Early Childhood Systems: Thinking Differently?

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Presentation Overview

• **Part I**  Systems Thinking: A Review

• **Part II**  A Growing Knowledge Base
  – Systems Research
  – Implementation Research

• **Part III**  Thinking Differently: The Why
  – Children as Competent Learners
  – Children as Rights Bearers
  – Children in a Holistic Context

• **Part IV**  Acting Differently: The How
  – Early Learning Sub-system
  – Provision Sub-system
  – Infrastructure Sub-system

• **Part V**  Next Steps
Part I
Systems Thinking: A Review
A Pie: The Roots and Rationale for Systems Thinking

- History of Our Country
- History of Our Field
- History of ECE Systems
Systems Thinking Roots: History of Our Country

- History of Our Country
- History of Our Field
- History of ECE Systems
Systems Thinking Roots: History of Our Country

• **Value I – Independence**
  
  – To escape governmental tyranny, founding fathers committed to self-sufficiency and autonomy of the family
  
  – Privacy and primacy of the family produced ethos of limited government; government intervenes ONLY when:
    
    • Families “failed” and couldn’t make it on their own (orphans, widows)
    
    • National Crises: WWI, Great Depression, War on Poverty
  
  – Government intervention in family life designed to end when the personal or governmental crises did
Systems Thinking Roots: History of Our Country

• **Value II – Localism**
  
  – *After the Revolutionary War, another war was waged to create a set of UNITED states.*
    
    • Individuals cherished their local control
    
    • *Felt that any turnover of local control by locals to states, or by states to a federal government, defied why they had fought the Revolutionary War*
  
  – *Kept power at the local level so that voices of the people could be heard and tyranny avoided.*
    
    • *168 towns in CT*
    
    • *Town hall meetings to this day!*
Systems Thinking Roots: History of Our Country

• **Value III – Entrepreneurialism**
  – Tremendous belief in personal industry and hard work: Horatio Alger ethic
  – Pull yourself up by the bootstraps
  – Be financially independent and innovative
  – Value of economic competition
Systems Thinking Roots: History of Our Country

- The history of our country is based on a tripod of values:
  
  **I:** Independence
  
  **II:** Localism
  
  **III:** Entrepreneurialism
Systems Thinking Roots: 
History of Our Field

- History of Our Country
- History of Our Field
- History of ECE Systems
Systems Thinking Roots: History of Our Field

• **Value I – Independence**
  – Hands off of family matters meant recurrent debate regarding how much should government be involved
  – And if so, under what department should services young children be housed (HHS, DOE, DOL)

• **Value II – Localism**
  – Mixed funding streams
    • Public and private
  – Multiple public programs
    • Head Start, Child Care, Pre-kindergarten

• **Value III – Entrepreneurialism**
  • Mixed sector delivery system
  • Profit and non-profit
Systems Thinking Roots: History of Our Field

• National history has shaped services to young children, leaving three indelible legacies:

  – **INEQUITIES** in access,
  – **INCONSISTENCIES** in quality, and
  – **INEFFICIENCIES** in administration
    (governance, resources, and accountability)
Systems Thinking Roots: History of Our Field

- Inequities in access
- Inconsistencies in quality
- Inefficiencies in administration

History of Our Field

History of Our Country

History of ECE Systems
Systems Thinking Roots:  
History of Our Field

- Inequities in access
- Inconsistencies in quality
- Inefficiencies in administration
Inequities in Access

• **Access varies by IMMIGRANT STATUS**
  – 43% of children of immigrants between 3 and 5 are in parental care or don’t have regular care, compared with 29% of US born children

• **Access varies by GEOGRAPHIC LOCALE**
  – **South:** 38% of 3 year-olds and 71% of 4 year-olds
  – **Midwest:** 40% of 3 year-olds and 66% of 4 year-olds
  – **West:** 44% of 3 year-olds and 64% of 4 year-olds

• **Access varies by RACE**
  – Of unenrolled children in preschool,
    • 63% are Hispanics, 58% are Native Americans, 50% are African Americans, 50% are White, and 48% are Asian Americans

Inequities in Access by Income

• 40% of American 3- and 4-year-olds from low-income families are enrolled in preschool, compared to 56% of 3- and 4-year-olds from wealthier families

Source: Education Week Research Center, 2015.
Systems Thinking Roots: History of Our Field

Inequities in access
Inconsistencies in quality
Inefficiencies in administration
Inconsistencies in Program Quality

• More than half a million children, or 40% of nationwide pre-K enrollment, were served in programs that met fewer than half of the quality standards benchmarks.

