4-2005

Collaboration through Partnerships: A Review of Six Michigan Communities

Cheryl Kay Sibilsky-Soule
Western Michigan University

COLLABORATION THROUGH PARTNERSHIPS: A REVIEW OF SIX MICHIGAN COMMUNITIES

by

Cheryl Kay Sibilsky-Soule

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Doctor of Philosophy
School of Public Affairs and Administration

Western Michigan University
Kalamazoo, Michigan
April 2005

COLLABORATION THROUGH PARTNERSHIPS: A REVIEW OF SIX MICHIGAN COMMUNITIES

Cheryl Kay Sibilsky-Soule, Ph.D.

Western Michigan University, 2005

The federal government supports the use of collaborative service planning for many federally funded programs. While there are anecdotal studies supporting community collaboration, its use has not been adequately evaluated. This study provides exploratory information regarding the relationship between successful collaboration and outcomes for children and families.

Data were collected from six Michigan communities using a survey tool sent to all members of the six community Family Coordinating Councils. The tool was designed to measure eight factors seen in successful collaboration. The respondents evaluated their own collaborative council on these eight factors.

Three of the communities were thought to be associated with meeting all state-developed outcomes, while three were thought to be associated with not meeting all state-developed outcomes. Comparisons were made using the student *t* test and chi-square.

The findings indicate that two characteristics were significantly related, in the expected direction, to state-developed outcomes, namely, the history of collaboration and adequate funding. For small communities studied, four of the eight factors were

related, but not in the expected direction to state-developed outcomes. More collaborative bodies need to be studied before these results can be generalized.

INFORMATION TO USERS

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleed-through, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

ProQuest Information and Learning Company
300 North Zeeb Road
P.O. Box 1346
Ann Arbor, MI 48106-1346

ACKNOWLEDGMENTS

I would like to acknowledge and thank the many people who assisted and encouraged me during the process of gathering this research and developing this document. Dr. Peter Kobrak and Dr. Matthew Mingus from Western Michigan University and Dr. Robert Lovell served as my committee members. Thank you for your commitment to my research and the time and energy that you gave to this effort. Your support has been invaluable.

I would also like to thank my friends, Sally Kellen, Mary Scoblic, and Janice Tribble, collaboration experts, Mary Ludtke and Laurie Ludington, and cohort members, Nancy Quarles and Craig Corpola. Each provided their own unique method of support. All continued to remind me that I had a project to finish. Throughout this process they never lost sight of my goal.

Last, I would like to thank my family, my husband, and my children who encouraged and supported me throughout this process. My husband, Jim, and my mother-in-law, Rose, gave many hours to cooking, cleaning, and caring for children so that I could attend classes, research, and write this document. Thank you both for being so supportive and providing me with this opportunity.

Cheryl Kay Sibilsky-Soule

TABLE OF CONTENTS

Table of Contents—Continued

CHAPTER

Table of Contents—Continued

Table of Contents—Continued

LIST OF TABLES

List of Tables—Continued

List of Tables—Continued

List of Tables—Continued

List of Tables—Continued

List of Tables—Continued

LIST OF FIGURES

CHAPTER I

INTRODUCTION

Statement of the Problem

The federal government supports the use of collaborative service planning for many federally-funded programs. The extent of the benefits of this approach has not been adequately tested. While there are anecdotal studies supporting community collaboration, its use has not been adequately evaluated. Many questions remain to be answered.

This study reviews Michigan's "Strong Families Safe Children" (SF/SC) effort and explores the relationship between community collaboration and outcome assessment as reported in the *2000 Strong Families Safe Children Interim Evaluation* (Michigan Public Health Institute, 2000). The research hypothesis is that effective human service collaboration correlates positively with positive outcomes for children and families. The null hypothesis is that there is no relationship between collaboration and outcomes for children and families.

Purpose of the Research

The researcher's purpose in this study was to compare collaborative member perceptions regarding successful collaboratives in communities where all state-

developed outcomes are seen as being successful with collaborative perceptions in communities where all state-developed outcomes are seen as less than successful.

Federal funders continue to encourage and support collaborative efforts. This research examines collaborative differences between communities that have seen all state-developed outcomes as successful and those which have not.

Significance of the Research

Human costs are high as related to duplication of services and uncoordinated service delivery. For example, customers complain that they must retell painful situations again and again as they attempt to negotiate the complex human service delivery system. Many customers actually give up before they find appropriate services even though the service they need is available in their community.

The intent of collaborative human services is to bring together leaders of human service agencies and consumers of their services to better plan and coordinate service delivery. The belief is that collaboration on behalf of children and families will eliminate duplication of services and provide a more effective, streamlined service to those in need. Human services have historically been fragmented.

The financial costs of uncoordinated service delivery are high. Government as well as foundation funding can be used to provide the same service in the same geographic area. If service delivery can be coordinated and duplication avoided, overhead costs can be reduced.

There are financial start-up costs incurred by all involved in the collaborative body's development process. Bardach (1996), in his article "Turf Barriers to Interagency Collaboration," lists four primary start-up costs as time spent in planning and negotiations by participants, home agencies planning, consulting and reviewing work of negotiators, and officials from overhead agencies discussing designing and testing new systems and negotiating waivers as well as other adjustments with higher levels of government. Community meetings can run into the thousands of agency staff person-hours.

As government continues to encourage collaborative initiatives, collaborative bodies must meet on a regular basis. Collaborative bodies can include over 30 people meeting together for as much as one-half day per month. The financial cost of bringing together leaders from various human service agencies is significant. The effort can cost the human service community millions of dollars in salaries. If the effort is not improving the service delivery, that funding should be spent on needed services. It is important to know if this gathering together is making a difference in the lives of those receiving service in the thousands of communities throughout the country served by collaborative bodies.

While research on this issue has been conducted, it is primarily anecdotal. Many writers believe they know what impacts on successful collaboration, but very little has been written about collaboration's impact on outcomes for children and families. This research will provide an objective approach to evaluating the issue.

The significance of this research will be to explore the impact of collaboration on services to children and families. This study gathers more information about the inner workings of collaborative bodies and provides insight about their impact on related service delivery.

Conceptual Framework

The conceptual framework for this research was based on the study conducted by Mattessich and Monsey (1992), which reviewed 133 studies related to collaboration. Mattessich and Monsey selected 18 studies that they considered "valid and relevant" and used those studies to identify 19 factors of successful collaboration. Eight factors were identified in 6 or more studies (see Figure 1, page 27). Those eight factors are:

1. A history of collaboration or cooperation in the community (Environment).
2. Mutual respect, understanding and trust (Membership Characteristic).
3. Members see collaboration as in their self-interest (Membership Characteristic).
4. Members share a stake in both process and outcome (Process/Structure).
5. Multiple layers of decision-making (Process/Structure).
6. Open and frequent communication (Communication).
7. Sufficient funds (Resources).
8. A skilled convener (Resources).

Research Question

This study reviews Michigan's Strong Families Safe Children effort and test the relationship between community collaboration and outcome assessment rankings as reported in the *Strong Families Safe Children (SF/SC) Interim Evaluation* (Michigan Public Health Institute, 2000) as well as a number of numerically measurable locally developed outcomes as requested by the Program Office for SF/SC (State of Michigan, 2001). The research hypothesis is that successful human service collaboration correlates with positive outcomes for children and families. The null hypothesis is that there is no relationship between collaboration and outcomes for children and families.

Limitations of the Research

Validity

Mattessich and Monsey (1992) observe that the studies they reviewed for this theory had a common limitation: "The problem with research on collaboration is that virtually every study employs only a case study methodology, not detailed empirical methods" (p. 43). This author believes that this statement, combined with the limited number of case studies available, indicates that more in-depth research needs to be completed. The membership survey provides one of the few empirical studies on collaboration but is limited in scope, as it reviews only six communities. Furthermore,

the survey in and of itself provides no historical perspective in measuring successful collaboration.

Reliability

Another limitation is that the person who collected the data could be seen by the Family Coordinating Council (FCC) members as someone they need to impress with their answers, and they might consequently have provided less honest responses. The person could also be seen by some as one of the funders of the organization. In reality, the amount of funding that each community receives from Title IVb subpart 2 is determined directly by a formula set by the state legislature. Furthermore, the researcher has retired from Michigan government and has no connection with the Strong Families Safe Children at this time. Any perceived authority presumably disappeared when that information was clarified for the participants.

Contributions to Knowledge

The results of this research help in understanding the connection between collaboration and expected outcomes so that funders can have clearer expectations for collaborative endeavors.

Understanding this connection also assists collaborative members in assessing the results of the many man hours spent developing trusting respectful relationships with other collaborative partners. It should give collaborative bodies some direction as to the importance of each of the eight factors analyzed and thus lead a

collaborative group to prioritize the time and energy spent on these factors: history, trust and respect, interest, process and outcome, decision-making, communication, funding, and skilled convener.

The results of this research can assist government as its leaders continue to look at ways to change and make government more responsive to the needs of local communities.

The Organization of the Dissertation

In Chapter I, the statement of the problem, purpose and significance of the study, and research question are discussed. The conceptual framework, limitations, and contributions of the study are also presented. Chapter II is a review of literature relevant to the study. History, definitions and an overview of the research design are presented in Chapter III. The research methodology and procedures are also described. Chapter IV contains the research findings. It also shows how the individual factors manifested themselves in each of the six communities in relationship to each of the eight factors of successful collaboration. Additional comments received on the survey are also discussed. Chapter V contains a summary of the study, provides conclusions, reviews the limitations of the research, and develops recommendations and suggestions for future research.

CHAPTER II

LITERATURE REVIEW

The term *collaboration* (or *interagency collaboration*) has many meanings. To test the research question, *collaboration* and *successful collaboration* must be clearly defined. Over the years other names have been used to describe functions similar to collaboration, such as agency cooperation, services integration, integrated services and interagency services.

Included in this chapter is a brief history of collaboration in service delivery for children and families. A review of the many definitions used in the literature for collaboration or interagency collaboration and a review of successful collaboration as it is defined in the literature are also provided as they impact on this research. Finally, the small amount of literature that has looked at the relationship between collaboration and outcomes for children and families is examined.

History

The importance of interagency collaboration is supported by the lengthy history of concern regarding human service agencies working together for the betterment of children and families. Since the beginning of the human service movement, there has been a realization of the need for coordination/collaboration.

Stagner and Duran (1997) point to the history of the settlement houses in the 1800s as the beginning of collaborative community initiatives. Many different services were provided to children and families from within the settlement house. It is reported that in the 1800s the Chicago Hull House coffee-house served as a gathering place for organizations from all parts of the town (Addams, 1961). Kahn (1963) reports that at a national meeting in 1958, settlement leaders pointed out the important role they had in integration of social services.

The New York City Youth Board was created as an agency in 1947. One of its defined duties was "To coordinate the activities of public, private and religious agencies devoted in whole or in part to the welfare and protection of youth" (Kahn, 1963, p. 511). Clearly the City Government of New York saw the need to coordinate services for children and families as early as 1947.

In Kahn (1963), Eleanor Roosevelt wrote the Foreword and stated, "I am interested in . . . attempts to develop the notion of a community system of services, mutually interdependent, . . . to . . . serve the interest of families and children in trouble" (p. vii). This points to the importance of collaboration that was hoped for in 1963. Kahn goes on to report that his analysis of 1963 community experiences showed the need for the following: "1. devices to integrate the services of one agency with the other so as to ensure a concept of services on the level of case operations and to eliminate gaps between agencies . . ." and "2. means to integrate agency functions and to coordinate their programs" (p. 112). These are two of the same

needs identified when the State of Michigan developed Strong Families/Safe Children in 1995 using Title IVb subpart 2 of the Social Security Act of 1995.

Agranoff (1991) reports that the 1960s and 1970s brought concern regarding the independent actions required of separate public and nonprofit agencies to deal with the many problems of their clientele. He further cites the Economic Opportunity Act of 1964 as being one of the earliest efforts to coordinate issues of poverty in education and training and the role of the poor in solving problems. He views this act as containing the antecedents to further services integration. Agranoff states that welfare reform required "networking among the entire spectrum of services and providers within a community" and "sustained the life of services integration" (p. 534). Azarnoff and Seliger (1982) also saw many reasons to support coordination of service, but reported that even coordination was "not a natural state of affairs among human service agencies" (p. 195).

Noblit, Richards, and Adkins (1999) report the terms *integrated services* and *services integration* were used more prevalently in the 1970s to describe agencies working together. Interagency cooperation and interagency collaboration became more prevalent in the 1980s and continue to dominate the literature, but not always consistently. They further report that history indicates interagency collaboration is difficult to achieve. It requires the study of the strengths and weaknesses of the community, the client, and the agencies expecting to serve those clients.

The movement toward government interagency collaboration for children and families within Mental Health Services began with the push toward collaborative

community planning. The U.S. Comprehensive Mental Health Services Planning Act P.L. 99-660 published formal mandates requiring agencies to collaborate, and tying funding to such collaboration. At about the same time the Public Health Services began support for Community Health System Planning.

P.L. 99-457 Part H, Education of the Handicapped Act Amendments required cross system planning for children with handicapping conditions. The Child and Adolescent Service System Program (CASSP) P.L. 99-457 Part H required a similar process for children with mental health conditions.

Child Welfare Services received its first collaborative funding mandate on October 4, 1994 in the form of Federal Rules for Title IVb subpart 2 of the Social Security Act.

These federal initiatives have provided the motivation and support for community collaboration in a variety of human service areas regarding children and families across the country. The importance of collaboration within these initiatives has not been questioned. The relationship of successful community collaboration to the quality of services being provided to families and children has proceeded without a research base.

Defining Collaboration

The literature regarding the definition of *collaboration* remains confusing and inconsistent, making it difficult to identify successful collaboration. The difficulty in

defining collaboration makes it difficult to measure. This researcher reviewed the literature in an attempt to more clearly define the variable.

Franz (1998) describes *informal collaboration* as building a team to help meet the needs of a specific individual or family. He reports that *formal collaboration* involves agencies in communities finding better ways of working together. Franz reports that collaboration should be at work at the informal and formal levels. Formal collaboration occurs at the system level and involves "the development of a network of inter-organizational structures, procedures and resources . . ." (p. 2) to allow coordinated services to be delivered.

Noblit et al.(1999) suggest that *integration* tends to refer to top down government programs, while *collaboration* tends to refer to a wider variety of informal or localized efforts.

Kahn (1963) separates service integration from interagency collaboration by defining *service integration* as coordination of work on the level of the individual case, and *interagency collaboration* as coordination of services at the system level.

Dorfman (1998) describes community social networks and reports that "In order for . . . people to have shared values and interests, they need to . . . come together, share, relate, and talk about their values and interests" (p. 7). She further reports that a strong community creates security and belonging. Members begin to realize that their own well-being is tied to the community's well-being. They discuss the importance of social capital as a factor for community collaboration. They also

speak of dialogues bringing together people with different opinions to openly discuss these issues and learn from each other.

Michigan State University Outreach Partnership's *Best Practice Briefs* (1998-99a, 1998-99b) describes a "community system of care" as "the organization of public and private service components within the community into a comprehensive and interconnected network in order to accomplish better outcomes for a defined population" (p. 2). Stagner and Duran (1997) describe the effort as "initiatives strive to improve the lives of children and families in neighborhoods characterized by extreme poverty" (Abstract).

Mattessich and Monsey (1992) provided an extensive review of literature on collaboration. They developed the following working definition for collaboration:

> Collaboration is a mutually beneficial and well defined relationship entered into by two or more organizations to achieve common goals. The relationship includes a commitment to: a definition of mutual relationships and goals; a jointly developed structure and shared responsibility; mutual authority and accountability for success; and sharing of resources and rewards. (p. 7)
>
> Collaboration connotes a more durable and pervasive relationship (than cooperation or coordination). Collaborations bring previously separated organizations into a new structure with full commitment to a common mission. Such relationships require comprehensive planning and well defined communication channels operating on many levels. Authority is determined by the collaborative structure. Risk is much greater because each member of the collaboration contributes its own resources and reputation. Resources are pooled or jointly secured, and the products are shared. (p. 39)

Review of the literature does indicate that collaboration is a much broader process than cooperation or integration. The last definition provided by Mattessich and Monsey will be the operative definition for this study as it fits with the intent in looking at the research question: Is there a positive relationship between collaboration

and outcomes for children and families? Pooling resources and sharing products are goals of Michigan's Strong Families/Safe Children effort. Thus, the definition fits the study population.

Indicators of Successful Collaboration

A review of the literature was conducted to find indicators of successful collaboration. Several authors have attempted to assess indicators of successful collaboration. Most evaluate collaboration by how well agencies work together. Very few take the next step to look at how collaboration impacts on the children and families for whom they are gathering to improve services and service delivery.

Only Mattessich and Monsey (1992) actually reviewed literature to develop their list of factors related to successful collaboration. Others such as Melaville, Blank, and Asayech (1996); Stagner and Duran (1997); Dorfman (1998); and Franz (1998) used their previous experience with collaborative bodies or anecdotal case information to develop a list of indicators of successful collaboration.

Some government entities have attempted to define successful collaboration. On June 8, 1995, a letter from Michigan's human service agency directors, signed by the directors of the Department of Community Health, the Family Independence Agency, and the Department of Education, with the heading *Putting It Together for Michigan Families,* was sent to local state agency directors in Michigan communities. This letter strongly suggested that each community create a multipurpose collaborative body. Along with the letter was a list of 11 "Factors Which Influence

Successful Collaboration." The state directors gave no explanation as to the reasoning for their selection. The factors they listed were as follows:

1. A shared vision among members of the collaborative body to achieve community-determined outcomes.

2. Communication of the common vision to individuals working at all levels—neighborhoods, parents, consumers, provider groups, service delivery staff, program managers, county and agency policymakers.

3. Personal commitment to overcome structural, fiscal, and other barriers to achieve the shared vision.

4. Recognition of the mutual benefits to all partners in reducing isolation and increasing the effectiveness of service delivery systems.

5. An appropriate cross section of the community on the collaborative body in addition to agency directors (including consumers/parents and private entities).

6. Inclusive decision-making and communication structures to involve individuals at all levels.

7. Frequent communication among participants through formal and informal links.

8. A shared mission statement and interagency agreement that outlines the roles and responsibilities of collaboration partners.

9. Clear assignments and timelines to work groups.

10. Policies and operational structures in member organizations that promote collaborative activity.

11. Staff assigned to focus on the collaborative's mission, facilitate the process and bring information to the participants.

Stagner and Duran (1997) suggest that for collaborative efforts to succeed, they must balance short-term and long-term goals. Flexible funding is also seen as important in the success. They refer to the fact that evaluation efforts of collaborative initiatives have "proven difficult."

The North Central Regional Educational Laboratory (1993) lists its "Guidelines for Effective Collaboration" (p. 1) as factors likely to influence success or failure of collaboratives. They list the following: involve all key players, ensure that leadership is visionary, establish a shared vision, build ownership at all levels, establish communication and decision-making processes that accept disagreement, and institutionalize change and ensure that members are allowed to take time from routine responsibilities to meet and interact with one another. They list the last item as the most important, but do not identify how they came to that conclusion.

The National Association of State Boards of Education (2000) suggests that improving the integration and coordination of services can occur by "directing their agencies to develop joint strategies for addressing the needs of children, youth, and families" (p. 2). They further report "issues to consider" when attempting to coordinate services for children and make them work. They list the following: a shared vision, governance (includes parents and children as members), a results orientation, and adequate resources that include flexible funds that can be effectively pooled. They presented this list in response to problems identified with school-linked

services. They saw a crisis-oriented nature of services, rigid categorical and regulatory models that do not address the needs of students and families, fragmentation of services, and lack of consumer involvement as major issues. They end their article with summaries of three states attempting to effectively integrate and coordinate services for children and families.

Leeson (1999) reports on "hallmarks of change" as being "community based decision making and collaboration, results based accountability, resident and family participation, and innovative financial strategies" (p. 1). She further explains these items by defining community-based decision making and collaboration. Members must command a large enough geographic area to command attention, must understand comprehensive strategies, must use an inclusive process for decision making, must be able to influence the allocation of resources, must focus on results, must have legitimacy and credibility, and must have support from high-level government entities. These hallmarks were developed by analyzing one successful community collaborative initiative in a small community in Michigan.

Harrison, Lynch, Rosander, and Borton (1990) interviewed 30 key informants from a wide range of professional disciplines who were involved in collaborative initiatives. They created two groups: one group involved in collaborations in existence 2 years or less, and one group involved in collaborations in existence for 3 years. They asked questions regarding several areas of critical incidents including communicating, networking and increasing awareness, responsiveness, neutralizing territorial issues, and developing new ways to meet community needs collaboratively.

Their results indicated collaborating professionals should conduct community needs assessments and find ways to meet those needs; communication must be a priority, and be conservative in estimating how long collaborative efforts take; develop a keen political sense; involve everyone with an interest; develop positive opportunities for people to come together; and give credit to everyone involved. Their final summary offers the advice that "successful collaboration will always depend on the individuals involved, the available resources, and the nature of the client base. Systematically removing barriers and adopting the guidelines can greatly improve the likelihood of success" (p. 78).

