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# The Landscape of Family Engagement in Michigan

Authors: Jodi Jacobson Chernoff, Lauren Burr, Danielle Riser, Isobel Sorenson, Isabelle D'Souza, and Natalie Tucker-Bradway

In 2020, the Michigan Department of Education's (MDE's) Office of Great Start received federal continuation funds for the Preschool Development Grant (PDG) by the Administration for Children & Families at the U.S. Department of Health and Human Services. To further the state's goal to make Michigan the best state in which to raise a family, MDE contracted with the American Institutes for Research (AIR) to conduct a two-phase family engagement study as part of an overall evaluation of the PDG efforts. In Phase 1 of the study, AIR collected data regarding how Michigan's Great Start Collaboratives (GSCs) currently engage families, the challenges they face with family engagement, and the extent to which GSCs use community partnerships to best serve families. The findings from Phase 1 will inform the development of an evaluation plan to execute in Phase 2 of the study. This brief summarizes the findings from Phase 1. It aims to describe current family engagement activities and provide insights into the partnerships that GSCs use to expand their reach and offer more programs to support Michigan families.

## FAMILY ENGAGEMENT

Family engagement is defined as “a collaborative relationship between families, educators, providers, and partners to support and improve the learning, development, and health of every learner.”

[MiFamily: Michigan's Family Engagement Framework](#) (Michigan Department of Education, 2020).

## Family Engagement Study: Phase 1

Phase 1 of the family engagement study was developed in response to earlier PDG work that suggested that family engagement in Michigan is conducted locally, with each GSC and Great Start Parent Coalition (GSPC) providing programs to meet their families' needs. Consequently, MDE expressed a desire to better understand what is happening across the state in terms of family engagement. Thus, Phase 1 was driven by three research questions (RQs) that address the overall family engagement work in Michigan, the types of families that GSCs strive to reach, and how partnerships enhance support for families. To address the RQs, AIR collected data in fall 2021 from three different sources. To better understand programs offered by GSCs and which families are targeted, AIR reviewed fiscal year 2021 Section 32p work plans and held focus groups in August 2021 with GSC directors

## RESEARCH QUESTIONS

1. What services and supports do the GSCs provide to families?
2. To what extent are the GSCs reaching populations typically less represented in early childhood mixed delivery programs and services and how are they doing so?
3. To what extent do GSCs partner or collaborate with each other and other groups and organizations to offer services to families?

and GSPC parent liaisons. AIR also administered a survey in September 2021 to GSC directors and GSPC parent liaisons that asked about the partnerships in which they engage to better serve families.

## DATA SOURCES

**Section 32p Grant Work Plans.** These grants support GSCs' strategic plans for engaging families with young children in the state. The 52 fiscal year 2021 plans reviewed had to address Michigan's four early childhood outcomes: (a) children are born healthy; (b) children healthy, thriving, and developmentally on track from birth to third grade; (c) children developmentally ready to succeed in school at the time of school entry; and (d) children prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.

**Focus groups** were held with GSC directors and GSPC parent liaisons in August 2021. These 10 groups discussed the activities their organizations convene for families, the challenges they face when engaging families, and some strategies developed to address these challenges.

**Collaboration survey.** AIR fielded an online survey in September 2021. Of the 67 GSC directors or equivalent positions (e.g., coordinator) surveyed, 49 provided data on their partnerships with other organizations. Thirty-two of 72 parent liaisons also submitted data on their program's partnerships, totaling 81 respondents providing partnership information across 50 different GSC/GSPC regions. Preliminary results from the survey are included in this document. Final results are anticipated in spring 2022.

## The GSCs provide a wide array of services and supports to families across Michigan.

Most of the GSC services and supports aim to increase awareness about early learning and children's developmental needs, including early education, achievement, and attainment; physical development and health; behavioral or emotional functioning; and cognitive function and abilities. In the Section 32p work plans, GSCs proposed several programs and supports for 2021 to engage families in Michigan's mixed delivery system. Most commonly, GSCs aimed to improve early care and education services (including the Great Start Readiness Program); prenatal, perinatal, or postnatal care services; and general mixed delivery system services in their efforts to improve the system and increase family access to these services. Many GSC work plans expressed the desire to share information directly with families about these services in addition to wanting to work at the systems level to improve capacity, make referrals, and integrate services that meet different family needs. In addition, the GSC work plans acknowledged the COVID-19 pandemic, proposing to capitalize on partnerships to assess the gap between childcare needs and availability and to better connect families to childcare services during a public health emergency.

### GREAT START COLLABORATIVES AND GREAT START PARENT COALITIONS

GSCs and GSPCs are part of Michigan's Great Start Initiative initiated in 2004 by the Michigan governor<sup>1</sup> and funded by the MDE. GSC directors and GSPC parent liaisons represent the family voice within the Great Start system. Their main goal is to enhance Michigan's early childhood system at the local level.<sup>2</sup>

<sup>1</sup> Public Policy Associates, Inc., & iEval. (2018). *Advancing toward a stronger early childhood system: A comprehensive evaluation report on the progress made by Michigan's Great Start Collaboratives and Great Start Parent Coalitions.*

<sup>2</sup> Ibid.

Along with sharing information about mixed delivery services, the work plans indicated that GSCs aim to inform families about child developmental milestones; early literacy; prenatal, perinatal, or postnatal care; child health and wellness; and parenting techniques. Their goal was to increase family knowledge about child development and its importance as well as connect families to resources that support their child's development. When working directly with families, the data sources indicated that GSCs generally serve families through both light-touch activities and more targeted and relational activities. Light-touch activities require little engagement with families but are available to a universal audience, whereas targeted activities involve a higher degree of involvement and often target specific families or groups.



