Attachment A: ECCS Coordinator Survey

SURVEY OF ECCS COORDINATORS

The Maternal and Child Health Bureau (MCHB) in the U.S. Department of Health and Human Services would like to learn about the progress that the Early Childhood Comprehensive Systems Initiative (ECCS) has made in improving State early childhood systems. Your responses to this questionnaire will be part of a national evaluation of the implementation and effectiveness of the ECCS Grant Program.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0990-XXXX . The time required to complete this information collection is estimated to average 45 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Health & Human Services, OS/OCIO/PRA, 200 Independence Ave., S.W., Suite 537-H, Washington D.C. 20201,   Attention: PRA Reports Clearance Officer

Your agency's name and location, and your general job title (e.g. State ECCS Coordinator) will be identified in reports prepared for this study and in data files provided to HRSA. None of your responses will be released in a form that identifies you or any other staff member by name.

Your feedback is important. Please answer each question honestly and thoughtfully. If you have any questions, please contact Ms. Amy Brown, the Altarum Institute Project Manager, at 202–828–5100.

I. STATE TEAM STRUCTURE AND FUNCTION

First, we will cover the structure and functioning of your ECCS State Team. MCHB defines your State Team as all your partners who are working with you to implement the systems-building activities included in your State plan —this includes both public and private partners. *Please answer based on your perspective serving as your State's ECCS Coordinator.*

Please check the box that corresponds to the extent to which you agree or disagree with each of the following statements. (Check one in each row)

Statement	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. State Team member roles and responsibilities are clearly defined.	☐	☐	☐	☐	☐
2. State Team members are mostly middle or upper management in early childhood and human service agencies or organizations.	☐	☐	☐	☐	☐
3. The appropriate agencies and organizations are represented on the State Team.	☐	☐	☐	☐	☐
4. There has been minimal turnover of State Team members.	☐	☐	☐	☐	☐
5. State Team members are engaged in the meetings and work of the Team.	☐	☐	☐	☐	☐
6. State Team members value the contributions and ideas of others.	☐	☐	☐	☐	☐

Statement	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
7. State Team members are communicating in the appropriate ways.	☐	☐	☐	☐	☐
8. I am satisfied with how decisions are made within the State Team.	☐	☐	☐	☐	☐
9. State Team members have meaningful input in decision making.	☐	☐	☐	☐	☐
10. State Team members understand the early childhood system.	☐	☐	☐	☐	☐
11. My State's goals are clear to me.	☐	☐	☐	☐	☐
12. The strategies to accomplish my State's ECCS goals are clear to me.	☐	☐	☐	☐	☐
13. My State's ECCS goals and strategies are regularly reviewed for alignment with the current data, political environment, etc.	☐	☐	☐	☐	☐
14. I am confident in the State Team's ability to carry out our ECCS Plan.	☐	☐	☐	☐	☐
15. Our ECCS Plan is realistic, given the time frame and available resources.	☐	☐	☐	☐	☐
16. My organization or agency values my representation on the State Team.	☐	☐	☐	☐	☐
17. State Team members engage and build partnerships with other key stakeholders in the State.	☐	☐	☐	☐	☐

18. Overall how satisfied or dissatisfied are you with the progress that the State Team has made on improving the early childhood system in your state or jurisdiction? (Check one)

☐ Very satisfied

☐ Satisfied

☐ Neutral

☐ Dissatisfied

☐ Very dissatisfied

19. Do parents/ family members participate on the State Team? (Check one)

☐ Yes [GO TO 20]

☐ No [GO TO 22]

☐ Unsure [GO TO 22]

Please check the box that corresponds to the extent to which you agree or disagree with each of the following statements. (Check one in each row)

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
20. Parents/family members are involved in decisionmaking and direction-setting activities within the State Team.	☐	☐	☐	☐	☐
21. Parents/family members on the State Team are culturally representative of the target community.	☐	☐	☐	☐	☐

Please check the box to the left that indicates which types of methods were used to compensate parents/family members for their involvement on the State Team. (Check all that apply in the left column) For each compensation method, check the box to the right that corresponds with how effective it was. (Check one in each row where applicable)

		Very Effective	Effective	Neither Effective nor Ineffective	Ineffective	Very Ineffective
☐	22. Stipend	☐	☐	☐	☐	☐
☐	23. Non-cash incentive, such as a gift card.	☐	☐	☐	☐	☐
☐	24. Transportation costs reimbursed	☐	☐	☐	☐	☐
☐	25. Meals provided or reimbursed	☐	☐	☐	☐	☐
☐	26. Childcare provided or reimbursed	☐	☐	☐	☐	☐
☐	27. Letters or other written demonstrations of appreciation	☐	☐	☐	☐	☐
☐	28. Other (specify):	☐	☐	☐	☐	☐
☐	29. No compensation					
☐	30. Parents/family members were not represented on the State Team					

31. Has your State's Governor already designated the membership of the State Advisory Council on Early Education and Care required in the 2008 Head Start Reauthorization legislation? (Check one)

☐ Yes [GO TO 32]

☐ No [GO TO 33]

32. Which of the following apply to your ECCS leadership group? (Check all that apply)

☐ It serves as the State Advisory Council on Early Education and Care

☐ It serves as a committee or subcommittee of the State Advisory Council on Early Education and Care

☐ It is completely distinct from the State Advisory Council, but shares many of its members

☐ It is completely distinct from the State Advisory Council, but shares a few of its member

☐ It has a single representative on the State Advisory Council

☐ Unsure

33. What strategies has the ECCS State Team used to try and engage new partners? (Check all that apply)

☐ Developing talking points or issue briefs for use in discussions with potential partners

☐ Announcing a call for new partners on various Websites, newsletters, listserves, etc.

☐ Inviting potential partners to scheduled ECCS State Team meetings

☐ Setting up individual meetings with potential partners discuss partnership opportunities

☐ Other (specify):

34. With which types of private entities have partnerships been formed? (Check all that apply)

☐ Foundations

☐ Advocacy organizations

☐ Private institutions of higher education (e.g., colleges, universities, trade schools)

☐ Private insurance companies

☐ Other types of for-profit corporations or organizations

☐ Other types of non-profit corporations or organizations

☐ Other (specify):

II. GOVERNANCE

Now we will ask how ECCS has worked to effect change in early childhood governance. Governance involves oversight and authority over your early childhood system, including such things as agency structure, the role of private or public/private entities in that structure, and requirements for interagency collaboration. *Please answer based on your perspective serving as your State's ECCS Coordinator.*
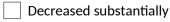
Please check the box that corresponds to the extent to which you agree or disagree with each of the following statements. (Check one in each row)

Statement	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
35. ECCS has contributed to early childhood agencies or institutions working more effectively together.	☐	☐	☐	☐	☐
36. The ECCS Initiative is coordinated with other cross-system early childhood initiatives in the State.	☐	☐	☐	☐	☐
37. The ECCS Initiative has access to power within the legislative branch of the State government.	☐	☐	☐	☐	☐
38. The ECCS Initiative has access to power within the executive branch of the State government.	☐	☐	☐	☐	☐

Please check the box that corresponds to the extent to which each of the following has been used: (Check one)

	In Wide Use	In Limited Use	Does Not Exist
39. Joint agreements, such as Memorandums of Understanding (MOUs) or Interservice Support Agreements (ISAs), exist between early childhood agencies, organizations, or programs throughout the State.	☐	☐	☐

40. How has political recognition of the need for coordination between early childhood programs changed over the past 5 years? (Check one)

☐ Decreased substantially

☐ Decreased somewhat

☐ No change

☐ Increased somewhat

☐ Increased substantially

☐ Unsure

41. Have comprehensive systems approaches been legislatively mandated in your State (e.g., creating collaborative bodies, requiring collaboration between agencies)? (Check one)

☐ Yes

☐ No

☐ Preliminary discussions only

☐ Legislation is in progress

☐ Unsure

III. FAMILY LEADERSHIP ON EARLY CHILDHOOD ISSUES

Now we will ask how ECCS has worked to effect change in family leadership on early childhood issues. Here the focus is on efforts to promote family leadership in your State's early childhood system. *Please answer based on your perspective serving as your State's ECCS Coordinator.*

42. Have policies been enacted at the State, county, or other jurisdictional level that support parent/family leadership? If so, have these policies received government funding? (Check all that apply)

☐ State level, unfunded

☐ State level, funded

☐ County level, unfunded

☐ County level, funded

☐ Other jurisdictional level, unfunded

☐ Other jurisdictional level, funded

☐ No policies enacted at any level

Please check the box to the left that indicates which types of methods were used to provide support for parents and family members to acquire the knowledge and skills they need to participate as leaders in early childhood systems development. (Check all that apply in the left column) For each method, check the box to the right that corresponds with how effective it was. (Check one in each row where applicable)

		Very Effective	Effective	Neither Effective nor Ineffective	Ineffective	Very Ineffective
☐	43. Conducted training or technical assistance to encourage parent/family leadership	☐	☐	☐	☐	☐
☐	44. Sent parents/family members to conferences	☐	☐	☐	☐	☐
☐	45. Paid tuition for parents/ family members to attend workshops or institutes	☐	☐	☐	☐	☐

	Very Effective	Effective	Neither Effective nor Ineffective	Ineffective	Very Ineffective
☐ 46. Invited parents/family members to facilitate meetings	☐	☐	☐	☐	☐
☐ 47. Invited parents/family members to participate in or lead data collection efforts	☐	☐	☐	☐	☐
☐ 48. Invited parents/family members to serve on subcommittees	☐	☐	☐	☐	☐
☐ 49. Held retreats that included parents/family members	☐	☐	☐	☐	☐
☐ 50. Other (specify):	☐	☐	☐	☐	☐
☐ 51. No particular efforts were made					

Please check the box that corresponds to the extent to which the following has been developed: (Check one)

	Well Established	Begun To Implement	Begun To Plan	Not Begun
52. Forums (e.g., parent cafés, community cafes, family-to-family networks, parent circles) in which parents can work together to address concerns and solve problems	☐	☐	☐	☐

53. To what extent are families involved in State early childhood advocacy efforts? (Check one)
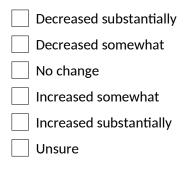
☐ Not at all involved

☐ Minimally involved

☐ Somewhat involved

☐ Involved

☐ Very involved

54. Has parental/family leadership on early childhood issues changed over the past 5 years? (Check one)

- [ ] Decreased substantially
- [ ] Decreased somewhat
- [ ] No change
- [ ] Increased somewhat
- [ ] Increased substantially
- [ ] Unsure

IV. FINANCE

Next we will ask how ECCS has worked to effect change in early childhood financing. Systems building around financing includes efforts to find out more about the funding of early childhood programs through financial mapping or scanning or the development of children's budgets, collaborative efforts to seek additional financing through grant applications, or efforts to change funding approaches such as the blending or braiding of existing funding streams. *Please answer based on your perspective serving as your State's ECCS Coordinator.*

55. Has a financial scan or financial map* that describes how early childhood services and resources are funded been conducted? (Check one)

(*A financial scan or financial map is an analysis of program funding streams for early childhood programs and initiatives)

- [ ] Yes, completed
- [ ] A scan or mapping is currently being conducted
- [ ] No
- [ ] Unsure

56. Has a children's budget* been developed for your State or Jurisdiction? (Check one)

(*A children's budget is typically a public document that publishes the budgets of public programs for children)

- [ ] Yes, completed
- [ ] A children's budget is currently being developed
- [ ] No
- [ ] Unsure

57. Has your ECCS State Team collaborated on applications for funding or support such as Federal or Foundation grants? (Check one)

- [ ] Yes
- [ ] No
- [ ] Unsure

58. Has your early childhood system-building initiative incorporated (such as obtaining Section 501c3 status) in order to raise funds? (Check one)

☐ Yes

☐ No

☐ Unsure

Please check the box that corresponds to the extent to which the ECCS Initiative has helped secure the following: (Check one in each row)

Item	Secured	Begun To Plan	Not Begun
59. Other Federal funding	☐	☐	☐
60. State or local funding	☐	☐	☐
61. Foundation funding	☐	☐	☐
62. Corporate funding	☐	☐	☐

Please check the box to the left that indicates the extent to which different types of methods were used to provide financing for early childhood systems development. (Check one in each row to the left) For each method in wide or limited use, check the box to the right that corresponds with how effective it was. (Check one in each row to the right where applicable).

In Wide Use	In Limited Use	Does Not Exist	Method	If you checked "In Wide Use" or "In Limited Use" for any item, indicate how effective it was				
				Very Effective	Effective	Neither Effective nor Ineffective	Ineffective	Very Ineffective
☐	☐	☐	63. Flexible funding mechanisms, like blended or braided funding streams and rollover funding	☐	☐	☐	☐	☐
☐	☐	☐	64. Results-based funding (funneling small amounts of flexible money to programs with proven results or to emphasize a desired result) mechanisms	☐	☐	☐	☐	☐
☐	☐	☐	65. Medicaid or other health plan reimbursement available to cover bundled early childhood services (e.g., early childhood developmental or mental health screening, comprehensive resource and referral, health or mental health consulting initiatives for childcare)	☐	☐	☐	☐	☐

V. INDICATORS

Now we will ask how ECCS has developed indicators to identify and track key early childhood outcomes in your State. *Please answer based on your perspective serving as your State's ECCS Coordinator.*

Please check the box to the left that indicates the extent to which different types of indicators have been established. (Check one in each row to the left) For each item that is well established or for which implementation has begun, check the box to the right that corresponds with how effective it was. (Check one in each row to the right where applicable).

Well Estab-lished	Begun to Imple-ment	Begun to Plan	Not Begun	Method	If you checked "Well Established" or "Begun to Implement" for an item, indicate how effective it was				
					Very Effective	Effective	Neither Effective nor Ineffective	Ineffective	Very Ineffective
☐	☐	☐	☐	66. State-level indicators to measure early childhood health and well-being	☐	☐	☐	☐	☐
☐	☐	☐	☐	67. Data systems to track early childhood indicators	☐	☐	☐	☐	☐

IF 66 EQ BEGUN TO PLAN OR NOT BEGUN GO TO 72

68. What criteria were used to choose a core set of indicators? (Check all that apply)

☐ Support by members of the State Team

☐ Alignment with the five critical component areas of early childhood systems development

☐ Data collection feasibility

☐ Alignment with existing "best practices" or initiatives

☐ Alignment with research (i.e., evidence-based or supported by the research literature)

☐ Alignment with the "Healthy People 2010" priority areas

☐ Most common indicators used by other states or other initiatives focused on indicators

☐ Other (specify):

69. What challenges did your State Team face in developing a core set of indicators? (Check all that apply)

☐ Limited and/or lack of data on early childhood indicators in all areas

☐ Limited and/or lack of data on early childhood indicators in some areas (e.g., mental health, family support)

☐ Limited number of "cross-system" indicators aligned with the State Team's goals and objectives

☐ Lack of common definitions for the set of indicators

☐ Difficulty reaching a consensus among the partners on the core set of indicators

☐ Limited staff knowledge/capacity

☐ Limited resources (e.g., database systems)

☐ Other challenges (specify):

Please check the box that corresponds to the extent to which you agree or disagree with each of the following statements. (Check one in each row)

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
70. The indicators selected for our ECCS Initiative reflect current early childhood research.	☐	☐	☐	☐	☐
71. My State/Jurisdiction currently has or will soon have the capacity to collect data on the indicators selected for our ECCS initiative.	☐	☐	☐	☐	☐

VI. PERFORMANCE STANDARDS

Now, we will ask about performance standards, which is a set of standards against which programs or providers and practitioners are measured. *Please answer based on your perspective serving as your State's ECCS Coordinator.*

72. Please check the box that corresponds to the extent to which your ECCS State Team has established core competencies for providers and practitioners in each of the following areas. (Check one in each row)

Early Childhood Areas	Well Established	Begun to Implement	Begun to Plan	Not Begun Planning
Early care and education	☐	☐	☐	☐
Developmental screening	☐	☐	☐	☐
Health care	☐	☐	☐	☐
Mental health	☐	☐	☐	☐
Family support	☐	☐	☐	☐
Parenting education	☐	☐	☐	☐

IF YOU CHECKED "Well Established" or "Begun to Implement" for *any* early childhood area, go to 73. If not, go to 76

73. To what extent are core competencies required for providers and practitioners? (Check one)

☐ Required for a wide range of providers/practitioners working with children

☐ Required for only a small number of providers/practitioners working with children

☐ Not required for any type of provider/practitioner, but recommended

☐ Other (specify):

74. What criteria were used to develop core competencies? (Check all that apply)

☐ Support by members of the State Team

☐ Feasibility of implementation

☐ Alignment with existing "best practices"

☐ Alignment with research (i.e., evidence-based or supported by the research literature)

☐ Alignment with the core competencies used by other States

☐ Other (specify):

75. What challenges did your State Team face in developing core competencies? (Check all that apply)

☐ Limited and/or lack of data and research on which core competencies should be chosen

☐ Objections from professional groups or businesses that would be expected to implement the core competencies

☐ Lack of information on how core competencies have been implemented in other States and Jurisdictions

☐ Difficulty reaching a consensus among partners on core competencies

☐ Other challenges (specify):

76. Please check the box that corresponds to the extent to which your state or jurisdiction has established performance standards for services directed at young children in each of the following areas. (Check one in each row)

Early Childhood Areas	Well Established	Begun to Implement	Begun to Plan	Not Begun Planning
Early care and education	☐	☐	☐	☐
Developmental screening	☐	☐	☐	☐
Health care	☐	☐	☐	☐
Mental health	☐	☐	☐	☐
Family support	☐	☐	☐	☐
Parenting education	☐	☐	☐	☐

IF YOU CHECKED "Well Established" or "Begun to Implement" for *any* early childhood area, go to 77. If not, go to 80.

77. Are the standards for services… (Check all that apply)

☐ Required for licensing?

☐ Required to obtain financial incentives, such as higher payments per child?

☐ Not required, but recommended?

☐ Other (specify):

78. What criteria were used to develop performance standards for services directed at young children? (Check all that apply)

  ☐ Support by members of the State Team

  ☐ Feasibility of implementation

  ☐ Alignment with existing "best practices"

  ☐ Alignment with research (i.e., evidence-based or supported by the research literature)

  ☐ Alignment with performance standards used by other States

  ☐ Other (specify):

79. What challenges did your state face in developing performance standards for services? (Check all that apply)

  ☐ Limited and/or lack of data and research on which performance standards should be chosen

  ☐ Objections from professional groups or businesses that would be expected to implement the performance standards

  ☐ Lack of information on how performance standards have been implemented in other States and Jurisdictions

  ☐ Difficulty reaching a consensus among partners on performance standards

  ☐ Other challenges (specify):

80. Please check the box that corresponds to the extent to which your state or jurisdiction has established accountability mechanisms to ensure compliance with standards for programs or early childhood providers or practitioners.

Early Childhood Areas	Well Established	Begun to Implement	Begun to Plan	Not Begun Planning
Early care and education	☐	☐	☐	☐
Developmental screening	☐	☐	☐	☐
Health care	☐	☐	☐	☐
Mental health	☐	☐	☐	☐
Family support	☐	☐	☐	☐
Parenting education	☐	☐	☐	☐

IF YOU CHECKED "Well Established" or "Begun to Implement" for *any* early childhood area, go to 81. If not, go to 83.

81. If a program or professional fails to meet standards are they... (Check all that apply)

  ☐ Financially penalized?

  ☐ Restricted in their ability to work with children (either all children or certain groups)?

  ☐ Required to create a performance improvement plan?

  ☐ Provided with technical assistance?

  ☐ Provided with recommendations for improvement?

  ☐ Other (specify):

82. What challenges did your State or jurisdiction face in developing accountability mechanisms? (Check all that apply)

☐ Limited and/or lack of data and research on which accountability mechanisms should be chosen

☐ Objections from professional groups or businesses that would be affected by accountability mechanisms

☐ Lack of information on how accountability mechanisms have been implemented in other States and Jurisdictions

☐ Difficulty reaching a consensus among partners on accountability mechanisms

☐ Other challenges (specify):

Please check the box that corresponds to the extent to which you agree or disagree with each of the following statements. (Check one in each row)

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
83. Performance standards for the early childhood workforce reflect a commitment to deliver culturally competent services.	☐	☐	☐	☐	☐
84. The performance standards developed for the early childhood system are shared across different programs or systems. For example, common performance standards exist for pre-kindergarten, Head Start, and other early care and education programs.	☐	☐	☐	☐	☐
85. My State/Jurisdiction has the capacity to collect data on the performance standards that we chose.	☐	☐	☐	☐	☐

For the statements below, please check the most appropriate box. . (Check one in each row)

Item	Yes	In a limited way	No	Unsure
86. Performance standards data have been analyzed.	☐	☐	☐	☐
87. Changes in early childhood services or in the early childhood system have been made to respond to gaps or problems identified through the monitoring of performance standards.	☐	☐	☐	☐

VII. DATA/DATA DEVELOPMENT

Next we will ask how ECCS has effected change in the collection, coordination, and use of early childhood data. *Please answer based on your perspective serving as your State's ECCS Coordinator.*

Please check the box to the left that indicates the extent to which different items have been established (Check one in each row to the left). For each item that is well established or for which implementation has begun check the box to the right that corresponds with how effective it was (Check one in each row to the right where applicable).

Well Estab-lished	Begun to Imple-ment	Begun to Plan	Not Begun	Item	If you checked "Well Established" or "Begun to Implement" for an item, indicate how effective it was				
					Very Effective	Effective	Neither Effective nor Ineffective	Ineffective	Very Ineffective
☐	☐	☐	☐	88. An assessment for kindergartners that measures how well their preschool experiences prepared them for school	☐	☐	☐	☐	☐
☐	☐	☐	☐	89. An evaluation plan for ECCS State Team efforts that includes process measures (e.g., "What are we doing?").	☐	☐	☐	☐	☐
☐	☐	☐	☐	90. An evaluation plan for ECCS State Team efforts that includes performance or outcome measures (e.g., "How well are we doing it?")	☐	☐	☐	☐	☐

Please check the box that corresponds to the extent to which you agree or disagree with each of the following statements. (Check one in each row)

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
91. The amount of data sharing across programs and components of the early childhood system has increased over the past several years.	☐	☐	☐	☐	☐
92. Early childhood data quality has been reviewed and assessed.	☐	☐	☐	☐	☐
93. ECCS has contributed to the development of procedures that will facilitate the elimination of programs that have failed to demonstrate effectiveness.	☐	☐	☐	☐	☐
94. The State Team uses data on culturally diverse groups to inform early childhood program/ policy discussion and development.	☐	☐	☐	☐	☐

VIII. ADMINISTRATIVE RULES AND PROCESSES

Now we will ask how ECCS has supported the standardization of administrative rules and processes for early childhood services and programs in your State, such as implementing standard application, enrollment, and/or intake forms across service agencies. *Please answer based on your perspective serving as your State's ECCS Coordinator.*

95. Has your ECCS Initiative contributed to the standardization of administrative forms across programs? (Check one)

☐ Yes [GO TO 96]

☐ No [GO TO 97]

96. Please check the type of administrative form that is standardized across multiple State agencies. (Check all that apply)

☐ Application/Eligibility

☐ Enrollment

☐ Intake

☐ Other (specify):

Please check the box to the left that indicates the extent to which different items have been used (Check one in each row to the left). For each method in wide or limited use, check the box to the right that corresponds with how effective it was (Check one in each row to the right where applicable).

In Wide Use	In Limited Use	Does Not Exist	Item	If you checked "In Wide Use" or "In Limited Use" for an item, indicate how effective it was				
				Very Effective	Effective	Neither Effective nor Ineffective	Ineffective	Very Ineffective
☐	☐	☐	97. To what extent do standardized administrative forms exist across agencies?	☐	☐	☐	☐	☐
☐	☐	☐	98. To what extent do standardized administrative processes and rules exist across agencies (e.g., developmental screening processes, eligibility rules)?	☐	☐	☐	☐	☐

VIIII. PROVIDER/PRACTITIONER SUPPORT

Next we will ask about ways in which the ECCS Initiative supports providers and practitioners who serve young children and their families. This can include the full range of early childhood providers and practitioners, including child care providers, health care providers, and social service providers. *Please answer based on your perspective serving as your State's ECCS Coordinator.*

Please check the box that corresponds to the extent to which ECCS has contributed to the development or enhancement of each of the following: (Check one in each row)

Item	Large Extent	Moderate Extent	Minimal Extent	Did Not Contribute
99. Information dissemination to early childhood providers and practitioners to support the implementation of best practices/core competencies	☐	☐	☐	☐
100. A system that allows early childhood professionals to track what happens to referrals across programs or across components of the early childhood system.	☐	☐	☐	☐
101. The existing referral system between programs and/or across components of the early childhood system has been improved upon	☐	☐	☐	☐

Please check the box that corresponds to the extent to which ECCS has contributed to the development or enhancement of each of the following: (Check one in each row)

Item	Large Extent	Moderate Extent	Minimal Extent	Did Not Contribute
102. Development or enhancement of a training system for early childhood providers and practitioners on best practices/ core competencies	☐	☐	☐	☐
103. Development or enhancement of technical assistance for early childhood providers and practitioners on best practices/core competencies	☐	☐	☐	☐
104. A technical assistance system for communities engaged in early childhood systems building	☐	☐	☐	☐

IF YOU CHECKED "DID NOT CONTRIBUTE" FOR 102, 103 AND 104 THEN GO TO 109

Please check the box that corresponds to the extent to which you agree or disagree with each of the following statements. (Check one in each row)

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
105. Training/technical assistance reflects current literature and best practices.	☐	☐	☐	☐	☐
106. Training/technical assistance addresses cross-system competencies in areas where the needs of early childhood providers and practitioners overlap.	☐	☐	☐	☐	☐

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
107. Feedback mechanisms are used to improve the content, reach, and effectiveness of early childhood provider training/technical assistance.	☐	☐	☐	☐	☐
108. Training/technical assistance developed with the support of the ECCS Initiative is linked to the content and timing of training offered by other partners.	☐	☐	☐	☐	☐

Please check the box to the left that indicates the extent to which different items have been used (Check one in each row to the left). For each method in wide or limited use, check the box to the right that corresponds with how effective it was (Check one in each row to the right where applicable).

In Wide Use	In Limited Use	Does Not Exist	Item	If you checked "In Wide Use" or "In Limited Use" for an item, indicate how effective it was				
				Very Effective	Effective	Neither Effective nor Ineffective	Ineffective	Very Ineffective
☐	☐	☐	109. Incentive structures (developed or improved upon) to promote professional education for early childhood providers	☐	☐	☐	☐	☐
☐	☐	☐	110. Mechanisms to recruit and retain high-quality early childhood providers	☐	☐	☐	☐	☐

Please check the box that corresponds to the extent to which you agree or disagree with each of the following statements. (Check one)

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
111. ECCS's provider/practitioner support activities have made providers and practitioners more effective in providing comprehensive early childhood services.	☐	☐	☐	☐	☐

X. COMMUNICATION

Next we will ask how ECCS has affected communications. Communications covers efforts to explain the importance of system building and early childhood investment to a variety of audiences as well informing the public, providers/practitioners, or policymakers about early childhood development topics. *Please answer based on your perspective serving as your State's ECCS Coordinator.*

Please check the box to the left that indicates the extent to which different items have been established (Check one in each row to the left). For each item that is well established or for which implementation has begun, check the box to the right that corresponds with how effective it was (Check one in each row to the right where applicable).

Well Estab-lished	Begun to Imple-ment	Begun to Plan	Not Begun	Item	If you checked "Well Established" or "Begun to Implement" for an item, indicate how effective it was				
					Very Effective	Effective	Neither Effective nor Ineffective	Ineffective	Very Ineffective
☐	☐	☐	☐	112. Developed or improved upon already developed outreach materials targeting families that emphasize the importance of addressing the needs of children and families during the early childhood period.	☐	☐	☐	☐	☐
☐	☐	☐	☐	113. Developed or improved upon already developed outreach materials targeting providers/practitioners that emphasize the importance of addressing the needs of children and families during the early childhood period.	☐	☐	☐	☐	☐
☐	☐	☐	☐	114. Outreach efforts to inform policymakers about early childhood issues.	☐	☐	☐	☐	☐

Please check the box that corresponds to the extent to which you agree or disagree with each of the following:
(Check one in each row)

Statement	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
115. ECCS outreach efforts are coordinated with the early childhood outreach efforts of other agencies or organizations.	☐	☐	☐	☐	☐
116. Outreach materials reflect current literature and best practices.	☐	☐	☐	☐	☐
117. Feedback mechanisms are used to improve the content, reach, and effectiveness of ECCS outreach materials.	☐	☐	☐	☐	☐

118.   How effective have the outreach/awareness-raising efforts been? (Check one)

☐ Very effective and sufficient to accomplish larger goals

☐ Moderately effective but not sufficient to accomplish larger goal

☐ Somewhat effective but not sufficient to accomplish larger goal

☐ Efforts have been made BUT have not been effective or have been minimally effective

☐ No or almost no effort has been made

XI. FEDERAL EFFORTS

Lastly, we will ask how Federal efforts have influenced your State's ECCS Initiative.

119.   How supportive or unsupportive has the Maternal and Child Health Bureau been of State-level comprehensive systems building? (Check one)

☐ Very supportive

☐ Supportive

☐ Neither supportive nor unsupportive

☐ Unsupportive

☐ Very unsupportive

120.   How successful has MCHB been at promoting peer-to-peer support among ECCS coordinators? (Check one)

☐ Very successful

☐ Successful

☐ Neither successful nor unsuccessful

☐ Unsuccessful

☐ Very unsuccessful

MCHB provides a variety of support to grantees. Thinking back over the last two years how helpful have the following support activities been? (Check one in each row)

	Very Helpful	Helpful	Neither Helpful Nor Unhelpful	Unhelpful	Very Unhelpful
121. Technical assistance provided by Altarum	☐	☐	☐	☐	☐
122. Technical assistance provided by JSI	☐	☐	☐	☐	☐
123. Policy support provided by Project Thrive	☐	☐	☐	☐	☐
124. ECCS Webinars	☐	☐	☐	☐	☐
125. Early Childhood Partners Web Portal	☐	☐	☐	☐	☐

The Federal Partners workgroup includes representatives from a variety of agencies that address early childhood issues. They have sponsored the partnership meetings that took place in 2007 and 2008 and have worked together on a variety of other issues.

126. How supportive or unsupportive has the Federal Partners Workgroup been of State-level comprehensive systems building? (Check one)

☐ Very supportive

☐ Supportive

☐ Neither supportive nor unsupportive

☐ Unsupportive

☐ Very unsupportive

☐ Not knowledgeable enough about the Workgroup's activities to respond

127. How satisfied or dissatisfied are you with the progress that the Federal Partners Workgroup has made on enhancing coordination among agencies that address early childhood issues? (Check one)

☐ Very satisfied

☐ Satisfied

☐ Neutral

☐ Dissatisfied

☐ Very dissatisfied

☐ Not knowledgeable enough about the Workgroup's activities to respond

128.   How satisfied or dissatisfied are you with the progress that the Federal Partners Workgroup has made in coordinating technical assistance across the multiple agencies that address early childhood issues? (Check one)

☐ Very satisfied

☐ Satisfied

☐ Neutral

☐ Dissatisfied

☐ Very dissatisfied

☐ Not knowledgeable enough about the Workgroup's activities to respond

129.   What other key outcomes, if any, have you achieved in your State that were not captured in this survey?