

2008

Effectiveness and Efficiency of the State of Colorado in Meeting the Needs of Early Childhood Councils: A Baseline Report



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Human Services

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Introduction

Background

In 2007, the Colorado General Assembly passed legislation that created a system of local early childhood Councils. HB07-1062 specifically called for the creation of a statewide system of Early Childhood Councils that would “increase and sustain the availability, accessibility, capacity and quality of early childhood services throughout the State.” Early childhood services refer to early care and education, as well as related services for young children in health, mental health, and family support services.

At the time the legislation was passed, seventeen Consolidated Child Care Pilots already existed across the state and were performing many of the functions called for in the existing legislation. These “Pilots” were grandfathered into the legislation and allowed to continue on as Early Childhood Councils if that is what their forming communities chose to do. Since passage of the legislation, there are now thirty-one Early Childhood Councils in Colorado, covering 56 of Colorado’s 64 counties.

As part of the creation of a system of Early Childhood Councils in Colorado, HB07-1062 requires a comprehensive evaluation of the effectiveness of the Early Childhood Council system, to be completed by 2010. As a component of this requirement, the legislation calls for an evaluation of the “efficiency and effectiveness” of the State in meeting the needs of Early Childhood Councils (hereafter referred to as *Councils*). This current study is a baseline evaluation to measure initial State support of Councils in their first year of operation under the new statewide system.

The present evaluation specifically focuses on the technical assistance (TA) that the state has provided for Councils. Results of this evaluation will inform ongoing and future TA that the State provides for Councils and will give the more comprehensive evaluation effort in 2010 a benchmark for success.

Study Purpose

The current evaluation had several goals:

- To determine the extent to which Early Childhood Council Coordinators and other stakeholders are *aware* of technical assistance options from the State;
- To measure the perceived effectiveness of State supports in helping Councils achieve the work activities they have been asked to undertake (by both legislation and grant requirements); and
- To determine the perceived efficiency of the State in providing technical assistance to local Councils.

The latter two study purposes focused on evaluating the *perceptions* of Council Coordinators, members, and other early childhood stakeholders. **As a baseline evaluation, this research aimed to determine Council and community satisfaction with State supports and to get their feedback on the extent to which technical assistance strategies are effectively meeting their current needs.**

The intent at this point was not to measure specific Council outcomes that might result from specific State support. Nor did the current study examine State spending patterns to determine return on investment. These research goals might be pursued at some later time as part of the more comprehensive evaluation required by HB07-1062 by 2010.

Methodology

This evaluation took a 360° approach to gathering data and stakeholder perceptions about the effectiveness and efficiency of State supports for Early Childhood Councils. It sought input from:

- Early Childhood Council Coordinators and their Council members who have been receiving technical assistance from the State since July 1, 2007;
- State staff who have designed and provided technical assistance to Councils over the past fiscal year; and
- State partners who work in the early childhood arena and may have some familiarity with Early Childhood Councils and their needs and/or with the State program to deliver support.

The study used a combination of focus groups, individual and small group interviews, and online surveys to gather data and information. Input was received from Early Childhood Council Coordinators and Council members from across the state, representing 27 out of 31 Councils. In addition, the study obtained input from state staff representing three departments (Colorado Department of Human Services, Colorado Department of Education, and Colorado Department of Public Health and Environment) and the Lt. Governor's Office. Statewide system partners also provided input and valuable perspectives to this evaluation. A complete list of focus group and interview participants appears in Appendix A to this report.

Focus Groups and Interviews

The evaluation was able to obtain a rich and diverse participation of stakeholders across the state, in part, because of the focus groups it conducted at the Smart Start Conference in North Carolina, May 6th-9th, 2008. This conference was attended by over 150 Early Childhood Council Coordinators and members from Colorado, and provided an opportunity to gather input from across the state in a way and to an extent that would not have otherwise been feasible. Participants from different counties and parts of the state got to hear perspectives on early childhood systems building from people they wouldn't otherwise encounter (this was particularly true for the Council members who participated, since they have few other opportunities to interact with other Council members from other parts of the state). Other interviews, particularly with State staff and statewide systems partners, were held in Denver in May and June of 2008.

Focus groups for Coordinators were held separately from the focus groups for Council members, given the different level of interaction each group necessarily has with the State and technical assistance strategies. This separation also gave each group an opportunity to provide input with its "peers" and without concern for whether their responses might be offensive or hurtful to a board member or employee. Detailed discussion guides were prepared for each group in advance to solicit input to specific questions related to the provision of State support for Early Childhood Councils.

Questions for participants ranged from evaluating their awareness about which state entities provide support to local Early Childhood Councils to which supports are most valued by the participants. The questions also examined the participants' perceptions of how well the state utilizes its resources and staff to support local early childhood systems building.

A copy of the discussion guide used in the focus groups and interviews is in Appendix B of this report.

Surveys

The survey conducted as a part of this research was released online (Survey Monkey) on May 14th and was open to input until June 15th. While the survey was primarily geared to Coordinators and the experiences they have had this past fiscal year with technical support from the state, it was also sent out to Council members and other statewide staff and stakeholders to participate as they saw fit. In total, 47 respondents completed the survey, including:

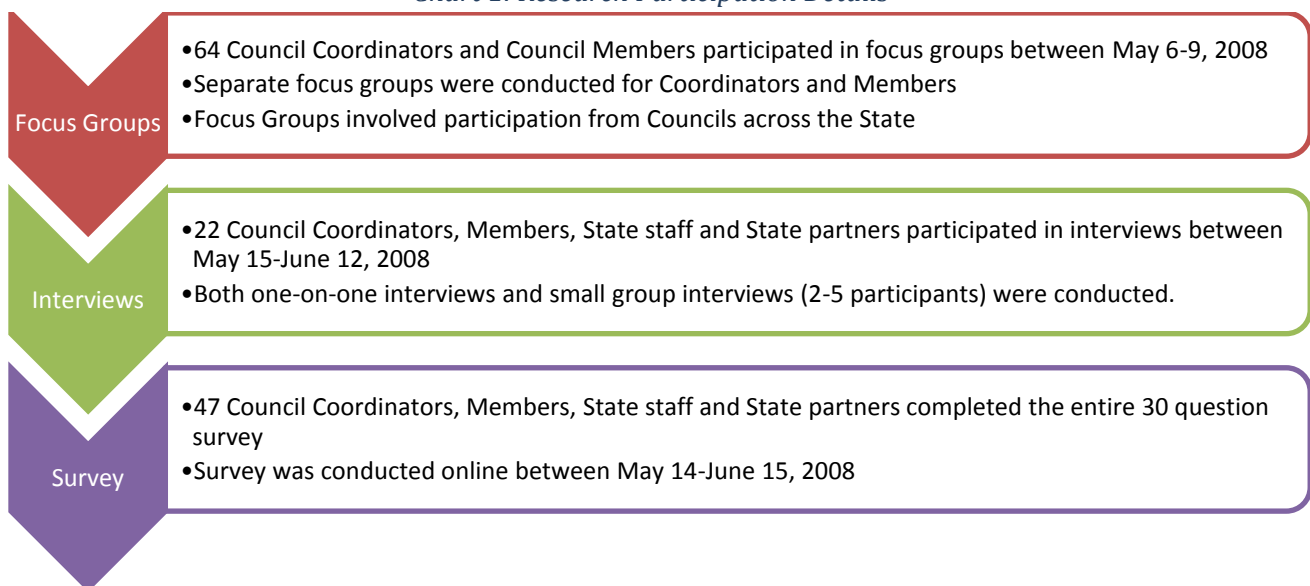
- 24 Council Coordinators (2 self-identified as Council Directors)
- 4 Council staff (non-Coordinators)
- 14 Council board or committee members
- 5 State staff or state partners

The survey was used to gather some quantitative data on the perceived effectiveness of State support for local Early Childhood Councils. It contained a total of 30 questions, most of which were designed to evaluate how and to what extent each individual technical assistance support provided by the State helped local Councils meet the work requirements of HB07-1062 and the grant requirements funding early childhood systems-building work.

In addition, the survey captured information regarding the responsiveness of the State to local needs, as well as the perceived efficiency of the State's use of resources and staff time. Appendix C includes a copy of the survey questions and the overall results. Much of the analysis in this report, however, has concentrated on the survey results for the Council Coordinators only, since they were the direct recipients of State technical assistance on early childhood systems building. The analysis notes instances where responses from other stakeholder groups differ significantly from those of the Coordinators.

Brief details about the use of the various evaluation instruments to receive input from stakeholders are provided in Chart 1, below.

Chart 1: Research Participation Details



Early Childhood Councils

Currently in Colorado there are 31 Early Childhood Councils representing 56 of the state’s 64 counties. Each Council is responsible for building community collaborations that facilitate the provision of a range of services to children five years old and younger and their families (although some Councils serve a broader range of ages – including school-age care). The services that the Councils are charged with integrating into a system occur over four domains:

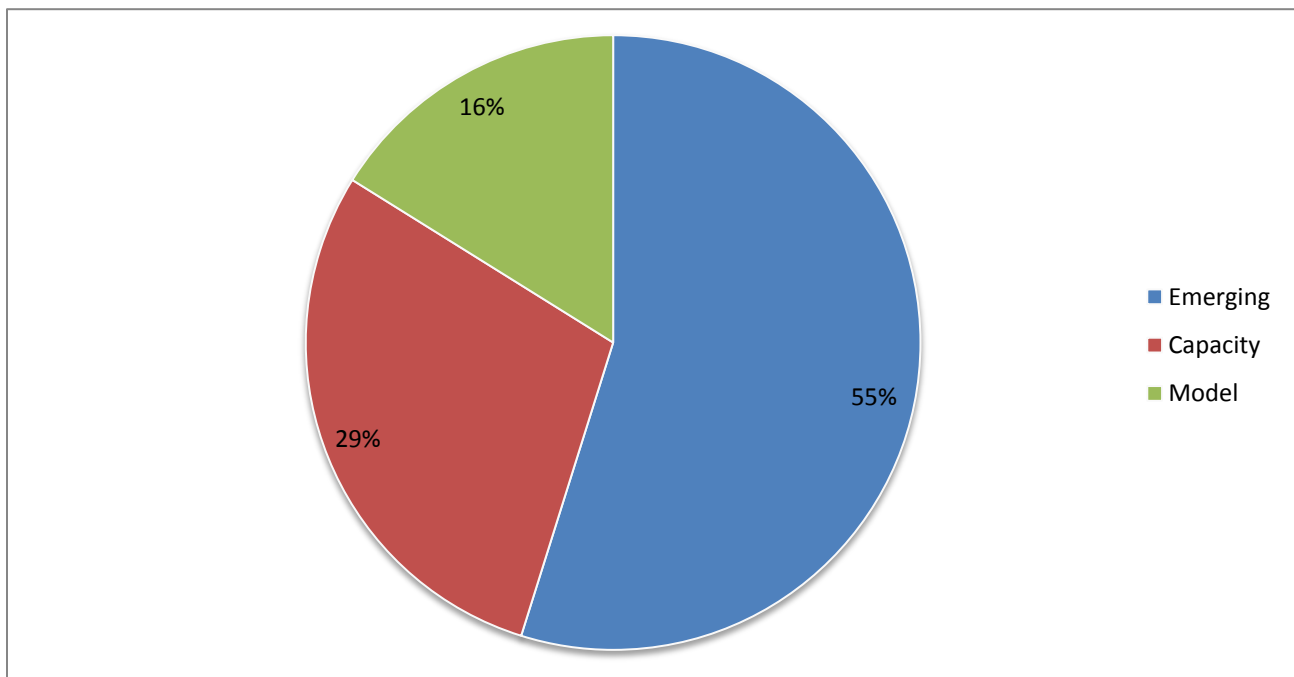
- Early care and education;
- Health care;
- Mental health; and
- Family support services.

Through integration and collaboration, state legislation and funding grants anticipate that Early Childhood Councils will make it easier for families with young children to access affordable, quality services for their children.

Developmental Status of Councils

Of the 31 Councils, 17 were identified as “emerging” Councils. Nine more were identified as “capacity-building” Councils, and another five came in as “model” Councils. These designations are useful indicators of the level at which the local communities were at in terms of both systems-building and in terms of organizational development. The following chart breaks this information down graphically.

Chart 2: Council Developmental Levels



Councils are typically run by a Coordinator who staffs efforts to build collaboration and integration of services within the early childhood system. Because of the high number of new Councils coming into the

system in FY2008, it is not surprising that there were a high number of new Coordinators as well, most of whom were new to early childhood systems building. In total, 15 new Coordinators came on board in FY2008. Eight of these replaced previously existing coordinators and seven were hired to staff newly created Councils.