**GSCs use several light-touch strategies to reach Michigan families.** Light-touch strategies are those designed to reach a broad population with limited to no follow-up after the strategy. These strategies typically engage families in larger community gatherings and/or provide a onetime resource for families to reach them where they are. For example, GSCs often engage with families during Parent Coalition meetings. These meetings are open to all families and focus on topics such as parenting, child development, and childcare options. Many GSCs set goals to increase participation in these meetings and reach a diverse array of parents. Other light-touch activities include newsletter distribution, GSC representation at health fairs or other community-wide events, social media campaigns, and web platform improvements to share information online. Some GSCs also establish physical spaces in their communities for families to gather in the absence of a GSC representative or parent liaison. These spaces, often created in conjunction with the

statewide Talking Is Teaching™ campaign, provide a designated place for families with children to play, read, and learn. GSCs often pair these light-touch activities with the distribution of free resources, most commonly books, age appropriate toys, learning kits, and tote bags, as well as flyers or handouts with information about services or child development.

“Think of different ways to distribute things to make healthy families, [such as a] community baby shower, [a] community tooth fairy event (dental health), [and a] trick or treating event with dental bags (partner with community college).” –GSC representative

Focus group participants noted that light-touch activities, such as texting programs and resource distribution, are the easiest for families to participate in but are not as helpful for building meaningful relationships with families. Despite that, these types of activities can open the door to connect with new families and lead to future engagement.

“The materials for family engagement have to be the catalyst, not the end-all-be-all.” –GSC representative

**GSCs also use several targeted engagement strategies that involve multiple sessions.** Targeted strategies are those designed to engage a specific population or address a particular need within the community through relationship building and continual engagement. Many GSCs provide engagement opportunities that require substantial involvement from families. These activities share the earlier stated goal of sharing knowledge about parenting, child and infant development and health, and supports available in families’ communities. However, these events also work to achieve a sense of community and connection to other parents and supports. For example, activities such as family playgroups can provide a space for parents and caregivers to build community. Playgroups require families to sign up in advance and then they receive learning kits prior to the get-togethers, which are led by a parent liaison. Thus, playgroups build community, impart knowledge about child development, and require investment from participating families.

As noted in the Section 32p grant work plans, GSCs also provide other activities that require significant involvement by families, such as organizing events and social opportunities around a certain topic; incorporating direct visits to families’ homes, for instance after the birth of a child; hosting parent support groups or playgroups; and holding trainings, workshops, or classes. As with playgroups, trainings help families get to know each other while offering caregiving guidance. Family focused trainings included in the work plans often use frameworks such as Strengths-Based Parenting/ Strengthening Families and Protective Factors, Conscious Discipline Curriculum, and Make Parenting a Pleasure. Importantly, GSCs acknowledged that these types of activities have high rates of participation from families when they meet the community’s specific needs and interests and are “fun, free, and local.”

“... we had a local psychiatrist come for a session on adverse childhood experiences and trauma and building resiliency. And we packed the room to capacity. Finding the right topic and selling it makes the difference.” –GSC representative



## EARLY LITERACY ENGAGEMENT EFFORTS

The goal of improving early literacy among Michigan families is widespread across GSCs. Activities cover the full range of engagement levels, from social media posts to family book clubs, with the intent to inform families about the importance of early literacy, share everyday strategies for helping children gain literacy skills, and provide opportunities for families to practice these skills with young children.

To engage families in early literacy efforts, GSCs implement various early literacy activities, such as organizing story walks or literacy scavenger hunts, hosting book clubs and workshops, maintaining free libraries, attending early literacy conferences, and establishing literacy spaces—physical locations where families have access to books, prompts, and ways to practice. To assist with these activities, GSCs often train trusted messengers, who can be anyone in the community, from teachers and librarians to faith-based leaders and pediatricians, to provide information to families about child development and why talking, reading, and singing with young children can help develop literacy and other skills. Along with these activities, many GSCs and trusted messengers give books and other materials to families to encourage reading at home with their children. The statewide Talking Is Teaching campaign plays a huge role in these efforts. GSCs can use or create Talking Is Teaching-branded materials and prompts as well as share ideas and materials through monthly calls facilitated by MDE. With this emphasis on early literacy, GSCs align with Michigan’s goals that children are developmentally ready to succeed in school and reading proficiently by the end of third grade.



Focus group participants noted that intensive activities can place a higher burden on families because of the time and effort commitment, but they allow GSCs to build deeper and more meaningful relationships with families. Directors commented on their need to remain flexible and learn about families’ needs when planning events to ensure that the engagement is purposeful and well attended.

Virtual meetings and events, as well as online tools for outreach efforts, have helped remove barriers to programs and information. During the last year, many GSCs shifted to conducting engagement strategies online, including virtual trainings, workshops, and playgroups. In focus group conversations, some GSCs said that virtual events are a great way to engage families, whereas others said that families are starting to feel burned out with virtual events, so attendance at these sessions has been dropping. Access to reliable internet service also can be a barrier for virtual events.

