

OCF P-3 Cross-Site Collaboration Survey Summary: Year 2

Executive Summary

In Fall 2015, 98 key stakeholders responded to a survey focused on understanding the quality and nature of collaborations that are currently in place for 10 prenatal-grade 3 (P-3) initiatives across Oregon. Surveys were conducted during the second year of funding, and thus reflect collaboration in the implementation stage in the initiatives' development.

Over half (54%) of respondents identified as P-3 leadership team members. Only 14% reported being involved in P-3 work for less than a year, with a larger percentage of stakeholders reporting being involved in P-3 work for longer periods of time. Urban site stakeholders, however, were more likely to report being new to P-3 work. Most (65%) stakeholders participated in P-3 meetings frequently, e.g., on a weekly or monthly basis, although rural site stakeholders were more likely to participate less frequently.

Respondents were fairly evenly divided across early learning staff (30%), K-12 principals and staff (35%), and other types of community organizations in support of P-3 efforts (35%). Stakeholder representation appears to be diversifying in terms of primary roles, with increasingly greater representation among organizations outside of early learning and K-12 systems. This was particularly true for rural sites. Stakeholders from both rural and urban sites, however, reported a need for increasing parent/caregiver and early learning provider representation and involvement in the P-3 collaborative and implementation process.

Stakeholders increasingly reported that collaboratives were functioning better in Year 2, compared to Year 1. All domains measured showed growth in terms of respondents who "Strongly Agreed" that their collaborative was doing well in each area. Significant improvements were reported in the areas of clearer goals and vision and focus on P-3 outcomes. Substantial improvements were also reported in the areas of continuous program improvement and data use and emphasis on sustainability.

Respondents generally agreed that their P-3 collaborative group was doing a good job in the areas of:

- Building relationships
- Establishing leadership
- Communicating within the collaborative
- Developing a shared vision and identifying strategies

Respondents were somewhat less confident about how their collaborative was doing in the areas of:

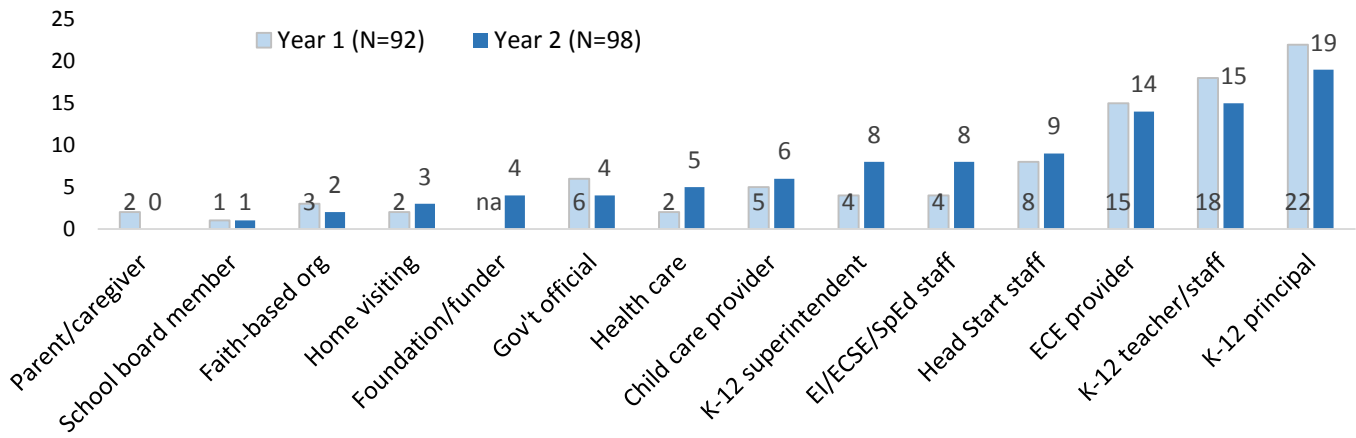
- Sustainability
- Strengthening systems through service integration and coordination
- Achieving P-3 outcomes
- Establishing and clarifying roles and responsibilities of members

Collaboration Survey results from Year 2 suggest that in Year 3, many sites might benefit from technical assistance related to helping engage in discussions to clarify roles and responsibilities, to focus work in the upcoming year on integrating systems and services, addressing issues of equity, strengthening key P-3 outcomes, and planning for sustainability. Sites may also benefit from additional technical assistance to continue engaging a broader range of stakeholders, especially family members and early learning providers.

