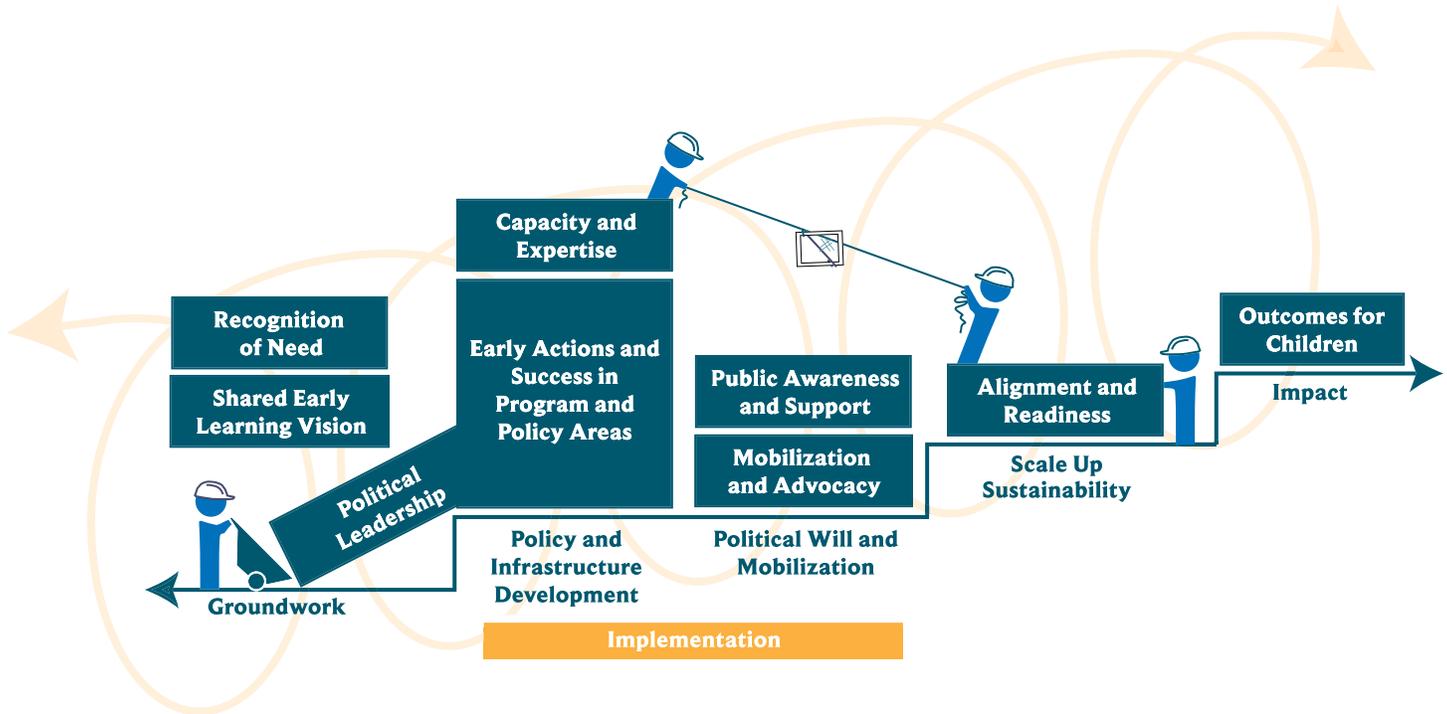


## BUILD Theory of Change Two



- 1 Early childhood leadership exists at multiple levels across agencies and organizational structures, with the governor’s support and leadership a key ingredient. Gubernatorial support is needed to make major policy and financing changes, maintain systems building as a state priority and trouble shoot cross-agency obstacles; if this leadership does not currently exist, advocacy and leadership, particularly from outside government, may help create it.
- 2 Recognition exists of the failings of the current system (or non-system). Solid data establishes the failings and can track progress towards correcting them.
- 3 An overall vision of the early childhood system is broadly shared. This ensures alignment and collaboration in systems development, and avoids attention being deflected or side-stepped to narrow agendas. The vision needs to be concrete enough to avoid ambiguity and different interpretations.
- 4 Early actions and wins help sustain momentum. The actions can be opportunistic and do not have to be sequenced. They must be aligned with the overall systems building agenda and cannot be seen or marketed as a total victory or comprehensive solution.





5 Capacity and expertise are being developed to effectively implement systems building activities, with mid-level managers in the state systems engaged in the process. This is critical for credibility, follow-through and avoiding costly missteps. Outside advocates and provider groups are often involved with mid-level state personnel to ensure effective implementation to build support and understanding for reforms and a political base for action.

6 Political mobilization and advocacy, with leadership from outside government, drive forward efforts to gain sufficient political support. The mobilization is broad and includes the business community, faith communities, leaders from law enforcement, and the K-12 community. Leadership and support well beyond the traditional child advocacy and early childhood care-giving communities is required to produce the significant action necessary to build a comprehensive early childhood system that produces equitable outcomes for all our children.

7 The public is aware and broad grass roots support exists for initiating and sustaining systems building. The more that early childhood systems building is seen as an issue of broad public concern, the more likely it is to receive policy attention, funding, and practice changes.

” The more that early childhood systems building is seen as an issue of broad public concern, the more likely it is to receive policy attention, funding, and practice changes.

8 Alignment of all (or most) of the key systems’ components can propel major leaps forward needed to build an early childhood system. There will be a concentrated period of time where focused attention and pressure to take action from many constituencies is needed to enact the major policy thrust required for success.

