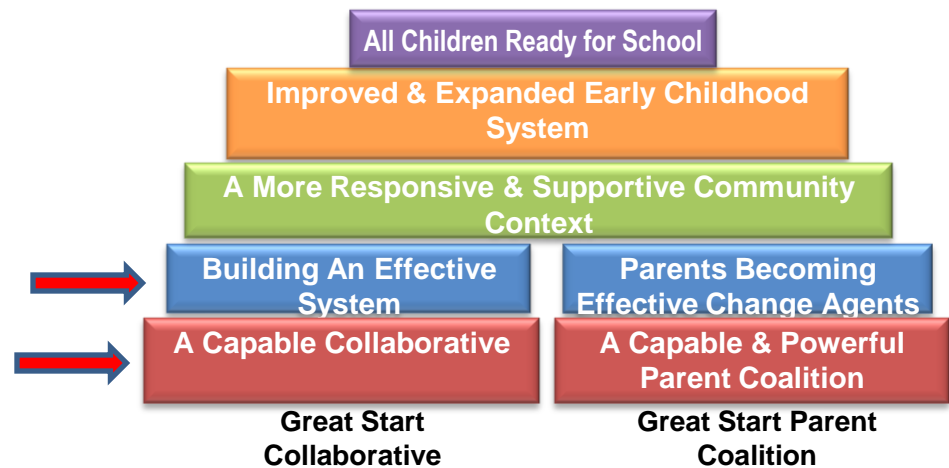
# Additional Outcomes

## THE BENEFITS OF INVOLVEMENT

•BENEFITS FOR PARENT MEMBERS

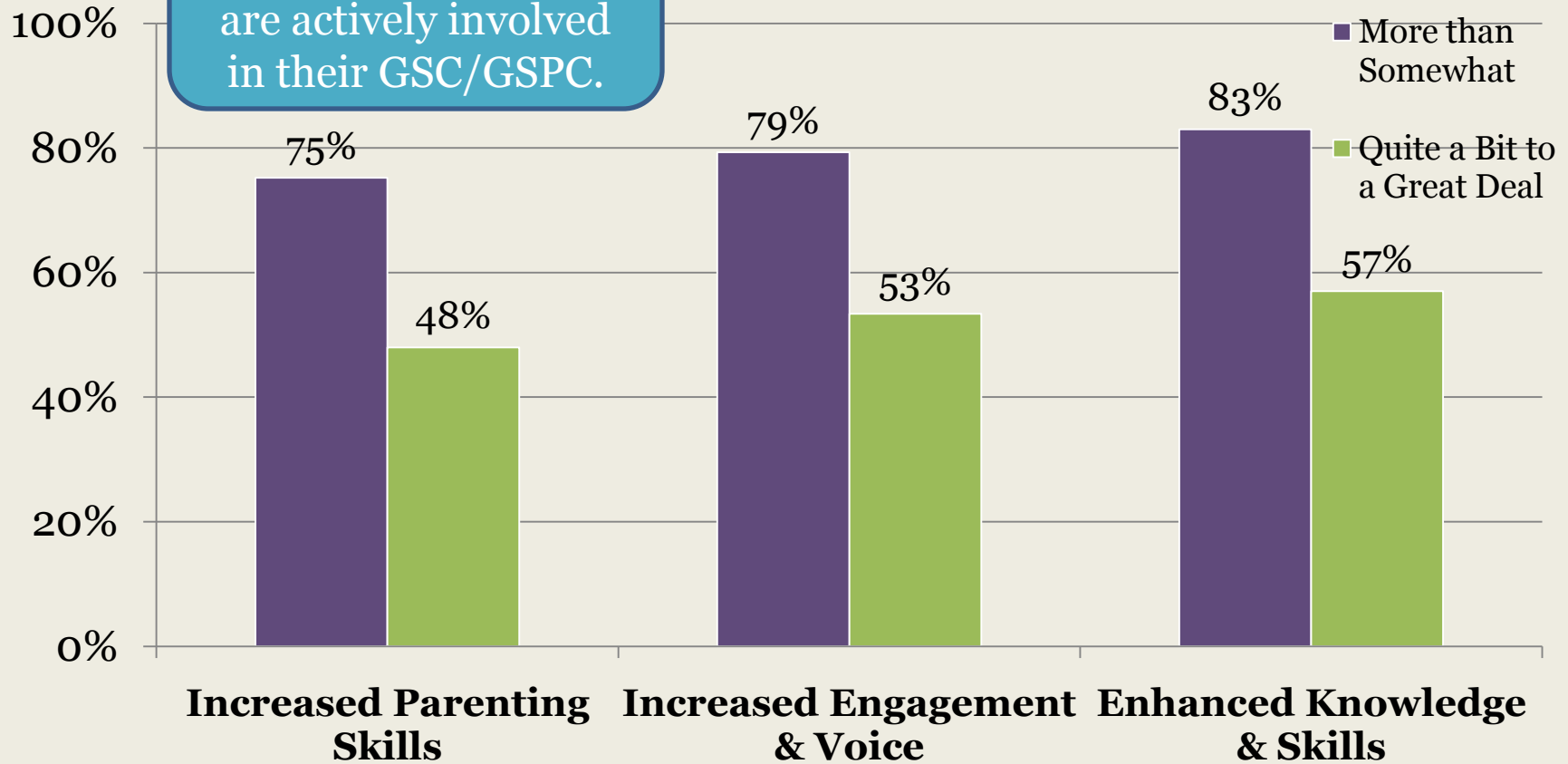
•BENEFITS FOR ORGANIZATIONAL MEMBERS

