Measuring Outcomes Related to Systems-Level Collaboration

2008 Annual Meeting
Child Care Policy Research Consortium
Washington, DC
July 31, 2008

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Outline of Presentation

• Child Care in a Systems Framework
• A Systems Evaluation Framework
• The Framework and Early Childhood
• Applying the Framework in Minnesota -- Ready 4 K
• Discussion
**A Systemic Framework**

**System:** Set of interrelated components aligned and working together to achieve a common goal which cannot be achieved without that alignment

Tightly coupled system – where all components operate under a single authority and for a single primary goal

Loosely coupled system – where components operate under independent authorities and have independent objectives as well as collective goals
Early Childhood Systems Framework

Common goal is children’s health and readiness for success in school:

- **Early care and education component** has specific supervision and cognitive development objectives
- Health component has specific health objectives
- Mental health component has specific behavioral and mental health objectives
- Family support component has specific economic security and safety objectives
- Parenting education component has specific nurturing family objectives
Taking Action in a Loosely Coupled System to Reach Goals

Requires context of agreement on need to build system

Requires development of components to achieve their own objectives well

Requires development of connections across components to align work and achieve overall goals

Requires development of infrastructure to govern and support change

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Requires being strategic and opportunistic to take action where it is possible and advances work (and knowing when actions are moving things forward and what they are tangential)
# Early Childhood Systems Framework - Components

<table>
<thead>
<tr>
<th>ECCS/Thrive</th>
<th>Systems Working Group / Build</th>
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<tbody>
<tr>
<td>Access to Health Care and Medical Homes</td>
<td>Health, Mental Health, and Nutrition</td>
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[Diagram showing interconnections of health, mental health, nutrition, special needs, early intervention, early learning, family support.]

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**Early Care and Education Services**
- Health, Mental Health, and Nutrition
- Special Needs/Early Intervention
- Early Learning
- Family Support

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**Access to Health Care and Medical Homes**
- Health, Mental Health, and Nutrition

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**Social and Emotional Development and Mental Health**
- Health, Mental Health, and Nutrition
- Special Needs/Early Intervention
- Early Learning

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**Parenting Education and Family Support**
- Early Learning
- Family Support

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**ECCS/Thrive Systems Working Group**

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# Early Childhood System Framework - Infrastructure

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<tbody>
<tr>
<td>Governance and Leadership</td>
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<tr>
<td>Standards and Infrastructure</td>
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<tr>
<td>Planning, Research and Development</td>
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<tr>
<td>Financing and Budgets</td>
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<td>Communications and Public Will</td>
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<tr>
<td>Monitoring, Evaluation, and Accountability</td>
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<tr>
<td>Provider and Practitioner Support</td>
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Evaluation and Self-Assessment Framework

Successfully building a political context leads to resources that create better linkages between components and services and supports that enable continuous improvement so that the system can produce broad impacts for...
Ready 4 K Goal: Families Supported and Children Thriving

- Early Learning
- Family Support
- Health/Mental Health
- Special Needs/Early Intervention
# Early Childhood Planning and Evaluation

## Context
- Recognition of system need
- Shared vision
- Leadership
- Public engagement
- Media coverage
- Public will
- Political will
- Policy changes

## Components
- Expanded programs (e.g., universal preschool, early intervention)
- New programs (e.g., infant mental health services, home visiting programs)
- Better access (e.g., expanded SCHIP or Medicaid eligibility)
- Higher-quality Programs (e.g., child care)

## Connections
- Shared goals
- MOUs across systems
- Shared standards
- Cross-system training
- Shared competencies or skill standards
- Shared data systems
- Referrals/follow ups
- Seamless Services

## Infrastructure
- Cross-system governance structure
- Less categorical and more flexible funding
- Leveraged use of funding
- System-wide use of data
- Practitioner supports
- Quality Rating System
- Professional Development System
Early Childhood Outcomes and Indicators Workgroup: Focus on Accountability

Outcomes for an Early Childhood ‘System of systems’

Early Learning
Family Support
Health
Special Needs/Early Intervention

Child and Family Indicators of Health and Well-being
System Indicators of Quality and Access

Accountability
Track program performance and results based on standards

Families Supported And Children Thriving
State and Local Communities Can Use Outcomes and Indicators to:

• Let communities know how their children and families are doing to get prepared for school
• Describe whether families can access quality services
• Measure progress
• Improve programs
• Inform policymakers
• Get more resources
• Monitor the impact of investments
### Evaluation and Self-Assessment: Focusing on Key Questions

**CONTEXT**

1. Has the initiative changed the political environment through its activities?

2. Has the initiative produced changes to investment, policy, or practice that will enable changes in components, connections, infrastructure, or scale?

**COMPONENTS**

1. Did the initiative design and implement system components as intended?

2. Did the components produce their intended impacts for beneficiaries?

**CONNECTIONS**

1. Did the initiative design and implement connections and linkages as intended?

2. Did the connections and linkages produce their intended impacts?

**INFRASTRUCTURE**

1. Did the initiative establish infrastructure or supports that are consistent with its objectives?

2. Did the infrastructure or supports achieve their objectives for effectiveness, sustainability, and quality?

**SCALE**

1. Did the initiative enable system scale up with quality and fidelity?

2. Did scale up result in broad impacts for beneficiaries at a system-wide population level?
# Early Care and Education: Key Questions

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<th>INFRASTRUCTURE</th>
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<tr>
<td>1. Did the effort increase public and political support for affordable, quality early care and education?</td>
<td>1. Were early care and education programs improved in quality, affordability, and/or availability?</td>
<td>1. Were early care and education programs better connected to health, family support, and other services, including more appropriate referrals and follow-up services?</td>
<td>1. Was a systemic approach developed to support quality improvement and professional development?</td>
<td>1. Did all children receive early care and education designed to meet their needs?</td>
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<tr>
<td>2. Did the increased support produce new public or private investments to strengthen early care and education?</td>
<td>2. Did this produce better results for the children and families served?</td>
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<td>2. Did this produce greater accountability and systems quality?</td>
<td>2. Did this produce statewide improvements in children’s education and development?</td>
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For More Information:

Child & Family Policy Center
www.cfpciowa.org

Ready 4 K
www.ready4k.org

The Build Initiative
www.buildinitiative.org