

## Appendix A: Needs Assessment Questions

GOVERNANCE			
Guiding Questions for Needs Assessment	Information currently exists in state	Information must be gathered through needs assessment/ strategic planning	Resources and supports
<p>Which offices and agencies have responsibility for administering the following programs?</p> <ul style="list-style-type: none"> <li>• Child Care and Development Block Grant</li> <li>• Head Start State Collaboration Office</li> <li>• IDEA Part C (Early Intervention)</li> <li>• IDEA Part B, Section 619 (Early Childhood Special Education) State Prekindergarten Program</li> <li>• Medicaid</li> <li>• CHIP</li> <li>• WIC</li> <li>• Title V Maternal and Child Health Programs</li> <li>• Healthy Start</li> <li>• CACFP</li> <li>• MIECHV</li> </ul>			<ul style="list-style-type: none"> <li>• <a href="#">A Framework for Choosing a State-level Early Childhood Governance System</a></li> <li>• <a href="#">Vision to Practice: Setting a New Course for Early Childhood Governance</a></li> <li>• <a href="#">Putting the Pieces Together for Infants and Toddlers: Comprehensive, Coordinated Systems</a></li> <li>• <a href="#">New Early Childhood Coordination Requirements in the Every Student Succeeds Act (ESSA): A Toolkit for State and Local Educational Agencies, Head Start Programs, and the Early Childhood Field</a></li> </ul>
<p>For the offices or agencies that have responsibility for early childhood programs, what formal agreements or memoranda of understanding currently exist between agencies, and for what purpose (including data-sharing agreements)?</p> <p>How well are they working? Is the purpose being achieved?</p>			<ul style="list-style-type: none"> <li>• <a href="#">State Early Learning Leads</a></li> <li>• <a href="#">Directory of State Early Learning Contacts</a></li> <li>• <a href="#">State of the States on Systemic Improvement Planning: A National Overview of Phase I SSIPs</a></li> <li>• <a href="#">States' selected SIMRs for Part C</a></li> </ul>
<p>What cross-agency working groups or advisory councils currently exist and for what purpose?</p> <p>Who created them (are they statutory, gubernatorial or more ad hoc)?</p>			<ul style="list-style-type: none"> <li>• <a href="#">States including their data systems in their SSIP improvement strategies for Part C</a></li> <li>• <a href="#">States including their fiscal systems in their SSIP improvement strategies for Part C</a></li> </ul>
<p>How well are they working? Is the purpose being achieved?</p>			<ul style="list-style-type: none"> <li>• <a href="#">States including governance in their SSIP improvement strategies for Part C</a></li> </ul>
<p>How is state-local governance supported by the state's current governance structure? How well is this working? Is the purpose being achieved?</p>			<ul style="list-style-type: none"> <li>• <a href="#">States including quality standards in their SSIP improvement strategies for Part C</a></li> </ul>
<p>What are the most pronounced barriers for stakeholders (parents, programs, etc.) created by the current governance structure and how do the barriers impact service delivery?</p>			<ul style="list-style-type: none"> <li>• <a href="#">Populations in State SIMRs for Part C</a></li> </ul>
<p>How are stakeholders—early childhood programs, teachers, families and children engaged by the current governance structure?</p>			<ul style="list-style-type: none"> <li>• <a href="#">619 Involvement in State SSIPs</a></li> <li>• <a href="#">Annotated Version - OSEP Transition Checklist for Reviewing Transition Documents under Section II.A.10 of the IDEA Part C Grant Application</a></li> </ul>
<p>If the state already has a strategic plan, how well does the current governance structure support the achievement of the goals of the strategic plan?</p>			<ul style="list-style-type: none"> <li>• <a href="#">Self-Assessment for an Early Childhood Transition Infrastructure</a></li> <li>• <a href="#">State Early Childhood Inclusion Self-Assessment</a></li> </ul>