Funding for Early Childhood Systems Building

In FY2008, Colorado allocated \$3.7 million for early childhood systems building work. This money comes from the federal Child Care Development Block Grant and some state general fund dollars. Many local Early Childhood Councils also leverage state funding to bring in foundation and local government grants as well. Funding for Councils was distributed based on a grant application process and resulted in awards ranging from \$22,000 to \$172,000. The direct awards to Councils in FY2008 totaled just over \$2.7 million. The remaining dollars were utilized by the State to:

- provide technical assistance to Councils,
- fund the FTEs supporting Council work, and
- offer mini-grants to Councils in response to community needs.

Technical assistance dollars at the State level were fairly significant for this fiscal year due to the fact that approximately half of all Councils (and Coordinators) were new to the work this year. The State plans to allocate more funding directly to Councils through grants awards in the second year of the Early Childhood Council system, with the expectation that technical assistance needs for start-up will not be as high as in year one.

While the above description provides a succinct description of early childhood systems building work, every Council approaches this work in its own unique way, relative to community needs and dynamics. In addition, based on the focus groups and interviews, there is a wide range of perceptions about what the work of Early Childhood Councils is or should be. This is true at both the local and the State level. This lack of a consistent understanding of early childhood systems building and the work of the Councils plays a strong role in many of the responses to focus group and interview questions that are analyzed later in this report.

Technical Assistance to Early Childhood Councils

State Support Structure

State support to local Early Childhood Councils in Colorado has primarily been provided by the following entities during FY2008:

- Colorado Department of Human Services (CDHS)
- Colorado Department of Education (CDE)

CDHS receives and manages the federal Child Development Block Grant dollars that come into the State, as well as State general fund dollars dedicated to early childhood systems building. CDHS contracted with CDE to manage much of the work on Early Childhood Councils this past fiscal year. In addition, several early

childhood staff worked out of the Office of the Lt. Governor this past year, one of which was technically an employee of the Colorado Department of Health and Environment (CDPHE) Division of Maternal and Child Health. The following graphic (Chart 3) depicts the nature of State support provided to Councils for FY2008, with the outer circles being the State support provided to the inner circle of local Early Childhood Councils

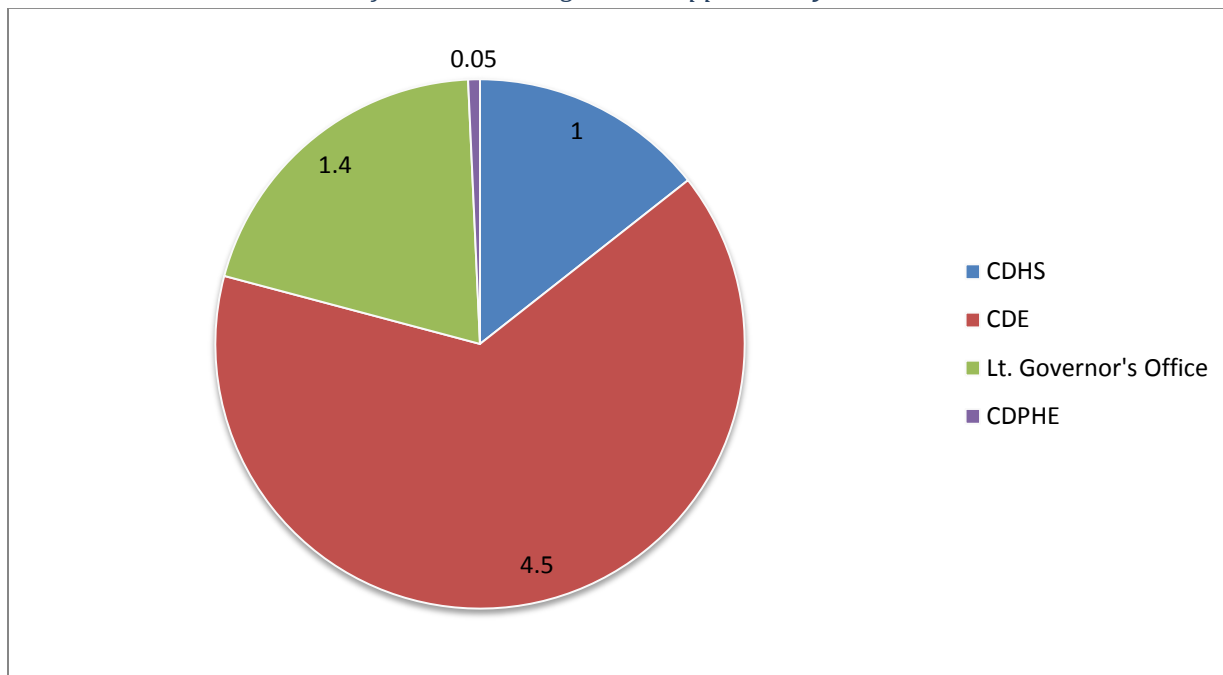
Chart 3: State Entities Providing Direct Support to Early Childhood Councils



The current evaluation asked staff from each of the above State entities to estimate the amount of staff time dedicated to supporting Early Childhood Councils (e.g., working on Early Childhood Council issues or technical assistance rather than on other more broad early childhood issues or efforts not specifically related to the functioning of Councils). While this is not an exact number, it does give a representation of the Full Time Equivalent staffing (FTE) that goes into supporting Councils from the State level, both

individually by agency/office and collectively. What this rough analysis shows is that the State provided 7.40 FTE to support local Early Childhood Councils in FY2008. This number does not include contract support that the state has also used to support the early childhood systems-building work of Councils. An estimate of that number follows the FTE analysis.

Chart 4: Estimate of State FTE Assigned to Support Early Childhood Councils



In addition to FTEs on staff, the State has utilized contract support this past fiscal year to support Early Childhood Councils. This support has taken the form of contract liaisons and facilitators assigned to assist Councils on an as-needed basis (described more fully later in this report). In total, the State has contracted approximately 1,320 technical assistance hours during FY2008, which translates to approximately an additional .60 FTE on top of the 7.40 FTE working on staff to support Councils in their early childhood systems-building efforts. According to technical assistance logs, this contract assistance was primarily used to support strategic planning and Council development activities.

Council, Community and Partner Perceptions of State Support Structure

One of the primary purposes of this evaluation was to gauge how aware Council Coordinators and community and state stakeholders are of the support going toward Early Childhood Councils – and to determine their perceptions about that support. Survey, focus group and interview results suggest that Coordinators and other early childhood partners in the state perceive a tiered system of support coming from the State level.

Most focus group and interview participants described the following tiers of involvement in providing support to Councils (with Tier 1 being the most involved in Council support functions):

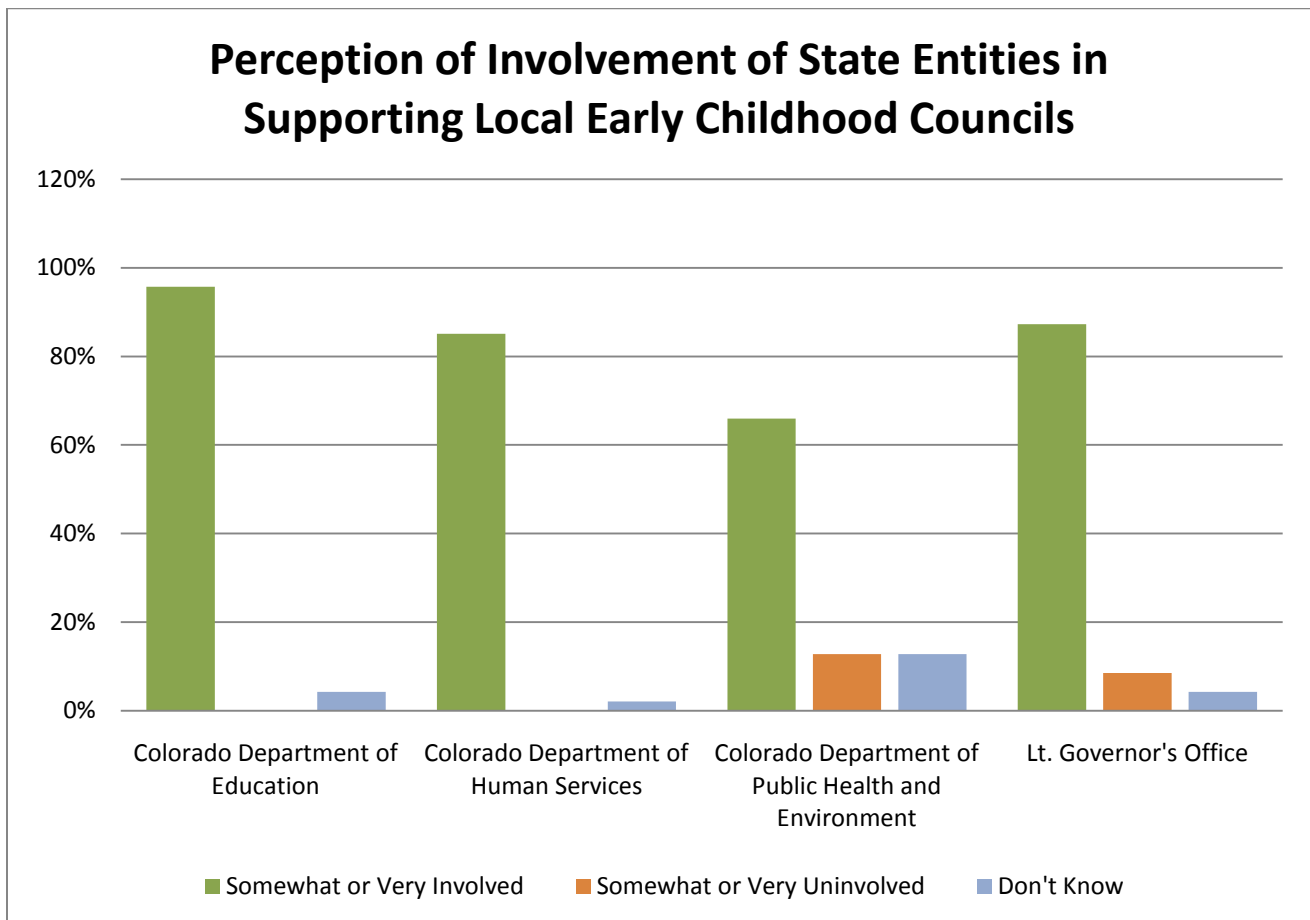
- Tier 1: CDE and CDHS
- Tier 2: Lt. Governor's Office

- Tier 3: CDPHE

In particular, participants said that they saw CDE as being the primary support to Early Childhood Councils, followed by CDHS, with the Lt. Governor’s early childhood staff providing some support and CDPHE having the least presence. This was true of all categories of respondents and participants, including Council Coordinators, Council board members, and state partners in early childhood systems building.