VALUE OF THE GSC & GSPC



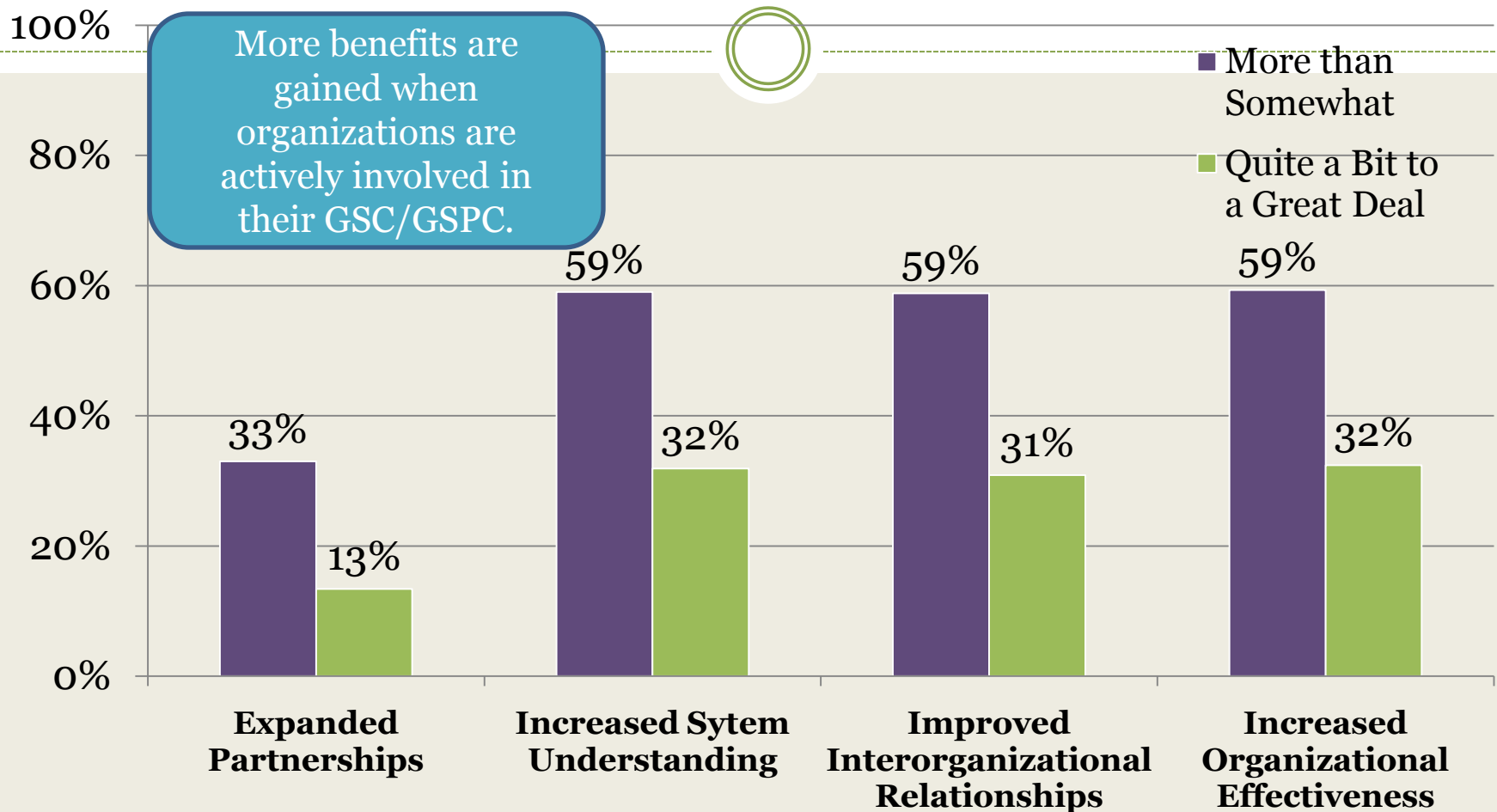
# Impacts on GSC/GSPC Parent Members

More benefits are gained when parents are actively involved in their GSC/GSPC.