## WORKFORCE DEVELOPMENT

Guiding Questions for Needs Assessment	Information currently exists in state	Information must be gathered through needs assessment/strategic planning	Resources and supports
<p>What are the demographic and educational characteristics of the ECE workforce? How do they vary by position, age group served, program type (e.g., Head Start, center-based care, home-based care, state pre-K)?</p> <p><i>Examples:</i> race, age, languages spoken (and whether these match children in their care), education levels</p>			<ul style="list-style-type: none"> <li>• <a href="#">The Early Childhood Workforce Index 2018</a></li> <li>• <a href="#">Early Childhood Workforce Resources</a></li> </ul>
<p>What factors affect educators' access to and engagement with professional development? Is professional development coordinated across program type?</p> <p><i>Examples:</i> areas of need (e.g., content, age-group, etc.); barriers to in-service professional development; percentage of educators who want to continue their education and supports they need to do so</p>			<ul style="list-style-type: none"> <li>• <a href="#">Enhancing Teaching Conditions to Support Quality Teaching: Discussion Guide</a></li> <li>• <a href="#">Additional resources on teaching and learning</a></li> </ul>
<p>What is the economic well-being of early educators? How does this vary by age group served, educational attainment, and program type?</p> <p><i>Examples:</i> hourly wages, benefits received, percent of educators receiving public subsidies or experiencing financial hardships</p>			<ul style="list-style-type: none"> <li>• <a href="#">Colorado's Early Childhood Workforce Survey</a></li> <li>• <a href="#">The Early Childhood Higher Education Inventory</a></li> </ul>
<p>What are annual turnover rates and the consequences of turnover? How does turnover vary by job role, program type, etc.? Are there teacher shortages for ECE? Where are they?</p> <p><i>Examples:</i> what percentage of teachers/directors intend to leave their jobs; when teachers leave where do they go; what is the impact of turnover on programs, families, and children; what strategies are being used to retain teachers; what personal, workplace, and policy factors are associated with turnover/retention?</p>			<ul style="list-style-type: none"> <li>• <a href="#">ZERO TO THREE Competencies for Prenatal to Age 5 (P-5) Professionals</a></li> <li>• <a href="#">IDEA Section 618 Data Products: Static Tables including Personnel data for Part B/619</a></li> </ul>
<p>What is the strength of ECE program and instructional leadership in the state? What policies does the state have to encourage the growth of partnerships between strong leaders of community-based programs, and school principals who know how to support early learning programs in their schools, and partner with programs outside them?</p>			<ul style="list-style-type: none"> <li>• <a href="#">Reports on the IDEA Early Childhood workforce by the Early Childhood Personnel Center (ECPC) Data Reports and Literature syntheses</a></li> </ul>
<p>How do teachers perceive their work environments and personal well-being?</p> <p><i>Examples:</i> What are common job frustrations; what motivates staff to stay in their jobs; what are levels of occupational burnout and depression; what personal, workplace, and policy factors are associated with teachers' burnout and depression?</p>			<ul style="list-style-type: none"> <li>• <a href="#">State Early Childhood Inclusion Self-Assessment</a></li> </ul>

## WORKFORCE DEVELOPMENT (CONTINUED)

Guiding Questions for Needs Assessment	Information currently exists in state	Information must be gathered through needs assessment/strategic planning	Resources and supports
<p>What factors affect educators' access to and engagement with higher education? How well is the state's network of institutes of higher education (IHEs) supporting the ECE workforce?</p> <p><i>Examples:</i> what is the distribution of programs offering degrees in ECE; what are gaps in content focus across IHEs (e.g., infants/toddlers, dual language learners, early mathematics, family engagement); what are the requirements and age-group focus of field-based learning experiences; what is the faculty capacity to support ECE students; what student supports are available through IHEs for non-traditional students (e.g., financial aid, convenient class times/locations, academic/skill support, cohort models, etc.); what are the degrees and credentials that are offered and how do they map to where incumbent teachers are; how difficult/easy it is for ECE teachers to articulate from community college to 4 year schools? What is the status of articulation agreements?</p>			