Bruner, Kunesh, and Knuth (1992) report their "guidelines for effective collaborative planning" (p. 8). The characteristics they describe are as follows: involve all key players, choose a realistic strategy, establish a shared vision, agree to disagree, set attainable objectives, always relate to better outcomes for children and families, build ownership at all levels, avoid "technical difficulties," institutionalize change, and publicize your success. Bruner et al. report that their list was adapted from the book by Melaville and Blank (1991) entitled *What It Takes: Structuring Interagency Partnerships to Connect Children and Families With Comprehensive Services*.

Durlauf (1999), in his article, "The Case Against Social Capital," raises the question as to whether social capital is as advantageous as some writers believe it to be. He points out that segregation in the South is an example of group thinking. That group-think process was not helpful to the community as a whole and raises the

logical question about the desirability of the majority asserting its will over the minority. In a collaborative community situation, majority rule has the potential to be problematic.

While Durlauf (1999) reports somewhat negatively on community social capital, the majority of authors reviewed took a positive approach to the process and expressed the view that checks and balances are in place to protect communities from the negative impacts of a "group think" process occurring. Dorfmann and Lane (1997) report that

> social networks are strengthened when members of the community from different positions, roles, and cultures come together to discuss and debate issues of importance to the community. Strong social networks shape a community's understanding of itself and contribute to successful community adaptation and sustainability. (p. 3)

This thinking supports the concept that groups coming together from differing roles as a community collaborative would meet the terms of a social network.

Mattessich and Monsey (1992) reviewed research related to collaboration. They looked at 133 studies and screened out those that needed more data including reliability and validity testing. They reviewed 18 studies that they considered "valid and relevant" and reported on the factors indicating success in collaboration. They identified 19 factors from this search. They reported that "studies of collaboration are almost all case studies, with non-quantifiable data" (p. 11). The 19 factors were grouped into the following categories: environment, membership characteristics, process/structure, communication, purpose, and resources. The 19 factors listed were: history of collaboration or cooperation in the community; collaborative group

seen as a leader in the community; political/social climate favorable; mutual respect, understanding, and trust between members; appropriate cross section of members; members see collaboration as being in their self-interest; ability to compromise; members share a stake in both process and outcome; multiple layers of decision-making; flexibility; development of clear roles and policy guidelines; adaptability; open and frequent communication; established informal and formal communication links; concrete, attainable goals and objectives; shared vision; unique purpose; sufficient funds; and skilled convener.

Mattessich and Monsey (1992) identify each of these 19 factors and relate each back to studies they have reviewed. These case studies were used in the Mattessich and Monsey article. Of the 19 factors identified, they found 8 "success factors" that were identified in six or more studies. These factors are:

1. A history of collaboration or cooperation in the community (Environment).
2. Mutual respect, understanding and trust (Membership Characteristic).
3. A sense that members see collaboration is in the member's self-interest (Membership Characteristic).
4. Sharing of a stake in both process and outcome (Process/Structure).
5. Multiple layers of decision-making (Process/Structure).
6. Open and frequent communication (Communication).
7. Sufficient funds (Resources).
8. A skilled convener (Resources). (p. 46)

After reviewing the available literature, it appears that these eight factors have the most intersubjective agreement. Much of the other literature refers to these factors, but focuses on only one or two. Mattessich and Monsey, however, bring them together, thereby providing a much more comprehensive look at all factors that are repeatedly discussed in the literature on collaboration. Their more comprehensive list of the factors contributing to collaboration thus seems worthy of further empirical analysis. Mattessich and Monsey's eight factors identified in six or more studies are the benchmarks for successful collaboration used in this study.

Measuring Collaboration Outcomes

Literature was reviewed to discover studies that related collaboration to outcomes. Very few studies have attempted this approach.

One attempt to evaluate outcomes for children based upon community collaboration was completed by the Center for the Study of Social Policy (Wehlage et al., 1995). They conducted a 5-year study beginning in 1987 in Dayton, Ohio; Lawrence, Kansas; Little Rock, Arkansas; Pittsburgh, Pennsylvania; and Savannah, Georgia. The goals for the collaborative efforts were to reduce the school dropout rate, improve academic performance, prevent teen pregnancies, and increase the number of youths who go on to job or college after high school. While there were improvements in some areas, the degree of improvement was not high. During the 5 years studied, a great deal of funding was spent collaborating, but an economic

downturn caused poverty to increase in the communities, and it became difficult to measure the program's outcomes.

Nelson (1996), director of the Annie B. Casey Foundation, reviewed the project and analyzed why the project had so much difficulty. Nelson's eight "lessons learned" refer to several items that can assist in identifying indicators of successful collaborative efforts. Communication, funding, perseverance, and flexibility are highlighted as issues that need addressing if success is to be seen.

While discussing Nelson's 1996 article, Kahn and Kamerman (1996) relate that "too much with regard to community initiatives is at the level of belief and common sense, and there are too many open issues about process and uncertainties about impact . . ." (p. 22). Does bringing together agencies and coordinating services actually assist families in accessing the needed services and do those efforts actually improve the outcomes for families? Bruner et al. (1992) make it very clear that collaboration is a means to an end. Successful collaboration should lead to "more flexible, comprehensive, and effective services to children and families . . ." (p. 7).

Noblit et al. (1999) report that evaluation of collaboration has generally focused on policy, people, and process. Only recently have researchers considered looking at outcomes.

Sarbaugh-Thompson, Lobb, and Thompson (1999) looked at outcomes in relationship to collaboration while researching Michigan's Early On program. Early On is a collaborative program headed by the Michigan Department of Education designed to serve the special needs of infants and toddlers.

The researchers measured successful interagency collaboration by the number of agency players at the table. The more agencies present during collaboration, the more successful they determined collaboration to be. The outcome they evaluated was how many referrals were made to services for the identified child. They determined that more services equated with successful outcomes. They did not look at the benefits to each individual child received from these services. Their study found that when more agencies were present, the child received more services. They also looked at parent satisfaction with the services received and found that in general all parents were satisfied with the services they received. The number of agencies collaborating with them did not make a significant difference. The Sarbaugh-Thompson et al. (1999) study is one of the few studies in the literature that looks at the relationship between outcomes for children and families and interagency collaboration.

This study will build upon the level of knowledge provided by Mattessich and Monsey (1992) as well as Sarbaugh-Thompson et al. (1999). This research will take the next step and explore the relationship between collaborative member perception of success and outcomes set out by funders of the collaborative effort.

CHAPTER III

METHODOLOGY

In this chapter, the research design is explained and the conceptual model is presented. The survey instrument used for this study is examined in detail relating each question to eight of Mattessich and Monsey's (1992) factors. The method of subject selection is presented, including information used to create a matched sample. The data collection process, including the number of surveys received and return rate, is provided. Data analysis techniques are also discussed.

The researcher's purpose in this study was to explore the relationship between state-mandated outcomes for children and families and member-perceived successful collaboration of community representatives on a state-mandated, federally encouraged community council. This dissertation is focused on comparing the perceptions of Family Coordinating Council members as to the success of their collaboration efforts. The individual Family Coordinating Council is the unit of analysis. In this study two matched samples were selected, their members surveyed, and the results examined in light of the results of state-developed and prescribed outcomes for the project. Collecting data from Family Coordinating Council members allows for conclusions by comparing these units.

This study is focused on understanding the connection between collaboration and the desired impact of funding streams on those designed to receive the services.

Melaville, Blank, and Asayech (1996), Stagner and Duran (1997), Dorfman (1998), and Franz (1998) have explored successful collaboration based on case studies and anecdotal information. This study looks to the next level of evaluation, that of desired outcomes of funders.

This researcher had a specific interest in the relationship between outcomes and collaboration because a great deal of the researcher's career has been spent encouraging measurable outcome development for services delivered to children and families through collaborative efforts. Does the amount of time and energy spent collaborating in a community make a difference for families and children in need of human service? Do those communities where members embrace the concept of collaboration benefit from that commitment? Are families and children not receiving appropriate services in communities where collaboration is not embraced?

By analyzing the similarities and differences between communities seen as achieving the state level outcomes and those communities seen as not achieving the state level outcomes, this researcher tested the hypothesis that human services collaboratives in which staff perceive the collaboration as successful are more likely to achieve desired outcomes.

Collaboration is time-consuming work. Knowledge from this study could impact continued federal and state level support for collaboration in decision-making for services to children and families. It could impact how much time and money local collaborative partners are willing to use to support local collaborative efforts.

Research Design

A correlational design utilizing survey methodology with three matched pairs was selected. The purpose of the design was to correlate the scores of a collaborative member-perception survey with state-mandated outcomes. The survey seeks to operationalize Mattessich and Monsey's (1992) eight factors for successful collaboration.

The survey results are examined. Mean differences are assessed. Difference of means test is reviewed. The *t* test and chi-square test are used to check for the differences between the sample means and the difference between the sample proportions.

Mattessich and Monsey (1992) provided the theory for this research. Eight factors were identified in six or more of the studies they reviewed. These eight factors are the independent variables for this study. The dependent variable for this study is meeting all state-developed outcomes. Figure 1 represents the conceptual model.

Instrumentation

A survey was developed to measure successful collaboration. Miller (1994) reports that "Customer surveys, long a management tool in business, are becoming a first-line indicator of what is working and what is failing in government" (p. 271). Drew (1980) reports that a survey may be undertaken for purposes of comparing groups as was the case in this study (p. 121). He further reports that "The essential task of any survey is to obtain information from a sample of respondents that relates

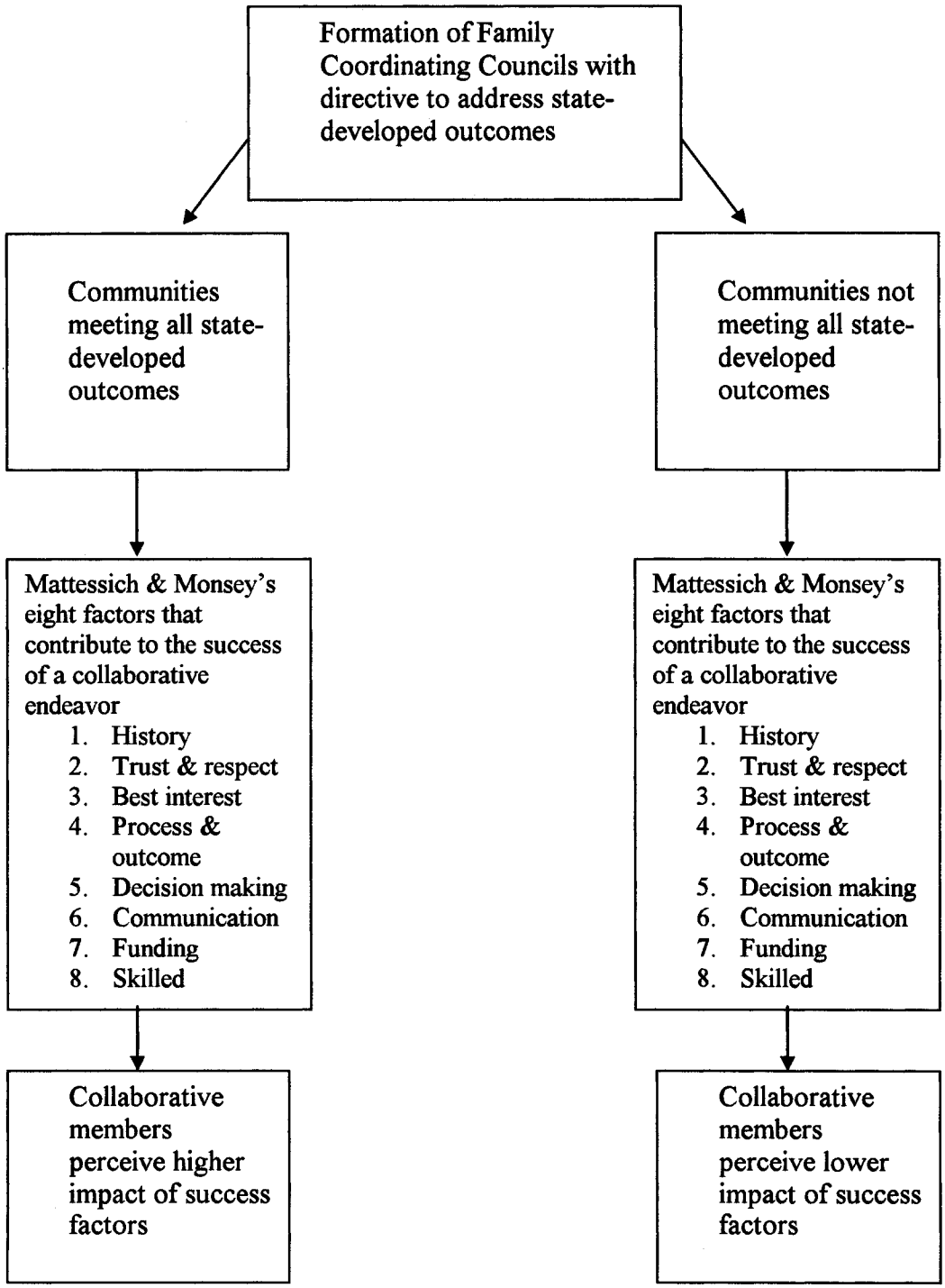

Figure 1. Conceptual Model of Collaborative Success/Outcome Model

to the question(s) being studied" (p. 122). Such a survey was developed to measure successful collaboration using the factors identified by Mattessich and Monsey (1992).

Literature was reviewed in an effort to find a standardized questionnaire to measure successful collaboration. Questionnaires are available, but there is little information on their previous use or available data to support the relevance of the specific questions. Many questionnaires, such as OMNI Research and Training, Inc.'s Profile of Collaboration (1992) and the Collaborative Partnership Questionnaire (1999) were developed using one or two anecdotal case studies as references for the development of the questions. At the time that this researcher developed the survey questionnaire used in this study, no other questionnaires could be found that addressed the specific factors identified by Mattessich and Monsey (1992).

This researcher, therefore, developed a questionnaire (see Appendix A). Questions were developed to operationalize each of the eight factors identified by Mattessich and Monsey (1992).

Following are the survey questions as they relate to the eight specific factors identified by Mattessich and Monsey (1992).

Mattessich and Monsey (1992) argue that the longer a group has been collaborating, the more successful it should be at collaborating. Questions 1 and 2 thus allow the respondent to identify the length of time in years that the membership has been coming together and also to identify collaboration before the state-mandated creation of the FCC. Question 10 encourages the respondent to share her or his

impression of how long the community has been committed to working together. "Always worked together" implies a lengthy history of working together for the community good. Mattessich and Monsey report that a longer history correlates with successful collaboration.

Questions 1, 2, and 10 explore Mattessich and Monsey's first factor: the correlation between the FCC's history of collaboration and outcome measures for the community.

1. Our community collaborative was operating before the strong families/safe children request came to designate a formal Family Coordinating Council (FCC) in 1994.
   (circle one) yes no unsure

2. Our community collaborative has been operating for how many years?
   (circle one) 1-3 4-6 7-9 10 or more unsure

10. Agencies in my community have always worked together for the good of families.
    Strongly Agree Agree Unsure Disagree Strongly Disagree

A high degree of trust, understanding and respect should correlate with successful collaboration. Questions 3, 11, and 18 ask the respondent to rate the level of trust, respect and understanding present in their collaboration.

Questions 3, 11, and 18 explore Mattessich and Monsey's second factor: the correlation between the FCC's feelings of mutual respect, understanding, and trust, and outcome measures for the community.

3. There is a high degree of respect for all members of my community's FCC.
   Strongly Agree Agree Unsure Disagree Strongly Disagree

11. There is a high degree of trust among members in my community's FCC.
    Strongly Agree Agree Unsure Disagree Strongly Disagree

18. In my community FCC members have an understanding and tolerance of each other's problems and issues.
    Strongly Agree Agree Unsure Disagree Strongly Disagree

Mattessich and Monsey found that successful collaboration related to members feeling a benefit from the collaboration. When members see collaboration as in their best interest, successful collaboration should be present. Questions 4, 12, and 19 seek to gather the respondents' perceptions on whether collaboration is in their best interest and whether it is in their agency's interest. They are then asked whether the other council members perceive collaboration to be in their own and the agency's best interest.

Questions 4, 12, and 19 explore Mattessich and Monsey's third factor: the correlation between the FCC members seeing collaboration is in their best interest and outcome measures for the community.

4. In my community members of the FCC feel that the agency or group they represent is benefiting from the FCC experience.
   Strongly Agree Agree Unsure Disagree Strongly Disagree

12. Collaboration is in my agency's (or group that I represent) best interest.
   Strongly Agree Agree Unsure Disagree Strongly Disagree

19. In my community members of the FCC feel that everyone benefits from the collaborative effort.
   Strongly Agree Agree Unsure Disagree Strongly Disagree

Those communities with members committed to their FCC's process and outcomes should see more successful collaboration. Question 5 uses the same words as Mattessich and Monsey in their brief description of this factor. Question 13 specifically highlights program outcomes as that is the focus of this study. Question 20 attempts to operationalize the factor stressing commitment and functioning of the group. Stronger agreement with the statements should correlate with successful collaboration.

Questions 5, 13, and 20 explore Mattessich and Monsey's fourth factor: the correlation between FCC members sharing a stake in both process and outcome and outcome measures for the community.

5. In my community members of the FCC share a stake in the process and outcome of the collaborative process.
   Strongly Agree Agree Unsure Disagree Strongly Disagree

13. In my community members of the FCC are interested in achieving defined outcomes.
   Strongly Agree Agree Unsure Disagree Strongly Disagree

20. In my community members of the FCC are committed to assisting the FCC so that it is well functioning.
   Strongly Agree Agree Unsure Disagree Strongly Disagree

In some collaborative groups decision-making is controlled by a small, powerful subgroup. Mattessich and Monsey report a relationship between multiple layers of decision-making and successful collaboration. Questions 6, 14, and 21 are therefore designed to explore the decision-making process of the local FCC. Question 14 directly asks if all members feel involvement in the process, while Question 21 relates to the membership's understanding of the process. This question assumes that it is difficult to participate if the process is not shared with all of the membership. Question 6 indicates a process that develops subcommittees around specialty areas and offers membership the opportunity to become involved in the decision-making at their level of expertise. Stronger agreement with these statements is expected to correlate with successful collaboration.

Questions 6, 14, and 21 explore Mattessich and Monsey's fifth factor: the correlation between the FCC having multiple layers of decision-making and outcome measures for the community.

6. In my FCC decision-making is often delegated to sub-committees.
   Strongly Agree Agree Unsure Disagree Strongly Disagree

14. The decision-making process used in my FCC involves all members.
Strongly Agree Agree Unsure Disagree Strongly Disagree

21. Members of my FCC know the process of decision-making.
Strongly Agree Agree Unsure Disagree Strongly Disagree

Open and frequent communication should correlate with successful collaboration. Question 7 uses Matessich and Monsey's own term *open communication* in relation to successful community collaboration. Question 22 operationalizes the frequency of communication, and Question 15 explores the group's willingness to communicate openly. Stronger agreement with these statements is expected to correlate with successful collaboration.

Questions 7, 15, and 22 explore Mattessich and Monsey's sixth factor: the correlation between open and frequent FCC communication and outcome measures for the community.

7. The FCC in my community prides itself on open communication.
Strongly Agree Agree Unsure Disagree Strongly Disagree

15. In my community members of the FCC let the rest of the group know when they feel that a FCC process is not working as it was intended.
Strongly Agree Agree Unsure Disagree Strongly Disagree

22. I speak frequently in and outside of meetings with members of my community's FCC to talk about family needs in our community.
Strongly Agree Agree Unsure Disagree Strongly Disagree

Mattessich and Monsey report that sufficient funding relates to successful collaboration. Questions 8, 16, and 23 are designed to measure the attitude of the respondents regarding adequate funding. Question 8 acknowledges that all human services can use more money, but allows the respondent to reasonably look at whether their funding allows them to plan for a wide range of services. Questions 16

and 23 are brief statements regarding funding for effective operation and planning.

More agreement with these questions should relate to successful collaboration.

Questions 8, 16, and 23 explore Mattessich and Monsey's seventh factor: the correlation between the FCC having sufficient funding and outcome measures for the community.

8. While we can always use more money, our local FCC has enough funding to be able to adequately plan for a wide range of services to children and families.
   Strongly Agree Agree Unsure Disagree Strongly Disagree

16. Our local FCC has adequate funding to operate effectively.
   Strongly Agree Agree Unsure Disagree Strongly Disagree

23. Our local FCC has the resources to meet and plan in an effective manner.
   Strongly Agree Agree Unsure Disagree Strongly Disagree

Skilled conveners should correlate with successful collaboration. Questions 9 and 24 directly ask the quality of the FCC leadership and convener/facilitator. Question 17 gathers information about what, if anything, results from the presence of quality leadership in the group. These questions operationalize Mattessich and Monsey's emphasis on the presence of skilled conveners as a successful collaboration factor.