Surveys showed a similar picture, although with a stronger role for the Lt. Governor’s Office than indicated by interviews and focus groups. The difference in results may, in part, be due to different demographic representation for the respondents. Over 50% of survey respondents were Council Coordinators, while only 31% of focus group/interview participants were coordinators. Among focus group/interview participants, Council members and State staff or State partners together represented 58% of respondents. The following graph depicts the responses of all survey participants to the question: *Please rate the extent to which you believe the following State entities are involved in supporting local early childhood systems building efforts.*

Chart 5

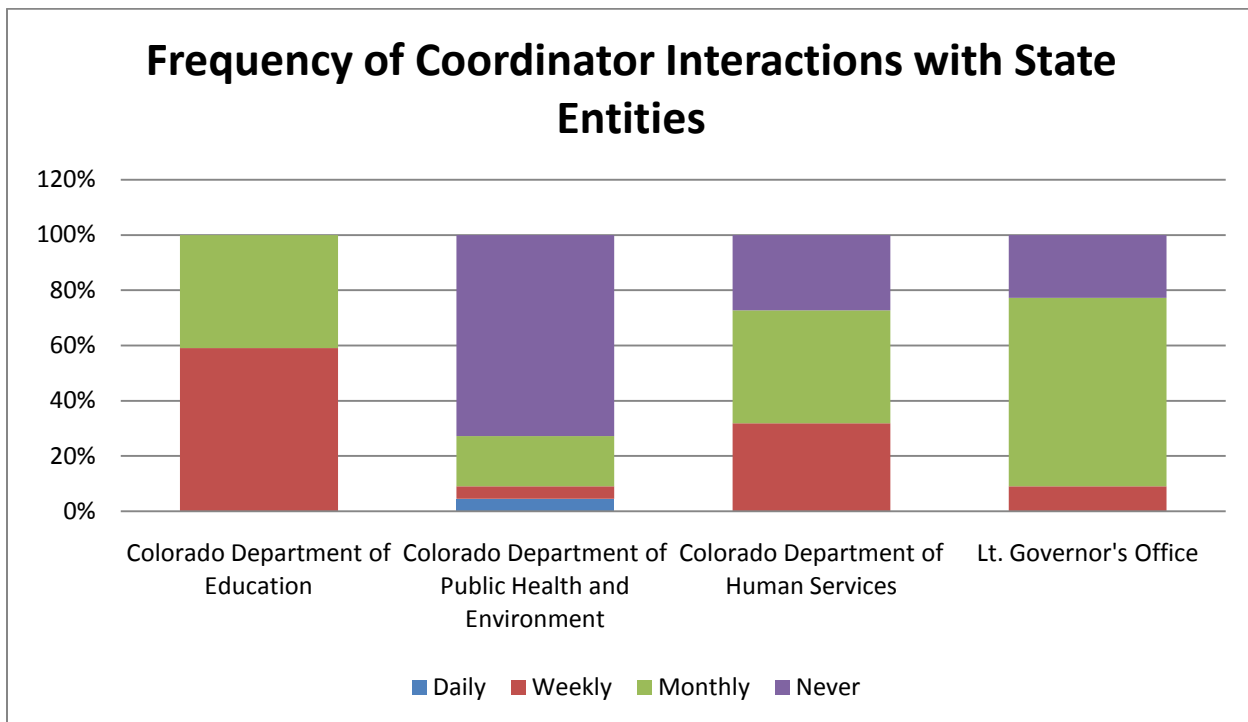


Coordinator responses to a related question asking about the frequency of their contact with the various state agencies and offices give a clearer picture of the intensity of involvement Coordinators have with the different parts of the State support structure. Fifty-nine percent of responding coordinators interact with

the CDE staff weekly. Thirty-two percent of Coordinators interact with CDHS that often, while only 9% and 5% of Coordinators interact weekly with the Lt. Governor’s Early Childhood staff or CDPHE, respectively.

Notably, Council Coordinators interact infrequently with CDPHE, in particular (73% report “never” interacting with the health department). Please note that CDPHE does not currently receive funding specifically dedicated to working with Councils (Chart 6).

Chart 6



Input from focus groups and interviews bears this out, raising questions among participants about the current resources and capacity of this department to build a stronger technical assistance link from the health domain to the Early Childhood Council system. Similarly, while the survey data does not break out mental health from CDHS as a technical support area, interviews and focus groups suggested a very weak support link between mental health and the Councils, as well. In fact, the Mental Health Division at CDHS was rarely mentioned by Coordinators, Council members or state early childhood partners as a visible support to the Councils in their systems-building work.

The flip side of this coin is that many interview and focus group participants see an unbalanced support from and emphasis on the education domain in early childhood systems building in Colorado. Some participants suggested that this was because early care and education is the “low-hanging fruit” and the domain that can most logically be used to bring the others to bear. Others suggested that the State may have acted too quickly to try to develop a multi-domain early childhood system when there is still considerable work to be done to raise the access, affordability, capacity and quality of the early care and education domain on its own.

Whatever the answer to this question may be, results clearly showed an imbalance of the four domains in the early childhood system, starting at the State level and trickling down to the local Councils. Many participants and respondents spoke of a desire for the State to demonstrate more leadership on integrating domains through better collaboration, communication and integrated funding across Departments, Divisions and offices in the State system.

Effectiveness of State Support to Councils

Council Work Activities

Early Childhood Councils have a number of specific activities and goals that they are expected to work on. These expectations come both from the legislation that created the Councils and from the grant expectations that fund them. All of the expectations are aimed at creating the integrated, collaborative system of early childhood services described above. The following graphic lists the Council work activities anticipated by legislation and by grant requirements.

Chart 7: Work Activities Required by HB07-1062 and Grant Requirements

Legislative Requirements

- Applying for funding
- Increasing and sustaining the quality, affordability, and accessibility of early childhood services
- Measuring Council progress against its goals
- Developing and/or implementing a strategic plan
- Actively informing and including small or under-represented early childhood service providers in Council activities
- Creating a functioning Early Childhood Council
- Hiring paid staff to coordinate Council work
- Conducting a community assessment
- Convening monthly and/or quarterly meetings of a collaborative planning

Grant Requirements

- Writing effective reports
- Fundraising and writing grant proposals
- Building local leadership capacity
- Implementing a community-wide professional development plan
- Completing a resource development plan
- Creating sustainable funding
- Analyzing factors that affect systems outcomes
- Establishing community collaborations and partnerships

While these lists represent the work activities detailed in State legislation and grant requirements, there are still questions among early childhood stakeholders – and even Council Coordinators and members themselves – about what the work of an Early Childhood Council is, or should be. Most Coordinators and

Council members acknowledge that the work looks different in every community. For instance, some are more systems-oriented, while others are more program-oriented.

When asked, state partners and state agencies/offices identified the following as the work they believed Early Childhood Councils are responsible for:

- Local early childhood governance/community collaboration
- Council infrastructure-building
- Programmatic activities (e.g., Touchpoints, Expanding Quality for Infants and Toddlers)
- Systems building (although the definition for this function varied by respondent)
- Strategic planning

Many of these participants suggested that the Councils are being asked to do what the State has not been able to do itself – particularly in terms of integrating early childhood services into one comprehensive system.

Technical Assistance Supports

To support the work expectations for Councils, staff from CDHS and CDE looked at the applications for funding that Councils submitted in the winter of 2007. These application asked applicants to identify areas where they wanted support from the State in developing their Councils and building their local early childhood systems. The resulting TA structure was based on the support needs identified by Councils and the funding that the State had available to distribute directly to Councils and to provide technical assistance from the State.

The resulting structure includes the follow technical assistance tools and strategies:

Chart 8: Technical Assistance Tools & Strategies



Orientation to Systems Building: The orientation was a 3-day gathering at which new Council Coordinators and board members participated in sessions and presentations that described the work of early childhood

systems building. The orientation included information on the history and goals of local early childhood systems-building work in Colorado, legislation around the Councils, and resource information. In addition the orientation introduced Councils to the new technical assistance structure, outlined reporting requirements, and provided an overview of expectations around strategic planning and community assessment.

State Liaisons: This core group initially included five and later four state staff and consultants who were assigned to specific Early Childhood Councils to give the Councils one-on-one help with organizational development, early childhood systems building, and understanding how to meet grant and legislative requirements. None of the liaisons conducted their liaison responsibilities as a full-time job. Four of the five liaisons had other job responsibilities with the state. The fifth was a consultant who worked part-time on liaison activities in a distinct region of the state. During the course of the year, the Councils assigned to one of the staff liaisons were reassigned to other liaisons so that person could concentrate full-time on their other job responsibilities.

Peer-to-Peer Mentors: Some experienced Coordinators of model and capacity Councils received small grants (\$2,400 per community mentored) to help support emerging Councils with start-up activities, community collaboration issues, and general early childhood systems building questions. In total nine mentors worked with 17 Coordinators during FY2008. The average mentor worked with two new Coordinators.

Facilitators: The state contracted with three facilitators in FY2008, each of whom had experience facilitating large groups around social issues. The facilitators were generally used by Councils to help develop operating structures and procedures (e.g., by-laws, missions, etc.) and to create strategic plans.

Individual Conversations with State Staff: Recognizing that some learning and assistance happens more informally, this technical assistance “tool” refers to the support given more informally (e.g., via email or phone, or while attending larger group meetings) by State staff to Council Coordinators and board members.

TA Days: The state conducted three topic-specific technical assistance days (TA Days) in FY2008. Each was organized like a small conference, with speakers and presentation materials. The three topics that were the focus of the TA days were: (1) Building an Early Childhood System; (2) Strategic Planning and Community Assessment; and (3) Financing an Early Childhood System. Attendance at TA days was voluntary, but peer-to-peer mentors were encouraged to attend and compensated for their time with additional resources.

First Friday Conference Calls: The state organized topic-specific conference calls for the first Friday of every month to give Coordinators information on specific programs or opportunities that are available to Councils. Some of the topics discussed on the calls included the *Enhancing Quality Infant/Toddler* professional development program and CDE’s *Results Matter* data collection initiative.

Early Childhood Council Leadership Alliance: The Early Childhood Council Leadership Alliance (ECCLA) is a long-standing group of Council Coordinators (previously Consolidated Child Care Pilot coordinators) who meet monthly to network, learn from each other, and connect with the State about early childhood systems building issues on the horizon. This group typically meets in Denver.

Grant Management Project Email Updates: State Staff from CDE who managed the grants to the Councils periodically sent email updates to Coordinators regarding upcoming events, technical assistance opportunities, and grant deadlines.

Progress & Possibilities Early Childhood Updates: These email updates out of the Lt. Governor’s Office provide Councils and other early childhood stakeholders across the state with information about early childhood policy discussions that are taking place at the state level.

Systems Building Toolkit: This web-based resource library for Council Coordinators includes studies, presentations and other documents related to early childhood systems-building work. In addition, the Systems Building Toolkit has an online forum feature that allows users to share information through discussion threads. Coordinators and other stakeholders access the Toolkit through password-protected accounts. The Toolkit itself is managed by a contractor who posts documents and updates accounts.

Effectiveness Analysis

The following analysis of the effectiveness of the State’s technical assistance to Early Childhood Councils focuses primarily on the survey responses of Council Coordinators – the people who were the direct recipients of support from the State. Focus group and interview comments received from all groups are also highlighted, and Council member survey responses are detailed when they differ significantly from those of the Coordinators.

Of the 31 Coordinators, 22 completed the entire survey. Of those, over half have been involved in early childhood systems building for less than one year, 64% were emerging Councils and 50% serve rural communities. Overall, emerging Councils are led by newer Coordinators and model communities are led by more experienced coordinators, although there are some exceptions to this. Charts 9-11 below detail the “demographics” of the Coordinators who responded completely to the survey.