## PROGRAM QUALITY MEASUREMENT AND IMPROVEMENT

Guiding Questions for Needs Assessment	Information currently exists in state	Information must be gathered through needs assessment/ strategic planning	Resources and supports
What percent of early care and education programs receive CACFP in the state?			<ul style="list-style-type: none"> <li>• <a href="#">Building Early Childhood Facilities: What States Can Do to Create Supply and Promote Quality</a></li> <li>• <a href="#">Preschool Program Quality Assurance System Discussion Guide</a></li> <li>• <a href="#">Defining and Measuring Access to High-Quality Early Care and Education (ECE): A Guidebook for Policymakers and Researchers</a></li> <li>• <a href="#">Supporting Babies Through Quality Rating and Improvement Systems (QRIS)</a></li> <li>• <a href="#">CLASS Brief: Understanding and Using CLASS for Program Improvement</a></li> <li>• <a href="#">Quality in Early Childhood Care and Education Settings: A Compendium of Measures, Second Edition</a></li> <li>• <a href="#">Nutrition and Physical Activity Self-Assessment Tool</a></li> <li>• <a href="#">Georgia Farm to Early Care and Education: Overview and Strategy 2017-2020</a></li> <li>• <a href="#">Evidence-based Interventions + Tools</a></li> <li>• <a href="#">Early and Often: Showing up in Preschool Matters 2.0</a></li> <li>• <a href="#">Best Practices in Creating and Adapting Quality Rating and Improvement System (QRIS) Rating Scales</a></li> <li>• <a href="#">The Quality Rating and Improvement System (QRIS) Evaluation Toolkit</a></li> <li>• <a href="#">Behavioral Economics and Social Programs: Innovative Solutions to Child Care</a></li> <li>• <a href="#">Behavioral Insights for Child Care: Lessons from the BIAS Project</a></li> <li>• <a href="#">Application of Behavioral Economics to Child Care</a></li> <li>• <a href="#">Nudging Parents</a></li> <li>• <a href="#">Child Care Aware 2018 state Fact Sheets what does Child Care look Like in Your State</a></li> <li>• <a href="#">Preschool Inclusion Finance Toolkit 2017.</a></li> <li>• <a href="#">Early Childhood Programs Comparison Worksheet</a></li> <li>• <a href="#">Determining Costs Inclusive Worksheet</a></li> <li>• <a href="https://www.lena.org/">https://www.lena.org/</a></li> <li>• <a href="https://www.theounce.org/wp-content/uploads/2018/05/Early-Ed-Essentials-Snap-shot-Mar2018-Ounce-Consortium.pdf">https://www.theounce.org/wp-content/uploads/2018/05/Early-Ed-Essentials-Snap-shot-Mar2018-Ounce-Consortium.pdf</a></li> <li>• <a href="https://www.theounce.org/wp-content/uploads/2018/05/Organizing-Early-Education-Validation-Mar2018-Consortium-Ounce.pdf">https://www.theounce.org/wp-content/uploads/2018/05/Organizing-Early-Education-Validation-Mar2018-Consortium-Ounce.pdf</a></li> </ul>
What is the cost of quality early care and education in the state?			
What is the condition of early childhood facilities in the state?			
What is the current quality of early childhood care and education overall? And for vulnerable or underserved children? How does quality vary by urban and rural areas?			
What is the current availability of quality early childhood care and education overall? And for vulnerable or underserved children? How does availability of quality vary by urban and rural areas?			
What are the healthy eating practices of early care and education settings in the state?			
How many providers are participating in the states' QRIS?  If participation is voluntary, what incentives/benefits and barriers/costs most affect providers' decisions to participate?			
What evidence is there of the QRIS tool's reliability and validity? <ul style="list-style-type: none"> <li>• Does the composite rating scale truly represent one dimension or should separate scales be reported?</li> <li>• Are the selected quality indicators predictive of desired outcomes?</li> <li>• Are scoring methods sensitive enough to detect meaningful differences in quality?</li> <li>• Do quality levels differentially predict child outcomes?</li> <li>• What evidence is there of inter-rater reliability?</li> </ul>			
What evidence is there that quality supports offered by the state meaningfully affect program quality? What are providers' experiences of these supports?			
Do families know about, access, and use QRIS ratings to select high-quality care? What are parents' experiences of the QRIS?			
Do early childhood programs in the state collect attendance data in a way that allows them to identify chronically absent children?			
Does the state have data on the amount of back-and-forth talk/interaction taking place between providers and children in infant and toddler programs? How is this data currently factored into quality assessments and the allocation of professional development resources?			

## EARLY INTERVENTION/EARLY CHILDHOOD EDUCATION

Guiding Questions for Needs Assessment	Information currently exists in state	Information must be gathered through needs assessment/ strategic planning	Resources and supports
<p>How many children currently receive services from the states early intervention and early childhood special education programs? What percent of the population are being served by age?</p> <p>What percentage of the state's children with special needs are served in inclusive settings?</p> <p>What is the percentage of children suspended or expelled from early childhood programs overall and by race?</p>			<ul style="list-style-type: none"> <li>• <a href="#">Building Inclusive State Child Care Systems</a></li> <li>• <a href="#">Center of Excellence for Infant and Early Childhood Mental Health Consultation: Sample Needs Assessment</a></li> <li>• <a href="#">The National Early Childhood Technical Assistance Center</a></li> <li>• <a href="#">ZERO TO THREE Early Intervention Resources</a></li> <li>• <a href="#">IDEA Section 618 Data Products: Static Tables including Child count and Demographic data for Part B/619 and Part C</a></li> <li>• <a href="#">ECTA Center Web page on Resources Related to Suspension and Expulsion</a></li> <li>• <a href="#">The HHS and ED joint Policy statement on suspension and expulsion in Early childhood Settings</a></li> <li>• <a href="#">Child Care State Capacity Center Building Center Building a Comprehensive State Policy Strategy to Prevent Expulsion from Early Learning Settings</a></li> </ul>