Introduction

As part of the Oregon Community Foundation’s P-3 project evaluation, researchers from Portland State University developed an electronic data collection form for each of the 10 P-3 sites to administer to their self-identified collaborative group key stakeholders. A total of 98 respondents completed the surveys in Fall 2015, compared to 92 respondents in Fall 2014. These individuals represented the following types of organizations/roles:

Figure 1. Number of Survey Respondents by Role¹



The purpose of the survey was to collect information about the following areas at a second time point, during the implementation stage of the P-3 project, with the intention of comparing Year 2 results to the baseline assessment of P-3 collaborative group functioning and to inform sites’ ongoing community needs assessment and work plan. The survey included 34 items that were grouped into 12 domains:

1. **Communication:** How effective is communication within the collaboration and are conflicts acknowledged and resolved constructively?
2. **Decision-Making:** Does the collaborative have a shared process for decision-making and find ways to engage parents/caregivers in decision-making?
3. **Equity:** Does the collaborative consider issues of disproportionality and equity, and are issues about power addressed openly and transparently?
4. **Leadership:** Is leadership shared among members and do leaders have required skills and knowledge?
5. **Membership Characteristics:** Does the collaborative have diverse, representative membership and are people/organizations critical to the success of the group actively involved?
6. **Building Relationships:** Does the collaboration promote networking and exchange of information among members, bring people and organizations together who would not have worked together otherwise, and have a high level of mutual respect and understanding among members?
7. **Roles & Responsibilities:** Do members of the collaboration have a clear sense of their roles and responsibilities, and does the collaboration provide orientation to new members?
8. **Continuous Program Improvement (CPI) & Use of Data:** Does the collaboration make changes to the action plan as needed, have ample knowledge of local needs and resources, understand demographic characteristics of children ages 0-8, seek out information from similar initiatives, reflect on the effectiveness of the collaborative structures, and collect and assess data about academic needs and resources of children in the region.

¹ “ECE Provider” means early care and education provider; “EI/ECSE/SpEd” means Early Intervention/Early Childhood Special Education/Special Education.

9. **Goals & Vision:** Do members of the collaborative have a common vision and clear understanding of what the collaborative is trying to accomplish, and has the collaborative identified objectives and strategies to attain longer term goals and outcomes?
10. **P-3 Outcomes:** Are there innovative opportunities for early learning providers and teachers to work together, visible strategies to increase access/resources for learning, common screening assessments used across age/grades for early identification of children, and horizontal/vertical teams of teachers to improve classroom instruction?
11. **Sustainability:** Does the collaborative have strategies that are in keeping with its capacities and resources, and have multiple sources of funding to support P-3 work?
12. **Systems:** Does the collaborative integrate local services and supports through formal agreements, e.g., MOUs, and does the collaborative coordinate efforts to avoid duplication of services?

Participants

Each grantee identified their own stakeholders for participating in the Collaboration Survey. Some sites distributed the survey more widely with stakeholders that were involved in the project in the past year, as well as with stakeholders who had been less involved or had recently joined the P-3 collaborative. Other grantees chose to distribute the survey only to individuals who had been more heavily involved in the leadership and planning process. Surveys were distributed by email to key stakeholders identified by each site’s coordinator or designee in October 2015. Table 1 shows the characteristics of respondents by site and across sites.