% of parents (N=578) reporting these benefits as a result of their participation

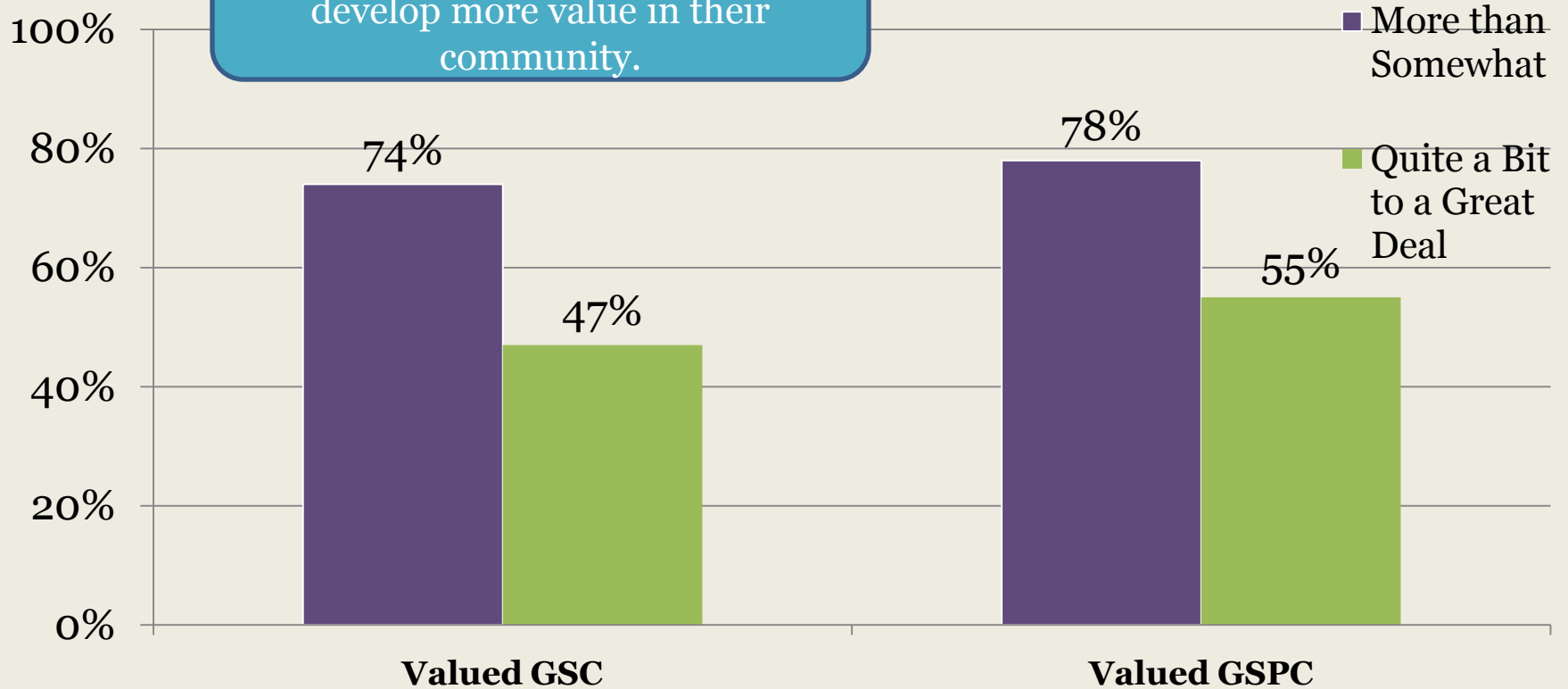
# Impacts on GSC Organizational Members



% of organizations (N=986) reporting these benefits as a result of their participation

# VALUED GSC AND VALUED GSPC

Again, Phase matters. Older GSC/  
GSPCs have had the time to  
develop more value in their  
community.



% of respondents reporting that the GSC or GSPC is valued in their community.