Questions 9, 17, and 24 explore Mattessich and Monsey's eighth factor: the correlation between the FCC's having skilled conveners and outcome measures for the community.

9. Leadership in our FCC is exceptionally good.
   Strongly Agree Agree Unsure Disagree Strongly Disagree

17. FCC meetings are set up and organized in an outstanding manner.
   Strongly Agree Agree Unsure Disagree Strongly Disagree

24. Our FCC has a skilled convener/facilitator.
   Strongly Agree Agree Unsure Disagree Strongly Disagree

Procedures

An effort was made to limit the survey questionnaire to three pages. Three questions were developed for each of the eight factors for a total of 24 questions. All of the questions in this survey related to the eight factors being studied. Mendenhall, Ott, and Scheaffer (1971) suggest that the questionnaire should be kept as short as possible and contain only questions pertinent to the objectives of the survey. Drew (1980) also points out that respondents are more likely to complete a one- or two-page questionnaire rather than one that is four or five pages long.

To more easily classify the results, an effort was made to keep the questions simple and incorporate multiple-choice answers. Mendenhall et al. (1971) point out that while the open-ended question allows a person the most freedom of response, the disadvantage of such a questionnaire is the difficulty it poses for the researcher in classifying the results. They further report that questions should be simple and phrased so they have the same meaning to all respondents.

In an effort to keep the survey simple and easy to complete, 22 of the questions were multiple-choice and contained the same response scale. Questions 3 through 24 contained statements regarding one of the eight factors, asking the respondent to select between Strongly Agree, Agree, Unsure, Disagree, and Strongly Disagree.

The order of the questions in the survey was determined with care. The first two questions were logistical questions relating to the length of time the collaborative had been in existence. After those two questions, the questions were distributed so

that adjacent questions addressed different factors. An effort was thus made to allow each question to be answered separately. Questions were not randomized in an attempt not to be influenced by the proximity of other questions relating to the same factor.

In an effort to allow respondents to include any comments they felt could provide additional information, at the end of the 24 questions there were 10 blank lines for the respondent to add any additional comments. Twenty-one percent of the respondents provided additional comments. They are listed in Appendix B.

A pretest of the survey was conducted. Two people with knowledge of collaboration agreed to complete the survey questionnaire as a pretest. They provided feedback as to the clarity of the written directions and the questions. This researcher spent an hour interviewing each of the pretest subjects to determine how they interpreted each question. Small changes were made in the questionnaire to provide increased clarity based on that feedback. Mendenhall et al. (1971) suggest that questionnaires should be pretested before the actual survey is performed to give the researcher an opportunity to observe errors and shortcomings and make needed changes.

The survey was mailed to potential respondents. Accuracy, speed, cost, and accessibility of subjects were factors that contributed to the decision to mail the surveys to the subject FCC members. Drew (1980) reports that a strength of mailed questionnaires is accessibility of subjects. Miller (1994) points to accuracy, speed, and

cost as factors that make mailing surveys the most popular means of surveying a population.

A decision was made to provide anonymity to respondents, both for themselves and their community. Miller (1994) reports that mailed surveys that guarantee anonymity protect the respondent from feeling pressure to record the "right things" and eliminates interviewer biases.

Subject Selection

A matched sample of six communities was selected. This was a manageable size for this exploratory study. The six communities were not randomly selected. Six Family Coordinating Councils representing six Michigan communities were selected for this study from 78 Family Coordinating Councils throughout the state. They were selected by reviewing data from the *2000 Strong Families/Safe Children Interim Evaluation Report* (Michigan Public Health Institute, 2000). The Interim Report indicates the four state-developed outcomes for the program. Three of those outcomes—increase adoption placements, increase the number of childhood immunizations, and increase community-based services to seniors or other relatives acting as primary caregivers to children—were well met at the state level and not reviewed by individual communities. The fourth state-developed outcome, that of reduce the number of out-of-home placements, did reduce state level placements from 5.42 per thousand to 5.31 per thousand but remained a goal for the program. A State of Michigan (Michigan Public Health Institute, 2000) FIA document showing SF/SC

sites by low, moderate, and high rates of out-of-home placements for first quarter of data collection and the quarter ending 9/30/99 gave a breakdown for all SF/SC community collaborative bodies. In this document 18 communities were shown as increasing and 60 were shown as remaining stable or decreasing their rate of out-of-home placements. These two groups of 18 and 60 were the two groups used to select the six community sites—one small, one medium, and one large—from each group.

Nichols (1991) discusses the importance of comparing possible influencing factors in a matched sample. Community population size, per capita income, and unemployment rates were determined to be possible influencing factors.

Population data provided in Woods and Poole Economics, Inc. (2002b) were reviewed. The 10 largest communities fell between 200,000 and 2 million. This group was identified as large communities by the researcher. The community with 2 million was eliminated because there was not another community that easily matched this large population. The other 9 large communities were reviewed between the two groups with 2 not meeting the out-of-home placement outcome and 7 meeting the out-of-home placement outcome.

Data were then reviewed using State of Michigan (2001) *County and Status of Services Meeting Outcomes 2001.* Of the two large communities not meeting out-of-home placement data, only one demonstrated 50% or less of their local outcomes with numerically measurable outcomes. Of the seven large communities meeting out-of-home placement data, three also demonstrated 50% or more of their local outcomes with numerically measurable outcomes.

Personal income per capita data provided in Woods and Poole Economics, Inc. (2002a) were then reviewed for the one large community not meeting all state-developed outcomes and the three that met all state-developed outcomes. County unemployment was also reviewed. The matching based on per capita income resulted in differences within a span of $4,000. The researcher felt that $4,000 was a small enough amount to be an acceptable match. Medium communities A and B had per capita income between $18,000 and $22,000. Large communities E and F had per capita income between $26,000 and $28,000.

This selection process was repeated for the next 10 largest communities identified by the researcher to be medium sized with populations between 100,000 and 200,000. The process was then repeated for the next 20 largest communities identified by the researcher to be small with populations between 41,000 and 99,000.

Income levels are known to have influence on children's protective service referrals and out-of-home placement rates, thus making it important to match each community on the basis of per capita income. For their part, Gillham et al. (1998) looked at unemployment in different regions and found that "correlations with male unemployment and abuse/neglect were highly significant" (p. 81). Correlations with female unemployment and abuse/neglect were generally lower but still significant. Gil (1970) too had earlier reported a large number of parents of abused children as being unemployed compared with the population at large. Festinger (1983) looked at a group of 277 young adults who had spent time in out-of-home placement and found

60% of the mothers and 30% of fathers were receiving public assistance. A decision, therefore, was made to match samples based on per capita income in this study.

As unemployment is a factor in out-of-home placement, a review was made of the six community's average unemployment rates for 2000 as reported by the State of Michigan, Labor and Economic Growth (State of Michigan, 2004). Communities A and B had unemployment rates of 4.6% and 5.5%. Communities C and D had unemployment rates of 4.1% and 4.6%. Communities E and F had unemployment rates of 2.8% and 3.1%. The largest difference reported was between communities A and B, a difference of .9%. The researcher determined that .9% difference was an acceptable difference for this exploratory study (see Table 1).

Table 1

Average Unemployment Rates for Selected Communities for 2000

	Communities Successful in Regard to All State-Developed Outcomes	Communities Not Successful in Regard to All State-Developed Outcomes
Small Communities	Community A 5.5%	Community B 4.6%
Medium Communities	Community C 4.1%	Community D 4.6%
Large Communities	Community E 3.1%	Community F 2.8%

Rossi and Freeman (1993) have provided a brief list of generic control variables known to affect many areas of human behavior. Community population size is one such variable. Community size has not been known to correlate with child

abuse and neglect and out of home placement, but based on professional experience, the researcher believes that many issues of collaboration might relate to community size. In a larger community, for example, it may be more difficult to arrange for directors of agencies to be regular attendees at FCC meetings and indeed many directors in larger communities do send representatives. Thus, a decision was made to match samples on community size as well as per capita income.

The *SF/SC Interim Evaluation Report* (Michigan Public Health Institute, 2000) compared the rate of out-of-home placements for the first quarter of data collection (that quarter varied, based on when each community began receiving funding from Strong Families/Safe Children) and the quarter ending on September 30, 1999. This resulted in time intervals for change ranging between 4 and 5 years. This resulted in a difference in samples in the medium-sized communities. While this difference in the samples was not ideal, it was necessary due to the varied start-up times required by the State of Michigan and the data provided in the *2000 Strong Families/Safe Children Interim Evaluation.*

Table 2 indicates the time interval for each community studied.

Three of the selected communities showed an increase in the rate of children in out-of-home placement over this time period (Communities B, D, and F). Community A showed a decrease in the rate of out-of-home placements for this time period, while communities C and E maintained a stable rate of out-of-home placement for this time period. Maintaining a stable rate of out-of-home placement was seen as

positive, because national data were showing an increased rate (State of Michigan 1998 SF/SC Trend Report).

Table 2

Time Intervals for Change Related to Out-of-Home Placement of Children

	Communities Successful at Meeting All State-Developed Outcomes	Communities Not Successful at Meeting All State-Developed Outcomes
Small Communities	Community A 4 years	Community B 4 years
Medium Communities	Community C 4 years	Community D 5 years
Large Communities	Community E 5 years	Community F 5 years

Locally developed outcomes were reviewed for the communities selected. The researcher also reviewed a report developed by state funders regarding local community-developed outcomes for the state of Michigan. Data used for this report were taken from the 2001 *Annual Reports* submitted by each of the local FCCs (State of Michigan, 2001). State funders had been strongly encouraging communities to develop local numerically measurable outcomes for each of the services being funded with the Strong Families/Safe Children funds. Some communities responded by developing these measurable outcomes, while others did not. In 2001, state funders were not in a position to review the success rates for local outcomes and were collecting data only to show whether or not communities had developed local numerically measurable outcomes for the services being delivered.

Each community provides information in the *Annual Report* showing each of the local services funded. For each service it is expected to list one outcome that is to be measured to show the success or failure of that service to children and families.

In each community this researcher reviewed the number of services funded and the number of measurable outcomes for those services. Results of that review are indicated in Table 3.

Table 3

Proportion of Services With Locally Developed Measurable Outcomes in 2001 *Annual Report* for the Six Communities Studied

	Communities Successful at Meeting All State-Developed Outcomes	Communities Not Successful at Meeting All State-Developed Outcomes
Small Communities	Community A 50%	Community B 50%
Medium Communities	Community C 75%	Community D 38%
Large Communities	Community E 73%	Community F 29%

This information was important to determine if a community had not focused on the state-developed outcomes, but had focused instead only on community locally-developed outcomes. Results indicate that was not the case, as two of the three communities meeting state outcomes also provided over 70% of their services with measurable outcomes. Two of the three communities not meeting state outcomes provided under 40% of their services, with measurable locally determined outcomes.

The two smaller communities developed local measurable outcomes for 50% of their services. Fifty percent was a neutral figure, neither high nor low. After this review, a decision was made to proceed with the six selected communities.

Once communities were identified, the researcher contacted the State Program Analyst at Michigan's Family Independence Agency assigned to the Strong Families/Safe Children Program and requested a list of contact persons for the community Family Coordinating Councils. The Program Analyst suggested using e-mail to contact the facilitators.

Collaborative facilitators from each of the six communities were contacted by e-mail, and a mailing list of the membership was requested. Five communities provided names and addresses for their FCC members. Four sent the lists by return e-mail and one used the post office to mail the list to the researcher. In those five communities, questionnaires were mailed to each member with self-addressed, stamped envelopes for their return.

One community requested that the questionnaires and return envelopes be mailed to the FCC coordinator, who distributed them at its FCC meeting. The coordinator mailed questionnaires to the absent members along with the stamped self-addressed envelopes for their return. The survey questionnaire was mailed with the minutes of the meeting that the members missed. The return rate for this community was 27%. The return rate for the combined other communities was 40%. The return rate for the entire study was 38%. This may indicate that having the FCC coordinator distribute the questionnaire survey does not give the respondent the same feeling of

confidentiality or anonymity as mailing the survey questionnaire directly to the researcher. It is also possible that it served as a negative reminder that the member had missed the meeting, thus resulting in a negative feeling regarding the survey leading to non-completion.

Ninety-two questionnaires were distributed to FCC members in communities that were seen by state funders as meeting all state-developed outcomes. One hundred eleven were distributed to FCC members in communities that were not meeting all state-developed outcomes (see Table 4).

Table 4

Number of Questionnaires Distributed to FCC Members in Six Communities

	Communities Successful at Meeting All State-Developed Outcomes	Communities Not Successful at Meeting All State-Developed Outcomes
Small Communities	Community A 30 survey questionnaires	Community B 44 survey questionnaires
Medium Communities	Community C 29 survey questionnaires	Community D 53 survey questionnaires
Large Communities	Community E 33 survey questionnaires	Community F 14 survey questionnaires
Total	92	111

Data Collection

Seventy-five completed questionnaires were returned to the researcher. One survey was returned from the post office stamped as undeliverable, and one survey was returned with a note that the person was no longer a member of the FCC. Thirty-three completed questionnaires were returned from communities that had increased their rate of out-of-home placements of children, while 43 completed questionnaires were returned from communities that had either decreased or remained stable in their rate of children in out-of-home placement.

Thirty-three percent of the completed surveys were returned from communities with smaller populations. Forty-four percent of the completed surveys were from communities with medium-sized populations. Twenty-three percent of the completed surveys returned were from communities with larger populations (see Table 5).

Data Analysis

Surveys were numbered and reviewed. Numbers were assigned to each response. The data were coded and entered into SPSS. Nichols (1991) states that raw data from the survey should be checked to assure accuracy of entry. A review was therefore conducted to check and assure the accuracy of the data entry.

Data were examined to see if differences existed between those communities identified as meeting all state-developed outcomes and those communities identified

Table 5

Proportion of Surveys Returned

	Communities Successful at Meeting All State-Developed Outcomes	Communities Not Successful at Meeting All State- Developed Outcomes
Small Communities	Community A 8 completed surveys received or 27% return rate	Community B 17 completed surveys received or 43% return rate
Medium Communities	Community C 12 completed surveys received or 41% return rate	Community D 21 completed surveys received or 40% return rate
Large Communities	Community E 13 completed surveys received 1 returned undeliverable or 41% return rate	Community F 4 completed surveys received 1 returned no longer a member or 37% return rate
Total Completed Surveys	33	42

as not meeting all state-developed outcomes. Comparisons were made between counties in each of the following categories: small, medium, and large.

Results from the three questions related to each of the eight factors identified by Mattessich and Monsey (1992) were examined. Mean differences were assessed. Difference of means test was reviewed. The student *t* test and chi-square were determined the logical tests of choice due to the need for comparisons. The *t* test and chi-square test were used to check for the differences between the sample means and the difference between the sample proportions when looking at the survey results.

Due to the small sample size and the fact that chi-square did not always result in five scores in each box, Fisher's Exact was used to confirm the chi-square results.

CHAPTER IV

RESULTS

This chapter will review the data collected from surveying Family Coordinating Councils in six Michigan communities. Demographic data are reviewed. Each of the eight factors of successful collaboration is examined in relationship to success with state-developed outcomes. Each factor is reviewed in relationship to small, medium and large community respondents.

Demographic Data

Data were collected from three matched pairs of individual Family Coordinating Councils in six Michigan communities. The demographic data are displayed in Table 6 below.

Surveys were sent to the entire membership of each of six community's Family Coordinating Councils (FCC). The size of the membership for each of the six community FCCs varied from 14 to 53 (see Table 4 in Chapter III). The membership size bore no relationship to the population size of the communities they represented. The response rate for the six FCCs ranged from 27% to 43% (see Table 5 in Chapter III).

Community size designation (small, medium, and large) is based on population data from Woods and Poole Economics, Inc. (2000b). (See Figure 2 for respondents

Table 6

Community "Size"—Sample Distribution

Community	No. of Respondents	Percentage of Sample
A	8	10.7%
B	17	22.7%
C	12	16.0%
D	21	28.0%
E	13	17.3%
F	4	5.3%
Total	75	100.0%

Community Size	No. of Respondents	Percentage of Sample
Small communities (A & B)	25	33.3%
Medium communities (C & D)	33	44.0%
Large communities (E & F)	17	22.7%
Total	75	100.0%

based upon community size.) Two communities were selected with populations of 40,000 to 50,000 and were identified as small; two communities were selected with populations of 160,000 to 175,000 and were identified as medium; and two communities were selected with populations of 200,000 to 600,000 and were identified as large.

Community population size was selected for analysis because Rossi and Freeman (1993) report it to be a generic control variable known to affect many areas of human behavior. The researcher felt that many issues of collaboration might relate to community size. For example, in a larger community it may be more difficult for

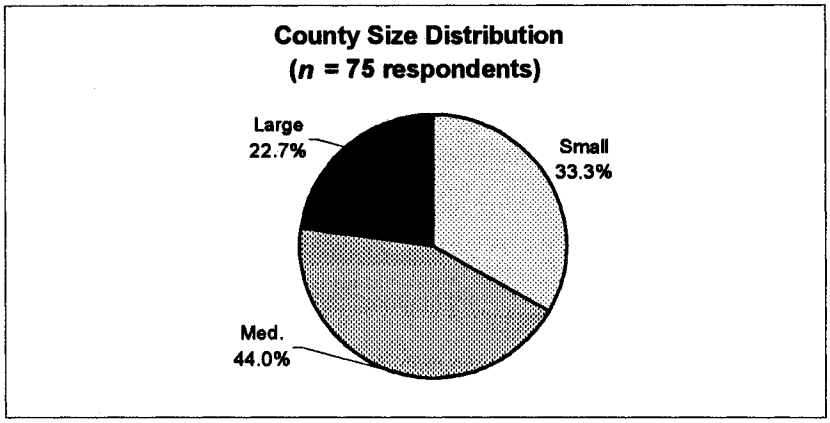

Figure 2. Respondents by County Size Distribution

directors of agencies to regularly attend FCC meetings. They might thus send representatives without the same level of authority than would be seen in a smaller community. In a small community members may know each other because of regular contact in the community.

In small communities members also tend to be responsible for generic areas of human service leading to more variety of opportunities for employment-related contact. In a larger community members tend to be more specialized in their areas of expertise and may not have had face-to-face contact before the FCC meetings began. Medium communities are large enough that members will not all know each other but members with lengthy community history will generally have had some contact. Medium-community representatives generally have areas of expertise but are not specialized as narrowly as large community representatives.

Dependent Variable

The dependent variable for this project is whether or not the community collaborative met all state-developed outcomes. This determination was made by reviewing the *SF/SC 2000 Interim Evaluation* (Michigan Public Health Institute, 2000) and reviewing local outcome measurements. Less than half (44%) of the survey respondents, as Figure 3 shows, were members of community collaborative bodies that met all of the state outcome standards.

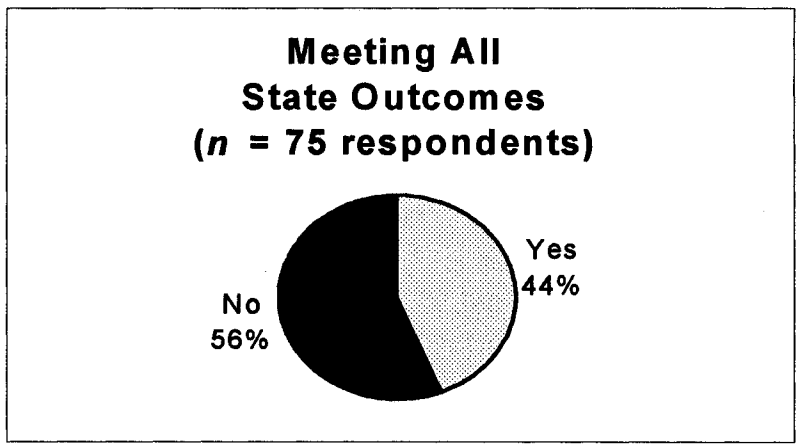

Figure 3. Respondents by Meeting All State Outcomes

Tables 7, 8, and 9 present breakdowns of the dependent variable by (a) community size, (b) years in operation, and (c) organizations in operation before the creation of the FCC in 1994.

Table 7

Meeting All State Outcomes by Community Size

Met Outcomes	Community Size			Total
	Small	Medium	Large	
Yes	32.0% ($n = 8$)[a]	36.4% ($n = 12$)	76.5% ($n = 13$)	44.0% ($n = 3$)
No	68.0% ($n = 17$)	63.6% ($n = 21$)	23.5% ($n = 4$)	56.0% ($n = 42$)
Total	100% ($n = 25$)	100% ($n = 33$)	100% ($n = 17$)	100% ($n = 75$)

Note. Column percentages with sample sizes, *n*.
[a]For example, 32.0% of the respondents from small communities came from communities that met all state outcomes; this represents 8 of the 25 small community respondents.