“Virtual meetings have actually been great for some of our [meetings] . . . The parents have said that they can come to the meetings, that they don’t need transportation, they don’t have to find childcare, they don’t [have to] drive 30 minutes or 45 minutes. But that is dependent now on internet access. They are saying even after the pandemic ends and they can meet face to face, they really want to have that virtual option because it reduces barriers for their participation.” –GSC representative

Many GSCs also dedicate time to **develop or improve their websites and telephone applications, as well as have moved to online systems for their work, such as using web-based applications, registrations, and questionnaires for families.** GSCs use online tools for marketing events and to conduct outreach to families. Virtual activities and online resources often are more accessible to families, removing barriers to information and services, and they allow GSCs to obtain information from families more widely. Thus, online tools can be both a solution to challenges that GSC face when engaging families and a means for learning more about the families in their community.

“During the pandemic, our GSC did a lot of virtual education based around literacy, for daycares and parents, and upon completing it, they had a whole week to do the education and upon completing it they would get some intentional literacy toys that they could take home and use with their children to put into practice what they had learned. Same with the daycare providers. It’s kind of a blessing in disguise because we created a lot more partners than we’ve had in the past, especially with the daycares, and we’ve reached a lot more parents than we were able to in the past . . .” –GSC representative



## The GSCs use a variety of strategies to engage families that are typically less represented in early childhood mixed delivery programs and services.

A key component of the GSC work is to provide targeted supports to families with small children, especially those who may be most at risk of meeting developmental milestones, but historically have had less access or engagement with existing programs and services, for a variety of reasons. To start, focus group participants were asked who they consider “hard to reach” or “hard to engage,” recognizing that some families may have less access to existing systems, mistrust of existing systems, or limited time. Overall, GSCs from the focus groups identified four overarching populations that they need to do more to engage, including **rural and remote families, low-income families, families with origins outside of the United States,<sup>3</sup> and fathers.**

“I think it’s important for us to note here that some of our geographical regions are rather large . . . and so that makes it very different for reaching these families . . . So for us to do some things, we have to rely on those families ability to get to us, which is not always the case, especially for rurally located poverty families . . . And, you put the lack of internet and some of those things in there on top of it, and it’s a different dynamic, the rurally located Michigan families, which often have less funding because it’s a per-child funding . . .” –GSC representative

**Rural and remote families are generally some of the hardest families for the GSCs to engage.** Focus group participants explained that these families are usually located far from the GSC and often face other challenges, such as poor internet access, lack of transportation, and poverty, making it difficult to take advantage of services offered. Focus group participants noted that low-income families face these same challenges regardless of locale, again resulting in low representation among the services that GSCs offer.

“ . . . The UP [Upper Peninsula] is 3% of the state of Michigan’s population, but we’re one third of the land mass . . . [it’s] very challenging for us to reach equitably from one end of the UP to the other.” –GSC representative

**GSCs also struggle to provide for families with origins outside the United States.** Families that speak languages other than English may need interpreters. Sometimes, finding interpreters can be difficult and pricey for GSCs to enlist, especially when multiple languages are spoken in a geographic area. Building trust with migrant families can be a challenge because some may have deportation concerns. Families new to the United States, or those that are in Michigan for only part of the year, may not know where to look or whom to call to find services. GSCs must find ways to inform families of the services available. GSCs also reported having a difficult time engaging with fathers. One focus group member suggested that this may be because the



<sup>3</sup> This group includes migrant families, undocumented families, families still learning English, refugee families, and international families.

early childhood field is heavily dominated by women, perhaps making it more difficult for GSC staff to connect with dads. A few GSCs indicated specific efforts to engage with fathers in their work plans.

 We should not discount how hard it is for us to engage with dads. We are a heavily women-dominated field, and we have a very big challenge of connecting with those fathers.” –GSC representative

GSCs in the focus groups mentioned other populations that are challenging to engage, although they were not discussed as frequently as those listed previously. These families are reluctant to participate in programming, such as incarcerated parents, foster parents, working families, first-time parents, families of color, and indigenous families. In their work plans, GSCs also listed programs to target young or teenage parents and high-risk families. Many GSCs listed parents in their work plans, hoping to provide them with prenatal and postnatal information, supports, or referrals. Finally, low-income families appeared most often in the Section 32p work plans (of those plans that specified a target population). Methods or programs used to reach these families included connecting them to information about supports available, connecting communities with trusted advisors, providing funding and other resources such as books, diapers, high-quality toys, or pack ‘n’ plays.

GSCs use creative strategies to reduce linguistic, cultural, geographic, and economic barriers to program participation and access to supports. In the focus groups, the GSCs discussed several strategies they use to increase family engagement and participation in their early childhood programs and supports. Four key strategies emerged, including working with trusted community members, offering incentives, using linguistically accessible strategies (e.g., translating materials), and meeting families in unique and creative locations to increase participation in family engagement programs. GSCs noted that one of the most successful strategies for improving engagement among these families is to work with a trusted community member, such as a trusted messenger or trusted advisor. Trusted advisors often represent or share a language with those in the community and are important for helping the GSCs build trust and relationships within the many communities within a given GSC’s locale. Trusted advisors’ work may look different across Michigan, but they often serve families by being a trusted source of information, providing referrals or assistance navigating local services, distributing materials, and generally aiding in relationship building with families. Some trusted advisors also play a role in keeping GSCs informed of the needs in their communities.<sup>4</sup>



Incentives (such as snacks and gas cards) are another strategy often used to encourage attendance at events and trainings. Many GSCs distribute freebies (e.g., tote bags) to create opportunities to connect with new families; one GSC said that they have connected with more than 200 new families by giving away Talking Is Teaching bags at the local laundromat each month. GSCs also mentioned in the focus groups that they use several strategies to reduce linguistic barriers for families, such as using translation apps, translating materials in other languages, and facilitating meetings in other languages. These strategies are immensely helpful for reaching families with origins outside the United States and/or who speak a language other than English. Finally, both work plans and focus groups suggested that GSCs often try to set up events in locations that are convenient for certain groups, especially those who may not otherwise be able to access the supports. For example, one GSC director planned Pop Up for Reading events in areas with the highest rates of free or reduced-price lunch programs to promote literacy activities during the summer. Another GSC director shared that they hold parenting classes in the local jail for incarcerated parents.