Chart 9: Longevity in Field of Responding Council Coordinators

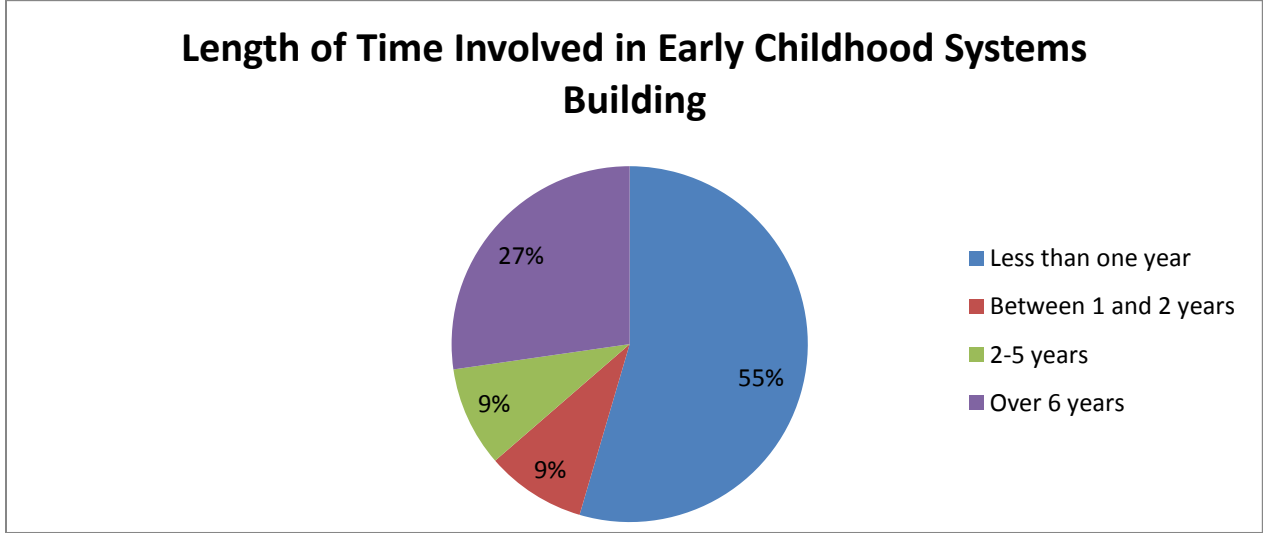


Chart 10: Council Category of Responding Council Coordinators

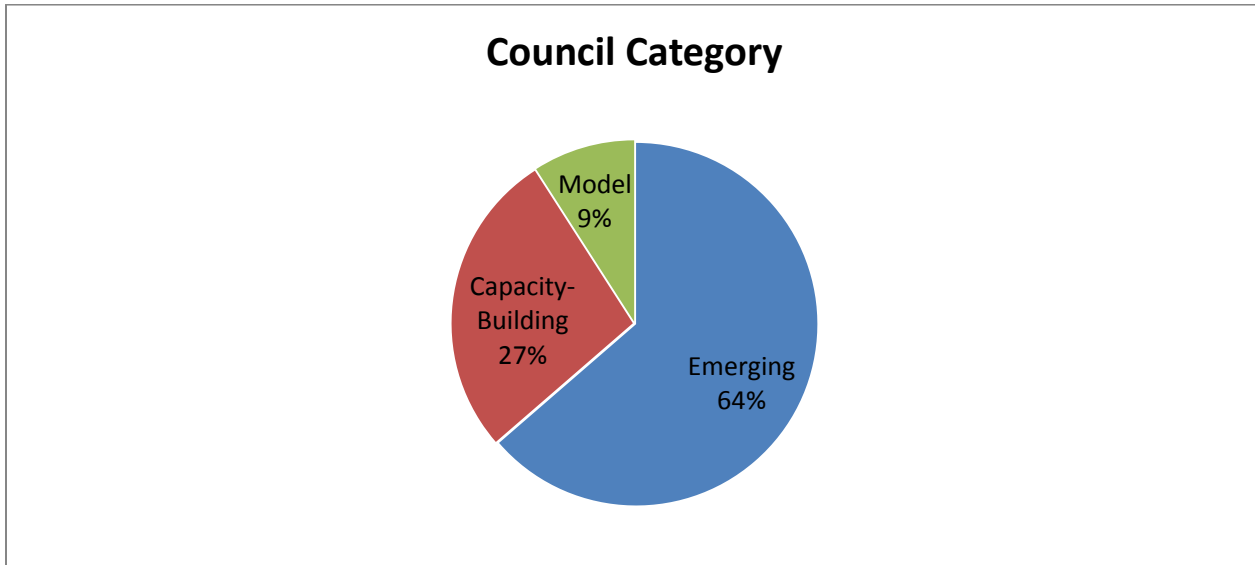
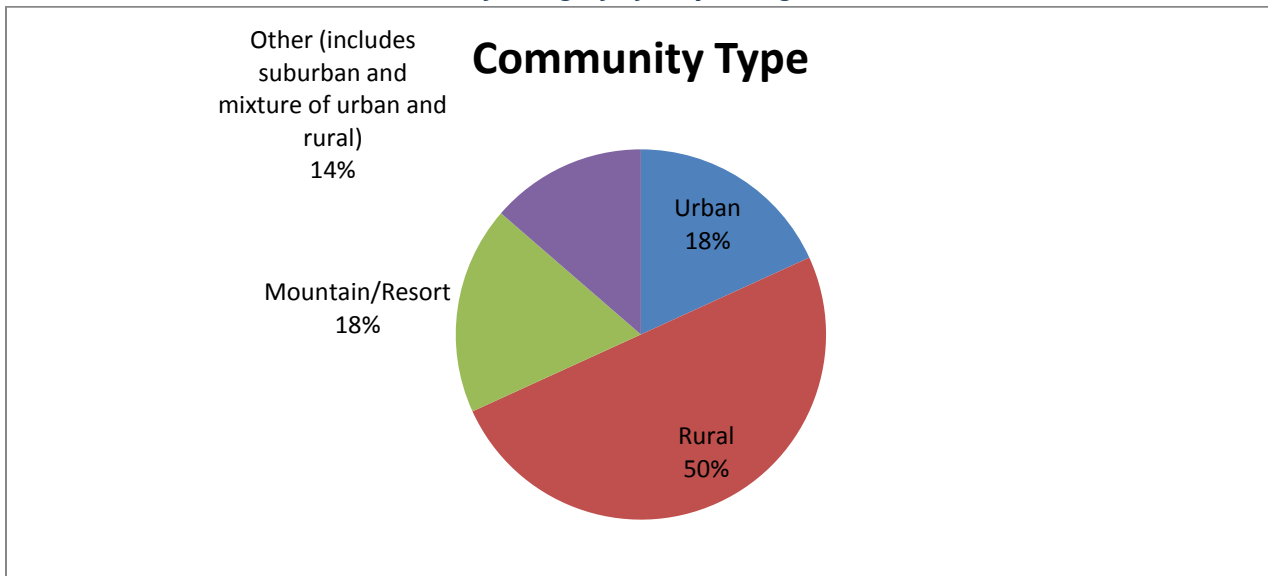


Chart 11: Community Category of Responding Council Coordinators



In general, Coordinators seemed very pleased with the supports they have received from the State this past fiscal year. A great number of the technical assistance tools were viewed as “Somewhat or Very Effective” by well over two-thirds of the Coordinators, based on survey results (see detailed results in Appendix D). At the same time, Coordinator responses in focus groups and interviews were somewhat more varied in their assessment of the technical assistance received. In addition, the specific tools identified by Coordinators as most valuable in the surveys were slightly different from the ones they most frequently mentioned in focus groups and interviews.

Possible reasons for the difference in survey vs. focus group/interview results could be different phrasing of similar questions in the two tools, as well as the social influence of responses in a group setting. That is,

because focus groups are, by nature, interactive, themes mentioned by more vocal members can be picked up by other group members and receive a stronger emphasis than they might in a more controlled setting.

During the focus groups and interviews, Coordinators generally indicated that they are happy with their relationship with the State. While many view the relationship as mostly hierarchical in nature, they reported that they perceived this as a function of the necessary funding role the State has. Given that State staff is playing both a funding role, and a technical assistance and support role, the Coordinators view this more hierarchical relationship as inevitable.

Based solely on focus groups and interviews, the technical assistance tools that Coordinators viewed as most effective were:



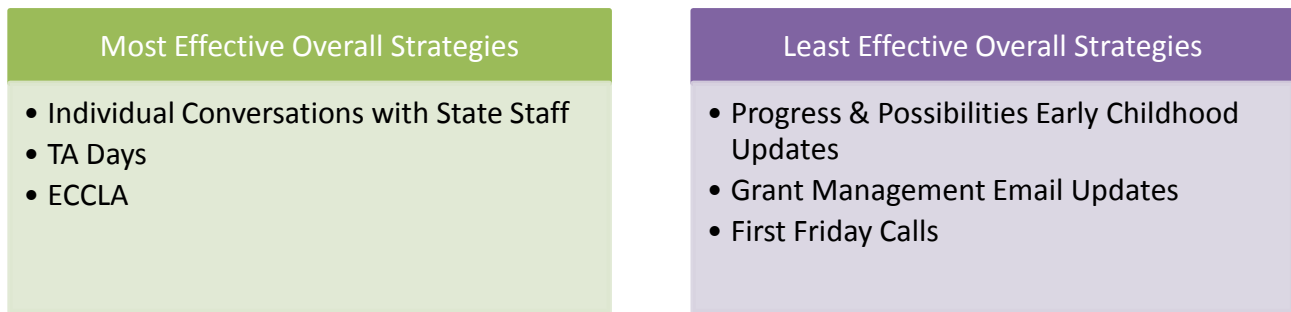
* State liaisons were particularly viewed as effective when the liaison was regional and did not have other job responsibilities.

Each of the above tools was praised by Coordinators for giving them the information and individualized support that they needed. Council Coordinators and board members from rural and mountain communities particularly appreciated when liaisons and facilitators came out to their community to provide support.

In contrast, while Peer-to-Peer Mentors are another tool that focuses on individualized support, this support strategy drew very mixed reactions from participants. In fact, Coordinators overwhelmingly reported that the lack of consistency of messages and level of support from Peer-to-Peer Mentors and also from Liaisons strongly affected the ultimate effectiveness of that support. They reported that there seemed to be no set functions or expectations that determined the kind of support and information that Mentors and Liaisons delivered.

Interestingly, when looking at the Coordinators survey results, the most valued technical assistance strategies were somewhat different. The following graphic shows the technical assistance strategies that most frequently ranked in the top two of helping Council Coordinators meet specific goals, along with those that most frequently ranked in the bottom two of helping Coordinators meet expectations. Effective strategies are defined here as those that Coordinators rated as being "Very" or "Somewhat" effective. Ineffective strategies are those that Coordinators rated as "Somewhat" or "Very" ineffective.

Chart 12: Most and Least Effective TA Strategies as Identified by the Survey Results



These results come from an analysis of the survey responses Coordinators gave about the effectiveness of each strategy at meeting each of the specific work activities described earlier in this report. Most all of the strategies, in general, were positively viewed by at least two-thirds of respondents. Graphs detailing specific responses to each strategy’s effectiveness at meeting particular work activities can be found in Appendix D of this report.

Generally, the most effective supports identified by Coordinators – in both the focus groups and interviews, and through the surveys – are those that provide **individualized assistance and a personal connection** to the Councils (e.g., Liaisons, Individual Conversations with Staff, Facilitators, ECCLA) and those that provide **specific information** related to systems building (e.g, TA Days). The ones that are least effective are those that try to convey general information in a non-personalized format (e.g., email updates, conference calls).

The survey also reveals those work activities the State has most effectively supported with its current TA structure, as well as those work activities that seem to need a different kind of support from the State. Those that the State is most effectively supporting are defined as work activities where 60% or more of Coordinators rated all or most of the tools as being “Very or Somewhat Effective.” The work activities that the State is not yet effectively supporting are those where less than 60% of Coordinators rated all or most of the tools as being “Very or Somewhat Effective.”

Chart 13, below, shows that the Coordinators believe the State TA has effectively supported most of their work activities, particularly all but one of the activities required by HB07-1062. The areas where the State may be able to grow their support include several work items that are more specific to expectations of more seasoned Councils (e.g, developing a resource plan and a professional development plan, and creating sustainable funding). This finding is consistent with focus group and interview results that suggested that TA this fiscal year has been more heavily focused on the needs of emerging Councils rather than on those of Councils that have more experience with early childhood systems-building.

Chart 13: Council Work Activities that the State Has Most Effectively Supported



Efficiency of State in Supporting Early Childhood Councils

As noted earlier in this report, the State dedicated approximately 8 FTE in staff and contractor time to supporting Early Childhood Councils in FY2008. This includes staff and contractors from all four of the departments/offices that were the primary supports to Councils (i.e., CDE, CDHS, CDPHE and the Lt. Governor’s Office). In terms of financial resources, the State had \$3.7 million available to dedicate to both direct grants to Councils and to technical assistance activities. In FY2008, just over \$2.7 million of this amount was given out as grants to Councils at the beginning of the fiscal year. The remainder went to funding State FTE supporting Council work, hiring some of the contract support listed above, implementing the technical assistance infrastructure described in detail throughout this report, enabling Council Coordinators and members to attend the annual Smart Start Conference in North Carolina, and providing mini grants to Councils in response to community needs.

Both the focus group/interview discussion guides and the survey asked participants to respond to questions about how efficiently they believed the state had utilized resources and staffing capacity. In particular, the evaluation examined:

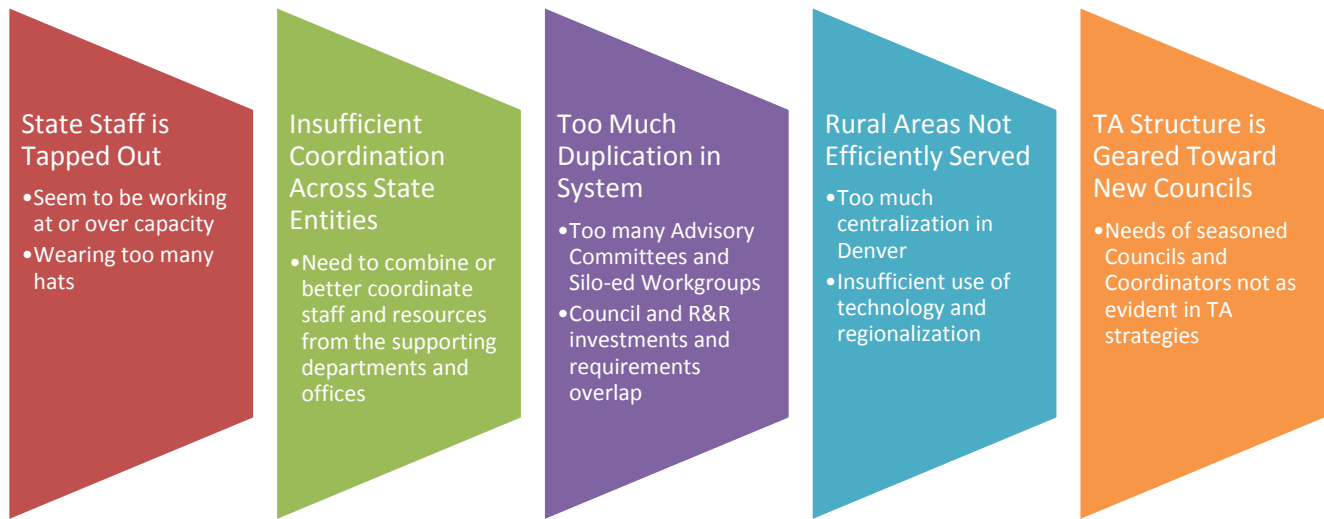
- The responsiveness of the State to Council requests for assistance
- The ability of the State to anticipate Council needs
- The perceived efficiency of the State in utilizing financial resources dedicated to Early Childhood Councils
- The time and staffing capacity of the State to meet local Council needs

Themes from the focus groups and discussion guides around efficiency are broken down here by subgroups. In particular, Coordinators’ stated views about the perceived efficiency of the State were quite different in some areas than those of State partners. In general, the Coordinators tend to view the State as being very efficient in their use of resources and staff time to support Councils, while State partners were more critical of each other and the lead technical assistance agencies in this area.