Table 8

Meeting All State Outcomes by Years of Operation for Community Collaborative as Reported by Respondents[a]

Met Outcomes	Years of Operation			Total
	10 or More	7 to 9	4 to 6	
Yes	57.6% ($n = 19$)[b]	35.7% ($n = 5$)	45.5% ($n = 5$)	50.0% ($n = 29$)
No	42.4% ($n = 14$)	64.3% ($n = 9$)	54.5% ($n = 6$)	50.0% ($n = 29$)
Total	100% ($n = 33$)	100% ($n = 14$)	100% ($n = 11$)	100% ($n = 58$)

Note. Column percentages with sample sizes, *n*.
[a]The "unsure" responses are eliminated from this breakdown.
[b]For example, 57.6% of the respondents that reported operating 10 or more years came from communities that met all state outcomes; this represents 19 of the 33 respondents operating 10 or more years.

Table 9

Meeting All State Outcomes by Operating Before FCC or 1994 as Reported by Respondents[a]

Met Outcomes	Collaborative Operating Before FCC or 1994		Total
	10 or More	7 to 9	
Yes	50% ($n = 18$)[b]	25% ($n = 4$)	42.3% ($n = 22$)
No	50% ($n = 18$)	75% ($n = 12$)	57.7% ($n = 30$)
Total	100% ($n = 36$)	100% ($n = 16$)	100% ($n = 52$)

Note. Column percentages with sample sizes, *n*.
[a]The "unsure" responses are eliminated from this breakdown.
[b]For example, 50% of the respondents that reported their Community Collaborative operating before FCC came from communities that met all state outcomes; this represents 18 of the 36 respondents operating before FCC.

Independent Variables

The eight factors found in Mattessich and Monsey's (1992) theory that are hypothesized to contribute to the success of community collaborative organizations are:

Factor 1: History of Collaboration.

Factor 2: Mutual Respect, Understanding, and Trust.

Factor 3: Collaboration in Their Self-Interest.

Factor 4: Stake in Process and Outcome.

Factor 5: Multiple Layers of Decision-Making.

Factor 6: Open and Frequent Communication.

Factor 7: Sufficient Funding.

Factor 8: Skilled Convener.

Except for Factor 1, history of collaboration, each of the individual survey items which defines a factor was measured on a 5-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree." The middle of the scale was labeled "Unsure," and for analytical purposes the response was excluded from the analysis. The creation of Factor 1, history of collaboration, was based on assigning a 2 to those "operating before FCC or 1994" and a 4 to those "not operating before FCC or 1994." The study used a 1 to 5 scale for years of operation with a 1 for the most positive response and 5 for the most negative response.

Table 10 presents a preliminary description of these factors. The mean for each factor is based on an average of the survey items that define each factor. They were coded using a 1 to 5 scale where 1 represents the Strongly Agree end of the scale. If one or two of the items were missing on a specific survey, the mean is based on only the items available.

The data reported indicate that, except for sufficient funding, the mean and mode fall within the range of 1.7 to 2.3 or correspond to an Agree response.

Data Analysis

In order to test the relationship between the independent and dependent variables, three statistical tests were used: chi-square analysis, Fisher's Exact, and a

Table 10

Mean and Mode of Independent Factors

Factors	Mean	Mode	Number of Responses
1. History of Collaboration	2.1[a]	1.7[b]	72
2. Mutual Respect, Understanding, & Trust	2.0	2	73
3. Collaboration in Their Self-Interest	1.8	2	75
4. Stake in Process & Outcome	1.9	2	74
5. Multiple Layers of Decision-Making	2.3	2	74
6. Open and Frequent Communication	2.0	2	75
7. Sufficient Funding	3.4	4	73
8. Skilled Convener	1.9	2	75

Note. Scale ranges from 1–Strongly Agree to 5–Strongly Disagree.
[a]A mean of 2.1 indicates that the average response for factor 1 corresponds to an agree response.
[b]A mode of 1.7 indicates that the most frequently occurring value for the factor is closer to agree than to strongly agree.

student *t* test for correlation coefficients. For the chi-square analysis, it is a requirement that each cell have at least five expected observations. When a cell did not contain five expected observations, Fisher's Exact was used to confirm findings. Where chi-square analysis involved at least five expected observations, Fisher's Exact was not used.

Due to the fact that most of the data clustered on the Strongly Agree to Agree side of the items, a recoding was done based on the value of the factor mean in an attempt to more evenly distribute the responses allowing deletion of more subtle

effects. Two categories were formed for each factor: the first category being meeting all state outcomes, the second category being not meeting all state outcomes. The regrouping of the data was based on the distribution of the mean for each factor. This regrouping was necessary to allow half the observations to fall in each group so that chi-square would work correctly.

Since the dependent variable, meeting state outcomes, has only two outcomes (yes or no), the two groups for the *t* test and for the chi-square are formed naturally. This process was followed for each of the three groups: small, medium, and large communities.

As the mode and mean suggest, respondents tended to respond positively regarding their perception of the FCC for their community with Agree and Strongly Agree being selected most often. Forcing the responses into the two groups allows for the difference between Agree and Strongly Agree. This should be taken into account when reviewing the results.

Missing Data

If a respondent indicated "Unsure" or left a survey item blank, the data for that item was considered missing and was not included in the analysis.

Findings

Research findings are organized into eight sections. Each section corresponds to one of the eight independent variables or factors identified by Mattessich and

Monsey (1992) as successful factors of collaboration. Survey responses from those communities seen as successful at meeting all state-developed outcomes are compared with those not seen as successful.

Factor 1: History of Collaboration

Hypothesis 1: Family Coordinating Councils that report having been in existence longer will show more success with all state-developed outcomes.

Means comparisons between the two groups, for medium and large communities, support this hypothesis. Small community comparison does not support this hypothesis.

Tables 11 and 12 show Factor 1, history of collaboration, and outcome success, for the small communities surveyed.

Clearly for small-community respondents, there was no difference in the relationship between older and younger collaborative bodies in achieving the state-developed outcomes. The mean for each group was identical at 2.02. Perhaps this factor is not demonstrated in small communities because contact among members can more easily occur outside the confines of a collaborative group due to the proximity and resulting intimacy of agencies within a smaller community. It may not be necessary for small communities to meet formally to have had an extensive history and knowledge of each other.

Data from medium-community respondents and history of collaboration are reported in Tables 13 and 14.

Table 11

Small Community Respondents: Distribution of Factor 1, "History of Collaboration," and "Meeting All State Outcomes"

Factor Mean	Meeting All State Outcomes		Total
	Yes	No	
1.0 – 1.9	37.5% ($n = 3$)	50% ($n = 7$)	45.5% ($n = 10$)
2.0 – 2.9	50% ($n = 4$)	35.7% ($n = 5$)	40.9% ($n = 9$)
3.0 – 3.9	0% ($n = 0$)	14.3% ($n = 2$)	9.1% ($n = 2$)
4.0 – 4.9	12.5% ($n = 1$)	0% ($n = 0$)	4.5% ($n = 1$)
5.0	0	0	0
Total	100% ($n = 8$)	100% ($n = 14$)	100% ($n = 22$)

Note. Column percentages with sample sizes, n. Total $n = 22$.

Table 12

Small Community Respondents: Significance Tests—Factor 1, "History of Collaboration," and "Meeting All State Outcomes"

t test		Meeting All State Outcomes		
		Yes	No	Total
Factor 1 mean		2.02	2.02	2.02
Group size		$n = 8$	$n = 14$	$n = 22$
	t test	$t = -0.009$, $p = .993$, Nonsignificant $\alpha < .05$		
Chi-square/Fisher's Exact		Meeting All State Outcomes		
Grouped Factor Means[a]		Yes	No	Total
Group 1		3	7	10
Group 2		5	7	12
	Total	8	14	22
	Chi-square	$\chi^2 = .321$, $p = .57$, Nonsignificant $\alpha < .10$		
	Fisher's Exact	2-sided, $p = .675$; 1-sided, $p = .454$, Nonsignificant $\alpha < .10$		

[a]Group 1 = means from 1.0 to 1.7; Group 2 = means from 1.8 to 5.

Table 13

Medium Community Respondents: Distribution of Factor 1, "History of Collaboration," and "Meeting All State Outcomes"

Factor Mean	Meeting All State Outcomes		Total
	Yes	No	
1.0 – 1.9	75% ($n = 9$)	33.3% ($n = 7$)	48.5% ($n = 16$)
2.0 – 2.9	16.7% ($n = 2$)	38.1% ($n = 8$)	30.3% ($n = 10$)
3.0 – 3.9	9.3% ($n = 1$)	19% ($n = 4$)	15.2% ($n = 5$)
4.0 – 4.9	0% ($n = 0$)	9.5% ($n = 2$)	6.1% ($n = 2$)
5.0	0	0	0
Total	100% ($n = 12$)	100% ($n = 21$)	100% ($n = 33$)

Note. Column percentages with sample sizes, *n*. Total $n = 33$.

Table 14

Medium Community Respondents: Significance Tests—Factor 1, "History of Collaboration," and "Meeting All State Outcomes"

t test	Meeting All State Outcomes		
	Yes	No	Total
Factor 1 mean	1.83	2.33	2.15
Group size	$n = 12$	$n = 21$	$n = 33$
t test	$t = -1.653, p = .108$, Nonsignificant $\alpha < .05$		

Chi-square	Meeting All State Outcomes		
Grouped Factor Means[a]	Yes	No	Total
Group 1	9	7	16
Group 2	3	14	17
Total	12	21	33
Chi-square	$\chi^2 = 5.308, p = .021$, Significant $\alpha < .05$		

[a]Group 1 = means from 1.0 to 1.7; Group 2 = means from 1.8 to 5.

While the *t* test does not show a significant difference for medium-sized communities, chi-square finds the data from medium communities to be significant at $\alpha < .05$ indicating a relationship between Factor 1, history of collaboration, and meeting all state outcomes.

Results from large-community respondents and history of collaboration are reported in Tables 15 and 16.

Data from respondents from large communities indicate the relationship for Factor 1, history of collaboration, and meeting all state outcomes is significant at $\alpha <$ .05 using both the *t* test and chi-square, but chi square does not have five observations in each cell. Fisher's Exact demonstrates significance at $\alpha < .10$.

Research Question 1: Are there significant differences between the two groups regarding a history of collaboration in the community?

Respondents from communities with populations between 160,000 and 600,000 that were meeting all state outcomes were significantly more likely to report they had (a) always been working together for the good of children, (b) been collaborating before 1996, and (c) been operating for more years, than were similar communities not meeting state outcomes. Respondents from communities with populations of 40,000 to 50,000 did not have a significant relationship between history of collaboration and successful state-developed outcomes.

Table 15

Large Community Respondents: Distribution of Factor 1, "History of Collaboration," and "Meeting All State Outcomes"

Factor Mean	Meeting All State Outcomes					
	Yes		No		Total	
1.0 – 1.9	61.5%	(n = 8)	0%	(n = 0)	47.1%	(n = 8)
2.0 – 2.9	23.1%	(n = 3)	50%	(n = 2)	29.4%	(n = 5)
3.0 – 3.9	15.4%	(n = 2)	25%	(n = 1)	17.6%	(n = 3)
4.0 – 4.9	0%	(n = 0)	25%	(n = 1)	5.9%	(n = 1)
5.0	0		0		0	
Total	100%	(n = 13)	100%	(n = 4)	100%	(n = 17)

Note. Column percentages with sample sizes, n. Total n = 17.

Table 16

Large Community Respondents: Significance Tests—Factor 1, "History of Collaboration," and "Meeting All State Outcomes"

t test	Meeting All State Outcomes		
	Yes	No	Total
Factor 1 mean	1.91	2.83	2.13
Group size	n = 13	n = 4	n = 17
t test	t = –2.206, p = .043, Significant α < .05		

Chi-square/Fisher's Exact	Meeting All State Outcomes		
Grouped Factor Means[a]	Yes	No	Total
Group 1	8	0	8
Group 2	5	4	9
Total	13	4	17
Chi-square	χ^2 = 4.650, p = .031, Significant α < .05		
Fisher's Exact	2-sided, p = .082; 1-sided, p = .053, Significant α < .10		

[a]Group 1 = means from 1.0 to 1.7; Group 2 = means from 1.8 to 5.

Factor 2: Mutual Respect, Understanding, and Trust

Hypothesis 2: Family Coordinating Councils that identify stronger feelings of trust, understanding, and respect will show more success with state-developed outcomes.

Means comparisons between the two groups in small, medium, and large communities do not support this hypothesis. The opposite hypothesis is supported for small communities: trust and respect are associated with failure to meet state outcomes. No effect was observed for medium or large communities.

The data from small-community respondents regarding Factor 2, mutual respect, understanding, and trust, are reported in Tables 17 and 18.

Using the *t* test and chi-square and Fisher's exact, Factor 2, mutual respect, understanding, and trust, was significant at the $\alpha < .05$ level for small communities but not in the expected direction. Small community respondents who came from communities that were not meeting all state outcomes felt a stronger agreement that their collaborative members shared respect, understanding, and trust than those respondents who came from communities that were meeting all state outcomes.

Data from medium-community respondents and Factor 2, mutual respect, understanding, and trust, are reported in Tables 19 and 20.

There was no significant difference for medium communities between state-defined outcomes and Factor 2, mutual respect, understanding, and trust.

Table 17

Small Community Respondents: Distribution of Factor 2, "Mutual Respect, Understanding, and Trust," and "Meeting All State Outcomes"

Factor Mean	Meeting All State Outcomes				Total	
	Yes		No			
1.0 – 1.9	12.5%	(n = 1)	64.7%	(n = 11)	48%	(n = 12)
2.0 – 2.9	62.5%	(n = 5)	35.3%	(n = 6)	44%	(n = 11)
3.0 – 3.9	0%	(n = 0)	0%	(n = 0)	0%	(n = 0)
4.0 – 4.9	12.5%	(n = 1)	0%	(n = 0)	4%	(n = 1)
5.0	12.5%	(n = 1)	0		4%	(n = 1)
Total	100%	(n = 8)	100%	(n = 17)	100%	(n = 25)

Note. Column percentages with sample sizes, n. Total n = 25.

Table 18

Small Community Respondents: Significance Tests—Factor 2, "Mutual Respect, Understanding, and Trust," and "Meeting All State Outcomes"

t test	Meeting All State Outcomes		
	Yes	No	Total
Factor 2 mean	2.73	1.65	1.04
Group size	n = 8	n = 17	n = 25
t test	t = 3.545, p = .002, Significant $\alpha < .05$		

Chi-square/Fisher's Exact	Meeting All State Outcomes		
Grouped Factor Means[a]	Yes	No	Total
Group 1	1	11	12
Group 2	7	6	13
Total	8	17	25
Chi-square	χ^2 = 5.94, p = .015, Significant $\alpha < .05$		
Fisher's Exact	2-sided, p = .030; 1-sided, p = .02, Significant $\alpha < .05$		

[a]Group 1 = means from 1.0 to 1.7; Group 2 = means from 1.8 to 5.

Table 19

Medium Community Respondents: Distribution of Factor 2, "Mutual Respect, Understanding, and Trust," and "Meeting All State Outcomes"

Factor Mean	Meeting All State Outcomes		Total
	Yes	No	
1.0 – 1.9	58.3% ($n = 7$)	38.1% ($n = 8$)	45.5% ($n = 15$)
2.0 – 2.9	41.7% ($n = 5$)	52.4% ($n = 11$)	48.5% ($n = 16$)
3.0 – 3.9	0% ($n = 0$)	4.8% ($n = 1$)	3% ($n = 1$)
4.0 – 4.9	0% ($n = 0$)	0% ($n = 0$)	0% ($n = 0$)
5.0	0	4.8% ($n = 1$)	3% ($n = 1$)
Total	100% ($n = 12$)	100% ($n = 21$)	100% ($n = 33$)

Note. Column percentages with sample sizes, n. Total $n = 33$.

Table 20

Medium Community Respondents: Significance Tests—Factor 2, "Mutual Respect, Understanding, and Trust," and "Meeting All State Outcomes"

t test	Meeting All State Outcomes		
	Yes	No	Total
Factor 2 mean	1.75	2.04	1.93
Group size	$n = 12$	$n = 21$	$n = 33$
t test	$t = -1.113$, $p = .274$, Nonsignificant $\alpha < .05$		

Chi-square	Meeting All State Outcomes		
Grouped Factor Means[a]	Yes	No	Total
Group 1	7	8	15
Group 2	5	13	18
Total	12	21	33
Chi-square	$\chi^2 = 1.262$, $p = .261$, Nonsignificant $\alpha < .05$		

[a]Group 1 = means from 1.0 to 1.7; Group 2 = means from 1.8 to 5.

Data from large community respondents and Factor 2, mutual respect, understanding, and trust, are reported in Tables 21 and 22.

There was no significant difference for large communities between state-defined outcomes and Factor 2, mutual respect, understanding, and trust.

Research Question 2: Are there significant differences between the two groups regarding perceived feelings of respect, understanding, and trust?

There was no significant difference between respondents from medium and large communities that met all state outcomes and those that did not meet all state outcomes regarding respondent's perception of Factor 2, respect, understanding, and trust of their group's collaborative membership.

Ironically, respondents from communities with populations of 40,000 to 50,000 that met all state outcomes saw themselves as less successful than the respondents who did not meet all state outcomes. Means for the two small communities were 1.65 and 2.73. There are a number of possible reasons why this phenomenon might be seen in smaller communities. Perhaps FCC members from small communities have more opportunities to develop respect, understanding, and trust outside the confines of the FCC.

Factor 3: Collaboration in Their Self-Interest

Hypothesis 3: Family Coordinating Councils that identify stronger perceptions that collaboration is in their best interest will show more success with state-developed outcomes.

Table 21

Large Community Respondents: Distribution of Factor 2, "Mutual Respect, Understanding, and Trust," and "Meeting All State Outcomes"

Factor Mean	Meeting All State Outcomes		Total
	Yes	No	
1.0 – 1.9	33.3% ($n = 4$)	0	26% ($n = 4$)
2.0 – 2.9	58% ($n = 7$)	100% ($n = 3$)	66.7% ($n = 10$)
3.0 – 3.9	8.3% ($n = 1$)	0	6.7% ($n = 1$)
4.0 – 4.9	0	0	0
5.0	0	0	0
Total	100% ($n = 12$)	100% ($n = 3$)	100% ($n = 15$)

Note. Column percentages with sample sizes, n. Total $n = 15$.

Table 22

Large Community Respondents: Significance Tests—Factor 2, "Mutual Respect, Understanding, and Trust," and "Meeting All State Outcomes"

t test	Meeting All State Outcomes		
	Yes	No	Total
Factor 2 mean	1.97	2.0	1.98
Group size	$n = 12$	$n = 3$	$n = 15$
t test	$t = -.097$, $p = .924$, Nonsignificant $\alpha < .10$		

Chi-square/Fisher's Exact	Meeting All State Outcomes		
Grouped Factor Means[a]	Yes	No	Total
Group 1	4	0	4
Group 2	8	3	11
Total	12	3	15
Chi-square	$\chi^2 = 1.364$, $p = .243$, Nonsignificant $\alpha < .10$		
Fisher's Exact	2-sided, $p = .516$; 1-sided, $p = .363$, Nonsignificant $\alpha < .10$		

[a]Group 1 = means from 1.0 to 1.7; Group 2 = means from 1.8 to 5.

The opposite hypothesis is supported for small communities: collaboration in their best interest is associated with failure to meet state outcomes. No effect was observed for large communities. Medium community responses support the hypothesis at the $\alpha < .10$ level using chi-square, but do not support the hypothesis using the *t* test.

Data from small community respondents regarding Factor 3, collaboration in their self-interest, are reported in Tables 23 and 24.

The *t* test of the hypothesis indicates that for small community respondents, there are significant differences between the group means at the $\alpha < .05$ level. In addition, the chi-square/Fisher's Exact tests were not significant at the $\alpha < .05$ level, but were significant at the $\alpha < .10$ level. These differences indicate a relationship in the opposite than expected direction for small community respondents between meeting all state outcomes and successful collaboration regarding Factor 3, seeing collaboration in their best interest. Respondents from small communities that did not meet all state outcomes saw themselves as more successful at seeing collaboration as in their best interest than respondents from communities that were successful at meeting all state outcomes. This clearly does not support the hypothesis.

Data from medium community respondents and Factor 3, collaboration in their self-interest, are reported in Tables 25 and 26.

Table 23

Small Community Respondents: Distribution of Factor 3, "Collaboration in Their Self-Interest," and "Meeting All State Outcomes"

Factor Mean	Meeting All State Outcomes		Total
	Yes	No	
1.0 – 1.9	25% ($n = 2$)	64.7% ($n = 11$)	56.0% ($n = 13$)
2.0 – 2.9	62.5% ($n = 5$)	29.4% ($n = 5$)	38.7% ($n = 10$)
3.0 – 3.9	12.5% ($n = 1$)	5.9% ($n = 1$)	2.7% ($n = 2$)
4.0 – 4.9	0	0	0
5.0	0	0	0
Total	100% ($n = 8$)	100% ($n = 17$)	100% ($n = 25$)

Note. Column percentages with sample sizes, n. Total $n = 25$.