Table 1. Characteristics of All Respondents (N=98)²

Characteristic	Clatsop	Crook	Jackson	Lincoln	North Lake	NDP3	Pendle-ton	Polk	Port-land	Salem-Keizer	Cross-Site Total
Site Type	Rural	Rural	Urban	Rural	Rural	Rural	Rural	Rural	Urban	Urban	na
N Respondents in Y2	21	5	8	11	7	5	4	15	4	18	98
N Respondents in Y1	18	6	15	13	9	5	10	6	5	5	92
% Leadership Team Respondents	43%	40%	88%	46%	57%	80%	75%	40%	25%	67%	54%
% Length of Time Involved in P-3 Work											
Less than 1 yr	19%	20%	0	0	14%	20%	0	20%	25%	17%	14%
1-3 yrs	48%	60%	63%	64%	71%	40%	100%	67%	75%	61%	61%
3 or more yrs	33%	20%	38%	36%	14%	40%	0	13%	0	22%	24%
% Frequency of Participation in P-3 Meetings											
None	10%	20%	0	27%	0	20%	0	7%	25%	0	9%
Weekly	0	0	63%	0	43%	20%	0	13%	0	11%	13%
Monthly	62%	60%	38%	18%	29%	60%	75%	53%	0	78%	52%
Quarterly	19%	20%	0	46%	29%	0	25%	7%	50%	11%	18%
Annually	10%	0	0	9%	0	0	0	20%	25%	0	7%
% Type of Role³											
Early Learning	19%	20%	38%	36%	29%	0	0	40%	75%	33%	30%
K-12 Principal	14%	0	25%	18%	14%	20%	50%	13%	0	39%	19%
K-12 Staff	5%	40%	25%	18%	29%	0	50%	13%	0	11%	16%
All Other	62%	40%	13%	27%	29%	80%	0	33%	25%	17%	35%

² Totals for each characteristic within a site may not equal 100% due to rounding.

³ Early Learning Providers include child care, early care and education, and Head Start; K-12 Staff include teachers and staff; All Other include EI/ECSE/SpEd providers, faith-based organizations, foundation/funder, home visiting providers, school board members, and superintendents.

Compared to Year 1, about the same proportion of respondents in Year 2 identified as Leadership Team members. Not surprisingly, in Year 2, a smaller proportion of respondents reported being involved in P-3 work less than a year; this represented 37% of respondents in Year 1 and only 14% of respondents in Year 2. Similarly, the percentage of respondents who reported being involved in P-3 work for 3 or more years doubled from 12% in Year 1 to 24% in Year 2.

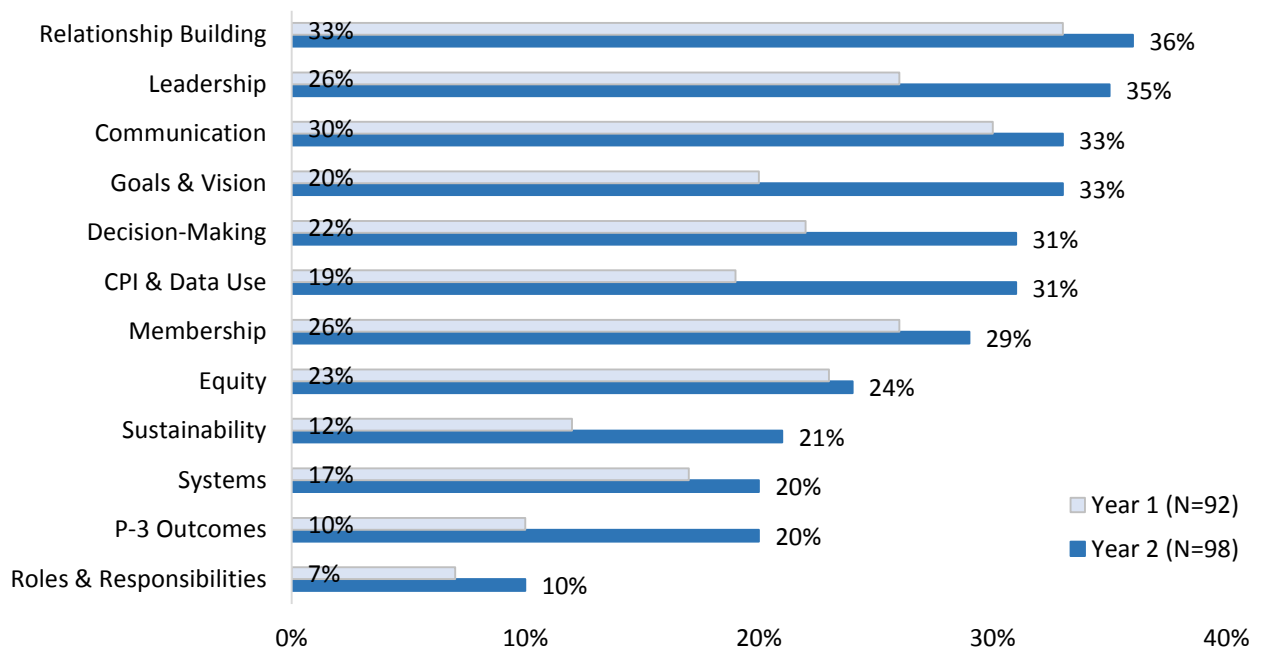
Most (65%) stakeholders participated in P-3 meetings frequently, e.g., on a weekly or monthly basis, although 25% of respondents reported participating in meetings less frequently e.g., on a quarterly or annual basis. There were also considerable differences between sites in terms of stakeholders’ participation in P3 meetings.