<sup>4</sup> To learn more about how GSCs work with trusted advisors, visit [https://www.michigan.gov/documents/mde/Evaluation\\_of\\_Trusted\\_Advisors\\_Grant\\_in\\_Michigan\\_731143\\_7.pdf](https://www.michigan.gov/documents/mde/Evaluation_of_Trusted_Advisors_Grant_in_Michigan_731143_7.pdf).



“With Trusted Advisor funding, we reached out to already functioning grassroots groups that were under/unfunded (e.g., local dad’s group and Native American group)—gave them funding, food, materials, a place to meet, and stipends to volunteer group leaders. Shifted to virtual in past year but still successful.” –GSC representative

## GSCs and GSPCs form partnerships to provide better services to families and young children.

Building and strengthening community partnerships is a key part of GSC and GSPC work. As part of the collaboration survey, 49 of 67 (73%) GSC directors and 32 of 72 (44%) GSPC parent liaisons completed an online survey about their community partnerships. Overall, 81 participants from across 50 GSC/GSPC regions identified several partners they work within the community, and these partnerships often represented the goals as well as the strategies used by GSCs for reaching families (see Appendix). On average, directors listed 14 partnerships, and parent liaisons listed 10 partnerships. Most often, these partnerships focused on supporting children’s early learning and development. For example, these partnerships ranged from national campaigns such as Talking Is Teaching; to state government or large-scale organizations such as Women, Infants, and Children and chapters of the United Way; to many community-level partnerships with local businesses or services, such as libraries, school districts, or other family-serving organizations. These collaborations also serve a range of purposes, from providing programming to support child behavior or emotional function, to support for family economic and housing stability, to provision of material resources, to training of service providers.

**The survey revealed that GSC staff respect people in other agencies and are committed to collaboration but need more time and resources to collaborate.** Nearly all 49 directors and most of the 32 parent liaisons agree or strongly agree that people are committed to collaborating with other agencies that serve children ages 0–5 and feel that people in different agencies have a shared goal. However, most directors and many parent liaisons feel that they don’t have enough time, “people power,” or funds for collaboration. Despite these challenges, most directors and parent liaisons do not feel that organizational structures hinder their cross-agency collaboration. Only about one in five directors and parent liaisons feel that the structure of their own or others’ agencies discourages them from collaborating with others.

“Leveraging other organizations’ relationships with families and partnering with them to reach those families has been the best strategy so far. If that org trusts us, the family may be more open to talking with us at least. Having some of those people trained as trusted messengers so they can actually be ones to share info as well. It doesn’t have to be us; we can share the work across the community—we’re all in it for the same goal: healthy families and kiddos.” –GSC representative



**Moreover, most GSC and GSPC partnerships appear to be bilateral collaborations, often involving sharing information and working with other partners in the community to strategize on how best to support families.**

Sometimes, GSCs serve as a presence and inform partners broadly about their work and services available to families. Other times, the partnership activities are more involved, such as hosting trainings or workshops for community members. The goals of these partnerships often focus on assessing community needs and making associated recommendations, streamlining family supports and referral systems, and integrating the “No Wrong Door” framework throughout the community.

The majority of GSCs indicated in their work plans that they planned to attend or host meetings or workgroups with community partners, committees, or school districts. The work plans described efforts to coordinate with other organizations, such as improving referral processes across the mixed delivery system, informing organizations about how they can support families, hosting workgroups or meetings with community partners and committees, and promoting dialogue and engagement with decision makers in the community. For example, one GSC planned to organize parent

leaders to attend a legislative coffee house and planned other activities to educate elected officials about early childhood and family issues within their community.

During the focus groups, participants discussed that partnerships often involve collaboration to improve services or distribute materials. The focus group analysis found that partnership collaborations most commonly center on distributing materials/resources; delivering specific programs or campaigns; and hosting or participating events, workgroups, and trainings. Distributing materials/resources can sometimes mean giving things to partners; other times, it is distributing materials to families through partners. GSCs not only participate in community-based events but also sometimes co-host events with community partners. Common events included playgroups, parent groups, literacy events, community baby showers, car seat install events, parent cafés, and community health fairs. GSCs often collaborate with community-based partners on specific campaigns or programs (e.g., Talking Is Teaching).

**Parent liaisons reported a greater number of partnerships to support recreational activities for children and families, whereas GSC directors reported a greater number of partnerships focused on building systems capacity and supporting family function.** Interestingly, the order of most to fewest programs associated with a service category was largely consistent between programs described on the survey by directors versus parent liaisons, except for recreational activities for children or families. This finding may reflect the greater focus of GSPCs on hosting community events as a strategy for engaging families, whereas a greater percentage of GSC director-identified partnerships focused on systems support, training service providers, or supporting overall family functioning.