Table 24

Small Community Respondents: Significance Tests— Factor 3, "Collaboration in Their Self-Interest," and "Meeting All State Outcomes"

t test	Meeting All State Outcomes		
	Yes	No	Total
Factor 3 mean	2.08	1.59	1.75
Group size	$n = 8$	$n = 17$	$n = 25$
t test	$t = 02.171$, $p = .04$, Nonsignificant $\alpha < .05$		

Chi-square/Fisher's Exact	Meeting All State Outcomes		
Grouped Factor Means[a]	Yes	No	Total
Group 1	2	11	13
Group 2	6	6	12
Total	8	17	25
Chi-square	$\chi^2 = 3.436$, $p = .064$, Significant $\alpha < .10$		
Fisher's Exact	2-sided, $p = .097$; 1-sided, $p = .077$, Significant $\alpha < .10$		

[a]Group 1 = means from 1.0 to 1.7; Group 2 = means from 1.8 to 5.

Table 25

Medium Community Respondents: Distribution of Factor 3, "Collaboration in Their Self-Interest," and "Meeting All State Outcomes"

Factor Mean	Meeting All State Outcomes		Total
	Yes	No	
1.0 – 1.9	66.7% (n = 8)	66.7% (n = 14)	66.7% (n = 22)
2.0 – 2.9	33.3% (n = 4)	28.6% (n = 6)	30.3% (n = 10)
3.0 – 3.9	0	0	0
4.0 – 4.9	0	0	0
5.0	0	4.8% (n = 1)	3% (n = 1)
Total	100% (n = 12)	100% (n = 21)	100% (n = 33)

Note. Column percentages with sample sizes, n. Total n = 33.

Table 26

Medium Community Respondents: Significance Tests— Factor 3, "Collaboration in Their Self-Interest," and "Meeting All State Outcomes"

t test	Meeting All State Outcomes		
	Yes	No	Total
Factor 3 mean	1.56	1.79	1.71
Group size	n = 12	n = 21	n = 33
t test	t = .911, p = .369, Nonsignificant α < .10		

Chi-square/Fisher's Exact	Meeting All State Outcomes		
Grouped Factor Means[a]	Yes	No	Total
Group 1	8	14	22
Group 2	4	7	11
Total	12	21	33
Chi-square	χ^2 = 0, p = 1.0, Nonsignificant α < .10		
Fisher's Exact	2-sided, p = 1.0; 1-sided, p = .645, Nonsignificant α < .10		

[a]Group 1 = means from 1.0 to 1.7; Group 2 = means from 1.8 to 5.

The *t* test does not show a significant difference for medium-sized communities. Chi-square and Fisher's Exact also report as nonsignificant at the $\alpha <$ .10 level.

Data from large-community respondents and Factor 3, collaboration in their self-interest, are reported in Tables 27 and 28.

There were no significant differences for large communities between state-defined outcomes and Factor 3, collaboration in their self-interest.

Research Question 3: Are there significant differences between the two groups regarding perceived feelings of collaboration in their best interest?

The primary significant difference between the two groups was a relationship for small communities in the opposite than expected direction. Medium communities demonstrated a relationship at the $\alpha < .10$ level. This indicates that for medium communities, the results are in the expected direction, while the results for small community respondents are not. The mean difference for large community respondents was in the expected direction but not enough to be significant.

Factor 4: Stake in Process and Outcome

Hypothesis 4: FCC members who identify having a stronger stake in both the process and outcome of their FCC will show more success with state-developed outcomes.

Means comparisons between the two groups in small, medium, and large communities do not support this hypothesis. The opposite hypothesis is supported for

Table 27

Large Community Respondents: Distribution of Factor 3, "Collaboration in Their Self-Interest," and "Meeting All State Outcomes"

Factor Mean	Meeting All State Outcomes		Total
	Yes	No	
1.0 – 1.9	46.2% ($n = 6$)	25.6% ($n = 1$)	66.7% ($n = 7$)
2.0 – 2.9	53.8% ($n = 7$)	50.3% ($n = 2$)	30.3% ($n = 9$)
3.0 – 3.9	0	0	0
4.0 – 4.9	0	25% ($n = 1$)	5.9% ($n = 1$)
5.0	0	0	0
Total	100% ($n = 13$)	100% ($n = 4$)	100% ($n = 17$)

Note. Column percentages with sample sizes, n. Total $n = 17$.

Table 28

Large Community Respondents: Significance Tests— Factor 3, "Collaboration in Their Self-Interest," and "Meeting All State Outcomes"

t test	Meeting All State Outcomes		
	Yes	No	Total
Factor 3 mean	1.83	2.25	1.93
Group size	$n = 13$	$n = 4$	$n = 17$
t test	$t = -1.155$, $p = .266$, Nonsignificant $\alpha < .10$		

Chi-square/Fisher's Exact	Meeting All State Outcomes		
Grouped Factor Means[a]	Yes	No	Total
Group 1	6	1	7
Group 2	7	3	10
Total	13	4	17
Chi-square	$\chi^2 = 0.565$, $p = .452$, Nonsignificant $\alpha < .10$		
Fisher's Exact	2-sided, $p = .603$; 1-sided, $p = .441$, Nonsignificant $\alpha < .10$		

[a]Group 1 = means from 1.0 to 1.7; Group 2 = means from 1.8 to 5.

small communities: involvement in their collaborative body's process and outcome is associated with failure to meet state outcomes. There was no relationship for medium and large communities.

Data from small community respondents and Factor 4, stake in process and outcome, are reported in Tables 29 and 30.

The *t* test of the hypothesis indicates that for small communities, there are significant differences between the group means at the $\alpha < .05$ level. In addition, the chi-square test was not significant at the $\alpha < .05$ level, but was significant at the $\alpha <$ .10 level. Fisher's Exact was nonsignificant at $\alpha < .10$. The *t* test shows a difference indicate a relationship for small community respondents between meeting all state outcomes and successful collaboration in relation to Factor 4, feeling a stake in the group's process and outcome, but not in the expected direction. Respondents from small communities that did not meet all state outcomes saw themselves as having a stronger stake in both the process and outcome than respondents from communities that were successful at meeting all state outcomes. This clearly does not support the hypothesis.

Data from medium community respondents and Factor 4, stake in process and outcome, are reported in Tables 31 and 32.

Data from medium community respondents does not show a relationship between Factor 4, stake in process and outcome, and successful collaboration.

Data from large community respondents and Factor 4, stake in process and outcome, are reported in Tables 33 and 34.

Table 29

Small Community Respondents: Distribution of Factor 4, "Stake in Process and Outcome," and "Meeting All State Outcomes"

Factor Mean	Meeting All State Outcomes		Total
	Yes	No	
1.0 – 1.9	14.3% ($n = 1$)	40.5% ($n = 9$)	40.5% ($n = 10$)
2.0 – 2.9	71.4% ($n = 5$)	54.8% ($n = 8$)	54.1% ($n = 13$)
3.0 – 3.9	14.3% ($n = 1$)	2.4% ($n = 1$)	4.1% ($n = 1$)
4.0 – 4.9	0	0	0
5.0	0	0	0
Total	100% ($n = 7$)	100% ($n = 17$)	100% ($n = 24$)

Note. Column percentages with sample sizes, n. Total $n = 24$.

Table 30

Small Community Respondents: Significance Tests—Factor 4, "Stake in Process and Outcome," and "Meeting All State Outcomes"

t test	Meeting All State Outcomes		
	Yes	No	Total
Factor 4 mean	2.31	1.69	1.89
Group size	$n = 7$	$n = 17$	$n = 4$
t test	$t = 3.044$, $p = .006$, Significant $\alpha < .05$		

Chi-square/Fisher's Exact	Meeting All State Outcomes		
Grouped Factor Means[a]	Yes	No	Total
Group 1	1	9	10
Group 2	6	8	14
Total	7	17	24
Chi-square	$\chi^2 = 3.048$, $p = 0.081$, Significant $\alpha < .10$		
Fisher's Exact	2-sided, $p = .172$; 1-sided, $p = .097$, Nonsignificant $\alpha < .10$		

[a]Group 1 = means from 1.0 to 1.7; Group 2 = means from 1.8 to 5.

Table 31

Medium Community Respondents: Distribution of Factor 4, "Stake in Process and Outcome," and "Meeting All State Outcomes"

Factor Mean	Meeting All State Outcomes		Total
	Yes	No	
1.0 – 1.9	58.3% ($n = 7$)	33.3% ($n = 7$)	42.4% ($n = 14$)
2.0 – 2.9	41.7% ($n = 5$)	57.1% ($n = 12$)	51.5% ($n = 17$)
3.0 – 3.9	0	4.8% ($n = 1$)	3% ($n = 1$)
4.0 – 4.9	0	0	0
5.0	0	4.8% ($n = 1$)	3% ($n = 1$)
Total	100% ($n = 12$)	100% ($n = 21$)	100% ($n = 33$)

Note. Column percentages with sample sizes, n. Total $n = 33$.

Table 32

Medium Community Respondents: Significance Tests—Factor 4, "Stake in Process and Outcome," and "Meeting All State Outcomes"

t test	Meeting All State Outcomes		
	Yes	No	Total
Factor 4 mean	1.75	1.99	1.90
Group size	$n = 12$	$n = 21$	$n = 33$
t test	$t = -.96, p = .345$, Nonsignificant $\alpha < .10$		

Chi-square	Meeting All State Outcomes		
Grouped Factor Means[a]	Yes	No	Total
Group 1	7	7	14
Group 2	5	14	19
Total	12	21	33
Chi-square	$\chi^2 = 1.954, p = .162$, Nonsignificant $\alpha < .10$		

[a]Group 1 = means from 1.0 to 1.7; Group 2 = means from 1.8 to 5.

Table 33

Large Community Respondents: Distribution of Factor 4, "Stake in Process and Outcome," and "Meeting All State Outcomes"

Factor Mean	Meeting All State Outcomes		Total
	Yes	No	
1.0 – 1.9	38.5% ($n = 5$)	25% ($n = 1$)	35.3% ($n = 6$)
2.0 – 2.9	53.8% ($n = 7$)	75% ($n = 3$)	58.8% ($n = 10$)
3.0 – 3.9	7.7% ($n = 1$)	0	5.9% ($n = 1$)
4.0 – 4.9	0	0	0
5.0	0	0	0
Total	100% ($n = 13$)	100% ($n = 4$)	100% ($n = 17$)

Note. Column percentages with sample sizes, *n*. Total $n = 17$.

Table 34

Large Community Respondents: Significance Tests—Factor 4, "Stake in Process and Outcome," and "Meeting All State Outcomes"

t test	Meeting All State Outcomes		
	Yes	No	Total
Factor 4 mean	1.87	1.83	1.86
Group size	$n = 13$	$n = 4$	$n = 17$
t test	$t = .159, p = .876$, Nonsignificant $\alpha < .10$		

Chi-square/Fisher's Exact	Meeting All State Outcomes		
Grouped Factor Means[a]	Yes	No	Total
Group 1	5	1	6
Group 2	8	3	11
Total	13	4	17
Chi-square	$\chi^2 = .243, p = 0.622$, Nonsignificant $\alpha < .10$		
Fisher's Exact	2-sided, $p = 1.00$; 1-sided, $p = .555$, Nonsignificant $\alpha < .10$		

[a]Group 1 = means from 1.0 to 1.7; Group 2 = means from 1.8 to 5.

The *t* test of the hypothesis indicates that there are not significant differences between the group means at the $\alpha < .10$ level. In addition, the chi-square test was not significant at the $\alpha < .10$ level. Fisher's Exact supports the chi-square finding as nonsignificant at $\alpha < .10$. There is no relationship for large communities between state outcomes and Factor 4, stake in process and outcome, as reported by survey respondents.

Research Question 4: Are there significant differences between the two groups regarding having a stake in both the process and outcome of the Family Coordinating Council?

There was no significant difference between respondents from medium and large communities that met all state outcomes and those that did not meet all state outcomes regarding Factor 4, stake in process and outcomes of their group's collaborative membership.

Respondents from the community with a population of 40,000 to 50,000 that met all state outcomes did not see themselves as being as successful with Factor 4, stake in process and outcome, as the respondents who did not meet all state outcomes. Means for the two small communities were 2.31 and 1.69, respectively. Means are not in the expected direction.

Perhaps small communities feel even more removed from state-developed outcomes due to their size and intimacy of membership. Even if they are not meeting state outcomes, they feel strong involvement with the process and outcome of their community's collaborative body.

Factor 5: Multiple Layers of Decision-Making

Hypothesis 5: FCC Members who identify multiple layers of decision-making in their FCC will show more success with state-developed outcomes.

Means comparisons between the two groups in small, medium, and large communities do not support this hypothesis.

Data from small community respondents and Factor 5, multiple layers of decision making, are reported in Tables 35 and 36.

The *t* test of the hypothesis for small communities indicates that the differences between the group means is significant at $\alpha < .10$. Chi-square is not significant. Fisher's exact is also not significant.

Data from medium community respondents and Factor 5, multiple layers of decision-making, are reported in Tables 37 and 38.

Data from medium community respondents does not show a relationship between Factor 5, multiple layers of decision-making and meeting all state outcomes.

Data from large community respondents and Factor 5, multiple layers of decision-making, and meeting all state outcomes are reported in Tables 39 and 40.

Data from large community respondents does not show a relationship between Factor 5, multiple layers of decision-making, and meeting all state outcomes.

Research Question 5: Are there significant differences between the two groups regarding, Factor 5, multiple layers of decision-making, and meeting all state-developed outcomes of the Family Coordinating Council?

Table 35

Small Community Respondents: Distribution of Factor 5, "Multiple Layers of Decision-Making," and "Meeting All State Outcomes"

Factor Mean	Meeting All State Outcomes		Total
	Yes	No	
1.0 – 1.9	0	17.1% ($n = 3$)	12.5% ($n = 3$)
2.0 – 2.9	62.5% ($n = 5$)	73.2% ($n = 13$)	75% ($n = 18$)
3.0 – 3.9	25% ($n = 2$)	0	8.3% ($n = 2$)
4.0 – 4.9	12.5% ($n = 1$)	0	4.2% ($n = 1$)
5.0	0	0	0% ($n = 0$)
Total	100% ($n = 8$)	100% ($n = 16$)	100% ($n = 24$)

Note. Column percentages with sample sizes, n. Total $n = 24$.

Table 36

Small Community Respondents: Significance Tests— Factor 5, "Multiple Layers of Decision-Making," and "Meeting All State Outcomes"

t test	Meeting All State Outcomes		
	Yes	No	Total
Factor 5 mean	2.54	2.04	2.21
Group size	$n = 8$	$n = 16$	$n = 24$
t test	$t = 1.947, p = .064$, Significant $\alpha < .10$		

Chi-square/Fisher's Exact	Meeting All State Outcomes		
Grouped Factor Means[a]	Yes	No	Total
Group 1	5	12	17
Group 2	3	4	7
Total	8	16	24
Chi-square	$\chi^2 = .403, p = .525$, Nonsignificant $\alpha < .10$		
Fisher's Exact	2-sided, $p = .647$; 1-sided, $p = .428$, Nonsignificant $\alpha < .10$		

[a]Group 1 = means from 1.0 to 2.0; Group 2 = means from 2.1 to 5.

Table 37

Medium Community Respondents: Distribution of Factor 5, "Multiple Layers of Decision-Making," and "Meeting All State Outcomes"

Factor Mean	Meeting All State Outcomes		Total
	Yes	No	
1.0 – 1.9	25% ($n = 3$)	19% ($n = 4$)	21.2% ($n = 7$)
2.0 – 2.9	58.3% ($n = 7$)	61.9% ($n = 13$)	60.6% ($n = 20$)
3.0 – 3.9	0% ($n = 0$)	14.3% ($n = 3$)	9.1% ($n = 3$)
4.0 – 4.9	16.7% ($n = 2$)	4.8% ($n = 1$)	9.1% ($n = 3$)
5.0	0% ($n = 0$)	0% ($n = 0$)	0% ($n = 0$)
Total	100% ($n = 12$)	100% ($n = 21$)	100% ($n = 33$)

Note. Column percentages with sample sizes, n. Total $n = 33$.

Table 38

Medium Community Respondents: Significance Tests—Factor 5, "Multiple Layers of Decision-Making," and "Meeting All State Outcomes"

t test	Meeting All State Outcomes		
	Yes	No	Total
Factor 5 mean	2.47	2.36	2.40
Group size	$n = 12$	$n = 21$	$n = 33$
t test	$t = .434, p = .668$, Nonsignificant $\alpha < .10$		

Chi-square	Meeting All State Outcomes		
Grouped Factor Means[a]	Yes	No	Total
Group 1	5	10	15
Group 2	7	11	18
Total	12	21	33
Chi-square	$\chi^2 = .109, p = .741$, Nonsignificant $\alpha < .10$		

[a]Group 1 = means from 1.0 to 2.0; Group 2 = means from 2.1 to 5.

Table 39

Large Community Respondents: Distribution of Factor 5, "Multiple Layers of Decision-Making," and "Meeting All State Outcomes"

Factor Mean	Meeting All State Outcomes		Total
	Yes	No	
1.0 – 1.9	7.7% ($n = 1$)	0% ($n = 0$)	14.9% ($n = 11$)
2.0 – 2.9	76.9% ($n = 10$)	100% ($n = 4$)	70.3% ($n = 52$)
3.0 – 3.9	15.4% ($n = 2$)	0% ($n = 0$)	9.5% ($n = 7$)
4.0 – 4.9	0% ($n = 0$)	0% ($n = 0$)	5.4% ($n = 4$)
5.0	0% ($n = 0$)	0% ($n = 0$)	0% ($n = 0$)
Total	100% ($n = 13$)	100% ($n = 4$)	100% ($n = 17$)

Note. Column percentages with sample sizes, n. Total $n = 17$.

Table 40

Large Community Respondents: Significance Tests—Factor 5, "Multiple Layers of Decision-Making," and "Meeting All State Outcomes"

t test	Meeting All State Outcomes		
	Yes	No	Total
Factor 5 mean	2.26	2.00	2.20
Group size	$n = 13$	$n = 4$	$n = 17$
t test	$t = 1.057, p = .307$, Nonsignificant $\alpha < .10$		

Chi-square/Fisher's Exact	Meeting All State Outcomes		
Grouped Factor Means[a]	Yes	No	Total
Group 1	8	4	12
Group 2	5	0	5
Total	13	4	17
Chi-square	$\chi^2 = 2.179, p = 0.140$, Nonsignificant $\alpha < .10$		
Fisher's Exact	2-sided, $p = .261$; 1-sided, $p = .208$, Nonsignificant $\alpha < .10$		

[a]Group 1 = means from 1.0 to 2.0; Group 2 = means from 2.1 to 5.

Medium and large communities demonstrated no significant differences between respondents from communities that were seen as meeting state outcomes and those not seen as meeting state outcomes regarding the perception of Factor 5, multiple layers of decision-making within the FCC. Differences in *t* test means, for small communities, are significant at $\alpha < .10$, but not in the expected direction.

Factor 6: Open and Frequent Communication

Hypothesis 6: FCC Members who identify open and frequent communication in their FCC will show more success with state-developed outcomes.

Means comparisons between the two groups in small, medium, and large communities do not support this hypothesis.

Data from small community respondents and Factor 6, open and frequent communication, are reported in Tables 41 and 42.

Data from small -community respondents does not show a relationship between Factor 6, open and frequent communication, and meeting all state outcomes.

Data from medium community respondents and Factor 6, open and frequent communication, is reported in Tables 43 and 44.

Data from medium community respondents does not show a relationship between Factor 6, open and frequent communication, and meeting all state outcomes.

Data from large community respondents and Factor 6, open and frequent communication, is reported in Tables 45 and 46.

Table 41

Small Community Respondents: Distribution of Factor 6, "Open and Frequent Communication," and "Meeting All State Outcomes"

Factor Mean	Meeting All State Outcomes				Total	
	Yes		No			
1.0 – 1.9	25%	(n = 2)	47.1%	(n = 8)	40%	(n = 10)
2.0 – 2.9	62.5%	(n = 5)	52.9%	(n = 9)	56%	(n = 14)
3.0 – 3.9	0%	(n = 0)	0%	(n = 0)	0%	(n = 0)
4.0 – 4.9	12.5%	(n = 1)	0%	(n = 0)	4%	(n = 1)
5.0	0%	(n = 0)	0%	(n = 0)	0%	(n = 0)
Total	100%	(n = 8)	100%	(n = 17)	100%	(n = 25)

Note. Column percentages with sample sizes, n. Total n = 25.

Table 42

Small Community Respondents: Significance Tests—Factor 6, "Open and Frequent Communication," and "Meeting All State Outcomes"

t test	Meeting All State Outcomes		
	Yes	No	Total
Factor 6 mean	2.25	1.80	1.95
Group size	n = 8	n = 17	n = 25
t test	t = 1.637, p = .115, Nonsignificant $\alpha < .10$		

Chi-square/Fisher's Exact	Meeting All State Outcomes		
Grouped Factor Means[a]	Yes	No	Total
Group 1	2	8	10
Group 2	6	9	15
Total	8	17	25
Chi-square	χ^2 = 1.103, p = .294, Nonsignificant $\alpha < .10$		
Fisher's Exact	2-sided, p = .402; 1-sided, p = .2274, Nonsignificant $\alpha < .10$		

[a]Group 1 = means from 1.0 to 1.7; Group 2 = means from 1.8 to 5.