Coordinator Perceptions of State Efficiency

Based on focus groups and interviews, themes around efficiency for Coordinators include the following:

Chart 14: Efficiency Themes Identified by Coordinator Focus Groups and Interviews



State is Tapped Out

Coordinators that participated in focus groups and interviews generally believed that there is insufficient State staff supporting Early Childhood Councils. This belief was typically based on seeing State staff as being stretched too thin. They observed State staff as being harried and commented that Staff were “wearing too many hats.” Specifically, while they believed that staff was getting a tremendous amount done given the number of people working on Council issues, they didn’t think State staff could effectively provide TA to Councils while also managing grants and conducting evaluations.

Insufficient Coordination Across State Departments and Offices

In addition, Council Coordinators wondered whether they might be able to more efficiently and effectively meet local needs if the various staff working on Council issues in the different departments/offices (i.e., CDE, CDHS, Lt. Governor’s Office, CDPHE) worked together more cohesively and cooperatively. At a minimum, Coordinators expressed that State staff needed to communicate and coordinate better among themselves, across entities, in order to deliver more consistent messages, advice and support to local Councils. As it is, Coordinators feel that they get inconsistent support based on who happens to be delivering the message.

Too Much Duplication in System

Council Coordinators expressed a concern about the amount of duplication in the system caused by the lack of effective State coordination and integration around early childhood services. As examples, they

pointed to an excess of State-level advisory committees (i.e., there was particular tension around the addition of the Early Childhood Councils Advisory Team to an already crowded mix of existing teams and groups overseeing Early Childhood Council work.) Coordinators also pointed to an excess of local workgroups born out of the State's "silo-ed" approach to administering early childhood services. For instance, individual programs have their own required advisory groups (e.g., CPKP; Project Bloom; R&R) which often are not required at the State level to be coordinated with Early Childhood Council work locally. As a result, duplication of effort and lack of coordination and integration is exacerbated at the local community level.

In addition to a perceived inefficiency from the duplication of advisory groups and workgroups created by the State, many Council Coordinators observed an inefficiency created by having overlapping and often duplicative systems of Early Childhood Councils and Child Care Resource and Referral (R&R) Agencies. In particular, many communities in Colorado have both Councils and R&R agencies operating professional development, quality improvement and public information activities related to early childhood services. The Coordinators perceive an inefficiency in investing dollars in both systems separately to provide overlapping and duplicative services.

Rural Areas Not Efficiently Served

Coordinators from rural and mountain communities across the State also question the efficiency of State services to their communities. While a number of rural and mountain Coordinators like coming to Denver for monthly meetings, many others would like to see the State experiment with other options, including regionalized TA, less frequent ECCLA and TA meetings, and using technology to access Denver-based meetings. In particular, most rural and mountain communities would like to see liaisons that are based in their regions and assigned to Councils from a particular section or quadrant of the state. In addition, they'd like to have regionalized TA Days and ECCLA meetings – at least some of the time – so that their own travel burden is minimized. And, finally, they would like for the State to experiment more with technology that would allow Coordinators who so choose to attend Denver meetings virtually, using video conferencing or teleconferencing options.

TA Structure Geared Toward New Councils

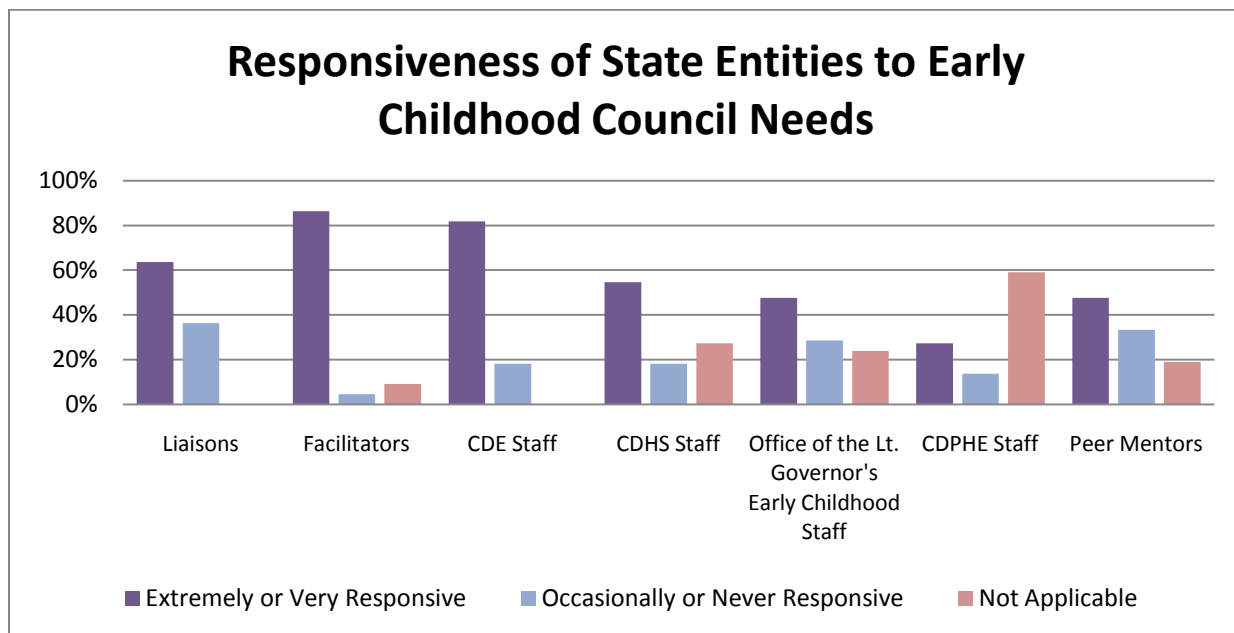
One of the consistent themes from the Council Coordinators who have been at this work for a number of years already is that the TA Structure developed by the State is primarily geared toward the needs of new Councils. In fact, the State did set up their TA structure to focus on the needs of the newer Councils. The compromise was that the more seasoned Councils typically got more direct funding in lieu of some of the TA supports. Nevertheless, experienced Council Coordinators indicated that they would have liked to have been "excused" from some of the TA activities that were more geared toward the newer Councils and/or that they would have liked some TA assistance to begin meeting the needs of more developed Councils.

The surveys provided some more detail to this picture of Coordinators' perceptions about the efficiency of the State in meeting Early Childhood Council needs. Coordinators responded to questions about the responsiveness and capacity of the State in meeting their needs. What their responses reveal is that the Facilitators, CDE staff and Liaisons are perceived by Council Coordinators as being the most responsive to their needs, in that order. Eighty-six percent of Coordinators report that the contract facilitators hired by

the State are “Extremely or Very Responsive” to them. Similarly, 82% of Coordinators report that CDE staff is “Extremely or Very Responsive” and 64% say the same about the State Liaisons. The Liaison category, however, is difficult to analyze on its own, since most Liaisons had other roles as State staff, as well.

Many Coordinators reported that the responsiveness of CDPHE was not applicable, presumably because they had indicated elsewhere in the survey that they did not interact regularly with this department.

Chart 15: State Responsiveness to Council Needs as Identified in Coordinator Surveys

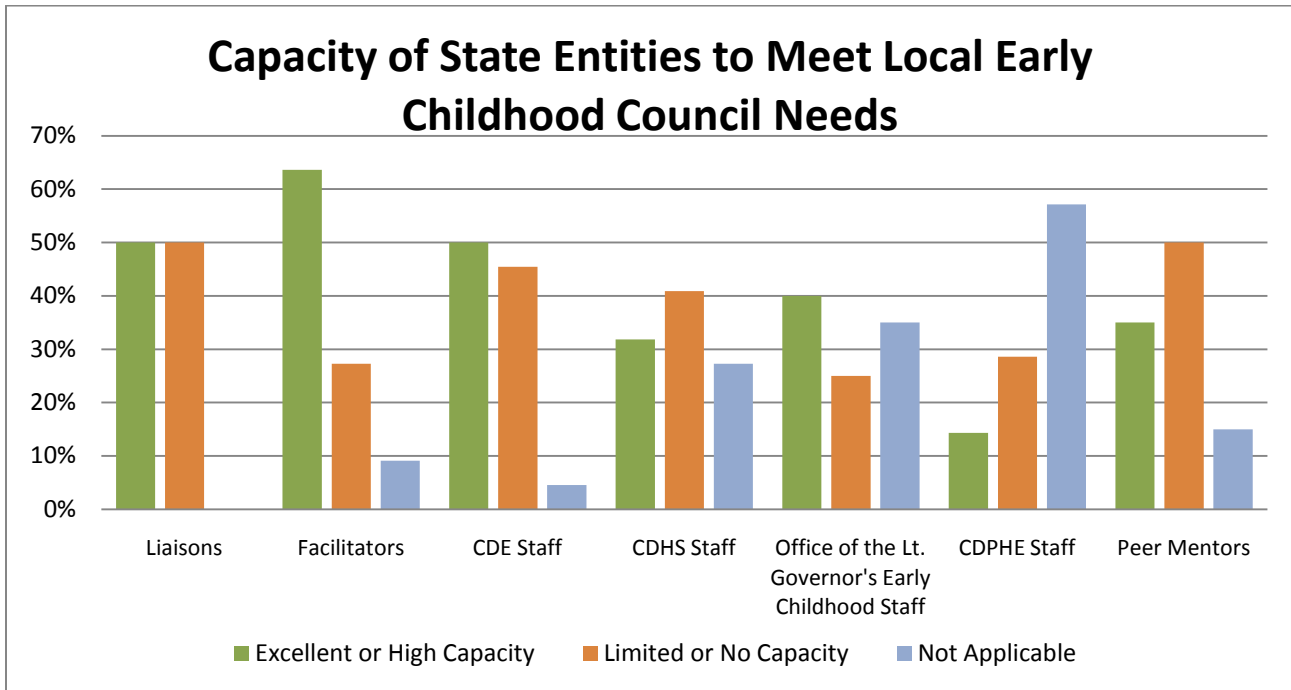


Answers to the question of the State’s responsiveness to Council needs are mirrored somewhat in Coordinators’ perceptions about the capacity of different entities to support their systems-building efforts. Council Coordinators view the facilitators as having the greatest capacity to meet their needs. Sixty-four percent of Coordinators said that the facilitators have “Excellent or High Capacity” to meet Early Childhood Council needs. An equal number of Coordinators (50%) indicated that Liaisons had “Excellent or High Capacity” as said they had “Limited or No Capacity,” suggesting that Coordinators have had a mixed experience with their assigned Liaisons – some perhaps seemed to have more time to provide assistance than others. This seemed to hold true for CDE staff as well.

More Coordinators indicated that CDHS staff had “Limited or No Capacity” than that they had “Excellent or High Capacity,” although over a quarter of coordinators did not think the responsiveness of CDHS staff was applicable. This may be because fewer CDHS staff provide support to Councils than do CDE staff, so that a larger number of Coordinators may not deal directly with CDHS at all.

One of the more notable findings out of this survey question is that Coordinators perceive Peer-to-Peer Mentors as having the most limited availability of all supports in the system. The focus group and interview responses support this finding, as many Coordinators reported that they felt that their Peer-to-Peer Mentors had too much to do running their own Councils to provide much support to the emerging Councils that were assigned to them.

