



ABLE Change

System Scan Design Guide

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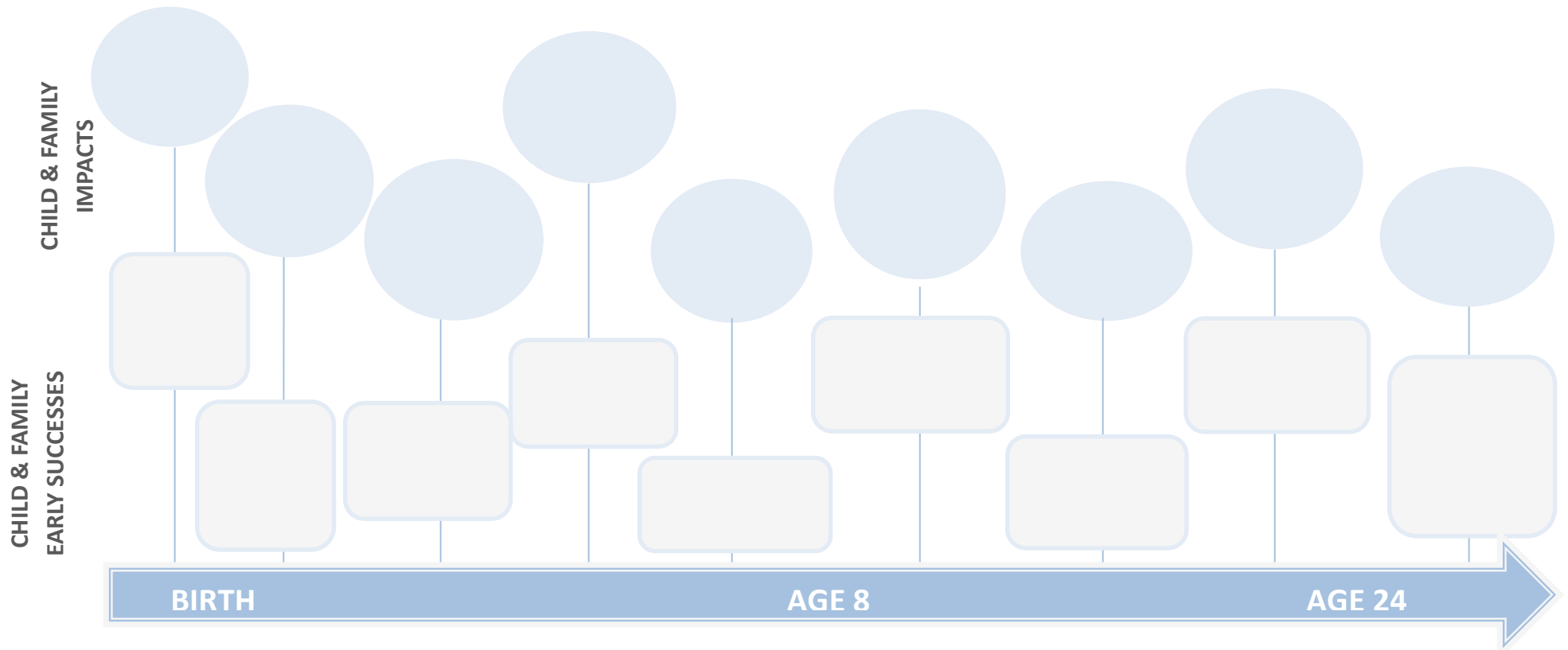
Key Design Questions:

1. What is our Developmental Pathway for getting all kids ready for school?
2. What system questions do we need to ask related to all kids being ready for school?
3. Who do we need to include? What existing meetings or interactions are they already engaged in?
4. What is the best way to collect the data we need?

Step 1: What is our Developmental Pathway for Change?

- Fill in the blue circles with long-term child and family impacts you want to see across the developmental continuum related to all kids being ready for school. For example, full term births, children achieving developmental milestones, etc.
- Fill in the white squares with child and family early success outcomes that will happen first to support the impacts. For example, moms' adopt healthy pre-post natal behaviors, or families provide literacy experiences in the home.

All Kids Ready for School



Step 2: What system questions do we need to ask related to all kids being ready for school?

- Circle the system scan questions below that are most important to understand the conditions affecting getting all kids ready for school.
- Consider questions for both professionals and families
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If the state hasn't gone through a visioning process...clarify the problem

1. Imagine it is 10 years from now and we've done it – we've transformed our state so that [*targeted goal*]. What would it look like for [*targeted goal*]? Give me some examples of what you would see?
2. What does [*targeted goal*] look like from your perspective? How would you define it?
3. Why do you think [*targeted goal*] is not currently the reality in our state?