Table 43

Medium Community Respondents: Distribution of Factor 6, "Open and Frequent Communication," and "Meeting All State Outcomes"

Factor Mean	Meeting All State Outcomes		Total
	Yes	No	
1.0 – 1.9	33.3% ($n = 4$)	28.6% ($n = 6$)	30.3% ($n = 10$)
2.0 – 2.9	58.3% ($n = 7$)	52.4% ($n = 11$)	54.5% ($n = 18$)
3.0 – 3.9	8.3% ($n = 1$)	9.5% ($n = 2$)	9.1% ($n = 3$)
4.0 – 4.9	0% ($n = 0$)	9.5% ($n = 2$)	6.1% ($n = 2$)
5.0	0% ($n = 0$)	0% ($n = 0$)	0% ($n = 0$)
Total	100% ($n = 12$)	100% ($n = 21$)	100% ($n = 33$)

Note. Column percentages with sample sizes, n. Total $n = 33$.

Table 44

Medium Community Respondents: Significance Tests—Factor 6, "Open and Frequent Communication," and "Meeting All State Outcomes"

t test	Meeting All State Outcomes		
	Yes	No	Total
Factor 6 mean	2.07	2.21	2.16
Group size	$n = 16$	$n = 21$	$n = 33$
t test	$t = -0.508$, $p = .615$, Nonsignificant $\alpha < .10$		

Chi-square/Fisher's Exact	Meeting All State Outcomes		
Grouped Factor Means[a]	Yes	No	Total
Group 1	4	6	10
Group 2	8	15	23
Total	12	21	33
Chi-square	$\chi^2 = .082$, $p = .775$, Nonsignificant $\alpha < .10$		
Fisher's Exact	2-sided, $p = 1.00$; 1-sided, $p = .537$, Nonsignificant $\alpha < .10$		

[a]Group 1 = means from 1.0 to 1.7; Group 2 = means from 1.8 to 5.

Table 45

Large Community Respondents: Distribution of Factor 6, "Open and Frequent Communication," and "Meeting All State Outcomes"

Factor Mean	Meeting All State Outcomes				Total	
	Yes		No			
1.0 – 1.9	46.2%	(n = 6)	25%	(n = 1)	41.2%	(n = 7)
2.0 – 2.9	53.8%	(n = 7)	50%	(n = 2)	52.9%	(n = 9)
3.0 – 3.9	0%	(n = 0)	25%	(n = 1)	5.9%	(n = 1)
4.0 – 4.9	0%	(n = 0)	0%	(n = 0)	0%	(n = 0)
5.0	0%	(n = 0)	0%	(n = 0)	0%	(n = 0)
Total	100%	(n = 13)	100%	(n = 4)	100%	(n = 17)

Note. Column percentages with sample sizes, n. Total n = 17.

Table 46

Large Community Respondents: Significance Tests—Factor 6, "Open and Frequent Communication," and "Meeting All State Outcomes"

t test	Meeting All State Outcomes		
	Yes	No	Total
Factor 6 mean	1.83	2.25	1.93
Group size	n = 13	n = 4	n = 17
t test	t = 1.955, p = .069, Nonsignificant $\alpha < .10$		

Chi-square/Fisher's Exact	Meeting All State Outcomes		
Grouped Factor Means[a]	Yes	No	Total
Group 1	6	1	7
Group 2	7	3	10
Total	13	4	17
Chi-square	χ^2 = .565, p = .452, Nonsignificant $\alpha < .10$		
Fisher's Exact	2-sided, p = .603; 1-sided, p = .441, Nonsignificant $\alpha < .10$		

[a]Group 1 = means from 1.0 to 1.7; Group 2 = means from 1.8 to 5.

Data from large community respondents does not show a relationship between Factor 6, open and frequent communication, and meeting all state outcomes.

Research Question 6: Are there significant differences between the two groups regarding open and frequent communication and outcomes of the Family Coordinating Council?

There was no significant difference between respondents from communities that were seen as meeting all state outcomes and those not seen as meeting all state outcomes regarding perception of open and frequent communication within the FCC.

Factor 7: Sufficient Funding

Hypothesis 7: FCC Members who identify sufficient funding in their FCC will show more success with state-developed outcomes.

Means comparisons between the two groups in small and large communities do not support this hypothesis. Data from medium communities find the relationship to be significant at $\alpha < .05$.

Data from small community respondents and Factor 7, sufficient funding, are reported in Tables 47 and 48.

Data from small community respondents does not show a relationship between Factor 7, sufficient funding, and meeting all state outcomes.

Data from medium community respondents and Factor 7, sufficient funding, are reported in Tables 49 and 50.

Table 47

Small Community Respondents: Distribution of Factor 7, "Sufficient Funding," and "Meeting All State Outcomes"

Factor Mean	Meeting All State Outcomes				Total	
	Yes		No			
1.0 – 1.9	0%	($n = 0$)	0%	($n = 0$)	0%	($n = 0$)
2.0 – 2.9	25%	($n = 2$)	29.4%	($n = 5$)	28%	($n = 7$)
3.0 – 3.9	12.5%	($n = 1$)	23.5%	($n = 4$)	20%	($n = 5$)
4.0 – 4.9	62.5%	($n = 5$)	47.1%	($n = 8$)	52%	($n = 13$)
5.0	0%	($n = 0$)	0%	($n = 0$)	0%	($n = 0$)
Total	100%	($n = 8$)	100%	($n = 17$)	100%	($n = 25$)

Note. Column percentages with sample sizes, n. Total $n = 25$.

Table 48

Small Community Respondents: Significance Tests— Factor 7, "Sufficient Funding," and "Meeting All State Outcomes"

t test	Meeting All State Outcomes		
	Yes	No	Total
Factor 7 mean	3.54	3.45	3.48
Group size	$n = 8$	$n = 17$	$n = 25$
t test	$t = .290$, $p = .774$, Nonsignificant $\alpha < .10$		

Chi-square/Fisher's Exact	Meeting All State Outcomes		
Grouped Factor Means[a]	Yes	No	Total
Group 1	3	9	12
Group 2	5	8	13
Total	8	17	25
Chi-square	$\chi^2 = .520$, $p = .471$, Nonsignificant $\alpha < .10$		
Fisher's Exact	2-sided, $p = .673$; 1-sided, $p = .387$, Nonsignificant $\alpha < .10$		

[a]Group 1 = means from 1.0 to 3.34; Group 2 = means from 3.35 to 5.

Table 49

Medium Community Respondents: Distribution of Factor 7, "Sufficient Funding," and "Meeting All State Outcomes"

Factor Mean	Meeting All State Outcomes					
	Yes		No		Total	
1.0 – 1.9	8.3%	(n = 1)	0%	(n = 0)	3%	(n = 1)
2.0 – 2.9	25%	(n = 3)	9.5%	(n = 2)	15.2%	(n = 5)
3.0 – 3.9	41.7%	(n = 5)	28.6%	(n = 6)	33.3%	(n = 11)
4.0 – 4.9	25%	(n = 3)	57.1%	(n = 12)	45.5%	(n = 15)
5.0	0%	(n = 0)	4.8%	(n = 1)	3%	(n = 1)
Total	100%	(n = 12)	100%	(n = 21)	100%	(n = 33)

Note. Column percentages with sample sizes, n. Total n = 33.

Table 50

Medium Community Respondents: Significance Tests— Factor 7, "Sufficient Funding," and "Meeting All State Outcomes"

t test	Meeting All State Outcomes		
	Yes	No	Total
Factor 7 mean	3.06	3.75	3.49
Group size	n = 12	n = 21	n = 33
t test	t = –2.642, p = .013, Significant $\alpha < .05$		

Chi-square	Meeting All State Outcomes		
Grouped Factor Means[a]	Yes	No	Total
Group 1	9	6	15
Group 2	3	15	18
Total	12	21	33
Chi-square	χ^2 = 6.639, p = 0.01, Significant $\alpha < .05$		

[a]Group 1 = means from 1.0 to 3.34; Group 2 = means from 3.35 to 5.

Data from respondents from medium communities indicate a relationship for Factor 7, sufficient funding, and meeting all state outcomes to be significant at $\alpha <$ .05 using the *t* test and chi-square.

Data from large community respondents and Factor 7, sufficient funding, are reported in Tables 51 and 52.

Data from large community respondents does not show a relationship between Factor 7, sufficient funding, and meeting all state outcomes.

Research Question 7: Are there significant differences between the two groups regarding sufficient funding and outcomes of the Family Coordinating Council?

Respondents from medium communities that were seen as meeting all state outcomes were more likely to report sufficient funding for their FCC, indicating that Factor 7, perceptions of sufficient funding, and meeting all state outcomes are not independent.

A section of the survey allowed for the respondent to provide any additional comments. The factor most frequently mentioned in the written comments was funding. Seven of the 18 written comments, or 39%, were related to Factor 7, sufficient funding. This percentage remained relatively consistent when looking at the communities meeting all state outcomes and those not meeting all state outcomes at 40% and 38%, respectively.

Factor 7, sufficient funding, received a mean score of 3.4, higher than any of the other eight factors (see Table 10). While Mattessich and Monsey (1992) theorize

Table 51

Large Community Respondents: Distribution of Factor 7, "Sufficient Funding," and "Meeting All State Outcomes"

Factor Mean	Meeting All State Outcomes		Total
	Yes	No	
1.0 – 1.9	0% ($n = 0$)	0% ($n = 0$)	0% ($n = 0$)
2.0 – 2.9	33.3% ($n = 4$)	33.3% ($n = 1$)	33.3% ($n = 5$)
3.0 – 3.9	25% ($n = 3$)	33.3% ($n = 1$)	26.7% ($n = 4$)
4.0 – 4.9	41.7% ($n = 5$)	33.3% ($n = 1$)	40% ($n = 6$)
5.0	0% ($n = 0$)	0% ($n = 0$)	0% ($n = 0$)
Total	100% ($n = 12$)	100% ($n = 3$)	100% ($n = 15$)

Note. Column percentages with sample sizes, *n*. Total $n = 15$.

Table 52

Large Community Respondents: Significance Tests— Factor 7, "Sufficient Funding," and "Meeting All State Outcomes"

t test	Meeting All State Outcomes		
	Yes	No	Total
Factor 7 mean	3.25	3.22	3.24
Group size	$n = 12$	$n = 3$	$n = 15$
t test	$t = .050, p = .961$, Nonsignificant $\alpha < .10$		

Chi-square/Fisher's Exact	Meeting All State Outcomes		
Grouped Factor Means[a]	Yes	No	Total
Group 1	7	1	8
Group 2	5	2	7
Total	12	3	15
Chi-square	$\chi^2 = .603, p = .438$, Nonsignificant $\alpha < .10$		
Fisher's Exact	2-sided, $p = .569$; 1-sided, $p = .446$, Nonsignificant $\alpha < .10$		

[a]Group 1 = means from 1.0 to 3.34; Group 2 = means from 3.35 to 5.

that successful collaborative bodies are those that have sufficient funding, it is clear that sufficient funding is seen as the least successful factor by the survey respondents.

Factor 8: Skilled Convener

Hypothesis 8: FCC Members who identify having a skilled convener in their FCC will show more success with state-developed outcomes.

Means comparisons between the two groups, for small, medium, and large communities, do not support this hypothesis. The opposite hypothesis is supported for small communities: a skilled convener is associated with failure to meet state outcomes. No effect was observed for medium or large communities.

Data from small community respondents regarding collaborative bodies having a skilled convener and meeting all state outcomes are reported in Tables 53 and 54.

The *t* test and chi-square and Fisher's Exact examination of the hypothesis indicate that for small communities, there are significant differences between the group means at the $\alpha < .05$ level. These differences indicate a relationship showing that small community respondents who were not meeting all state outcomes perceived more strongly that they had a skilled convener than those small community respondents who were meeting all state outcomes. The means thus are not in the expected direction.

Data from medium community respondents and Factor 8, a skilled convener, are reported in Tables 55 and 56.

Table 53

Small Community Respondents: Distribution of Factor 8, "Skilled Convener," and "Meeting All State Outcomes"

Factor Mean	Meeting All State Outcomes				Total	
	Yes		No			
1.0 – 1.9	12.5%	($n = 1$)	58.8%	($n = 10$)	44%	($n = 11$)
2.0 – 2.9	62.5%	($n = 5$)	41.2%	($n = 7$)	48%	($n = 12$)
3.0 – 3.9	0%	($n = 0$)	0%	($n = 0$)	0%	($n = 0$)
4.0 – 4.9	25%	($n = 2$)	7.1%	($n = 0$	8	($n = 2$
5.0	0%	($n = 0$)	0%	($n = 0$)	0%	($n = 0$)
Total	100%	($n = 8$	100%	($n = 17$	100%	($n = 25$

Note. Column percentages with sample sizes, n. Total $n = 25$.

Table 54

Small Community Respondents: Significance Tests— Factor 8, "Skilled Convener," and "Meeting All State Outcomes"

t test	Meeting All State Outcomes		
	Yes	No	Total
Factor 8 mean	2.54	1.63	1.92
Group size	$n = 8$	$n = 17$	$n = 25$
t test	$t = 3.527, p = .002$, Significant $\alpha < .05$		

Chi-square/Fisher's Exact	Meeting All State Outcomes		
Grouped Factor Means[a]	Yes	No	Total
Group 1	1	10	11
Group 2	7	7	14
Total	8	17	25
Chi-square	$\chi^2 = 4.738, p = .03$, Significant $\alpha < .05$		
Fisher's Exact	2-sided, $p = .042$; 1-sided, $p = .038$, Significant $\alpha < .05$		

[a]Group 1 = means from 1.0 to 1.7; Group 2 = means from 1.8 to 5.

Table 55

Medium Community Respondents: Distribution of Factor 8, "Skilled Convener," and "Meeting All State Outcomes"

Factor Mean	Meeting All State Outcomes		Total
	Yes	No	
1.0 – 1.9	66.7% (n = 8)	42.9% (n = 9)	51.5% (n = 17)
2.0 – 2.9	33.3% (n = 4)	42.9% (n = 9)	39.4% (n = 13)
3.0 – 3.9	0% (n = 0)	0% (n = 0)	0% (n = 0)
4.0 – 4.9	0% (n = 0)	14.3% (n = 3)	9.1% (n = 3)
5.0	0% (n = 0)	0% (n = 0)	0% (n = 0)
Total	100% (n = 12)	100% (n = 21)	100% (n = 33)

Note. Column percentages with sample sizes, n. Total n = 33.

Table 56

Medium Community Respondents: Significance Tests— Factor 8, "Skilled Convener," and "Meeting All State Outcomes"

t test		Meeting All State Outcomes		
		Yes	No	Total
Factor 8 mean		1.57	2.0	1.84
Group size		n = 12	n = 21	n = 33
	t test	$t = -1.551, p = .131$, Nonsignificant $\alpha < .10$		

Chi-square		Meeting All State Outcomes		
Grouped Factor Means[a]		Yes	No	Total
Group 1		8	9	17
Group 2		4	12	16
	Total	12	21	33
	Chi-square	$\chi^2 = 1.733, p = .188$, Nonsignificant $\alpha < .10$		

[a]Group 1 = means from 1.0 to 1.7; Group 2 = means from 1.8 to 5.

There were no significant differences for medium communities between Factor 8, a skilled convener, and meeting all state outcomes.

Data from large community respondents and Factor 8, a skilled convener, are reported in Tables 57 and 58.

The *t* test of the hypothesis indicates that there are not significant differences between the group means at the $\alpha < .05$ level. In addition, the chi-square test was not significant at the $\alpha < .05$ level. Fisher's Exact supports the chi-square test as being not significant at the $\alpha < .05$ level.

Research Question 8: Are there significant differences between the two groups regarding skilled conveners and outcomes of the Family Coordinating Council?

There was no significant difference between respondents from medium and large communities that met all state outcomes and those that did not meet all state outcomes regarding perception of possessing Factor 8, a skilled convener of their group's collaborative membership.

Small community respondents who met all state outcomes saw themselves as less successful in having Factor 8, a skilled convener, than the small community respondents who did not meet all state outcomes. Means for the two small communities were 1.63 and 2.54. There are many possible reasons why this phenomenon might be seen in smaller communities. Perhaps small community members share stronger relationships outside of the FCC that can influence how they define each other and success.

Table 57

Large Community Respondents: Distribution of Factor 8, "Skilled Convener," and "Meeting All State Outcomes"

Factor Mean	Meeting All State Outcomes		Total
	Yes	No	
1.0 – 1.9	46.2% ($n = 6$)	25% ($n = 1$)	41.2% ($n = 7$)
2.0 – 2.9	53.8% ($n = 7$)	50% ($n = 2$)	52.9% ($n = 9$)
3.0 – 3.9	0% ($n = 0$)	0% ($n = 0$)	5.9% ($n = 1$)
4.0 – 4.9	0% ($n = 0$)	0% ($n = 0$)	0% ($n = 0$)
5.0	0% ($n = 0$)	0% ($n = 0$)	0% ($n = 0$)
Total	100% ($n = 13$)	100% ($n = 4$)	100% ($n = 17$)

Note. Column percentages with sample sizes, n. Total $n = 17$.

Table 58

Large Community Respondents: Significance Tests— Factor 8, "Skilled Convener," and "Meeting All State Outcomes"

t test	Meeting All State Outcomes		
	Yes	No	Total
Factor 8 mean	1.90	1.92	1.90
Group size	$n = 13$	$n = 4$	$n = 17$
t test	$t = .127, p = .901$, Nonsignificant $\alpha < .10$		

Chi-square/Fisher's Exact	Meeting All State Outcomes		
Grouped Factor Means[a]	Yes	No	Total
Group 1	2	1	3
Group 2	11	3	14
Total	13	4	17
Chi-square	$\chi^2 = .195, p = .659$, Nonsignificant $\alpha < .10$		
Fisher's Exact	2-sided, $p = 1.00$; 1-sided, $p = .579$, Nonsignificant $\alpha < .10$		

[a]Group 1 = means from 1.0 to 1.7; Group 2 = means from 1.8 to 5.

Additional Comments Received on Survey

Written comments were received from a total of 18 respondents (see Appendix C for the full comments). Written comments were received from 5 respondents from communities seen as meeting all state outcomes and 13 respondents from communities seen as not meeting all state outcomes.

The 5 comments from communities seen as meeting all state-level outcomes addressed 2 concerns about state-level agencies, 2 comments regarding funding, and 1 comment suggesting that the collaborative focus should be more comprehensive.

The 13 comments from communities not seen as meeting all state level outcomes consisted of 5 comments that involved funding, 2 that pertained to a person in a leadership position who had recently left their FCC, and 2 who spoke of a need for client involvement. The other 4 spoke of issues related to their individual FCCs, including 1 who reported her collaborative body would never evaluate its success in collaboration by the number of children in out-of-home placement.

Summary

Results indicate a significant finding of $\alpha < .05$ when comparing medium and large community responses on Factor 1, history of collaboration, and meeting all state outcomes. A significant finding of $\alpha < .05$ was also reported when comparing medium community responses on sufficient funding and meeting all state outcomes. These findings indicate that, for medium- and large-sized communities, the longer a community collaborative has been coming together to support children and families,

the more likely it will meet all state outcomes. Findings from medium-sized communities also indicate that those who feel they have sufficient funding are more likely to meet all state outcomes. These are findings that were expected by the researcher and indicated by the literature review.

An interesting phenomenon occurred when reviewing data from the two small communities. Results from the small communities indicate a significant finding of $\alpha <$ .05 in relationship to meeting all state outcomes for the following four factors:

1. Factor 2: Mutual Respect, Understanding and Trust
2. Factor 3: Collaboration in Their Self-Interest
3. Factor 4: Stake in Process and Outcome
4. Factor 8: Skilled Convener

For small communities in each of these four factors, the relationship with meeting all state outcomes was in the opposite direction to what was expected. The small community that was seen as successful in meeting all state outcomes responded with comments that were not seen as strongly successful, in four of the success factors.

Respondents from small communities in this study indicate that success at all state-mandated outcomes does not define how FCC members in small communities see success in their collaborative body in four of the eight factors. There are many possible reasons why these phenomena occurred.

While the comment was made from a medium community respondent, perhaps the written comment that reported "Our FCC would NEVER measure our success at collaboration by the numbers in out-of-home placement" is also representative of

small community attitudes. Out-of-home placement was a state-mandated outcome, not an outcome developed by local communities. It was not an outcome that had local input in development, but was developed at the state level and given to the local collaborative bodies as an issue that they were told to address. Resentment by local community respondents could easily have developed. Perhaps this resentment would have developed more easily in small communities where the community size might encourage members to know each other before coming together at the FCC. Perhaps this previous knowledge allowed them to speak more freely about the resentment in the early years of the FCC, allowing them to see success in other areas and not in state-developed outcomes.