Chart 16: Coordinator Perceptions of the State's Capacity to Meet Early Childhood Council Needs



The above chart and related Coordinator responses also emphasize the relative lack of connection that Councils feel to CDPHE in their systems-building work. Over half of Coordinators (57%) indicated that the capacity of CDPHE to meet their needs was “Not Applicable.”

Additional comments that Coordinators shared through focus groups and interviews relate to the use of State resources to support Councils. Most coordinators felt that they couldn’t specifically tell how well resources were being utilized. However, many were concerned that there were so many last minute grants available at the end of the fiscal year. To them, this suggested that money they could have used earlier in the year was not well allocated. Coordinators would have preferred to have this additional funding allocated with their grant awards at the beginning of the fiscal year. In some instances, Coordinators believed that if this money had been allocated earlier in the year, they might have been able to add staffing capacity at the local level that would have significantly impacted their ability to build local systems.

State Partner Perceptions of State Efficiency

For the purposes of this section, state partners include the State agencies, departments and offices that are directly involved in providing technical assistance, as well as those organizations that are deeply involved in early childhood service delivery and policy development across the state. Although the survey questions were geared toward the experiences and perceptions of Council Coordinators, so that very few State partners actually participated in the survey, many did take part in interviews for this evaluation. Their responses are separated from those of the Councils, above, because their perceptions differ enough in some areas that they are worth highlighting.

The primary themes highlighted by State partners around efficiency include:

Capacity to Spend Time in Individual Communities

Lack of State-level Collaboration, Integration, and Partnership

Specific Funding Decisions

State partners universally indicated a desire for more capacity to spend time in individual local communities. Whether the partner was from a State department or a non-profit organization working on early childhood issues, nearly all State early childhood stakeholders recognized a need to actually spend time in the communities across the state where Councils are building early childhood systems. Many partners, however, currently feel that they lack the capacity to fulfill this goal to the extent they would like.

In addition, most State entities and organizations that participated in this evaluation are acutely aware of a lack of collaboration and integration between State departments and offices, and in partnership with other State organizations. At the same time, interview participants across the spectrum of State early childhood stakeholders reported feeling as though their agency, office or organization did not have the authority to fix this problem. There seems to be a somewhat incapacitating belief at all levels that the power to fix this lack of intra-State collaboration and integration rests with another entity, and as a result, no one entity is perceived as taking appropriate leadership to improve the situation.

With increased staffing and focus on early childhood issues occurring in the Lt. Governor's Office this past fiscal year, many respondents (including Council Coordinators and members) pointed to that office as possibly providing some desired leadership to make long-anticipated governance decisions at the state level. Respondents noted that strong leadership from the Lt. Governor's Office to establish an early childhood governance system in Colorado could greatly facilitate collaboration within and across the State.

The final theme that came out of discussions with State partners was concern over one specific funding decision that not all stakeholders were comfortable with. In particular, a number of State partners questioned the use of early childhood systems-building funds to send a large contingent of Colorado Coordinators and Council members to the Smart Start Conference on early childhood systems building in North Carolina. The State reports that \$132,000 in contract amendments were made to allow Councils to pay for travel and expenses related to the conference, at a total cost per participant of approximately \$1,500. State partners participating in interviews wondered whether this money might have been better spent providing more liaisons or conducting a Colorado-specific conference in-state. It should be noted, however, that most of these interview participants were under the impression that the total amount spent was more than double the actual figure, so it is unknown whether knowledge of the real number might have changed their perception of this expenditure.

Recommendations

With one year past since the creation of a statewide Early Childhood Council system in Colorado, this is a key juncture to take stock of ways that the State has supported the development and growth of new and more experienced Councils. This evaluation was an important tool to examine "customer satisfaction" with the current State approach to meeting Early Childhood Council needs.

The overall assessment from Council Coordinators and members – the “customers” of State technical assistance – is that the State’s TA structure was very effective at meeting their needs. In addition, Councils generally viewed the State as being efficient in its delivery of support. As with any endeavor, there are areas that focus group, interview and survey participants identified for continued improvement. This section details some suggestions for continued support and improvement that came up in the course of the evaluation.

Strategies and Approaches that Are Working

Several areas of technical assistance and support seem to be particularly effective. Coordinators and Council members in particular would like to see these strategies continue and even grow in importance. They are:

Early Childhood Councils Leadership Alliance

TA Days

Facilitators

Liaisons

ECCLA

The Early Childhood Councils Leadership Alliance was rated high in most areas of the survey and was mentioned frequently by Coordinators as being an important tool for networking and sharing best practices between Councils. In addition, some Coordinators see ECCLA as a way to develop a clearer, stronger Early Childhood Council voice in the state. While some Coordinators lamented the need to travel to Denver so often (monthly) to attend the ECCLA meetings, many of them did not want to lose the important networking and connection with others doing the same work across the state.

The State may want to seriously consider holding at least a couple of ECCLA meetings a year in communities across Colorado, so that the travel burden is spread around, and so that there is greater opportunity to experience the challenges and opportunities of systems building in areas outside of Denver. In addition, the State might try more technology options to incorporate some communities into Denver meetings, particularly during the winter months when travel is potentially more hazardous and time-consuming.

TA Days

The TA Days were well received by Coordinators and Council members alike. Many Council members appreciated the opportunity to attend the TA Days with their Coordinators to gain a better understanding of some aspects of systems-building. These learning opportunities focused on particular themes need to be continued to support the understanding that key early childhood stakeholders and Coordinators have about what it means to build an early childhood system.

Facilitators

The work of community collaboration and building a local system of diverse early childhood service providers is challenging. Communities that had the support of facilitators were convinced that this work was made far easier by the support of an outside voice to help them develop strategic plans and organizational structures. The facilitators were seen as providing the individualized community support that so many Councils were seeking and they were able to do it without the ties of wearing funding and management hats in addition to their facilitator roles. A core group of facilitators ideally needs to remain available to Councils as they continue to build community collaboration and establish community goals around early childhood.

Liaisons

The liaisons received some mixed reviews. Nevertheless, the general message from Councils was that the liaisons can be crucial to the work of the Councils. What seemed to define a positive experience with liaisons was having a liaison that was available to visit and work with the community in-person and that was not perceived as having conflicting obligations. Councils seemed to find it less effective to have liaisons that were perceived to be funders or grant managers first and liaisons second. Therefore, it is recommended that the State consider creating a core group of liaisons that:

- serve particular regions of the state,
- live in or visit those regions frequently, and
- do not have funding or grant management job responsibilities.

Based on feedback during focus groups and interviews, it is also recommended that the State develop a detailed and consistent job description for liaisons so that they are all providing the same type and level of services. Along with this suggestion, it is recommended that the liaisons meet together regularly for cross-domain training and to insure that they are all delivering the same messages around how to support Councils.

Strategies and Approaches to Reconsider

Based on survey, focus group and interview results, there are a number of support strategies that are not as effective at supporting the needs of Early Childhood Councils and might be reconsidered for the future. These include:

Peer-to-Peer Mentors

First Friday Conference Calls

Grant Management Email Updates

Progress & Possibilities: Early Childhood Updates

Peer-to-Peer Mentors

The Peer-to-Peer Mentors were not consistently viewed by Coordinators. Some found their Mentors to be a tremendous help, but more often than not, Coordinators were not fully satisfied with this support. Focus group and interview results indicate that many Mentors also found this relationship to be less than effective. The reasons cited for this, on both sides of the equation, were:

- A lack of a consistent job description and performance expectations;
- A discrepancy in the amount of time Mentors had to give the relationship; and
- Differing expectations about whose responsibility it is to make regular contact.

Some Mentors, in particular, were eager to return to a more informal approach to providing peer support. Others were open to continuing their Mentor roles, but wanted more definition from the State about what that role is and how much time they were expected to dedicate to it.

First Friday Conference Calls

Like the Peer-to-Peer Mentors, this strategy received mixed reviews. A number of focus group participants expressed positive experiences with these calls. However, the surveys reflected a low effectiveness level for this strategy. Those that liked this support appreciated the ability to “meet” by phone and to gain new information about specific programs they might not have otherwise been aware of. Some participants, particularly, liked being able to listen to recordings of the call later if they missed the actual conference. However, the strategy was generally not viewed as being highly effective at meeting any of the required work activities outlined in legislation or in grant requirements. It is likely that it did not meet Coordinators’ need for more individualized and personalized support that characterized the more effective strategies. It is recommended that if these calls are to continue, they be used less frequently and/or focus on topics more specific to the requirements of the legislation or grant.

Email Updates

Both the Grant Management Project emails and the Progress & Possibility: Early Childhood Email Updates were consistently rated low on the survey as supporting early childhood systems building. Focus group conversations rarely brought these tools up as supports at all. This does not necessarily mean that they are not useful. It is quite possible that they both provide useful information to Coordinators and other early childhood stakeholders. However, none of the stakeholders seemed to view these email updates as tools to support their systems-building work. Like the First Friday Calls, these strategies lack the individualization and personalized approach that are well received in more effective support strategies. It is therefore recommended that the State consider combining these two emails into one and recognize that they are communication tools, but not necessarily support strategies.

New Opportunities and Approaches for Supporting Councils

The State can use the information from this evaluation to make changes that will support early childhood systems work across the State. Participants in this evaluation, who included the providers and recipients of State technical assistance, as well as key State partners, delivered some clear messages about what support to Early Childhood Councils should look like. They also delivered some additional messages about other aspects of the State system that need to change for progress to continue.

Key ways that participants would like to see technical assistance changed include:

- More individualized support
- More community visits
- More regionalized support
- Clearer and more consistent description of State support roles

Similarly, changes that participants would like to see happen at the State level to improve the system as a whole include:

- Definition and implementation of an early childhood governance structure for Colorado
- More cross-domain and cross-agency work at the State level (may be achieved with previous bullet)
- Elimination of duplication in the system (e.g., Councils v. R&Rs; multiple advisory groups)

This evaluation has been a baseline assessment of how well the State is supporting Early Childhood Councils across the state. There is a lot the State is doing well with limited staffing and funding. There are also ongoing opportunities to do some things differently. Making needed changes at this juncture will only improve opportunities for young children and families in communities across Colorado.

Appendix A: Focus Group and Interview Participants

Participant Name		Role/Title	Affiliation
Sherri	Amen	Director	Step by Step Teen Parent Program
Rosemarie	Allen	Director, Division of Child Care	Colorado Department of Human Services
Nancy	Almond	EVICS Coordinator	Estes Valley Investment in Childhood Success
Lynn	Andrews	Director, Professional Development	Clayton Early Learning
Stephanie	Baer	Executive Director	Children's Outreach Project (Adams County)
Samantha	Barron	Service Coordinator	Starpoint (Salida, CO)
Cindy	Bernal	Coordinator	Pueblo Early Childhood Council
Pat	Bolton	Coordinator	Triad Early Childhood Council
Lucinda	Burns	Coordinator	Early Childhood Options
Betty	C.DeBacca	Program Administrator	Denver Department of Human Services
Connie	Carrol-Hopkins	Director, Early Childhood	Colorado Department of Public Health and Environment
Minna	Castillo Cohen	School Readiness Coordinator	Denver Early Childhood Council
Scherry	Clark	Child and Family Therapist	Elbert/Centennial Mental Health Center
Rose	Clement		Centennial Mental Health Center
Lucinda	Connelly	Program Planning Administrator	Broomfield Health and Human Services
Kim	Dalrymple	Family Childcare Provider	Morgan County Early Childhood Council
Dana	Damm	Child Care Program Manager	Garfield County Department of Human Services
Gretchen	Davidson	Coordinator	Arapahoe County Early Childhood Council
Jacie	Davis		Resource and Referral of Logan County
Jenna	Davis	Senior Consultant	Colorado Department of Education
Mary Jo	DePriest	Coordinator	San Luis Valley Early Childhood Council
Kathie	Egbert	Professional Development	Morgan County Early Childhood Council
Linda	Fellion	Coordinator	Early Childhood Council of Larimer County
Lynn	Francis	Mental Health Coordinator	Tri-County Health Department
Pricilla	Frazer		Trinidad
Tom	Gangel	Council Member	First Impressions (Routt County Early Childhood Council)
Joni	Goodwin	Program Site Coach	Kids First (Aspen)