# An Integrated View of Accomplishments & Benefits to Date

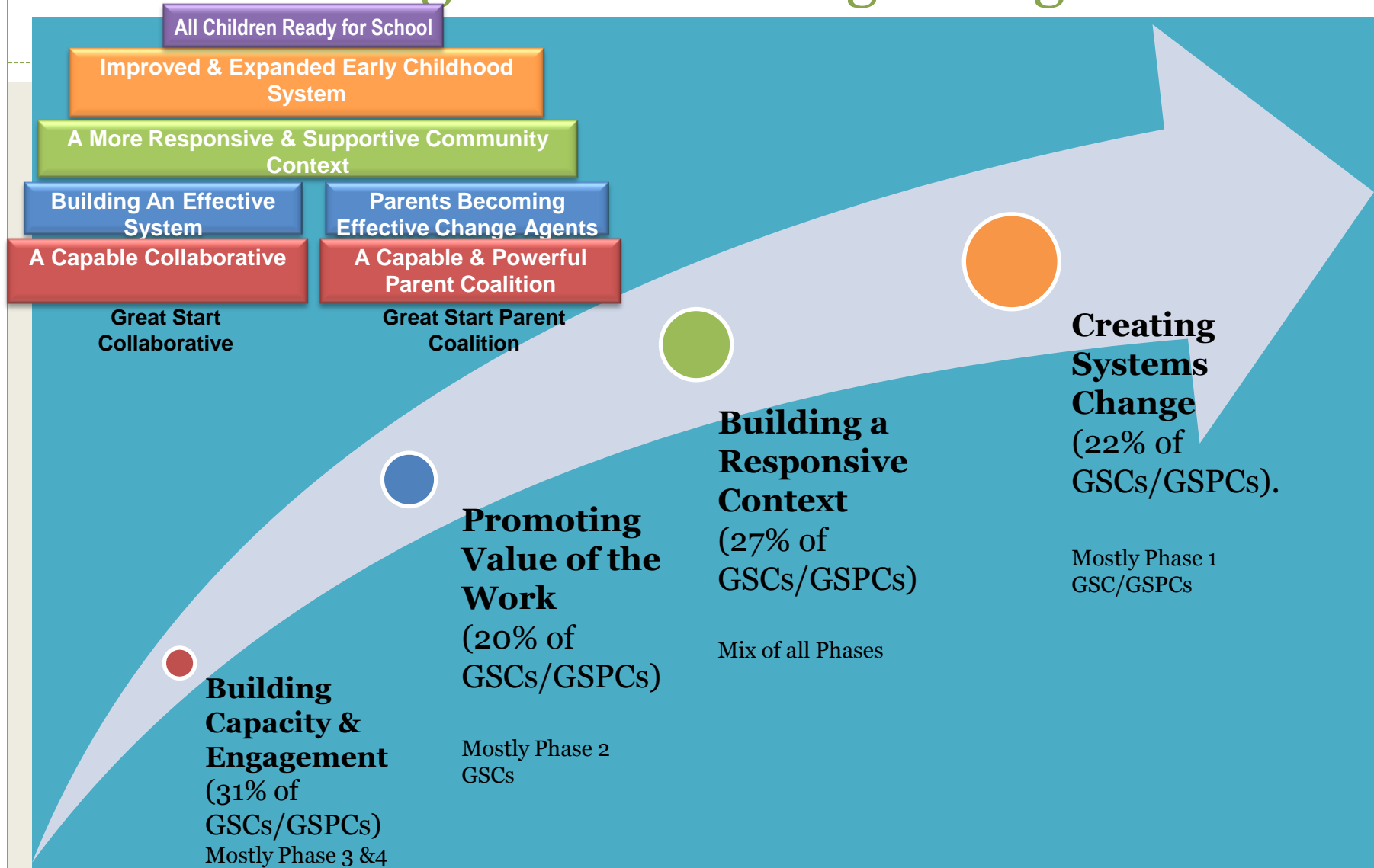


# Integrated View of GSC/GSPCs Accomplishments



- 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
- Found 4 “clusters” of GSCs/GSPCs and these clusters appear to suggest Stages of Change for the work.

# Mapping GSC/GSPC Accomplishments: the Stages of Promoting Change



# What Factors are Related to the Effectiveness of GSCs/GSPCs?



# Integrated Framework For Change

**ALL CHILDREN ARE READY FOR SCHOOL BY AGE FIVE**

### IMPROVED AND EXPANDED EARLY CHILDHOOD SYSTEM

- Parents Needs are Met
- Increased Access to Early Childhood Services
- Sustained and Expanded Public and Private Investment
- Increased Coordination and Collaboration across Agencies
- Expanded Array of Quality Programming and Supports

### A RESPONSIVE AND SUPPORTIVE COMMUNITY CONTEXT

- Comprehensive Early Childhood System Improvements
- Broad Community Support for Early Childhood Issues
- Local Providers Address Parent Concerns
- Supportive Local Leaders and Political Candidates

### EFFECTIVE EARLY CHILDHOOD SYSTEM

- Partnering to Promote Community Change
- Early Childhood Systems Building Efforts
- Authentic Parent Leadership & Voice

### PARENTS AS VISIBLE AGENTS OF CHANGE

- Advocacy & Public Will Building
- Partnering to Promote Community Change

### CAPABLE COLLABORATIVE

- Creating an Effective Governance Structure
- Building Systems Change Capacity
- Supporting A Powerful Parent Coalition

### A CAPABLE AND POWERFUL PARENT COALITION

- Building Collaborative Capacity
- Mobilizing an Informed Representative Constituency
- Creating An Empowering Coalition