• Only 13% of children enrolled in state-funded pre-K are attending programs that meet all 10 benchmarks.
  – Five states meet all 10 benchmarks for state pre-K quality standards.
  – Seventeen states met eight or more.

• As of 2014, only 15 states could be verified as providing enough per-child funding to meet all 10 benchmarks for quality standards.

Inconsistencies in Teacher Quality

• **Despite improvements in teacher qualifications, of the 53 state-funded pre-kindergarten initiatives:**
  – 45 meet the benchmark for teacher specialized training quality standards (specializing in pre-K)
  – 43 meet the benchmark for teacher in-service quality standards (at least 15 hours/year)
  – 30 meet the benchmark for teacher degree quality standards (BA)
  – 18 meet the benchmark for assistant teacher degree quality standards (CDA or equivalent)

• **Must remember that:**
  – Some of the standards are quite low (e.g., hours of professional development)
  – Salaries are still not competitive.

Systems Thinking Roots: History of Our Field
Inefficiencies in Resources

• Long-term fiscal planning is almost non-existent.
• Revenue generation strategies are multiple, but not systematically planned.
• Financing schemes tend to focus on quantity, not quality.
• The durability of state investments also vary.
• Funding decisions are highly inconsistent and episodic.
Inefficiencies in Administration: State Resources
Inefficiencies in Governance

• Three major problems:
  – Governance is *misunderstood*: Often regarded as simply coordination or collaboration, governance is distinct and must have authority, accountability, and durability.
  – Governance is *complex*: Because there are so many disparate funding streams, no single entity governs early childhood at the federal level or in most states.
  – Governance is *malleable*: Governance structures are not durable, with early childhood often shuffled about with regularity.
The Bottom Line

• **Bottom line 1:**
  – Our national history, coupled with inequities, inconsistencies, and inefficiencies in federal and state policies and practices, has left a chaotic, uneven non-system of early care and education in the US.

• **Bottom line 2:**
  – This non-system is unlike any of the countries with whom we are routinely compared.

• **Bottom line 3:**
  – This is unlike what exists for elementary and secondary education. Education is structured more like higher education than K-12 in the US.
Systems Thinking Roots: History of Our Systems Efforts

- History of Our Field
- History of Our Country
- History of Our Systems Efforts
Systems Thinking Roots: History of Our Systems Efforts

The field recognized the need for a system and began working on systems development with five threshold efforts:

1. Jule Sugarman Seminal Work (1980s)
2. Quality 2000 – Not By Chance (1990s)
3. Build Ovals (2000s)
5. Early Learning Challenge (2011)
History of Our Systems Efforts: Jule Sugarman

1. Jule Sugarman Seminal Work (1980s)
2. Quality 2000 – Not By Chance (1990s)
3. Build Ovals (2000s)
5. Early Learning Challenge (2011)
History of Our Systems Efforts: Jule Sugarman

  
  - Defined a system: A set of arrangements under which individual programs and activities work with one another
  - Suggested effectiveness parameters that included:
    - Government support from administering agencies
    - A coordinator
    - “Complementary back up” services
    - Common standards for programs
    - Planning across program providers
  
  - Bottom line:
    - Focus on coordination of separate programs
    - No sense of new or separate government agency
History of Our Systems Efforts:
Quality 2000 – Not by Chance

1. Jule Sugarman Seminal Work (1980s)
2. Quality 2000 – Not By Chance (1990s)
3. Build Ovals (2000s)
5. Early Learning Challenge (2011)
History of Our Systems Efforts: Quality 2000

• Quality 2000 (Not By Chance)
  – Premised on the thinking that the field was stuck: insufficient access, quality and equity
  – Need for a bold rethink
  – Involved 350 experts in the field
  – Focused on EARLY CARE AND EDUCATION
  – Was graphically represented as a GARDEN
Gears: Need to work in all areas to move the infrastructure

- Regulations and Program Quality
- Governance
- Data Systems
- Family/Community Engagement
- Financing Mechanisms
- Professional Development
- Early Learning Standards and Assessments
- Linkages to K-12 and Others Services
History of Our Systems Efforts: Quality 2000