COMPONENTS

4. What is the array of quality services and supports available in our state to address [*targeted goal*]? What is the reach of those services and supports?
5. Which services or supports are difficult for families to get when they need them?
Follow up questions:
 - Why are some of these services hard for families to access?
 - How does the current availability of service/supports slots affect access?
 - How does the current location of services and supports affect access?
 - How does the current time services and supports are offered affect access?
 - How does the current cost of services and supports affect access?
 - How are intake processes affecting access?
 - Are some types of families affected by these issues more than others (geography, income, race)? If so, why?
6. Which services or supports are families choosing not to take advantage of? Which families aren't using these services?
Follow up questions:
 - Why is this happening?
 - Are there any attitudes or beliefs getting in the way?
7. How would you rate the quality of local services or supports?
Follow up questions:
 - Why are some services and supports not of high quality?

- Are there any policies or practices getting in the way?
 - Are there any attitudes or beliefs getting in the way?
 - Are any skills or knowledge needed?
8. To what extent are [*early childhood, health, teen pregnancy prevention, etc.*] services and supports family friendly?
- Follow up questions:*
- Why are some services and supports not family friendly?
 - Are there any policies or practices getting in the way?
 - Are there any attitudes or beliefs getting in the way?
 - Are any skills or knowledge needed?
9. What other services and supports are still needed in the community?
10. Do local [*early childhood, health, teen pregnancy prevention, etc.*] services and supports fit with families' cultural traditions?

MINDSETS

11. What attitudes or beliefs do the following stakeholders have that might be getting in the way of making [*targeted goal*] a reality in our state?
- Elected officials
 - Key state leaders
 - Our key partners
 - Local agency leaders and staff
 - Families
12. Do people across the state see [*targeted problem*] as a priority?
13. What assumptions do people make about why [*targeted problem*] is happening in our state?
14. Do families and professionals have different ideas about what [*targeted goal*] looks like?
15. What are people's attitudes towards families experiencing [*targeted problem*]? How are these attitudes getting in the way of us making [*targeted goal*]?

CONNECTIONS

16. To what extent are [*early childhood, health, teen pregnancy prevention, etc.*] services and efforts coordinated? (or these questions can be about the overall service coordination at the state level)

Follow up questions:

- Which types of [*early childhood, health, teen pregnancy prevention, etc.*] services and efforts are well coordinated? Why is this coordination happening?
- Which types of [*early childhood, health, teen pregnancy prevention, etc.*] services and efforts are not well coordinated?
 - Why is this happening?
 - Are there any policies or practices getting in the way?
 - Are there any attitudes or beliefs getting in the way?
 - Are any skills or knowledge needed?

17. To what extent are service referrals being shared between service providers within the [*early childhood, health, teen pregnancy prevention, etc.*] system?

Follow up questions:

- What types of referrals are being shared? Which types of providers are sharing these referrals?
 - What is in place that is helping providers share this information?
- What types of referrals are not being shared? Which types of providers are not sharing these referrals?
 - Why is this happening?
 - Are there any policies or practices getting in the way?
 - Are there any attitudes or beliefs getting in the way?
 - Are any skills or knowledge needed?

18. To what extent is information being shared between organizations within the [*early childhood, health, teen pregnancy prevention, etc.*] system? For example, information about lessons learned or opportunities to leverage the coordination of shared cases.

Follow up questions:

- What types of information are being shared? Which types of providers or organizations are sharing this information?
 - What is in place that is helping providers share this information?
- What types of information are not being shared? Which types of providers or organizations are not sharing this information?
 - Why is this happening?
 - Are there any policies or practices getting in the way?
 - Are there any attitudes or beliefs getting in the way?
 - Are any skills or knowledge needed?

19. To what extent are resources being shared between organizations addressing [targeted problem]?

Follow up questions:

- What resources are being shared? Which types of organizations are sharing these resources?
 - What is in place that is helping providers share this information?
- What resources are not being shared? Which types of organizations are not sharing these resources?
 - Why is this happening?
 - Are there any policies or practices getting in the way?
 - Are there any attitudes or beliefs getting in the way?
 - Anything related to who has the power to make decisions getting in the way?

20. How aligned are the [*early childhood, health, teen pregnancy prevention, etc.*] programs and services in this state? For example, are the curriculums aligned across education settings?

Follow up questions:

- Why are [*early childhood, health, teen pregnancy prevention, etc.*] programs and services not aligned?
 - Are there any policies or practices getting in the way?
 - Are there any attitudes or beliefs getting in the way?

POWER

21. To what extent do state level organizations gather and use input from families or community service providers to guide their efforts? For example, input about when to offer services.