**GOAL**

**SYSTEMS CHANGES**

**CHANGE STRATEGIES**

**CAPACITY BUILDING**

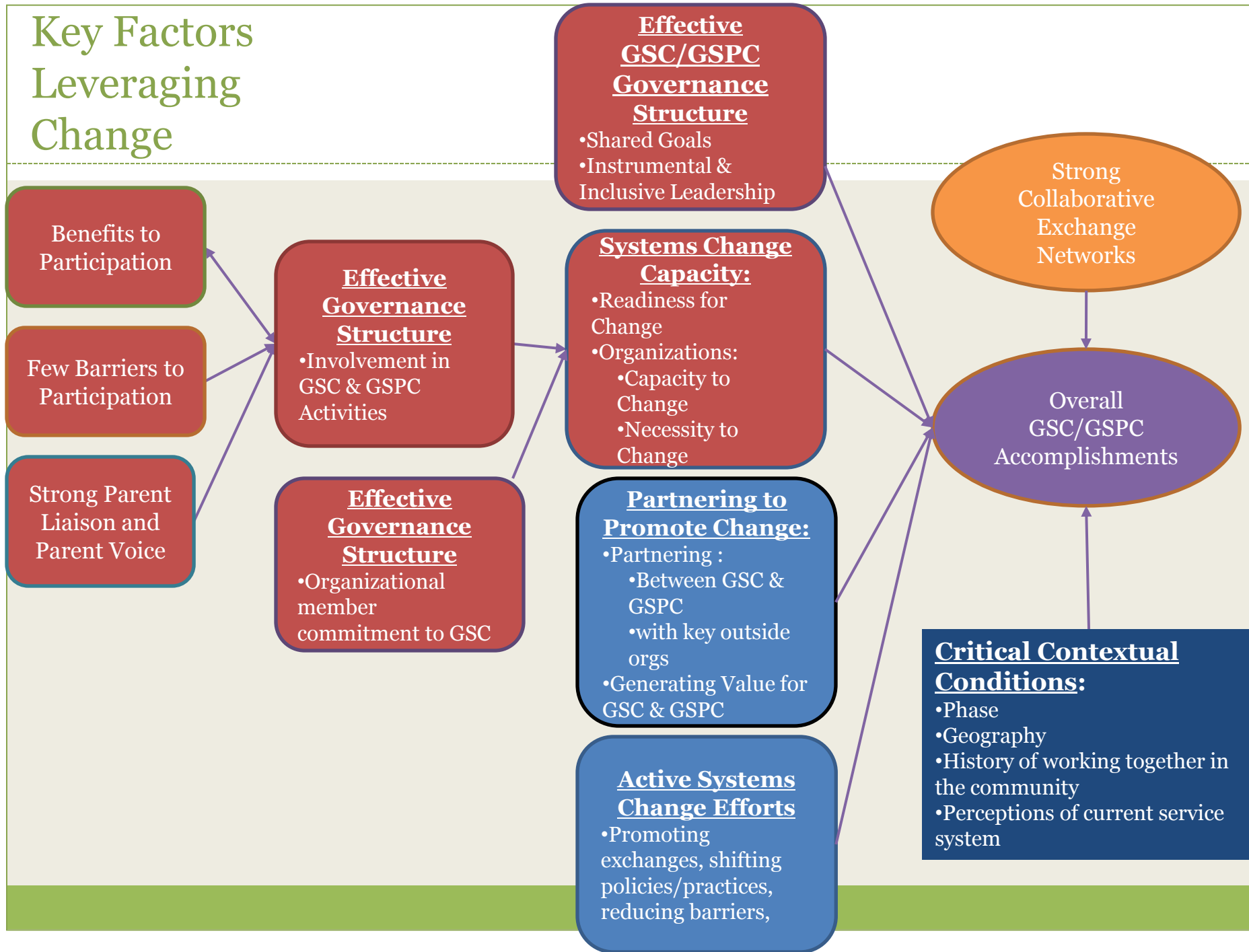
**Great Start Collaborative**

**Great Start Parent Coalition**

What is related to GSCs/GSPCs  
achieving targeted systems  
changes?