Participant Name		Role/Title	Affiliation
Sandy	Gregory	Grant Manager	Early Childhood Center (Douglas County School District)
Elizabeth	Groginsky	Coordinator	Early Childhood Council of Adams County
Dora	Haberl	Service Coordinator	Denver Options
Jodi	Hardin	Director	Smart Start Colorado
Deb	Hartman	Large Center/Council Director	South Central Council of Governments
Kathy	Hayson	Preschool Director	Cheraw Public Schools
Courtney	Holt	Coordinator	Prowers County Early Childhood Council
Sarah	Hoover	Researcher	JFK Partners
Jackie	Howard	Early Childhood Coordinator	Mesa County Partnership for Children and Families
Stephanie	Howle	Coordinator	First Impressions (Routt County Early Childhood Council)
Rachel	Hutson	Director, Child, Adolescent and School Health Section	Colorado Department of Health and Human Services
Kris	Ingram	Coordinator	Alliance for Kids (El Paso Early Childhood Council)
Holly	Jacobson	Coordinator	Mesa County Partnership for Children and Families
Cathy	James	Coordinator	Bright Futures (Telluride Early Childhood Council)
Atler	Jennifer	Executive Director	Invest in Kids
Landrum	Jennifer	Early Childhood Initiatives Director	Colorado Children's Campaign
Kristie	Kauerz	Early Childhood Initiatives	Office of the Lt. Governor, Colorado
Carolyn	Kwernland	Council Member	Triad Early Childhood Council
Casie	LaMunyon	Early Childhood Specialist	SW Colorado Mental Health Center
Pam	Levitt	Council Member	Early Childhood Council of Adams County
Chris	Logue	Early Childhood Director	Elizabeth School District
Jan	McGee	Executive Board Member	Morgan County Early Childhood Council
Jeanne	McQueeney		Rural Resort Region Early Childhood Council
Lisa	Merlino	Deputy Director	Invest in Kids
Jo	Murphy	Early Childhood Program	Front Range Community College
Paula	Neth	Chief Operating Officer	Qualistar

Participant Name		Role/Title	Affiliation
Sue	Okerson	Child Find	Adams County
Derrick	Padilla	Parent Member	Pueblo Early Childhood Council
Elsa	Pineda	Service Coordinator	Denver Options
Marie	Peer	Director	Moffat County Department of Social Services
Kelly	Perez	Coordinator	Denver Early Childhood Council
Leandrea	Pfluge		Triad Early Childhood Council
Pamela	Piekarski	Coordinator	Broomfield County Early Childhood Council
Janine	Pryor	Coordinator	Chaffee County Early Childhood Council
Lindsay	Pulsipher	Preschool Director	Buena Vista School District
Pricilla	Queen	Outreach Coordinator	Douglas County Libraries
Kristin	Ramstad	Director, Early Childhood	Eagle County School District
Scott	Raun		Colorado Department of Human Services
Cathryn	Reiber		Elbert County Early Childhood Council
Cathy	Reinhart	Coordinator	Early Childhood Council of Logan, Philips & Sedgwick
Kris	Robledo	Professional Development	Triad Early Childhood Council
Judy	Rusher	Coordinator	Bent, Otero and Crowley Early Childhood Council
Cheryl	Sanchez	Coordinator	Morgan County Early Childhood Council
Lori	Schluter	Head Start Area Supervisor	Montelores Early Childhood Council
Maria	Sims	Coordinator	Child Care Connections
Quincy	Sinele	Coordinator	Weld County Early Childhood Council
Trish	Stever	Council Member	Early Childhood Council of Larimer County
Kim	Stokka	Senior Consultant	Colorado Department of Education
Therese	Trantow		Gunnison-Hinsdale Early Childhood Council
Sharon	Triolo-Moloney	Assistant Director, Early Childhood Initiatives	Colorado Department of Education
Pam	Walker	Coordinator	ECHO & Family Center (Fremont Early Childhood Council)
Wendy	Watson	State Liaison (Contractor)	Colorado Early Childhood Councils Initiative
Sheila	Watson	Director of Children's Services	United Way of Weld County
Kari	Way	Director	Northwest Colorado Council for Children and Families
Cindy	Whitaker		Pinon Project
Donna	Wiese		Montelores Early Childhood Council

Participant Name		Role/Title	Affiliation
Debbie	Yeager	Coordinator	Moffat and Rio Blanco Early Childhood Council
Sabrina	Zeise		Gunnison-Hinsdale Early Childhood Council
Audry	Zwak	Child Care Center Director/Council Member	First Impressions (Routt County Early Childhood Council)

Appendix B: State Efficiency and Effectiveness Focus Group Discussion Guide

1. Which State agencies do you think are involved in supporting local Early Childhood systems building?
2. What is the role of the State to local communities in Early Childhood systems building work?
3. How has the State supported local Early Childhood systems building work from July 1, 2007 to the present?
4. How might the State have better supported your efforts in the past fiscal year?
5. When do you feel most supported by the State?
6. When do you feel least supported by the State?
7. What do you think the capacity of the State is to help you develop a local Early Childhood system?
8. How well do you think the State utilizes its resources?
9. Since July 1, 2007, what State programs, activities or supports have been most effective at supporting local Early Childhood systems building efforts?
10. How responsive has the State been at meeting your needs?
11. Has the State been able to anticipate your needs?
12. How much time and effort do you spend interacting with the State?

13. Which State agencies do you interact with the most?

14. How do you most often interact with the State?

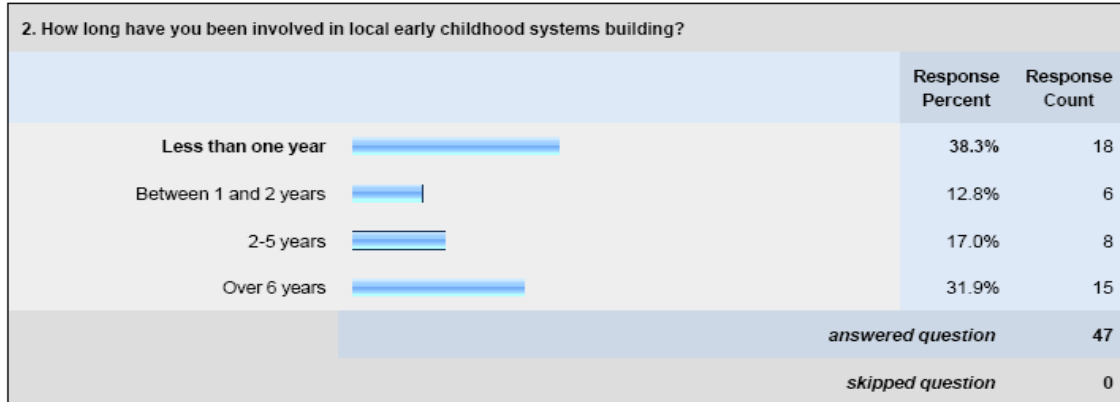
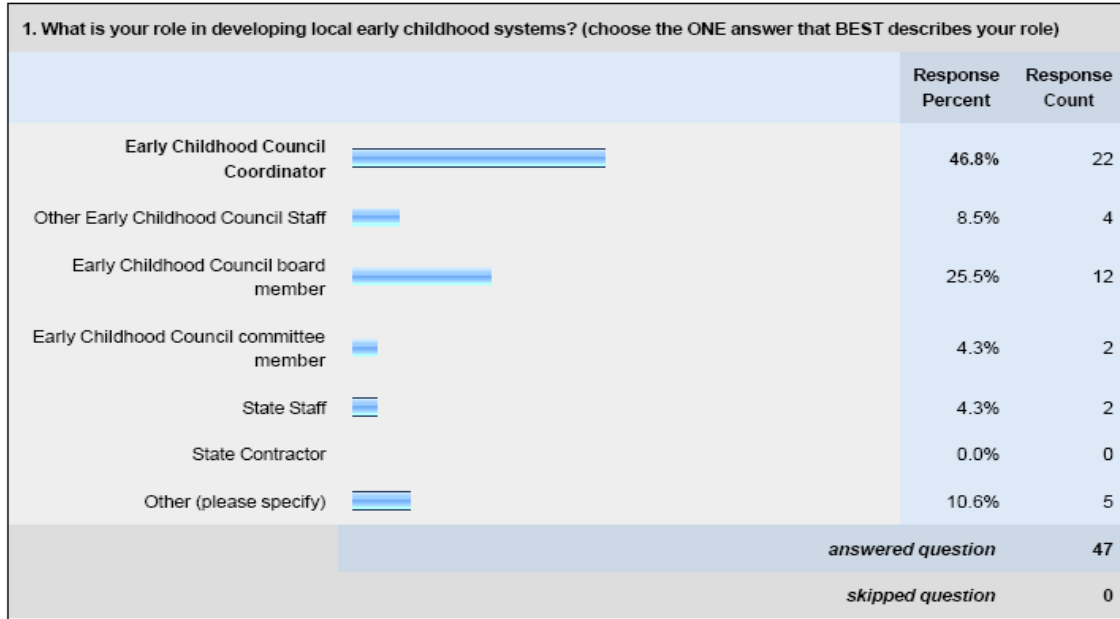
15. If you could change anything about your relationship with the State, what would it be?

Appendix C: Survey Questions and Overall Results

Instructions: Click the following link or paste it into your browser to see complete survey results.

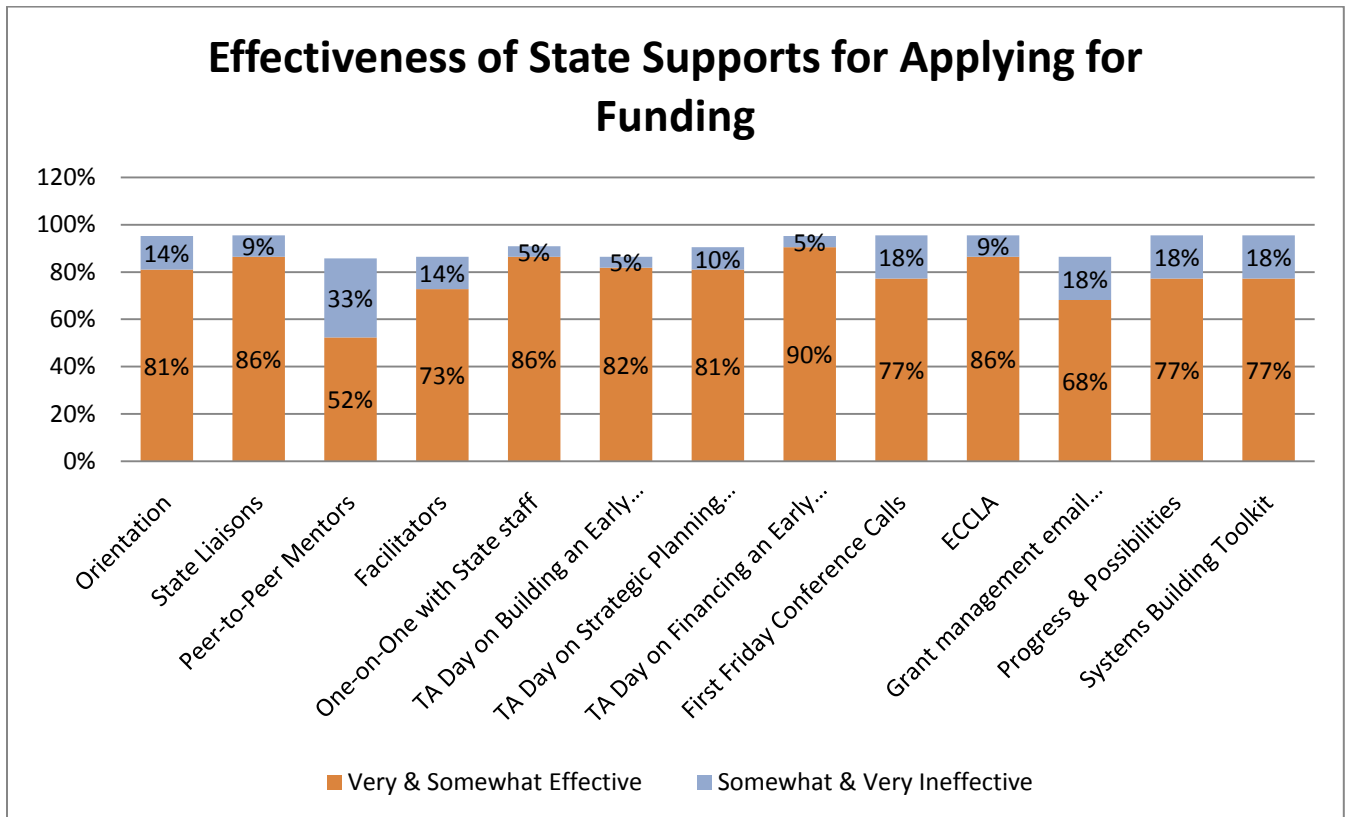
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State Efficiency and Effectiveness