In Year 2, survey respondents were slightly less likely to be K-12 principals (24% in Year 1, 19% in Year 2) and K-12 staff (20% in Year 1, 16% in Year 2), and slightly more likely to represent a range of Other roles (26% in Year 1, 25% in Year 2), including EI/ECSE/SpEd, faith-based organizations, foundation/funder, home visiting, school board, and superintendents.

Key Findings

In the OCF P-3 Annual Indicators Report, grantees were asked to report the percent of respondents in each area who “Strongly Agreed”, with the items measuring the key domains described above. In Year 2, every domain showed an increased rate of respondents who Strongly Agreed. As shown in Figure 2, collaboratives were rated most positively in terms of relationship-building, communication, and leadership in both Years 1 and 2.

Figure 2. Percent of Respondents Who “Strongly Agree” in Each Domain for All Sites



The increase in two domains was statistically significant:

- Goals & Vision, e.g., understanding what the collaborative is trying to accomplish, and
- P-3 Outcomes, e.g., opportunities for early learning providers and teachers to work together, visible strategies to increase access/resources for learning, and

There was also substantial growth in the areas of:

- Continuous Program Improvement & Data Use, e.g., collecting and reflecting on data to inform decision and make course-corrections,
- Sustainability, e.g., have multiple funding sources and developing strategies that are doable with given resources.

In Years 1 and 2, respondents remained less clear about whether the collaborative provides orientation to new members and if members understand their roles and responsibilities.

Leadership Team versus Non-Leadership Team Comparisons

Comparing respondents in Year 2 who identified as Leadership Team members versus those who did not, Leadership Team members rated their collaborative significantly better ($p < .05$) in terms of Leadership (43% versus 24%) and Goals & Vision (42% versus 22%). This could suggest that Leadership Team members, by virtue of participating in the process to set the goals and strategies, have a stronger sense of the collaborative’s vision and feel more strongly that leadership is shared among members with the necessary skills and knowledge.

Rural versus Urban Site Comparisons

Sites were grouped into Rural versus Urban categories for the purposes of identifying differences that might exist between types of communities that are implementing P-3 grants. Rural sites included: Clatsop, Crook, Lincoln, North Lake, Northern Douglas, Pendleton, and Polk. Urban sites include: Jackson, Portland, and Salem-Keizer.

Table 2. Characteristics of Rural vs. Urban Respondents

Characteristic	Rural Site Respondents (N=68)	Urban Site Respondents (N=30)	Significant Difference?
% Leadership Team Respondents	49%	67%	No
% Length of Time Involved in P-3 Work			
Less than 1 yr ⁴	15%	37%	Yes
1-3 yrs	60%	40%	
3 or more yrs	25%	23%	
% Frequency of Participation in P-3 Meetings			
None	12%	3%	No
Weekly	9%	23%	
Monthly	50%	57%	
Quarterly	21%	13%	
Annually	9%	3%	
% Type of Role ⁵			
Early Learning	25%	40%	Yes
K-12 Principal	15%	30%	
K-12 Staff	18%	13%	
All Other ⁶	43%	17%	

As shown in Table 2, there were two areas where statistically significant differences were observed among characteristics of respondents comparing between rural and urban sites.

Rural sites had significantly fewer respondents who were involved with their P-3 collaborative for less than a year, and significantly more respondents who represented All Other types of roles.