**Many GSCs/GSPCs partner with other GSCs/GSPCs to provide services and supports to families.** Twenty-five GSC directors and 14 parent liaisons identified other GSCs or GSPCs they partner with to serve families. These partnerships typically focus on topics such as positive parenting practices, recreational activities for families, parent/caregiver mental health, family functioning, training of service providers, and childcare coordination but less on topics of knowledge or support of early learning as observed in the GSC and local community partnerships. This finding may suggest that GSCs and GSPCs partner with many community organizations for their specialized focus in early childhood learning topics, often collaborating with other GSCs and GSPCs to provide events, trainings, or workshops for parents and service providers.

## Conclusions

The purpose of this paper is to begin to shed light on the programs and services offered by GSCs and discern how collaborations are used to support this work. Information from this brief can be a starting point for achieving the goal of establishing a No Wrong Door framework for families. That is, MDE can work with GSCs to ensure that wherever families access the mixed delivery system, they will be able to connect to the services they need. Thus, any door will lead to necessary supports. One way to achieve this goal would be to create a way for GSCs to regularly share ideas and programs, supporting one another in setting up programs that are successful in one area in new jurisdictions. GSCs need to tailor their programs and supports for their specific families' needs, but they could impart lessons learned and expand successful campaigns across geographic areas.

In the focus groups, GSC directors and GSPC parent liaisons expressed a desire for MDE to help coordinate efforts. They mentioned that they would welcome a statewide message to make their presence known because the Great Start system is sometimes very fractionalized. Other focus group participants mentioned that it would be nice if MDE would work with GSCs to help them forge statewide collaborations, listing possible state-level partners. They also noted that they could





use MDE's help in educating new superintendents about how to work with the GSCs by holding orientations for new superintendents. Finally, the GSC directors and GSPC parent liaisons said that they would be happy to have MDE serve as a center on which the GSCs and GSPCs could come together. In conclusion, GSCs and GSPCs share MDE's desire to have some central coordinating system to support them in their family engagement work.

“The fact that our support network has been fractured into many regions has been kind of difficult . . . [and] we really don't have a statewide message that we can fall back on . . . if there was, 'hey this is Michigan Great Start Collaborative' . . . and no matter where you go this is it, or here is a couple things that the state could support us in . . . that would be helpful . . . and just the general support of people involved.” –GSC representative

Although this research provides new information on family engagement in Michigan, it is just a starting place, not an end point. As one focus group participant pointed out, the GSCs do far more than what is in the Section 32p work plans. Also, the number of partnerships reported on and described in the collaboration survey was probably only a sample of the collaborations that GSCs and GSPCs engage in. These data sources primarily portrayed the GSC and GSPC perspectives. It was not possible to determine how different types of families are engaged in programs offered or to what extent they are invested in these programs.

“But to be honest with you, I think you're going to have a hard time getting an accurate reflection of who those partners are because when I was filling it out, I was, like, okay who do I have, and I was really limiting it cause it was just too much to put in there.” –GSC representative (talking about the survey)

GSCs and GSPCs also mentioned a need for better funding and staffing. Even though this issue was not central to this research, it was clear that funding and having enough staff to carry out the work is important for meeting all the GSCs' family engagement goals. For example, GSCs and GSPCs note that they feel their work is constrained by the funding they receive. Some GSC directors noted that although they may not have more families than other GSCs, they have more area to cover, so additional funding would help.

“. . . some of the PDG-B5 work, our grant opportunities, have been a 15-county-wide opportunity for the UP. It's a 5-hour, several hundred-mile drive for me to get to the other side of the UP.” –GSC representative

Furthermore, in the focus groups, the GSCs and GSPCs said that they have a growing list of supports they'd like to provide families, but the funding they receive is not expanding at the same rate as this list. The survey, however, showed that GSCs and GSPCs have few—if any—partnerships that help supplement their funds. Another challenge mentioned in the focus groups is staff turnover. Some GSC directors and GSPC parent liaisons attributed the high staff turnover rate to the fact that their positions are not full time; staff often leave to take full-time positions elsewhere. They noted that it is hard to maintain enduring relationships with families and partners when staff change every few years.