• Advanced two major propositions, each framed as a formula:

\[
\text{SYSTEM} = \text{Programs} + \text{Infrastructure}
\]

And

\[
8 - 1 = 0
\]
History of Our Systems Efforts: Quality 2000

• Contributions of Quality 2000
  – Saw collaboration as a process/means, NOT an end
  – Focused on the infrastructure and clearly identified its elements, with an emphasis on governance and finance
  – Established criteria for achieving each of the infrastructure elements
  – Was clear on the need for standards and results
  – Distinguished between early care and education system and ECE system
History of Our Systems Efforts: BUILD Ovals

1. Jule Sugarman: Seminal Work (1980s)
2. Quality 2000 – Not By Chance (1990s)
3. Build Ovals (2000s)
5. Early Learning Challenge (2011)

Diagram showing the progression of systems efforts.

- Early Learning
- Health, Mental Health, and Nutrition
- Special Needs/Early Intervention
History of Our Systems Efforts: BUILD Ovals

• Some felt that we also needed a broader approach to systems building

• Developed another framework that addressed all service domains for young children

• There is no right or wrong approach, but the new framework points out how we have been diligently grappling with systems issues over a period of time
BUILD

Health, Mental Health And Nutrition

Early Learning

Special Needs Early Intervention

OVALS

Family Support
History of Our Systems Efforts:

MCH-ECCSG

1. Jule Sugarman Seminal Work (1980s)
2. Quality 2000 – Not By Chance (1990s)
3. Build Ovals (2000s)
5. Early Learning Challenge (2011)
History of Our Systems Efforts: MCH-ECCSG

- **Understood the nature of the problem**
- **Advanced guidelines and investments that called for improved service integration in all states**
- **Had the benefit of a specific target for infants and toddlers and for systemic improvement**
- **Brought health and mental health concerns including toxic stress to the front of the systems agenda**
History of Our Systems Efforts: Early Learning Challenge

1. Jule Sugarman Seminal Work (1980s)
2. Quality 2000 – Not By Chance (1990s)
3. Build Ovals (2000s)
5. Early Learning Challenge (2011)
History of Our Systems Efforts: Early Learning Challenge

• Understood that we needed to support the infrastructure if we wanted to eliminate inequities, inconsistencies, inefficiencies

• Building on work of the past, the federal government created competitive grants for states
  – Phase one: 9 states awarded grants
  – Phase two: 5 states awarded grants
  – Phase three: 6 states awarded grants
An Integrated System: A System of Subsystems

STANDARDS

Early Learning Standards and Assessments

WORKFORCE

Professional Development

PROGRAMS

Regulations and Program Quality

GOVERNANCE

Governance

FINANCE

Financing Mechanisms

RESULTS

Data Systems

TRANSITIONS

Family/Community Engagement Linkages
Early Learning Challenge Fund

STANDARDS
WORKFORCE
PROGRAMS
GOVERNANCE
FINANCE
RESULTS
TRANSITIONS

SUCCESSFUL STATE SYSTEMS

PROMOTING ELD OUTCOMES FOR CHILDREN
Part II
A Growing Knowledge Base
Lots of Theory/Science

- Neuroscience
- Science Frames Thinking and Action
- Evaluation
- Econometric
- Systems
- Implementation
Neuroscience

• The early years matter…a lot!
• Young children grow faster and learn more in their early years than in any other period of life.
  – Most flexible and the most vulnerable in the earliest years
  – Brains grow to 80% adult size by age 3 and to 90% by age 5
• Adverse experiences that occur during early childhood can negatively and sometimes permanently alter the biological systems that guide health and development.
  – Physical abuse and chronic poverty in early childhood can permanently impact an individual’s stress response system.

Evaluation Science

• **High-quality programs produce cognitive results**

• **Strong socio-emotional results**

• **Strongest effects of high-quality care are found for children from families with the fewest resources who are under the greatest stress**

**Econometric Science**

- **WE KNOW:** Proven economic and social benefits of investments in high-quality ECE range from $2.50 (Abecedarian) to $17.07 (Perry) saved for every dollar spent.
  - Savings due to reduced expenditures for welfare, special education services, incarceration

- **WE MAY NOT KNOW:** In a study of early childhood development interventions in low- and middle-income countries, enrollment in preschool demonstrated:
  - By increasing preschool enrollment by 25% in each country, the economic benefits to the country range from $4.7 billion to $10.6 billion.
  - By increasing enrollment by 50% in each country, these benefits range from $14.9 billion to $33.7 billion.
  - The loss in dollars from the schooling gap in low- and middle-income countries is estimated to be $196 billion.