Follow up questions:

- What is in place that is helping organizations gather and use this input?
- What's getting in the way of gathering and using input from families or community service providers?
 - Are there any policies or practices getting in the way?
 - Are there any attitudes or beliefs getting in the way?
 - Are any skills or knowledge needed?

22. To what extent do state level organizations involve families or community service providers in helping to actually make decisions related to the work? For example, decisions about what services are offered.

Follow up questions:

- What is in place that is helping state level organizations gather and use this input?
- What's getting in the way of gathering and using input from families or community level organizations?
 - Are there any policies or practices getting in the way?
 - Are there any attitudes or beliefs getting in the way?
 - Are any skills or knowledge needed?


REGULATIONS

23. Are there any formal or informal policies or procedures getting in the way of addressing [targeted problem]? Making it difficult for families to get the services they need? Making it difficult for providers to work together?
- For each policy you list, how is it getting in the way of addressing [targeted problem]? Where is it in place?

RESOURCES

24. What skills or knowledge do you or local service providers need to help make [targeted goal]? Which settings are these needed in the most?
25. What skills or knowledge do you think state leaders need to help make [targeted goal]? Which settings are these needed in the most?
26. What skills or knowledge do you think families need to help make [targeted goal]?
27. To what degree do community level service providers and leaders know about all the services and supports available in the community [related to targeted goal], including which families are eligible?
28. Are we using all of the assets in our state to address [targeted problem]? What assets are currently being ignored? Why is this happening?
29. To what degree are resources like public transportation, grocery stores, parks, and living wage jobs accessible to everyone in our state? What types of resources aren't accessible to everyone? Who is this affecting?

Step 3: Who should we include in the scan? What existing meetings or interactions are these people already engaged in that we can use to ask our questions?

Consider these perspectives 	What types of stakeholders should be included? Be specific.	What existing meetings, direct touches, or natural gathering places are these people already engaged in?
Those experiencing the problem Families, youth, and residents <u>directly</u> experiencing the problem		
Those providing services Public & Private Service providers working with those experiencing the problem		
Those supporting at the local level Resident-led, faith-based, local businesses, neighborhood organizations or informal supports		
Those deciding on changes & how resources are used Funders, Local institutions & local organizational leaders, Local officials		
Those with expertise on the problem. Researchers, consultants, etc.		

Step 4: What is the best way to collect the data we need?

Think about the naturally occurring meetings and interactions listed above. What processes can you use to ask the system scan questions during these opportunities?

Ideas for asking a few questions at a time:

- **Implementation and/or leadership team meetings:** ask 2-3 questions per month during regular meetings.
- **Staff meetings:** have implementation team members ask same 2-3 questions in their staff meetings and bring back what they learned.
- **Other collaborative meetings:** get on the agenda of these other groups to ask the same 2-3 system scan questions.
- **Direct service touches:** have staff ask all their families one or two brief system scan questions during service visits, or have a representative ask families these questions while in a waiting room or when they enter or exit a setting.
- **Intake forms:** have partner organizations add one or two brief system scan questions to their intake forms and then share what they learned during upcoming meetings or in a private phone call/email.
- **Family gatherings or events:** ask a few key system scan questions with families during regular gatherings (e.g., Head Start meetings, church gatherings, play groups), or set up a booth at local events where families can get information about services - while they are there, ask them one or two system scan questions.

Ideas for asking multiple questions at a time (NOTE: these require more resources):

- **Interview:** schedule an interview to ask key individuals the system scan questions; this is especially effective for stakeholders in positions of power
- **2 hour meeting:** take advantage of existing organizational or collaborative meetings in the community to ask system scan questions..
- **Surveys:** ask system scan questions through a brief survey (could be electronic or paper).

System Scan Design Matrix

Use this matrix to identify what questions to ask each perspective group by placing a ✓ in the appropriate columns. Add in your plans to collect system scan data from each group in the space provided.

ALL Kids Ready for School			
Prioritized Stakeholder Groups to Include in Scan (from step 3 – be specific!)	Plans for HOW and WHEN to collect data from each of these stakeholder groups (from step 4)	Prioritized System Scan Questions (list the number of the questions circled in step 2, as well as any additional questions)	Progress
Group 1:			Total # of stakeholders to date: Total # of targeted stakeholders:
Group 2:			Total # of stakeholders to date: Total # of targeted stakeholders:
Group 3:			Total # of stakeholders to date: Total # of targeted stakeholders:
Group 4:			Total # of stakeholders to date: Total # of targeted stakeholders:
Group 5:			Total # of stakeholders to date: Total # of targeted stakeholders: