

Study Objective / Study Questions	Survey Items	Respondent			
		Survey		Interviews	
		Director	Health Manager	Health Manager	Teacher, FSWr, Home Visitor
<b>Describe the characteristics of health managers and related staff in EHS/HS programs</b>					
<b>Directors:</b> Who are they (demographics)? What is the content of their training and education? How long have they been in HM role? What other responsibilities do they have with EHS/HS?	Director Survey, Module 2	X			
<b>Health Managers:</b> Who are they (demographics)? What is the content of their training and education? How long have they been in HM role? What other responsibilities do they have with EHS/HS?	Module 1, section 1 Module 7	X	X		
<b>Staffing models/mgmt structure:</b> Who is responsible for various aspects of the health services area? What are the roles of the family service workers and teachers in health components? How do the HM, health staff, and HSAC work together to address the needs of HS/EHS children and families? What are barriers to doing job well?	Module 1, section 1 Module 1, section 3	X	X	X	X
<b>Professional development:</b> How/where do HM stay informed about new health initiatives? What types of training have been provided/taken? Who provides training/? What assists/impedes getting training?	Module 1, section 2		X	X	X
<b>Identify the current landscape of health programs and services being offered to children and families</b>					
<b>Health Management:</b> What are major health concerns facing children and families? How much time do you spend managing health concerns of children and families? How do you communicate with families about the health of their child? What are barriers to communication with parents?	Module 2, section 1 Module 2, section 2		X		X

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<b>Health Histories, Screening, and Referral:</b> What processes are used to obtain information on children's health? How often is information updated? What types of screenings are offered to children and who conducts these screenings? How do programs follow-up with families about screening and follow-up services? Who funds screening activities? How do programs work with families to ensure they receive necessary follow-up services?	Module 3, section 1		X		
<b>Health Prevention and Promotion:</b> What health topics are programs addressing with children? With families? What types of curriculum are being used? Do the curricula match the languages and cultures of families in the program? How do programs communicate with families about health promotion activities? What funds are used for health promotion activities?	Module 4, section 1		X		
<b>Staff wellness:</b> How is staff wellness incorporated into health programming? Are there separate initiatives for staff? Are services provided to staff on site?	Module 5		X		
<b>Determine how health initiatives are prioritized, implemented and sustained</b>					
<b>Selection/prioritization:</b> How do HM prioritize/select health initiatives? What factors do grantees consider when planning, designing, and implementing the delivery of health services? What data are used and how are they used to make decisions? How does the HSAC influence the health services of HS? How are community assessments used for planning designing, and implementing the delivery of health services (alignment with community burden)?	Module 4, section 1 Module 1, section 3		X	X	

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<b>HSAC:</b> Who participates on HSAC? Do you share a HSAC with another program? Does the HSAC have clearly articulated mission, vision, goals and objectives? How often are goals and objectives reviewed? How often do they meet?	Module 1, section 3	X	X	X	X
<b>Implementation:</b> What makes the start-up of health promotion activities easier? Harder? How do you engage parents in these activities? How do programs monitor/keep track of health promotion activities?	Module 4, section 2			X	X

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<b>Programmatic features and policy levers to support health services</b>					
<b>Medical and Oral Health Care and Partnerships to Deliver Services:</b> Whaty types of medical care are provided at the program location? What types of partnerships do you have to meet needs of children and families for physical health, oral health and behavioral health? How are these relationships coordinated? Do formal agreements exist and if so, what do they include? Are providers culturally and linguistically sensitive? What are major barriers to obtaining needed services from these providers? How would you describe ability of partnerships to handle the health needs of the children in your program?	Module 3, section 2		X	X	X
<b>Community linkages:</b> What agencies and organizations do programs work with to support needs of children and families? What health needs are not being met by current linkages? What types of services are provided by community partners? What types of organizations do you wish you had a partnership with? What are major barriers to providing such services? Are community partners responsive to language and cultural needs of families?	Module 6		X	X	X

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<b>Budget allocation:</b> What are funding sources of each aspect of the health services area?	Module 3, section 1 Module 3, section 2 Module 4, section 1 Module 4, section 3 Module 5	X	X		
<b>Monitoring:</b> What data systems does the program have in place for the monitoring and self-assessment of health services?	Module 4, section 2		X	X	
<b>Policies:</b> Does program have policies specific to physical activity? Does program have health specific goals for school readiness? How does the school stay current on product safety? What policies are in place to ensure children are not left alone in the classroom or school bus/van?	Module 1, section 4		X		