Two New Research Areas

• **Systems and Implementation Sciences**
  – Comparatively understudied when related to young children
  – Are part of the scientific repertoire that helps us understand how to better achieve quality services for you children
Systems Science

• *Focuses on the interdependence between groups of individuals, structures, and processes that enable quality and progress*

• *Contends that if you separate the parts from the whole, you are reducing the ability to implement quality services*
  – Professional development, data, and financing are all a part of quality

• *In most countries ECE is NOT a coherent system*
  – Instead, we many several funding streams, hundreds of small programs, and many regulations

• *Parents find ECE hard to understand and navigate, so we have much to learn from systems science*
**Implementation Science**

- **Implementation science is the study of methods to integrate research findings/evidence into policy and practice.**
  - Looks at research and examines ways we can best use it to inform policymakers and implementers to make evidence-based program decisions
  - Launches innovative efforts and examines them (e.g., why does x work in some conditions and not in others?)
  - Scientific studies to guide program improvement
Lots of Theory/Science

- Neuroscience
- Science Frames
- Thinking and Action
- Evaluation
- Econometric
- Systems
- Implementation
Take-Aways

- Lots of sciences/theories applicable to ECE: not only developmental/pedagogical
- Technology, demographics, and increasing knowledge beg us to think very differently
Part III
Thinking Differently: The Why
Children as Competent Learners

Children as Rights Bearers

Children in a Holistic Context

- Neuroscience
- Science Frames Thinking and Action
- Evaluation
- Econometric
- Systems
- Implementation
Children as Competent Learners
Children as Rights Bearers

- Changing rationales for serving children
  - 1960-1970s: Social and moral rationale
    - To help elevate poor children out of poverty
  - 1970s-1980s: Women’s employment rationale
    - To get women into the workplace
  - 1990-2000s: Economic investment rationale
    - To promote economic productivity of society
  - 2010s: Rights rationale
    - To promote children’s rights as humans
Children as Rights Bearers

• Children have entitlements:
  – Safety
  – Protection
  – Education
  – Health and nutrition
  – Equality
  – Environment

Clean up the world

Equality for all... always!

by Celso Junior
Children in a Holistic Context

- Early childhood interventions must encompass all of the sectors that impact early childhood: education, protection, health and nutrition, and stimulation and care.

Children in a Holistic Context
Part IV
Acting Differently: The How
Thinking Differently

Children as Competent Learners

Children as Rights Bearers

Children in a Holistic Context
Acting Differently

Children as Competent Learners

Optimize Learning Environment

Children as Rights Bearers

Realize Obligations to Young Children

Children in a Holistic Context

Create an Integrated System
Acting Differently

- For each new development, actions is being taken
- For each one, we provide a:
  - GRAPHIC
  - STATUS
  - ANALYSIS
- There is more work being done on the first two items; less on third
Acting Differently

- Children as Competent Learners
  - Optimize Learning Environment
- Children as Rights Bearers
  - Realize Service Obligations to Young Children
- Children in a Holistic Context
  - Create a Total System
From the Systems Sciences: Think about a Learning Sub-System
Optimize Learning Environment by Creating a QUALITY Learning Sub-System

- **Seeing this in different efforts**
  - Standards, curriculum, and assessment alignment efforts
  - P-3 represents those who focus on transitions
  - Transition and continuity
  - Two-generation programming
  - Integrated, high-quality learning, both at the individual program level and increasingly within communities (Boston)
Optimize Learning Environment by Creating a Learning Sub-System

• **Not perfect**
  – *Not sufficiently inclusive (DLLs, CWD, and high/multiple risk populations)*
  – *Too “schoolified” (too much focus on outcomes)*
  – *Too much/too little technologically reliant*
  – *Services for young children are not of consistent or high quality*
Optimize Learning Environment by Creating a Learning Sub-System