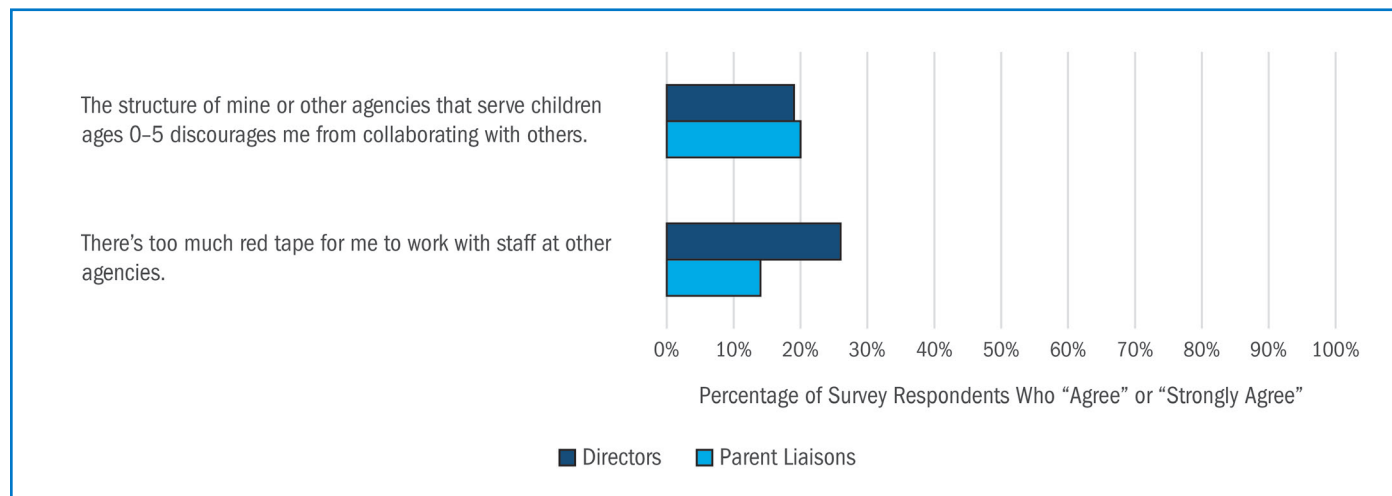
## Future Directions

For Phase 2 of the family engagement study, AIR would like to better understand the impact of the GSC and GSPC efforts on family engagement in Michigan. In addition, AIR seeks GSC and GSPC input as to what information from the community would inform their family engagement work. The next phase of this study strives to shed light on which families are participating in programs and to what extent are they doing so. If possible, it would be interesting to see if the same families are participating in the programs or if different programs reach different types of families. Also, in pursuit of the No Wrong Door campaign, it would be helpful to know how strong and enduring the partnerships and collaborations GSCs have forged are.

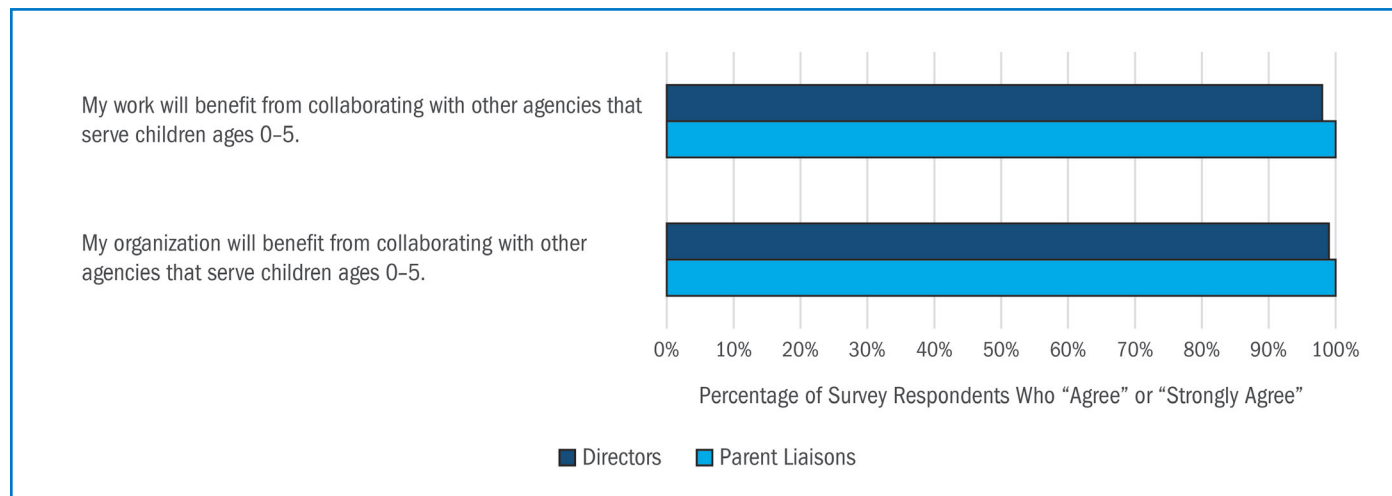
## Appendix. Collaborative Survey Results

Exhibits A1–A6 present the item-level results on each collaborative survey item.<sup>5</sup> Overall, 49 of 67 GSC directors and 32 of 72 GSPC parent liaisons responded to the survey. These data show the percentage of respondents who agreed or strongly agreed to each item, broken down by position.