# Key Factors Leveraging Change



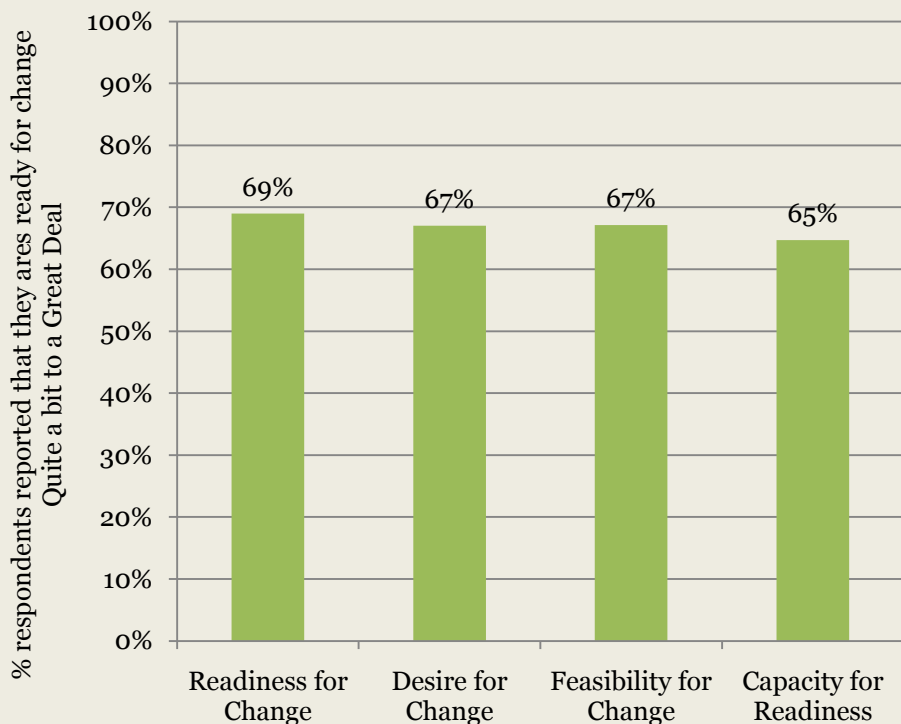
# Readiness to Change

While Stakeholder readiness for change seems to grow over time, Organizational readiness for change is not related to Phase.

Organizational Readiness for Change is strongly related to Current Service Delivery Conditions