Another factor that could be impacted as a result of small community members tending to know each other from other community involvement is respect, understanding, and trust. In small communities, respect, understanding, and trust could likely develop around issues totally unrelated to the community FCC but instead as a result of other community contact.

Data collection issues involved in this research may have impacted on results. These issues will be discussed in detail in Chapter V.

CHAPTER V

DISCUSSION

Summary

The purpose of this study was to move the research on human service collaboration from the level of anecdotal case studies to empirical analysis of successful collaboration and state-developed outcomes.

The hypothesis for this study was that successful collaboration correlates with positive outcomes for children and families. To test this hypothesis, state-developed outcomes from Michigan's Strong Families/Safe Children (SF/SC) program were compared with eight success factors identified in Mattessich and Monsey (1992).

Mattessich and Monsey (1992) reviewed 133 studies and selected 18 that they considered "valid and relevant." From those 18 studies they identified eight factors related to success found in six or more studies. Those eight factors are:

1. History of collaboration.
2. Mutual respect, understanding, and trust.
3. Members see collaboration in their self-interest.
4. Members share a stake in process and outcome.
5. Multiple layers of decision-making.
6. Open and frequent communication.

7. Sufficient funds.

8. A skilled convener.

Data reported in Michigan's *SF/SC Interim Evaluation Report* (Michigan Public Health Institute, 2000) were reviewed looking at communities that met state-developed outcomes. Data from local outcomes as reported in State of Michigan (2001) *County and Status of Services Meeting Outcomes 2001* were also reviewed. Three communities were selected that met all state-developed outcomes and three communities were selected that did not meet all of those outcomes. The communities were selected by matching them on population size and economic factors, one each from small, medium, and large population sizes.

A survey was developed with three questions on each of the eight factors found by Mattessich and Monsey (1992). A blank section was left for comments from respondents. This survey was distributed to the entire membership of the six collaborative councils totaling 203. Seventy-five surveys were returned, 33 from communities meeting all state-developed outcomes and 42 from communities not meeting all of the outcomes.

Results from each of the six communities were reviewed and the student *t* test, chi-square, and Fisher's Exact were used to test the hypothesis.

The findings indicated that two characteristics were significantly related, in the expected direction, to state-developed outcomes, namely, the history of collaboration and adequate funding as measured by the FCC membership survey.

In addition, the study found that for the small communities studied, four of the eight factors of successful collaboration were significantly related, but not in the expected direction to state-developed outcomes: mutual respect, understanding, and trust; collaboration in their self-interest; feeling a stake in the process and outcome of the FCC; and having a skilled convener.

This chapter will discuss the implications of the findings, outline the limitations of this research, and suggest potential avenues for future research.

Conclusions

The Relationship of Successful Collaboration and State-Developed Outcomes

The findings indicated that two of the factors developed by Mattessich and Monsey (1992) warrant further research, namely, historical collaboration and sufficient funding.

Factor 1—Historical Collaboration

Developing a successful collaborative body takes a great deal of time. Several researchers have commented on the importance of historical collaboration. Bardach (1996) reports that the collaboration process is time-consuming where time is "best measured in years rather than months . . ." (p. 169). Table 8 suggests that a decade is more accurate. Jacobs (1988) reports it to "be foolish to push an outcome evaluation onto a young program still searching for a well-defined set of goals and services" (p. 49). Brewer (1999), after reviewing several case studies on collaboration, reports

that we must give things the time they need. Patience and commitment are needed for collaboration to succeed. Harrison, Lynch, Rosander, and Borton (1990) too report a need to be conservative in estimating how long collaborative efforts take.

Brickman (1999) states that "Moving immediately to an outcome evaluation can set the partnership up for disappointment . . . both internal and external . . ." (p. 267) and reports that during the first year or two of a collaboration effort, partners are still cementing their relationships so it can be too early to introduce an outcome evaluation. While the FCCs examined in this study have been in operation longer than two years, the results indicate that historical collaboration may be a factor related to the ability to meet all state-developed outcomes.

In large- and medium-sized communities, respondents who reported they had been collaborating longer saw success with all state-developed outcomes. This study supports the concept that successful collaboration takes time.

Factor 7—Sufficient Funding

Bardach (1998) tells us that nothing coordinates like cash, but he also reports that cash alone cannot buy loyalty, enthusiasm, or commitment. This study shows that for medium-sized communities, there is a significant relationship between respondents indicating their coordinating council had sufficient funding and meeting all state-developed outcomes.

Stagner and Duran (1997) saw flexible funding as an important factor for collaborative efforts to succeed. The National Association of State Boards of

Education (2000) reports flexible funds that can be effectively pooled is an issue that needs to be considered when trying to coordinate services for children and making them work. While analyzing one successful community collaborative, Leeson (1999) also supports the importance of funding and the allocation of resources. Harrison et al. (1990) concurred with the statement that successful collaboration depends on the available resources. Nelson (1996) identified indicators of successful collaborative efforts. Funding was highlighted as an issue that needed to be addressed if success was to be seen.

The fact that funding was the most frequently mentioned factor in written comments returned with the survey also indicates how important the factor was to the respondents. Seven of the 18 written comments, or 39% of the written comments received, were related to sufficient funding. This fact was relatively consistent when looking at communities meeting all state-defined outcomes (40%) and those not doing so (38%). The importance of this issue to FCC members may be seen in such comments as: "We make do with the money we have, but the truth is, we have more needs than dollars to reach every family in our county" and "We need more money."

The findings from this study indicate that, at least for the two medium-sized communities with populations between 160,000 and 175,000 and per capita income between $21,000 and $25,000, funding was a factor significantly related to success with all state-developed outcomes.

Small Communities

Small communities with populations between 40,000 and 50,000 and per capita income of between $18,000 and $22,000 presented interesting and unexpected survey results. The following four of the eight factors of successful collaboration were significantly related, though not in the expected direction, to state-developed outcomes:

1. Mutual respect, understanding, and trust.
2. Seeing collaboration in their self-interest.
3. Feeling a stake in the process and outcome.
4. Having a skilled convener.

Small communities may develop mutual respect, understanding, and trust in a variety of ways. It is likely that collaborative members in small communities have more opportunities to meet outside of the collaborative meetings. Small communities offer more opportunities for relationships to develop that might involve family members and mutual friends. Inputs from other trusted individuals influence relationships. Small communities offer more opportunities for such involvement than relationships that occur within larger communities.

Clearly small community collaborative partners do respect each other as 100% of the respondents from small communities reported that they agreed or strongly agreed with the statement, "There is a high degree of respect for all members of my community's FCC."

Small communities may have unique situations that affect responses regarding collaboration being in their self-interest. Perhaps the informal relationships that have developed make it less necessary to have formal collaboration in order to be successful at state-developed outcomes.

Small community partners do support this effort, as 100% of the small community respondents agreed or strongly agreed with the statement, "In my community members of the FCC feel that the agency or group they represent is benefiting from the FCC experience."

Process and outcome could also be influenced by contacts made outside the coordinating group. But small community respondents were again supportive of the commitment to process and outcome when 96% of the respondents from small communities agreed or strongly agreed with the statement, "In my community members of the FCC share a stake in the process and outcome of the collaborative process."

Small community respondents also felt positive about their convener with 96% reporting that they agreed or strongly agreed with the statement, "Leadership in our FCC is exceptionally good."

A limitation of this study that relates specifically to small communities is the use of out-of-home child placement data as a key state-developed outcome. In small communities, the placement of one very large family into foster care can influence the status of "success" or "failure" in relation to the outcome of out-of-home placement. Out-of-home placement data for this study were taken from the results of the *Interim*

Evaluation Report (Michigan Public Health Institute, 2000) for Michigan's Strong Families/Safe Children initiative. This report used point-in-time quarterly data that may have been a larger limitation for small communities than larger communities since larger communities were dealing with a larger number of cases.

The unusual results found for the four factors related to success and all state-developed outcomes are most likely a result of the limitation of out-of-home data or unidentified extraneous influences within these two small communities. The initial exploration in this study indicates the need to study a much larger number of communities before drawing final conclusions.

Successful Collaboration

Responses on each of the eight factors defined in this survey as indicators of successful collaboration indicate that collaborative members see their relationships as positive, with members also feeling positive about the experience.

Respondents felt positive about their collaborative group. When asked to respond to the statement "Members in my community's Family Coordinating Council (FCC) show respect for each other," 99% of the respondents reported that they agreed or strongly agreed with the statement. Respondents were asked to respond to the statements, "Members in my community's FCC trust each other," and "In my community, agencies serving children and families appear to have an understanding and tolerance of each other's problems and issues." Ninety-two percent of the respondents reported that they agreed or strongly agreed with these two statements.

A very large percentage of all respondents from all of the communities felt that members respected, trusted, understood, and tolerated each other. This researcher believes that this phenomenon is similarly described by Bardach (2001), "Their enthusiasm grows by drawing energy from itself, infects still others with enthusiasm . . ." (p. 156) leading to the "Bandwagon Effect." Achieving or not achieving state-developed outcomes did not impact on a collaborative body's enthusiasm for its group. The members clearly felt positive about their support for each other. Clearly trust and respect develop within the collaborative membership whether or not the state feels the group has achieved success.

There is great enthusiasm for collaboration on the part of its members as seen by the respondents' survey answers. Each community appeared to be very proud of the collaborative work their FCC was providing. Bardach (1998) again describes the phenomenon when he states, "I have often found a remarkable enthusiasm for the process . . . a belief that they were doing something new and remarkable, even heroic" (p. vi). That same remarkable enthusiasm was found in this study.

Open communication was experienced by a large majority of members of the collaborative bodies in the survey whether or not they experienced success in state-developed outcomes. When respondents were asked to respond to the statement, "The FCC in my community prides itself in open communication," 93% reported they agreed or strongly agreed. Eighty-six percent of the respondents reported they agreed or strongly agreed or agreed with the statement: "I speak frequently in and outside of meetings with members of my community's FCC to talk about family needs in our

community." Eight-five percent reported they agreed or strongly agreed with "In my community members of the FCC let the rest of the group know when they feel that a FCC process is not working as it was intended." Bardach (2001) reports that "an expanding circle of trust creates the communications capacity and the social capital to expand still further" (p. 157). Responses indicate that collaborative members have developed a strong communication link whether or not the group has met all state-developed outcomes.

Limitations to This Study

The results of this exploratory study need to be considered in light of several limitations.

The size of the survey sample is a concern. Six communities provide some exploratory information, but many more communities need to be reviewed before final conclusions can be reached. Using six communities allowed for only one community in each of the six community categories. These six communities may have unique circumstances impacting on results of which the researcher is not aware. Those unique circumstances could impact on data collected from the survey respondents. The unexpected results from the communities with populations of 40,000 and 50,000 may indicate this was the case for these two small communities.

Miller (1994) reports that for government surveys, 100 within each group is generally a useful minimum number when estimates are required. For this study, surveys were distributed to the entire membership of each of six communities for a

total of 203 surveys, but the number distributed to each group ranged in size from 14 to 53 surveys. Thus, no group reached the 100 "useful minimum" described by Miller. Surveying groups that would total a minimum of 100 would be preferable and thus represents a limitation for this study.

The response rate of this study is also a concern. Drew (1980) reports that a weakness of mailed questionnaire studies is a low response rate. Miller (1994) indicates that a mail survey should have a 45 to 55% response. This study had a 27 to 43% response rate, falling short of Miller's suggested rate. Due to this low response rate, the researcher is not sure what the majority of the FCC membership actually thinks about the information requested. Low response rate is an important limitation of this study.

A second mailing could have helped the return rate. Miller (1994) reports that a single mailing is rarely adequate, and multiple mailings are needed. The researcher decided against a second mailing as there was concern regarding a few FCC members possibly completing a second survey in an attempt to relate how positive they felt about their FCC experience. In an attempt to assure confidentiality of the respondent, the researcher failed to set up a process to assure that the same person did not complete a second survey. A concern was that the person collecting the data could be seen by the FCC members as someone the person and his or her community need to impress with their answers.

The person collecting the data could have been seen by some as one of the funders of the organization. FCC members would again see this as a person one needs to impress and that might again result in less honest responses.

In reality, the amount of funding that each community receives from Title IVb subpart 2 is determined directly by a formula set by the state legislature. In any event, the researcher had retired from Michigan government and had no connection with the Strong Families Safe Children program at the time of the data collection.

Another limitation of this study is the measurement of success tied to state-developed outcomes. Bardach (2001) reports that "Models that aim to explain how the terms of success are established . . . face singularly difficult logical and measurement problems" (p. 162). While the state may believe that it is able to establish goals and outcomes for local community collaborative bodies, the reality is that local community collaborative bodies function quite independently. Each local FCC may have a unique method of measurement for success, thereby making it difficult to measure. Support for this concern can be found in the additional comment added to the survey by one FCC member, "Our FCC would NEVER measure our success at collaboration by the numbers in out-of-home placement." State-developed outcomes look at children in out-of-home placement for each community and expect communities to do the same.

Data used to categorize communities as either meeting all state-developed outcomes or not meeting all state-developed outcomes were taken from the *2000 Interim Evaluation Report* developed by the Michigan Public Health Institute (MPHI,

2000) under contract to the Michigan Family Independence Agency. MPHI used quarterly point-in-time data to determine out-of-home placement rates. The limitation of using only point-in-time data is thus also reflected in this study.

Another possible limitation may be that each of the groups saw its collaborative body as successful. To complete the chi-square, data needed to be placed into two categories. The division into those two categories was many times reporting the difference between agree and strongly agree. This difference is presumably not as large in the eyes of the respondents as the difference between agree and disagree. Forcing the data into these two groups is a limitation for this study.

In summary, this study using the membership survey provides one of the few available empirical studies on collaboration, but it is limited in scope, as it reviews only six communities. Furthermore, limitations regarding community selection and data collection are present.

Theory and State-Developed Outcomes

The theory for this study was developed from a study conducted by Mattessich and Monsey (1992). They reviewed relevant and valid studies counting and categorizing the definitions of success. Eight of the highest number of categories were used to measure success in this study.

Mattessich and Monsey (1992) observed that the studies they reviewed for this theory had a common limitation: "The problem with research on collaboration is that virtually every study employs only a case study methodology, not detailed

empirical methods" (p. 43). Mattessich and Monsey's research provided the information used in developing the theory for exploration of the relationship between successful collaboration and outcomes for children and families. Thus, if Mattessich and Monsey's study was limited by use of case study methodology, the theory for this study was flawed.

The theory for this study involved comparing Mattessich and Monsey's categories with state-developed outcomes. Bardach (1998) describes state-mandated goals as both a threat and the setting of a challenge. There is always an underlying fear of loss of funding, should state-mandated goals not be met. Bardach further reports that when the expected level of achievement is reached, it is obvious that no one sector could have done it alone.

Recommendations

Successful collaboration takes time. This study reinforces the concept of allowing collaborative bodies several years of operation before evaluating outcomes. A recommendation to state evaluators is not to evaluate collaborative groups before they have had the time to develop solid relationships.

A collaborative body must also have enough funding to function. A suggestion that collaborative groups come together without adequate funding is probably not productive.

Collaborative bodies feel good about the work that they are doing even if they are not meeting state-developed outcomes. Involving collaborative membership in developing state-level outcomes may thus be necessary.

The collaborative members' positive attitude toward their work may lead to the "bandwagon effect." The public relations effect of collaborating and the support that it provides for the effort may be reason enough to support the collaborative process.

Future Research

Research on collaboration is in the early stages. More information needs to be gathered. This study using the FCC membership survey will add additional quantitative information to the process and thereby add another dimension in answering the research question, namely, whether there is a relationship between collaboration and outcomes for children and families. This study, however, also leaves many questions unanswered.

Is there a difference in collaboration in smaller communities where members may have more contact in their communities? This study provides preliminary information indicating there may be a difference for communities with smaller populations where relationships can be developed outside the formal collaborative body. More studies need to be conducted to see if those differences hold true when more communities are studied.

Should success for collaboration be measured by outcomes developed outside the collaborative body? Much more research needs to be conducted regarding the advisability and feasibility of collaborative body input on the process of developing outcomes and the ability to meet those outcomes.

The data from this study do indicate a relationship between the history of collaboration, sufficient funding, and state-developed outcomes. Much more research needs to be conducted to assure that the limitations of this study are addressed while validating the connection between history, sufficient funding, and success. Many more communities need to be studied before these results can be generalized.

Appendix A

Survey Instrument

Community Collaboration Survey
Western Michigan University
The School of Public Affairs and Administration
Principal Investigator: Dr. Peter Kobrak
Research Associate: Cheryl Sibilsky

1. Our community collaborative was operating before the Strong Families/Safe Children request came to designate a formal Family Coordinating Council (FCC) in 1994.
(circle one) Yes No Unsure

2. Our community collaborative has been operating for how many years?
(circle one)
1-3 4-6 7-9 10 or more Unsure

Please rate the extent of your agreement or disagreement with the following statements on a scale from Strongly Agree, Agree, Unsure, Disagree, and Strongly Disagree. In doing this think only of the FCC in your community.

3. There is a high degree of respect for all members of my community's FCC.
Strongly Agree Agree Unsure Disagree Strongly Disagree

4. In my community members of the FCC feel that the agency or group they represent is benefiting from the FCC experience.
Strongly Agree Agree Unsure Disagree Strongly Disagree

5. In my community members of the FCC share a stake in the process and outcome of the collaborative process.
Strongly Agree Agree Unsure Disagree Strongly Disagree

6. In my FCC decision making is often delegated to sub-committees.
Strongly Agree Agree Unsure Disagree Strongly Disagree

7. The FCC in my community prides itself on open communication.
Strongly Agree Agree Unsure Disagree Strongly Disagree

8. While we can always use more money, our local FCC has enough funding to be able to adequately plan for a wide range of services to children and families.
Strongly Agree Agree Unsure Disagree Strongly Disagree

9. Leadership in our FCC is exceptionally good.
Strongly Agree Agree Unsure Disagree Strongly Disagree

10. Agencies in my community have always worked together for the good of families.
Strongly Agree **Agree** **Unsure** **Disagree** **Strongly Disagree**

11. There is a high degree of trust among members in my community's FCC.
Strongly Agree **Agree** **Unsure** **Disagree** **Strongly Disagree**

12. Collaboration is in my agency's (or group that I represent) best interest.
Strongly Agree **Agree** **Unsure** **Disagree** **Strongly Disagree**

13. In my community members of the FCC are interested in achieving defined outcomes.
Strongly Agree **Agree** **Unsure** **Disagree** **Strongly Disagree**

14. The decision making process used in my FCC involves all members.
Strongly Agree **Agree** **Unsure** **Disagree** **Strongly Disagree**

15. In my community members of the FCC let the rest of the group know when they feel that a FCC process is not working as it was intended.
Strongly Agree **Agree** **Unsure** **Disagree** **Strongly Disagree**

16. Our local FCC has adequate funding to operate effectively.
Strongly Agree **Agree** **Unsure** **Disagree** **Strongly Disagree**

17. FCC meetings are set up and organized in an outstanding manner.
Strongly Agree **Agree** **Unsure** **Disagree** **Strongly Disagree**

18. In my community FCC members have an understanding and tolerance of each other's problems and issues.
Strongly Agree **Agree** **Unsure** **Disagree** **Strongly Disagree**

19. In my community members of the FCC feel that everyone benefits from the collaborative effort.
Strongly Agree **Agree** **Unsure** **Disagree** **Strongly Disagree**

20. In my community members of the FCC are committed to assisting the FCC so that it is well functioning.
Strongly Agree **Agree** **Unsure** **Disagree** **Strongly Disagree**

21. Members of my FCC know the process of decision-making.
Strongly Agree **Agree** **Unsure** **Disagree** **Strongly Disagree**

22. I speak frequently in and outside of meetings with members of my community's FCC to talk about family needs in our community.
Strongly Agree **Agree** **Unsure** **Disagree** **Strongly Disagree**

23. Our local FCC has the resources to meet and plan in an effective manner.
Strongly Agree **Agree** **Unsure** **Disagree** **Strongly Disagree**

24. Our FCC has a skilled convener/facilitator.
Strongly Agree **Agree** **Unsure** **Disagree** **Strongly Disagree**

25. Any additional comments you wish to make:

_____
_____
_____
_____
_____
_____
_____
_____
_____

Appendix B

Survey Responses

1. Our community collaborative was operating before the Strong Families/Safe Children request came to designate a formal Family Coordinating Council (FCC) in 1994.

Communities	Yes	No
A	1	1
C	10	1
E	7	2
B	8	4
D	10	7
F	0	1
Total	36	16

2. Our community collaborative has been operating for how many years?

Communities	1-3	4-6	7-9	10 or more
A	0	1	1	3
C	0	2	1	9
E	0	2	3	7
B	0	2	3	5
D	0	3	5	9
F	0	1	1	0
Total	0	11	14	33

3. There is a high degree of respect for all members of my community's FCC.

Communities	Strongly Agree	Agree	Disagree	Strongly Disagree
A	2	4	0	0
C	7	5	0	0
E	3	8	0	0
B	11	6	0	0
D	8	11	1	0
F	3	8	0	0
Total	34	42	1	0

4. In my community members of the FCC feel that the agency or group they represent is benefiting from the FCC experience.