**Exhibit A1. Barriers to Collaboration**

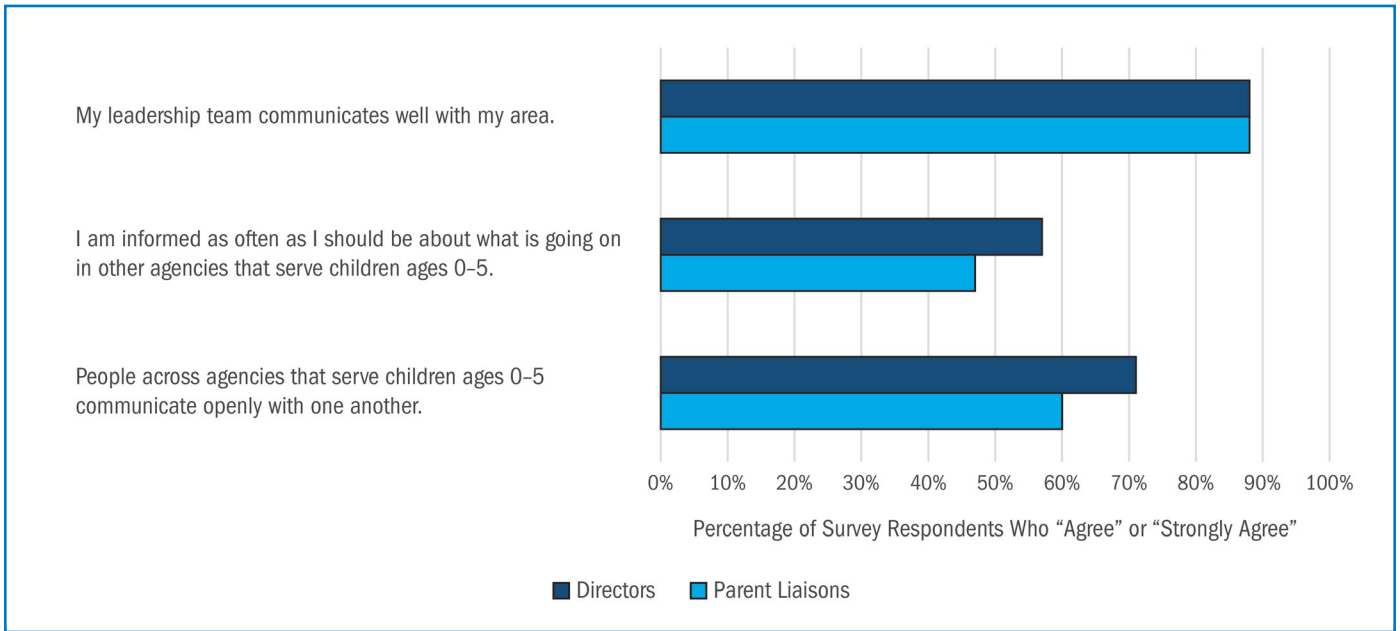


**Exhibit A2. Benefits of Collaboration**

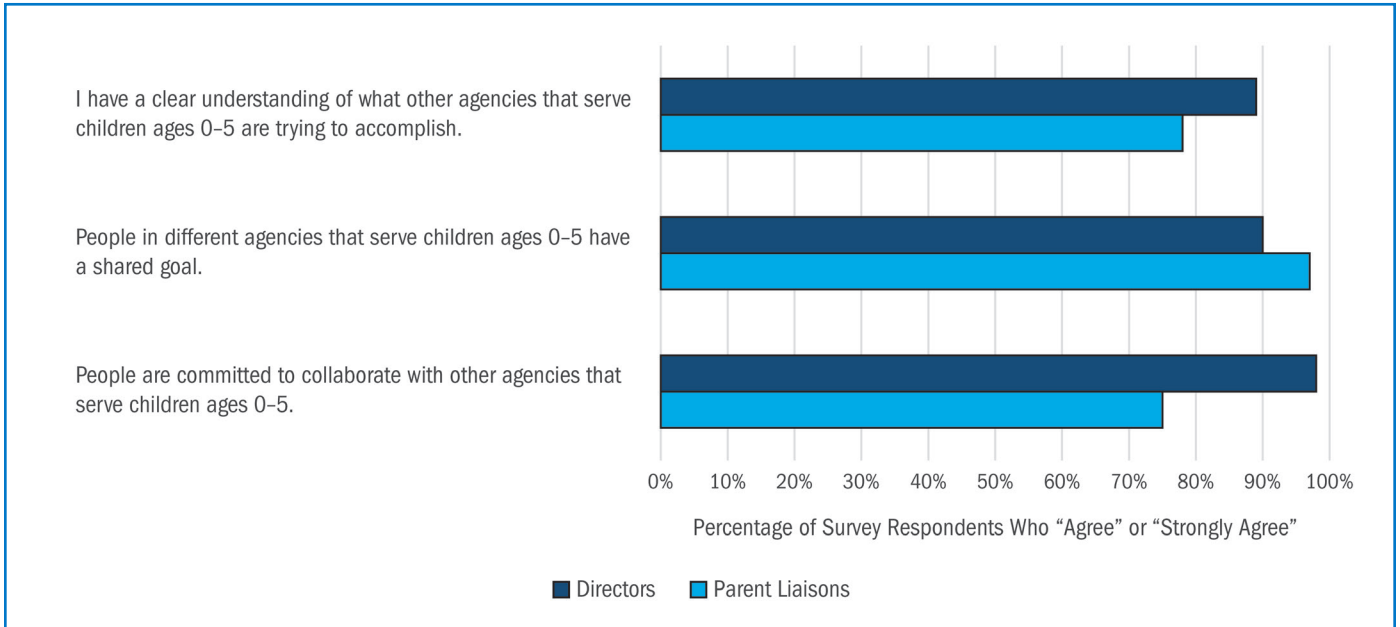


<sup>5</sup> The collaboration survey, conducted from August to September 2021, collected data about the partnerships that GSCs engage in. The tables in this appendix show the preliminary results from the survey. Final results are anticipated in spring 2022.