• **BUT**
  – Have a **GOAL**: QUALITY
  – Have a **THEORY OF CHANGE**: INTEGRATING AND SYSTEMATIZING LEARNING PROCESS

• **BOTTOM LINE**
  – Field is thinking differently at the instructional level, with the goal of quality enhancement
  – Creating a learning sub-system
Implications for Acting Differently

Children as Competent Learners

Optimize Learning Environment

Learning Sub-System

Children as Rights Bearers

Realize Service Obligations to Young Children

Children in a Holistic Context

Create a Total System
Implications for Acting Differently

- Children as Competent Learners
  - Optimize Learning Environment

- Children as Rights Bearers
  - Realize Service Obligations to Young Children

- Children in a Holistic Context
  - Create a Total System
Service Obligations to Children

**PROGRAMS**

- IDEA
- Title I
- CCDF
- Head Start
- Home Visiting
- Pre-kindergarten
Service Obligations to Children

SERVICES

Health and Nutrition
Mental Health
Environmental
Protective Services
Home Visiting
Community Development
Provision Sub-System
Children as Rights Bearers: Realize Service Obligations to Young Children

- Governments are increasingly acknowledging their role in early education by expanding existing programs and services in an effort to make them more prevalent and more equitably distributed.
  - Universal Pre-kindergarten
  - Home visiting
  - Expansions of services to infants and toddlers
  - Movement toward early childhood mental health expansion
  - Movement toward universal health care
  - Increased focus on nutrition
  - Sustainable development goals, with focus on social protection and environment

Children as Rights Bearers: Realize Service Obligations to Young Children

• **Expansion is happening, albeit not perfectly**
  – Somewhat chaotically
  – May not be addressing all ages of children in all domains of development
  – Quite uneven expansion in the United States, as compared with other countries
  – Using very diverse funding streams and strategies

Realize Obligations: Create a Provision Sub-system

• **BUT**
  – Have **MOMENTUM**
  – Have a **GOAL**: SERVICE EQUITY AND INTEGRATION

• **BOTTOM LINE**
  – Field is thinking differently about provision fueled by children’s rights
  – Focusing on provision sub-system
Implications for Acting Differently

Children as Competent Learners
- Optimize Learning Environment
- Learning Sub-System

Children as Rights Bearers
- Realize Service Obligations to Young Children
- Provision Sub-System

Children in a Holistic Context
- Create a System
Implications for Acting Differently

- Children as Competent Learners
  - Optimize Learning Environment

- Children as Rights Bearers
  - Realize Societal Obligations to Young Children

- Children in a Holistic Context
  - Create a Total System
Gears: Need to work in all areas to move the infrastructure

- Regulations and Program Quality
- Data Systems
- Financing Mechanisms
- Professional Development
- Governance
- Family/Community Engagement
- Early Learning Standards and Assessments
- Linkages to K-12 and Others Services
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Learning Standards and Assessments</td>
<td>States all have standards for pre-school and most for infants and toddlers; States working on assessments</td>
</tr>
<tr>
<td>Professional Development</td>
<td>IOM Report, abundant professional development support efforts from federal government, QRIS</td>
</tr>
<tr>
<td>Regulations and Program Quality</td>
<td>QRIS, enhanced monitoring</td>
</tr>
<tr>
<td>Governance</td>
<td>Inventive forms of governance emerging: Early childhood offices, departments</td>
</tr>
<tr>
<td>Financing Mechanisms</td>
<td>School funding formula Social impact bonds</td>
</tr>
<tr>
<td>Data Systems</td>
<td>Data quality campaign New linked data systems</td>
</tr>
<tr>
<td>Family/Community Engagement</td>
<td>Family engagement Public information campaigns</td>
</tr>
<tr>
<td>Linkages</td>
<td>Pre-K to 3rd movement Linkages across fields</td>
</tr>
</tbody>
</table>
Children in a Holistic Context: Create the Infrastructure

• **GOAL:**
  – Durable infrastructure that sustains services

• **THEORY OF CHANGE:**
  – There is an understanding that all “gears” need attention, but it’s hard to do all at once
  – At certain times, certain areas receive more attention
  – Work on all is necessary for the development of an effective infrastructure Sub-System
Implications for Acting Differently

- **Children as Competent Learners**
  - Optimize Learning Environment
  - Learning Sub-System

- **Children as Rights Bearers**
  - Realize Societal Obligations to Young Children
  - Provision Sub-System