Urban site respondents in Other roles included 1 EI/ECSE/SpEd, 3 foundation/funder, and 1 health representatives.

In contrast, rural site respondents included 7 EI/ECSE/SpEd, 1 foundation/funder, and 4 health respondents, along with representatives from faith-based organizations (n=2), government officials (n=4), home visiting (n=3), and 8 superintendents.

The percent of respondents who Strongly Agree in each domain were also compared between rural and urban sites. As shown in Table 3, there were no statistically significant differences between site types. However, there were substantial increases in the rates of respondents who Strongly Agreed from Year 1 to Year 2 in several areas.

⁴ Difference in proportions of those involved for Less than 1 year is statistically significant ($p < .05$).

⁵ Early Learning Providers include child care, early care and education, and Head Start; K-12 Staff include teachers and staff; All Other include EI/ECSE/Special Education providers, faith-based organizations, foundation/funders, home visiting providers, school board members, and superintendents.

⁶ Difference in proportions of All Other types of respondents is statistically significant ($p < .05$).

Table 3. Percent of Respondents Who “Strongly Agree” by Domain and Rural vs. Urban Respondents

Domain	Rural Site Respondents (N=68)	Urban Site Respondents (N=30)	Significant Difference?
Communication	34%	30%	NO
Decision-Making	29%	33%	NO
Equity	24%	23%	NO
Leadership	35%	33%	NO
Membership Characteristics	28%	30%	NO
Building Relationships	32%	43%	NO
Roles & Responsibilities	10%	10%	NO
CPI & Data Use	31%	30%	NO
Goals & Vision	29%	40%	NO
P-3 Outcomes	22%	17%	NO
Sustainability	19%	27%	NO
Systems	21%	20%	NO

Compared to Year 1, the domains in Year 2 that showed the largest growth in rates of rural site respondents who Strongly Agreed was in the areas of Goals & Vision (18% in Year 1 to 29% in Year 2), P-3 Outcomes (9% to 22%⁷), and Sustainability (9% to 19%).

For urban site respondents the domains that showed the largest growth in rates of respondents who Strongly Agreed were in the areas of Leadership (16% to 33%), Goals & Vision (24% to 40%), and CPI & Data Use (20% to 30%).

When respondents were asked if there were members or groups currently missing from their P-3 collaborative, over a third of respondents (35%) said yes. Twenty four were from rural sites and ten from urban sites, representing 35% and 33% of respondents within their respective groups. Table 4 describes the groups most likely to be reported as needing to be included by site type and overall.

Table 4. Groups Reported as Missing from Collaboratives

Group	Rural Site Respondents (N=24)	Urban Site Respondents (N=10)	Cross-Site Respondents (N=34)
Family members (Parents/caregivers)	46% (11)	50% (5)	47% (16)
Early learning providers (Private child care and preschool, Head Start)	38% (9)	40% (4)	38% (13)
K-12 representatives (Teachers, school board members)	17% (4)	0	12% (4)
Health & mental health care providers, organizations	13% (3)	20% (2)	15% (5)
Health care providers/ organizations	2 (8%)	10% (1)	3 (10%)
Business community	8% (2)	10% (1)	9% (3)
Other: ESD, library, “community members”, DHS, child abuse prevention organizations	29% (7)	10% (1)	24% (8)

The most common stakeholder types that were reported as missing from both rural and urban collaboratives were **parents/caregivers**, followed by **early learning providers**, including private child care and preschools as well as Head Start.

Rural site respondents were more likely to identify a need for additional K-12 representatives, including teachers and school board members, as well as “other” types of representatives from child abuse prevention organizations, Department of Human Services (DHS), libraries, and community members more broadly.

Summary & Conclusions

Overall, Collaboration Survey results from Year 2 of the OCF P-3 project suggested that stakeholder representation appears to be diversifying in terms of primary roles, with increasingly greater representation among organizations outside of early learning and K-12 systems. This was particularly true for rural sites, who may need to rely more heavily on additional community partners to implement P-3 strategies. Stakeholders from both rural and urban sites, however, reported a need for increasing parent/caregiver and early learning provider representation and involvement in the P-3 collaborative and implementation process.