**Exhibit A3. Quality of Communication Within Partnerships**

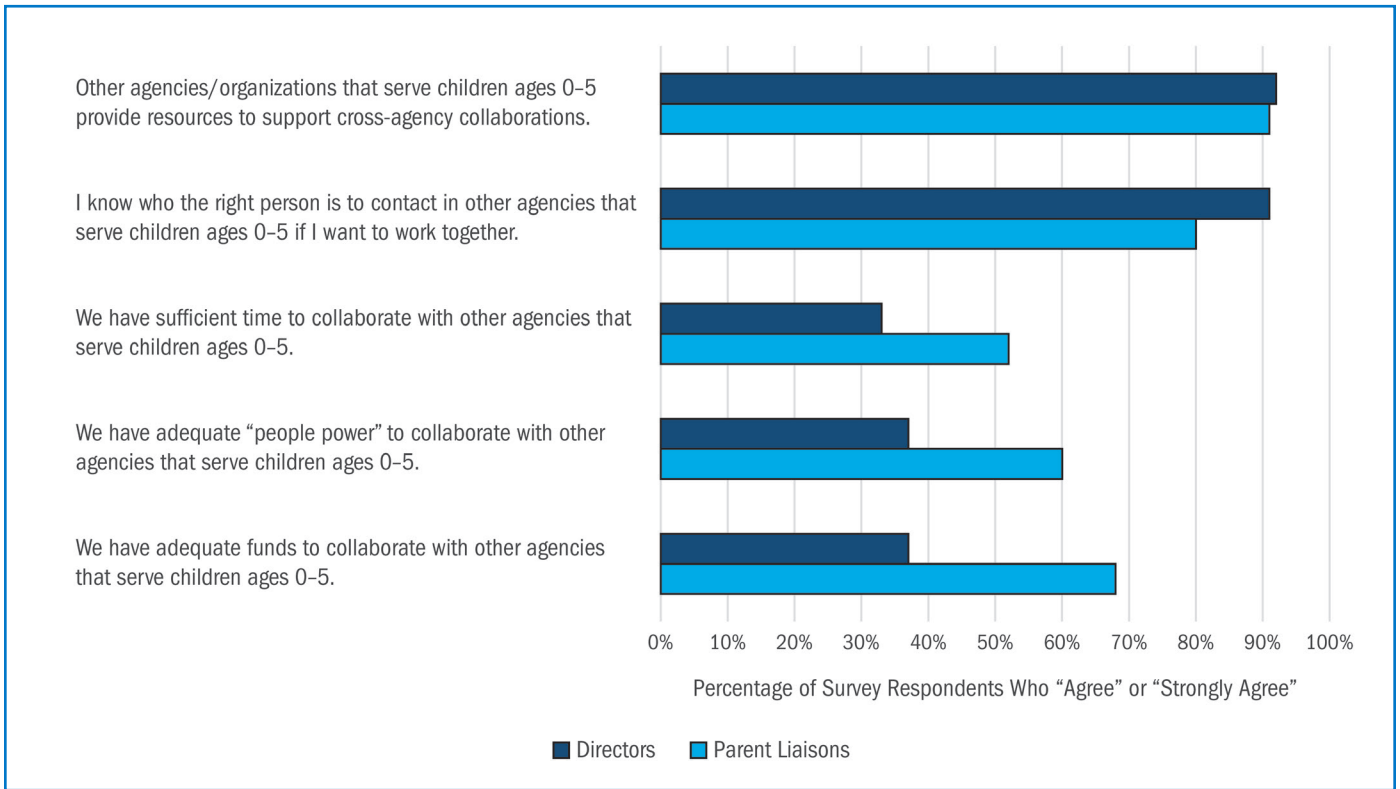


**Exhibit A4. Goals of Collaboration**

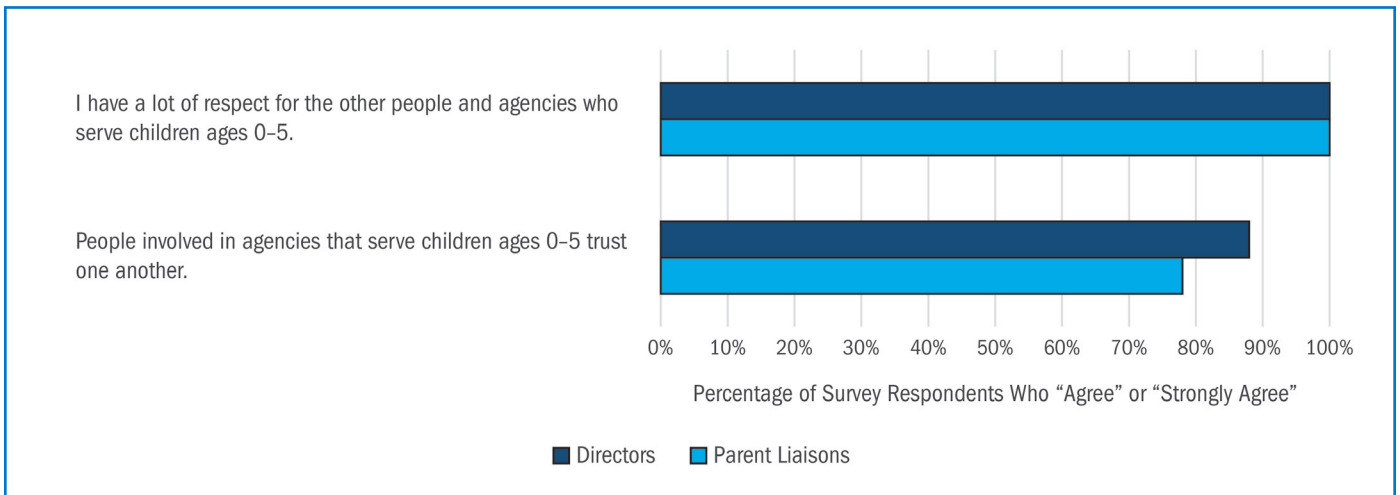




### Exhibit A5. Respect Within Partnerships



### Exhibit A6. Trust Within Collaborations



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