- **Children in a Holistic Context**
  - Create a Total System
  - Infrastructure Sub-System
Infrastructure Sub-System

Provision Sub-System

Curriculum
Standards
Continuity across the Grades
Assessments
Supportive Pedagogy
Social/Environmental Aspects of Learning
Part V
Next Steps
Four Strategies

I. Acknowledgements

II. Create Goals and Theory of Action

III. Move Strategically

IV. Think Big and Long
    THINK SYSTEMS
Step 1: Acknowledgements

- **Four acknowledgements:**
  - 1. **Hard to work on all systems at once**
    - Can’t keep track
    - So many demands on states
    - So many people and projects demanding time, energy, and effort
    - Worry: capacity drain
  - 2. **No comprehensive picture**
    - Everybody working on separate parts
    - Same general goal, but the goal for each little peg is paramount; demands for programs to be sustained
    - Functioning without understanding what we are producing; ironic in an age of such increased technology
    - *But nobody sees the picture as a whole*
Step 1: Acknowledgements

• Four acknowledgements, continued:

  – 3. No research paradigm
    • To guide comprehensive analysis
    • Systems research and implementation research are very good as conceptual guides—very hard to evaluate

  – 4. No actionable frame
    • Not clear where to begin, where to end
    • No universal pathway to follow
    • Implementing a program is easy
Goals

Systemic Goals

D
QUALITY
EQUITY
SUSTAINABILITY
Goals

Systemic Goals

QUALITY

EQUITY

SUSTAINABILITY
Next Step III: Move Strategically

• Lots of options for each of us, and for each of the institutions in which we work

• Question is how to decide where to focus
  – Consider strengths/weakness/unique capabilities
  – But need to consider the total context

• We hope for an integrated system perspective
  – The embedded ovals are one little heuristic that will help us move forward
Next Step III: Move Strategically

• ANALYSIS TOOL:
  – Where are our/my energies really going?

• REVIEW/REFLECTION TOOL:
  – Is this where we/I want them to go?
  – Have we/I got the right balance?
  – Should we/I be more focused on quality, equity, or sustainability?

• PLANNING/FORECASTING TOOL:
  – How can we/I plan to get to the desired foci?
  – What synergies can be created among the sub-systems?

• EXPLANATORY TOOL:
  – Policy makers and those not familiar with the complexity of ECE need graphic pictures or heuristics to see how all of our work is part of a whole

• COHESIVE FORCE:
  – Reminds us that we are all in this; no one’s work is any more important; need all the parts working together
Next Step III: Move Strategically

• USING THE ANALYSIS TOOL:
  – Fill in what you are currently doing, using the three ovals:
    • Learning sub-system: curricular, standards, assessment efforts
    • Provision sub-system: new programs/direct services/efforts to link them
    • Infrastructure sub-system: QRIS, data building and collection, governance efforts, media/communications efforts, family engagement
Why Does This Matter

• Helps to place in perspective where the focus of one’s work is
• Helps to remind us that what we are doing is VERY complex, with lots of parts moving at the same time
• May lead us to be less discouraged about what we are NOT accomplishing, and more pro-active and strategic about what we are and can be accomplishing
• Recognize that while we are working on program efforts, there are bigger goals:
  – QUALITY, EQUITY, SUSTAINABILITY
Next Step IV: Think Big and Long

- Envision the ideal
- Think about the short- and long-term tomorrows (they get here fast)
- Reach out to families and communities and join them in creating and realizing the vision
- Think Differently:
  – Think Systems AND Sub-systems
Think different.
• **Steve Jobs to John Sculley:**
  – “Do you want to spend the rest of your life selling water, or do you want a chance to change the world?”

• **They did revolutionize six industries:**
  – Personal computers, animated movies, music, phones, tablet computing, and digital publishing
The people who are crazy enough to think they can change the world are the ones who do.

Apple’s “Think Different” Commercial 1997
Foreword to Walter Isaacson’s book, Steve Jobs
Think Different

- Why Not Think Differently
  - Grammatically should be Think Differently, with the adverb “differently” modifying the verb “think.”
  - Jobs wanted to use DIFFERENT
    - Echoed the colloquial Think Big
    - “Think differently” wasn’t different, and didn’t reflect the urgency of what he was trying to say and convey.
    - It’s not think the same, or think a little differently, it is THINK DIFFERENT