⁷ Difference in proportions between Year 1 and Year 2 for rural site respondents in the area of P-3 Outcomes is statistically significant ($p < .05$).

A larger percentage of stakeholders on the whole reported being involved in P-3 work for longer periods of time; urban site stakeholders, however, were more likely to report being new to P-3 work. Longer-term commitment and continuity of key stakeholders has the potential of being translated into sustainable systems change over time. Most (65%) stakeholders participated in P-3 meetings frequently, e.g., on a weekly or monthly basis, although rural site stakeholders were more likely to participate less frequently (30%, compared to 16% of urban site respondents).

Stakeholders increasingly reported that the functioning of collaboratives was stronger in Year 2, compared to Year 1. All domains measured showed growth in terms of respondents who Strongly Agreed their collaborative was doing well in each area, with most substantial improvements in the areas of clearer goals and vision, continuous program improvement and data use, focus on P-3 outcomes, and emphasis on sustainability. These activities important for building strong, effective, cross-system collaborative efforts, and are also critical to the P-3 implementation process and ultimately to the sustainability of outcomes for children, families, schools, and communities.

Collaboration Survey results from Year 2 suggest that in Year 3, many sites might benefit from technical assistance related to helping engage in discussions to clarify roles and responsibilities, to focus work in the upcoming year on integrating systems and services, addressing issues of equity, strengthening key P-3 outcomes, and planning for sustainability. Sites may also benefit from additional technical assistance to continue engaging a broader range of stakeholders, especially family members and early learning providers.

Appendix A. Domain Correlations

Domain mean scores were positively and significantly ($p < .01$) correlated with one another as shown in Table 5.

Table 5. Domain Correlations (N=98)⁸

Domain	Communica-tion	Decision-Making	Equity	Leadership	Members-hip	Relation-ships	Roles	CPI & Data Use	Goals & Vision	P-3 Out-comes	Sustain-ability
Communication											
Decision-Making	.68										
Equity	.69	.47									
Leadership	.73	.63	.56								
Membership	.62	.51	.50	.49							
Relationships	.71	.57	.64	.58	.61						
Roles	.48	.51	.61	.39	.46	.38					
CPI & Data Use	.58	.57	.52	.59	.61	.57	.51				
Goals & Vision	.63	.53	.49	.64	.48	.57	.34	.62			
P-3 Outcomes	.46	.49	.50	.48	.41	.42	.50	.54	.46		
Sustainability	.54	.57	.59	.46	.50	.65	.48	.68	.54	.48	
Systems	.51	.60	.44	.48	.58	.42	.50	.65	.35	.56	.48

Appendix B. Domains by Site

Table 6. Percent Strongly Agree for Domains by Site (N=98)

Indicator	Clatsop (N=21)	Crook (N=5)	Jackson (N=8)	Lincoln (N=11)	North Lake (N=7)	NDP3 (N=5)	Pendle-ton (N=4)	Polk (N=15)	Port-land (N=4)	Salem-Keizer (N=18)	Cross-Site (N=98)
Communication	52%	0	50%	27%	29%	20%	50%	27%	25%	22%	33%
Decision-Making	38%	0	50%	27%	43%	20%	25%	27%	25%	28%	31%
Equity	33%	0	38%	9%	29%	40%	25%	20%	25%	17%	24%
Leadership	48%	20%	50%	27%	43%	20%	25%	33%	50%	22%	35%
Membership	48%	0	38%	27%	29%	20%	0	20%	50%	22%	29%
Relationships	48%	0	50%	18%	29%	40%	50%	27%	75%	33%	36%
Roles	14%	0	25%	0	29%	20%	0	7%	0	6%	10%
CPI & Data Use	43%	20%	38%	27%	29%	20%	25%	27%	25%	28%	31%
Goals & Vision	38%	0	38%	36%	29%	0	25%	33%	50%	39%	33%
P-3 Outcomes	24%	0	25%	0	71%	0	50%	20%	0	17%	20%
Sustainability	24%	0	38%	18%	29%	20%	25%	13%	25%	22%	21%
Systems	29%	20%	25%	0	14%	20%	0	33%	25%	17%	20%

⁸ The strongest associations between domains are in bold ($r > .60$, $p < .01$).