Communities	Strongly Agree	Agree	Disagree	Strongly Disagree
A	0	6	0	0
C	6	6	0	0
E	0	9	0	0
B	7	8	0	0
D	6	13	0	1
F	1	2	1	0
Total	20	44	1	1

5. In my community members of the FCC share a stake in the process and outcome of the collaborative process.

Communities	Strongly Agree	Agree	Disagree	Strongly Disagree
A	1	5	1	0
C	3	9	0	0
E	3	10	0	0
B	6	10	0	0
D	7	12	1	1
F	1	3	0	0
Total	21	49	2	1

6. In my FCC decision making is often delegated to sub-committees.

Communities	Strongly Agree	Agree	Disagree	Strongly Disagree
A	0	6	1	0
C	0	4	6	1
E	1	8	4	0
B	1	8	6	0
D	3	12	5	0
F	0	2	0	0
Total	5	40	22	1

7. The FCC in my community prides itself on open communication.

Communities	Strongly Agree	Agree	Disagree	Strongly Disagree
A	2	4	1	0
C	4	8	0	0
E	2	10	0	0
B	6	11	0	0
D	4	11	0	0
F	1	2	1	0
Total	19	46	2	0

8. While we can always use more money, our local FCC has enough funding to be able to adequately plan for a wide range of services to children and families.

Communities	Strongly Agree	Agree	Disagree	Strongly Disagree
A	0	1	7	0
C	1	4	7	0
E	0	1	7	2
B	0	1	13	2
D	0	1	12	7
F	0	1	1	1
Total	1	9	47	12

9. Leadership in our FCC is exceptionally good.

Communities	Strongly Agree	Agree	Disagree	Strongly Disagree
A	0	6	1	0
C	5	7	0	0
E	2	11	0	0
B	6	10	0	0
D	7	11	3	0
F	0	4	0	0
Total	20	49	4	0

10. Agencies in my community have always worked together for the good of families.

Communities	Strongly Agree	Agree	Disagree	Strongly Disagree
A	1	5	1	0
C	4	8	0	0
E	4	9	0	0
B	5	8	0	0
D	4	7	4	2
F	0	2	1	0
Total	18	39	6	2

11. There is a high degree of trust among members in my community's FCC.

Communities	Strongly Agree	Agree	Disagree	Strongly Disagree
A	0	3	1	1
C	3	8	1	0
E	2	6	1	0
B	4	12	0	0
D	2	14	0	1
F	0	2	0	0
Total	11	45	3	2

12. Collaboration is in my agency's (or group that I represent) best interest.

Communities	Strongly Agree	Agree	Disagree	Strongly Disagree
A	2	6	0	0
C	5	6	0	0
E	7	6	0	0
B	9	7	1	0
D	13	7	0	0
F	1	2	0	0
Total	37	34	1	0

13. In my community members of the FCC are interested in achieving defined outcomes.

Communities	Strongly Agree	Agree	Disagree	Strongly Disagree
A	0	4	2	0
C	3	9	0	0
E	4	7	1	0
B	4	11	0	0
D	3	13	0	1
F	1	2	0	0
Total	15	46	3	1

14. The decision making process used in my FCC involves all members.

Communities	Strongly Agree	Agree	Disagree	Strongly Disagree
A	0	5	3	0
C	2	8	1	0
E	1	9	2	0
B	4	12	0	0
D	3	7	5	2
F	0	3	0	0
Total	10	44	11	2

15. In my community members of the FCC let the rest of the group know when they feel that a FCC process is not working as it was intended.

Communities	Strongly Agree	Agree	Disagree	Strongly Disagree
A	1	3	2	0
C	1	7	2	0
E	1	8	0	0
B	4	10	1	0
D	2	10	4	0
F	0	3	0	0
Total	9	41	9	0

16. Our local FCC has adequate funding to operate effectively.

Communities	Strongly Agree	Agree	Disagree	Strongly Disagree
A	0	2	6	0
C	0	4	7	0
E	0	4	6	0
B	0	3	10	3
D	0	2	14	3
F	0	1	2	0
Total	0	16	45	6

17. FCC meetings are set up and organized in an outstanding manner.

Communities	Strongly Agree	Agree	Disagree	Strongly Disagree
A	0	5	1	0
C	4	6	0	0
E	1	12	0	0
B	3	14	0	0
D	3	13	2	0
F	1	3	0	0
Total	12	53	3	0

18. In my community FCC members have an understanding and tolerance of each other's problems and issues.

Communities	Strongly Agree	Agree	Disagree	Strongly Disagree
A	0	5	2	0
C	1	11	0	0
E	0	11	1	0
B	3	13	0	0
D	3	14	2	0
F	0	2	0	0
Total	7	56	5	0

19. In my community members of the FCC feel that everyone benefits from the collaborative effort.

Communities	Strongly Agree	Agree	Disagree	Strongly Disagree
A	1	4	2	0
C	5	7	0	0
E	2	9	1	0
B	8	5	1	0
D	2	14	1	1
F	1	1	1	0
Total	19	40	6	1

20. In my community members of the FCC are committed to assisting the FCC so that it is well functioning.

Communities	Strongly Agree	Agree	Disagree	Strongly Disagree
A	0	3	1	0
C	3	9	0	0
E	1	11	0	0
B	6	10	0	0
D	4	14	1	1
F	0	3	0	0
Total	14	50	2	1

21. Members of my FCC know the process of decision-making.

Communities	Strongly Agree	Agree	Disagree	Strongly Disagree
A	0	5	2	0
C	4	6	0	0
E	1	8	0	0
B	5	11	0	0
D	5	9	1	0
F	0	4	0	0
Total	15	43	3	0

22. I speak frequently in and outside of meetings with members of my community's FCC to talk about family needs in our community.

Communities	Strongly Agree	Agree	Disagree	Strongly Disagree
A	1	5	2	0
C	1	9	2	0
E	3	10	0	0
B	4	12	1	0
D	6	10	4	0
F	0	3	0	0
Total	15	49	9	0

23. Our local FCC has the resources to meet and plan in an effective manner.

Communities	Strongly Agree	Agree	Disagree	Strongly Disagree
A	1	1	5	0
C	1	5	2	0
E	0	7	3	0
B	1	9	6	0
D	1	7	7	1
F	0	2	1	0
Total	4	31	24	1

24. Our FCC has a skilled convener/facilitator.

Communities	Strongly Agree	Agree	Disagree	Strongly Disagree
A	1	4	2	0
C	6	6	0	0
E	1	11	0	0
B	9	8	0	0
D	7	8	3	0
F	0	3	0	0
Total	24	40	5	0

25. Any additional comments you wish to make:

Comments received from communities that reached state outcomes:

1. There is too much control of the decision making process by state agencies such as FIA/CMH. If the services for the family are not within the realm of participants (agencies). The FCC is not willing to go outside of the box to meet family needs.

2. Good groups – meets regularly and membership has stayed steady, but increased workloads at people's full time job limits what they can do as volunteers. Funding is always an issue. If families and children are a priority, need more dollars to support.

3. If we had the same level of cooperation/collaboration at the state level as with the locals we could do much more. There seems to be a distrust in Lansing of the locals ability to do things. This often true with state Department lower level staff. It gets in the way of creativity.

4. FCC in ___ County is focused mainly on SF/SC funding. Focus should be more comprehensive – to all of the Child Welfare system funding. This is my position as ____ FIA Director. I value the input of FCC and wish to expand its role.

5. Plans without funds can draw on other community resources in limited ways.

Comments from communities that did not meet state outcomes.

1. This is difficult to answer because I don't know nor can I speak to how other members feel. While I can't "Strongly Agree" on many points, I do feel our collaborative is a good body of people who try to work together to the extent possible – with limited time, resources, money. We do not have good representation from the broader community – its always the same people doing everything.

2. Because of the collaboration of the members of our CC we are able to function. Many organizations are able to offer in-kind contributions like office space, phone, copier, etc. We try to keep as much of our limited funding as possible going to programs, not administrative type costs.

3. We make do with the money we have, but the truth is, we have more needs than dollars to reach every family in our county. I believe our members do everything possible to stretch the money as far as it can go without diminishing quality, validity, and effectiveness.

4. I believe that most members would do anything possible to help families and their clients, but time must be prioritized because the workers need to spend time on what they're paid to do for their agency. Any extra actions is just that "extra" and many times – time is limited. I believe we do collaborate nicely and want to make our community a better place to live.

5. We need more consumer reps. We need more money.

6. A version of the FCC has been active in our county for over 20 years and continues to meet bimonthly. They are the "small" volunteer based groups who like to know what's going on but are still unsure of sitting with the "big" players as they call those on the FCC. Some of us continue to go to both meetings.

7. We have done a poor job of moving the process to any level of true collaboration. The whole process has been frustrating and we had much more success before we got the strong families/safe children. The vision here was driven by a few people, with no outcome accountability.

8. Our FCC would NEVER measure our success at collaboration by the numbers in out of home placement. To correlate this survey with those numbers is spurious. We would measure our success in reducing out of home placements by the number of such placements.

9. In our decision making process, the situation may be given to one of the sub-committees to review and they will bring back the recommendation to the whole council for a vote. Grants that a agency or collaboration of agencies is sometimes brought to the FCC for information and then a vote for support if it meets the objectives of what the FCC stands for. Our FCC works well together and brings organizations and agencies together to share information about themselves, to learn about others and their programs and fosters collaboration. It is also a place to bring issues to the forefront.

10. Our coordinator has just left for a new position with ___ University. We are in process of re-evaluation needs both of FCC, staff and community. The level of respect in the FCC among as members depends on the level of commitment by each agency and members. There are a few that have not achieved that respect. Funding is always an issue especially for staffing and facilitating the FCC.

11. Just recently our FCC director has resigned and took another job. Also, I feel our FCC has forgotten our children of color and agencies of color who could properly perform the work needed in our community.

12. Collaboration is difficult due to competition among the private agencies. I feel we do a pretty god job of working together to enhance services for families in our community. We can always use more resources as there are never enough to meet the clients' needs. Please contact me if you need more information.

13. I believe our FCC is still learning about sharing resources (e.g. putting out). They need to hear more from consumers they serve – real life stories. Also – we speak of collaboration we must all consider the need to collaborate with consumers – not just between agencies. In these times, we must work with the people we serve to ensure that resources are directed to the people's needs!

Appendix C

Human Subjects Institutional Review Board
Letter of Approval

WESTERN MICHIGAN UNIVERSITY

Centennial 1903-2003 Celebration

Human Subjects Institutional Review Board

Date: September 30, 2003

To: Peter Kobrak, Principal Investigator
Cheryl Sibilsky, Student Investigator for dissertation

From: Mary Lagerwey, Chair Mary Lagerwey

Re: HSIRB Project Number 03-04-06

This letter will serve as confirmation that your research project entitled "Collaboration through Partnerships: A Review of Six Michigan Communities" has been **approved** under the **exempt** category of review by the Human Subjects Institutional Review Board. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

Please note that you may **only** conduct this research exactly in the form it was approved. You must seek specific board approval for any changes in this project. You must also seek reapproval if the project extends beyond the termination date noted below. In addition if there are any unanticipated adverse reactions or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: September 30, 2004

Walwood Hall, Kalamazoo, MI 49008-5456

BIBLIOGRAPHY

Addams, J. (1961). *Twenty years at Hull House.* New York: New American Library.

Agranoff, R. J. (1986). *Intergovernmental management.* Albany, NY: State University of New York Press.

Agranoff, R. J. (1991). Human Services integration: Past and present challenges in public administration. *Public Administration Review, 51*(6), 533-542.

Azarnoff, R. S., & Seliger, J. S. (1982). *Delivering Human Services.* Englewood Cliffs, NJ: Prentice-Hall.

Bardach, E. (1996). Turf barriers to interagency collaboration. In D. F. Kettl & H. B. Milward (Eds.), *The state of public management.* Baltimore: The Johns Hopkins University Press.

Bardach, E. (1998). *Getting agencies to work together: The practice and theory of managerial craftsmanship.* Washington, DC: Brookings Institution Press.

Bardach, E. (2001). Developmental dynamics: Interagency collaboration as an emergent phenomenon. *Journal of Public Administration Research and Theory, 11*(2), 149-164.

Brewer, D. (1999). Epilogue: Moving forward—Interagency collaboration in context in North Carolina. In A. Adkins, C. Awsumb, G. W. Noblit, & P. L. Richards (Eds.), *Working Together? Grounded Perspectives on Interagency Collaboration.* Cresskill, NJ: Hampton Press.

Brickman, E. (1999). Evaluating extended-service schools: Lessons from the battlefront. In R. W. C. Tourse & J. F. Mooney (Eds.), *Collaborative practice: School and human service partnerships.* Westport, CT: Praeger.

Bruner, C., Kunesh, L. G., & Knuth R. A. (1992). *What does research say about interagency collaboration?* Oak Brook, IL: North Central Regional Educational Library. Retrieved from http://www.ncrel.org/sdrs/areas/stw_esys/8agcycol.htm

Campbell, D. T., & Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research.* Chicago: Rand McNally College.

Dorfman, D. (1998). *Strengthening community education: The basis for sustainable community renewal.* Washington, DC: U.S. Department of Education, Educational Resources Information Center.

Dorfman, D., & Lane, B. (1997). *Strengthening community networks: The basis for sustainable community renewal (Formative evaluation).* Portland, OR: Northwest Regional Educational Laboratory. Retrieved from http://www.nwrel.org/ruraled/ strengthening.html

Drew, C. (1980). *Introduction to designing and conducting research.* St Louis, MO: C. V. Mosby.

Durlauf, S. N. (1999). The case against social capital. *Focus, 20*(3), 1-4.

Festinger, T. (1983). *No one ever asked us—A postscript to foster care.* New York: Columbia University Press.

Franz, J. (1998). *Getting along: The evolution of interagency collaboration in an era of diminishing resources.* Retrieved from http://www.paperboat.com/calliope/ getalong.html

Gil, D. (1970). *Violence against children: Physical abuse in the United States.* Cambridge, MA: Harvard University Press.

Gillham, B., Tanner, G., Cheyne, B., Freeman, I., Rooney, M. & Lambie, A. (1998). Indices of child poverty: Their relationship to different categories of child abuse and neglect. *Child Abuse and Neglect, 22*(2), 79-91.

Harrison, P. J., Lynch, E. W., Rosander, K., & Borton, W. (1990). Determining success in interagency collaboration: An evaluation of processes and behaviors. *Infants and Young Children, 3*(1), 69-78.

Hutchins, J. (1997). *State collaborative structures for coordinating family and child policy. Family impact seminar.* Washington, DC. Retrieved from http://www.nga.org/ hottopics/ecissuesstatecollabgovstructures.htm

Jacobs, F. H. (1988). The five-tiered approach to evaluation: Context and implementation. In H. Weiss & R. Jacobs (Eds.), *Evaluating family programs.* New York: Aldine De Gruyter.

Kahn, A. J. (1963). *Planning community services for children in trouble.* New York: Columbia University Press.

Kahn A. J., & Kamerman, S. B. (1996). Themes and viewpoints. In A. J. Kahn & S. B. Kamerman (Eds.), *Children and their families in big cities: Strategies for service reform.* New York: Cross-National Studies Research Program.

Leeson, L. (1999). *Achieving better results for families and children: Collaboration and community-based decision making, resident and family participation, innovative financing strategies and results-based accountability* [Background paper]. Petoskey, MI: The International Initiative for the Policymakers Seminar.

Marshall, C., & Rossman, G. B. (1995). *Designing qualitative research.* Thousand Oaks, CA: Sage.

Mattessich, P. W., & Monsey, B. R. (1992). *Collaboration: What makes it work.* St. Paul, MN: Amherst H. Wilder Foundation.

Melaville, A., & Blank, M. (1991). *What it takes: Structuring interagency partnerships to connect children and families with comprehensive services.* Washington, DC: Education and Human Services Consortium.

Melaville, A. I., Blank, M. J., & Asayech, G. (1996). *Together we can: A guide for crafting a profamily system of education and human services.* Washington, DC: U.S. Government Printing Office, Superintendent of Documents.

Mendenhall, W., Ott, L., & Scheaffer, R. (1971). *Elementary survey sampling.* Belmont, CA: Wadsworth._

McInnis-Dittrich, K. Neisler, O. J., & Tourse, R. W. C. (1999). Socioeducational realities of the twenty-first century: A need for change. In R. W. C. Tourse & J. F. Mooney (Eds.), *Collaborative practice: School and human service partnerships.* Westport, CT: Praeger.

Michigan Public Health Institute. (2000). *Strong Families/Safe Children Interim Evaluation Report September 2000.* Retrieved from http://michigan.gov/documents/fia_sfsc

Michigan State University Outreach Partnerships. (1998-1999a). Developing community systems of care. In B. Tableman (Ed.), *Best practice briefs, 9.* East Lansing, MI.

Michigan State University Outreach Partnerships. (1998-1999b). A community system of care for very young children and their parents. In B. Tableman (Ed.), *Best practice briefs, 10.* East Lansing, MI.

Miller, T. I. (1994). Designing and conducting surveys. In J. S. Wholey, H. P. Hatry, & K. E. Newcomer (Eds.), *Handbook of practical program evaluation.* San Francisco: Jossey-Bass.

Morse, J. M. (1997). Recognizing the power of qualitative research. In J. M. Mosse (Ed.), *Completing a qualitative project: Details and dialogue.* Thousand Oaks, CA: Sage.

National Association of State Boards of Education. (2000). Coordinated services for children: What it takes to make them work. *Policy Update, 8*(7). Alexandria, VA: Policy Information Clearinghouse.

National Commission on Children. (1991). *Beyond rhetoric: A new American agenda for children and families.* Report to the President. Washington, DC: Author.

Nelson, D. W. (1996). The path of most resistance: Lessons learned from "New Futures." In A. J. Kahn & S. B. Kamerman (Eds.), *Children and their families in big cities: Strategies for service reform.* New York: Cross-National Studies Research Program.

Nichols, P. (1991). *Social survey methods: A fieldguide for development workers.* Oxford, UK: Oxfam.

Noblit, G., Richards, P., & Adkins, A. (1999). Working together? An introduction. In A. Adkins, C. Awsumb, G. W. Noblit, & P. L. Richards (Eds.), *Working together? Grounded perspectives on interagency collaboration.* Cresskill, NJ: Hampton Press.

North Central Regional Educational Laboratory. (1993). Integrating community services for young children and their families. *NCREL's Policy Briefs Report 3.* Retrieved from http://www.ncrel.org/sdrs/pbriefs/93/93-3guid.htm

OMNI Research and Training, Inc. (1992). *Working together: A profile of collaboration.* Littleton, CO: Author.

Page, S. (2004). Measuring accountability for results in interagency collaboratives. *Public Administration Review, 64*(5), 591-606.

Rossi, P., & Freeman, H. (1993). *Evaluation: A systematic approach.* Newbury Park, CA: Sage.

Sarbaugh-Thompson, M., Lobb, C., & Thompson, L. (1999). Dimensions of collaboration and family impacts. *Administration and Society 31*(2). 222-246.

Stagner, M. W., & Duran, M. A. (1997). Comprehensive community initiatives: Principles, practice, and lessons learned. *Children and Poverty, 7*(2), 132-139.

State of Michigan. (1995a, June 8). *Putting it together with Michigan families.* Letter to "Colleague."

State of Michigan. (1995b). *Systems reform for children and their families: Strategies for change.* A report to the Michigan Human Services Directors. Lansing, MI. Author.

State of Michigan. (1998) *1998 Strong Families/Safe Children Trend Report.* Lansing, MI: Author.

State of Michigan. (2000). *Putting it together with Michigan families* [Website]. http://www.mdch.state.mi.us/pit/pitbody.htm

State of Michigan. (2001). *County and status of services meeting outcomes 2001.* Internal report for Strong Families/Safe Children.

State of Michigan. (2004). *Labor and economic county/city unemployment.* Retrieved from www.michlmi.org/index.jsp

United States Department of Health and Human Services, Administration for Children and Families. (1994). Family preservation and support services program; Proposed rule. 45 CFR Parts 1355, 1356 and 1357. *Federal Register.* Washington, DC: Author.

Walzer, N. (1996). *Community strategic visioning programs.* Westport, CT: Praeger.

Wehlage, G., & Staff at the Center for the Study of Social Policy. (1995). *Building new futures for at-risk youth: Findings from a five-year, multi-site evaluation.* Washington, DC: The Center for the Study of Social Policy.

Woods & Poole Economics, Inc. (2002a). County ranking. *Total residential population 2000.* Retrieved from www.woodsandpoole.com

Woods & Poole Economics, Inc. (2002b). County ranking. *Total income per capita, 2000.* Retrieved from www.woodsandpoole.com