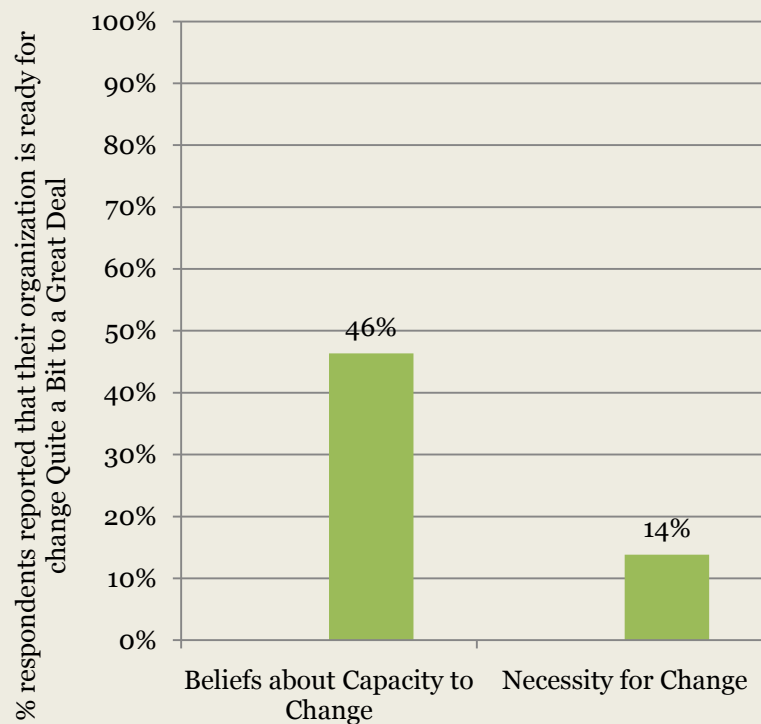
% reporting Quite a Bit To a Great Deal

## Stakeholder Readiness for Change



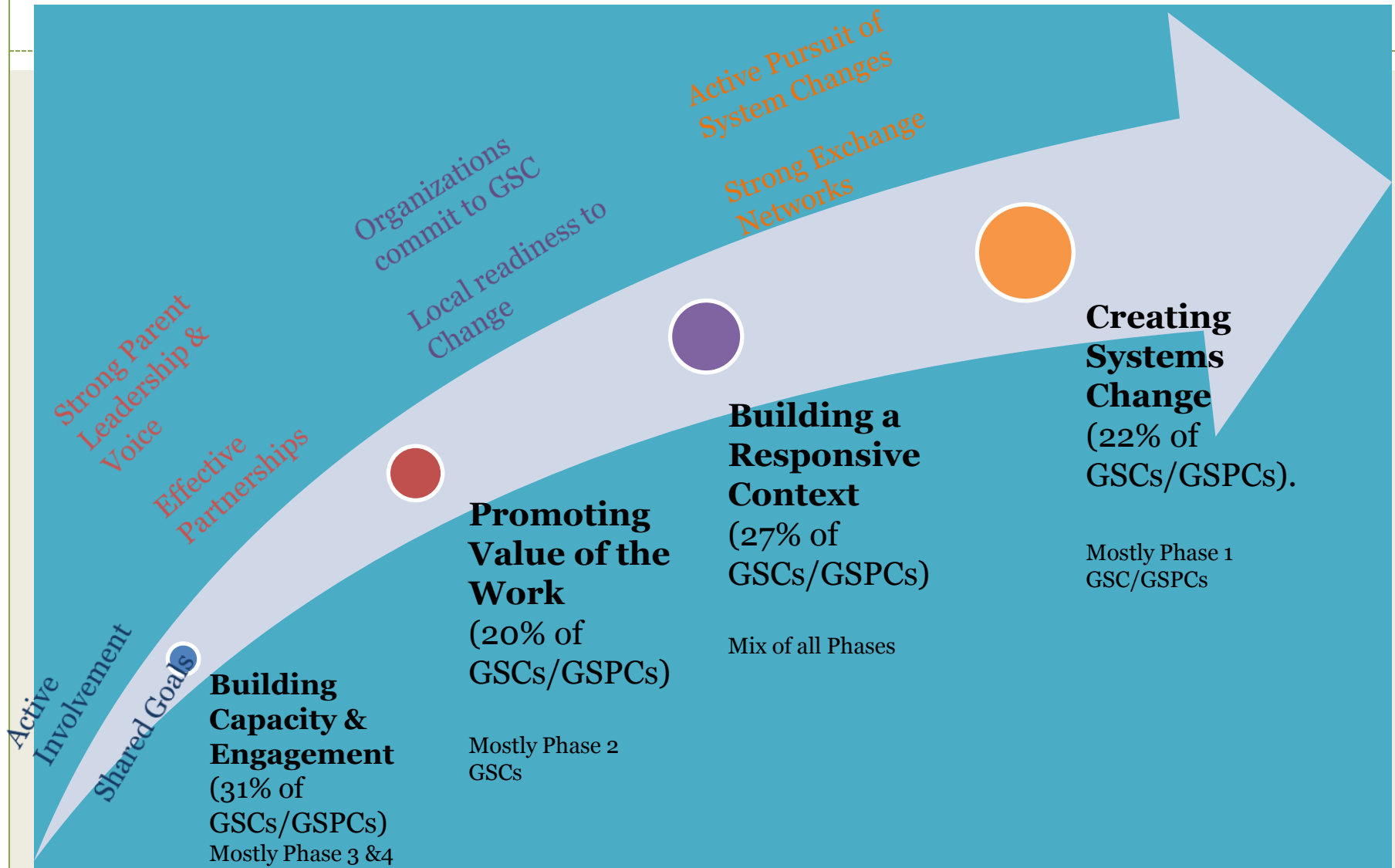
N=2137 GSC/GSPC members, workgroup Members, outside community members

## Organizational Readiness for Change



N=1107 service providing organizations

# Mapping GSC/GSPC Accomplishments: the Stages of Promoting Change



# Summary & Next Steps



- GSCs/GSPCs have achieved some important wins towards Building an Effective Early Childhood System.
- Over time, GSCs/GSPCs become more effective at promoting targeted changes.
  - They demonstrate their value to the community.
  - They pursue more systems change activities.
  - They develop stronger partnerships.

# Summary: Levers to Target in Future Efforts



- Build effective GSC and GSPC governance structures
  - SHARED GOALS MATTERS A LOT!
- Promote strong parent voice on GSC
- Build local systems change capacity by
  - Fostering local readiness for change including the perceived necessity for change and the value of the GSC/GSPC.
  - Increasing organizational member commitment to the GSC.
- Promote strong partnerships between GSC/GSPC and with outside organizations.

# Summary: Levers to Target in Future Efforts



- Actively pursue systems change activities, particularly the pursuit of activities aimed at transforming local service system, such as
  - Developing a collaborative infrastructure,
  - Shifting local policies & procedures,
  - Reducing access barriers,
  - Adopting evidence-based practices.
- Promote active and sustained engagement of GSC/GSPC members.
  - Increase participation benefits, reduce participation costs.

# For More Information



## Contact:

Pennie Foster-Fishman, Ph.D.

125 D Psychology Building

Department of Psychology

Michigan State University

East Lansing, MI 48824

[eciceval@msu.edu](mailto:eciceval@msu.edu)

***or toll free at 1-866-343-5279.***