## DATA SYSTEMS

Guiding Questions for Needs Assessment	Information currently exists in state	Information must be gathered through needs assessment/ strategic planning	Resources and supports
Does the state collect a common set of education data elements at the early learning and K–12 levels that can be tracked at the individual child level over time?			<ul style="list-style-type: none"> <li>• <a href="#">Early Childhood Data Collaborative</a></li>   <li>• <a href="#">Using Coordinated Data Systems to Guide Early Childhood Education Policies</a></li>   <li>• <a href="#">The 10 Fundamentals of Coordinated State Data Systems</a></li>   <li>• <a href="#">The DaSy Data System Framework</a></li>   <li>• <a href="#">DaSy Data Culture Toolkit</a></li>   <li>• <a href="#">DaSy Data Governance and Management Toolkit</a></li>   <li>• <a href="#">Early and Often: Showing up in Preschool Matters 2.0</a></li> </ul>
Does the state have a way to link data for an individual child across state agency data systems?			
Does the state have unique identifiers for early childhood educators and early childhood programs?			
Does the state collect and can it connect the following data elements: <ul style="list-style-type: none"> <li>• Child and family demographic information, including indicators identifying the criteria that States use to determine whether a child is a Child with High Needs;</li> <li>• Early Childhood Educator demographic information, including data on educational attainment and State credential or licenses held, as well as professional development information;</li> <li>• Program-level data on the program’s structure, quality, child suspension and expulsion rates, staff retention, staff compensation, work environment, and all applicable data reported as part of the State’s Tiered Quality Rating and Improvement System;</li> <li>• and Child-level program participation and attendance data.</li> <li>• School readiness data?</li> </ul>			
What capacities does the state have in place to analyze and utilize available data, from individual agencies or across agencies?			
What is the culture of data use in the state? How does the state act on the data it has available?			
Does the state have a data system to track chronic absenteeism in state-funded early childhood programs?			

## MONITORING AND ACCOUNTABILITY

Guiding Questions for Needs Assessment	Information currently exists in state	Information must be gathered through needs assessment/strategic planning	Resources and supports
<p>What are the current caseloads of the state licensing specialists?</p>			<ul style="list-style-type: none"> <li>• <a href="#">Quality Compendium</a></li> <li>• <a href="#">QRIS 3.0 Tools and Resources</a></li> <li>• <a href="#">Expand Monitoring and Technical Assistance</a></li> <li>• <a href="#">Licensing Caseloads: Finding the Right Ratios of Licensors to Providers</a></li> <li>• <a href="#">State of the States on Systemic Improvement Planning: A National Overview of Phase I SSIPs</a></li> <li>• <a href="#">States' selected SIMRs for Part C</a></li> <li>• <a href="#">States including their data systems in their SSIP improvement strategies for Part C</a></li> <li>• <a href="#">State Early Childhood Inclusion Self-Assessment</a></li> </ul>

## DEMOGRAPHICS

Guiding Questions for Needs Assessment	Information currently exists in state	Information must be gathered through needs assessment/ strategic planning	Resources and supports
<p>What does the current population of children under five look like in the state?</p> <ul style="list-style-type: none"> <li>• Children in poverty?</li> <li>• Children in rural areas?</li> <li>• By race/ethnicity?</li> <li>• Children who are dual language learners?</li> </ul>			<ul style="list-style-type: none"> <li>• <a href="#">IDEA Section 618 Data Products: Static Tables including Child count and Demographic data for Part B/619 and Part C</a></li> <li>• <a href="#">KIDS COUNT Data Center</a></li> </ul>
<p>What percent of early care and education programs receive CACFP in the state?</p>			
<p>How many children are on waiting lists for existing programs?</p>			
<p>What is the unduplicated number of children being served in existing programs?</p>			