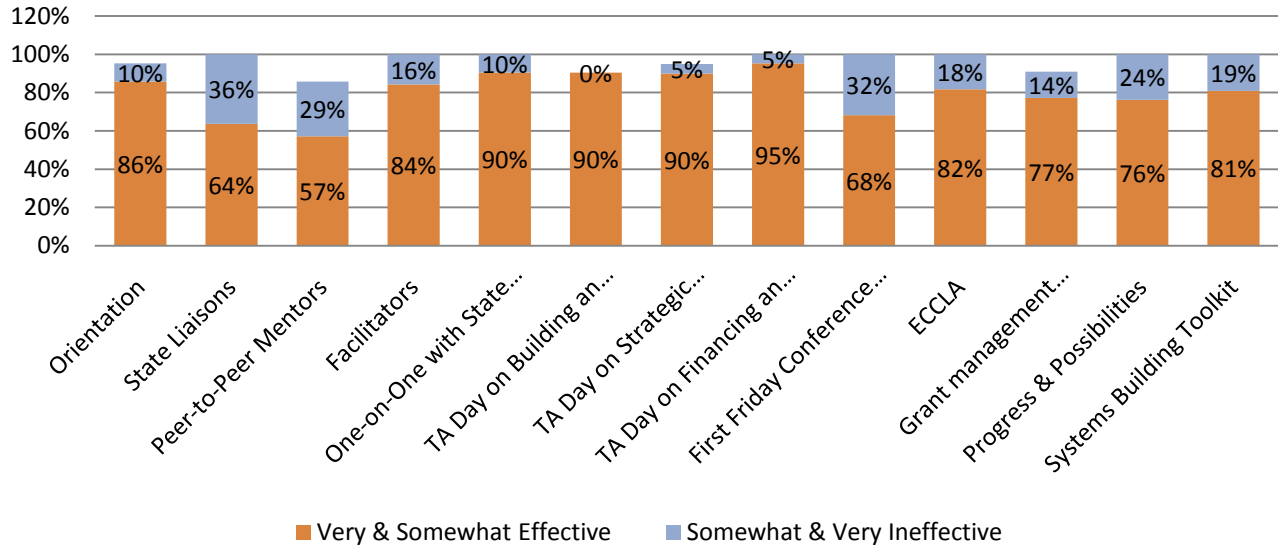


Appendix D: Graphs of Coordinator’s Responses to the Effectiveness of Specific Technical Assistance Strategies

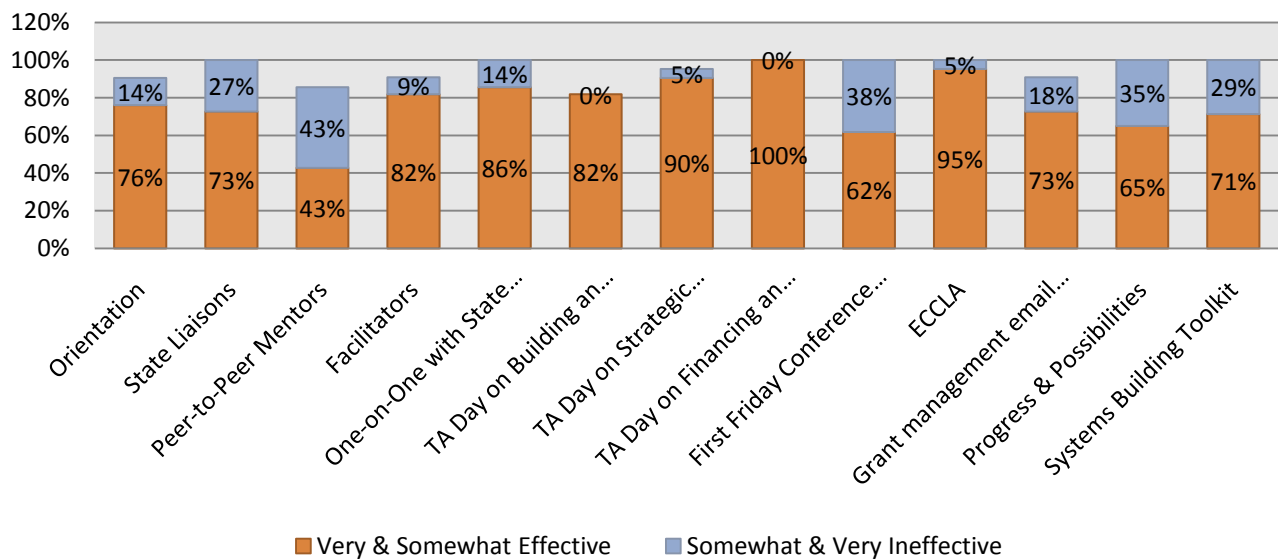
Note: Some percentages on the following graphs add up to less than 100, due to the fact that some Coordinators reported that they did not know what the support was or that the support was not applicable to their situation.



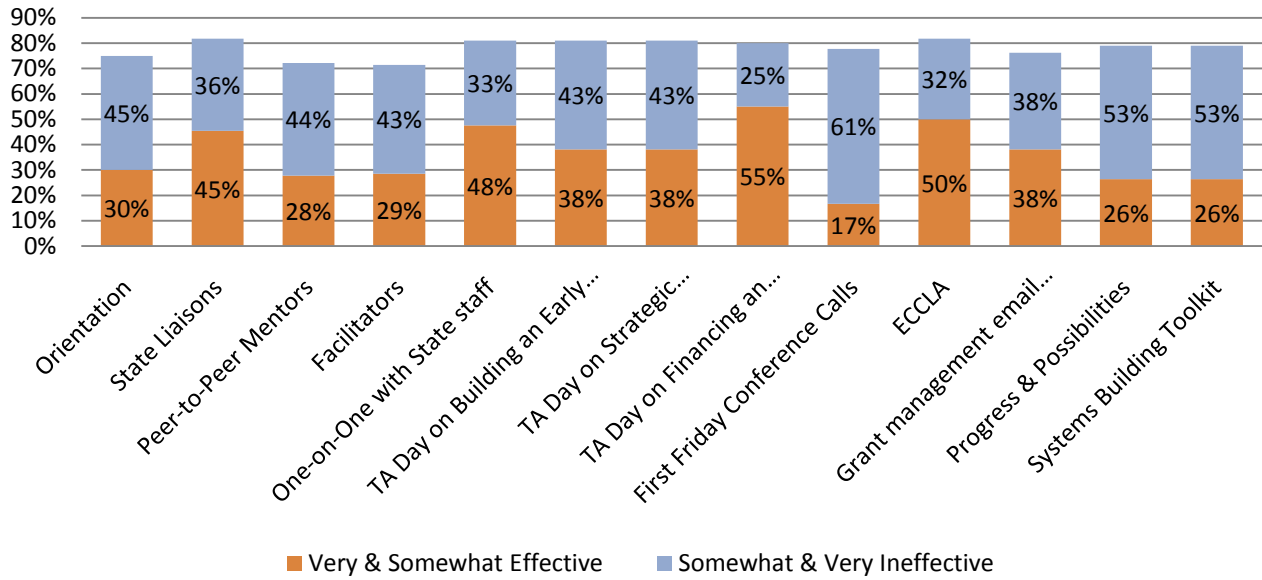
Effectiveness of State Supports in Increasing and Sustaining the Quality, Affordability and Accessibility of Early Childhood Services



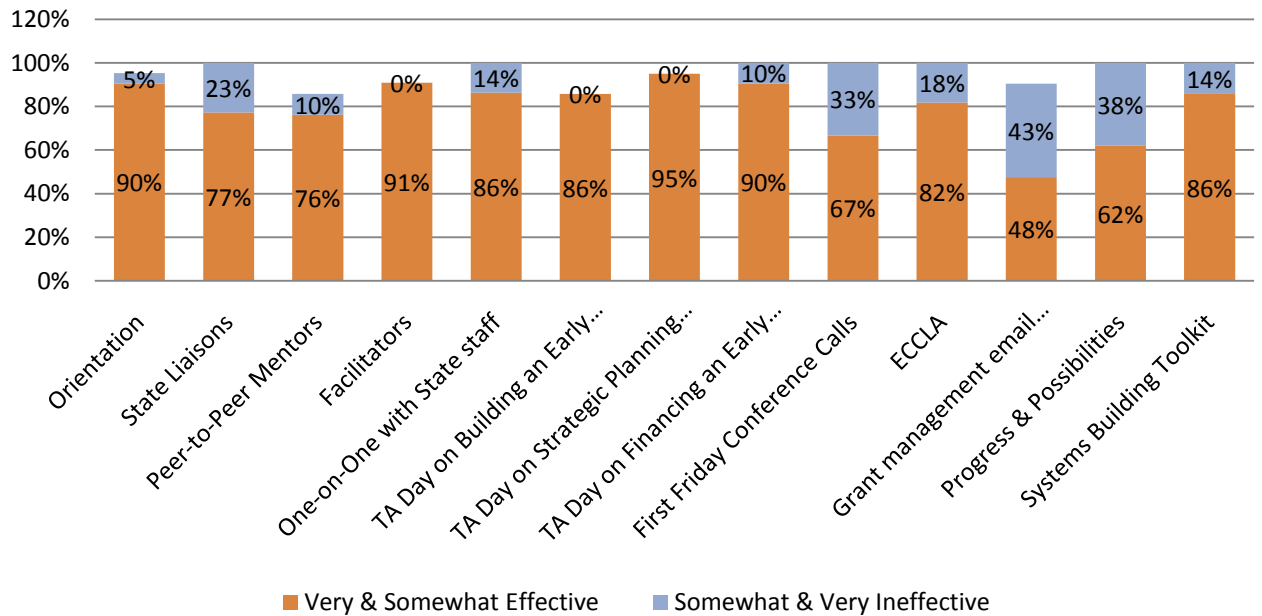
Effectiveness of State Supports for Measuring Progress Against Goals



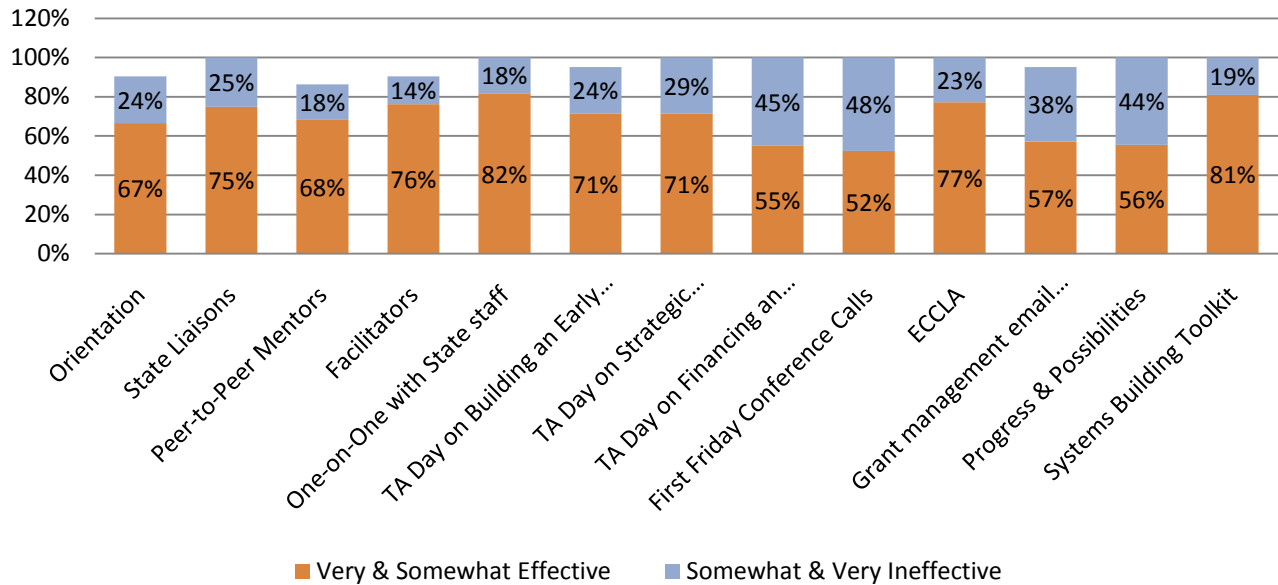
Effectiveness of State Supports in Selecting a Fiscal Agent



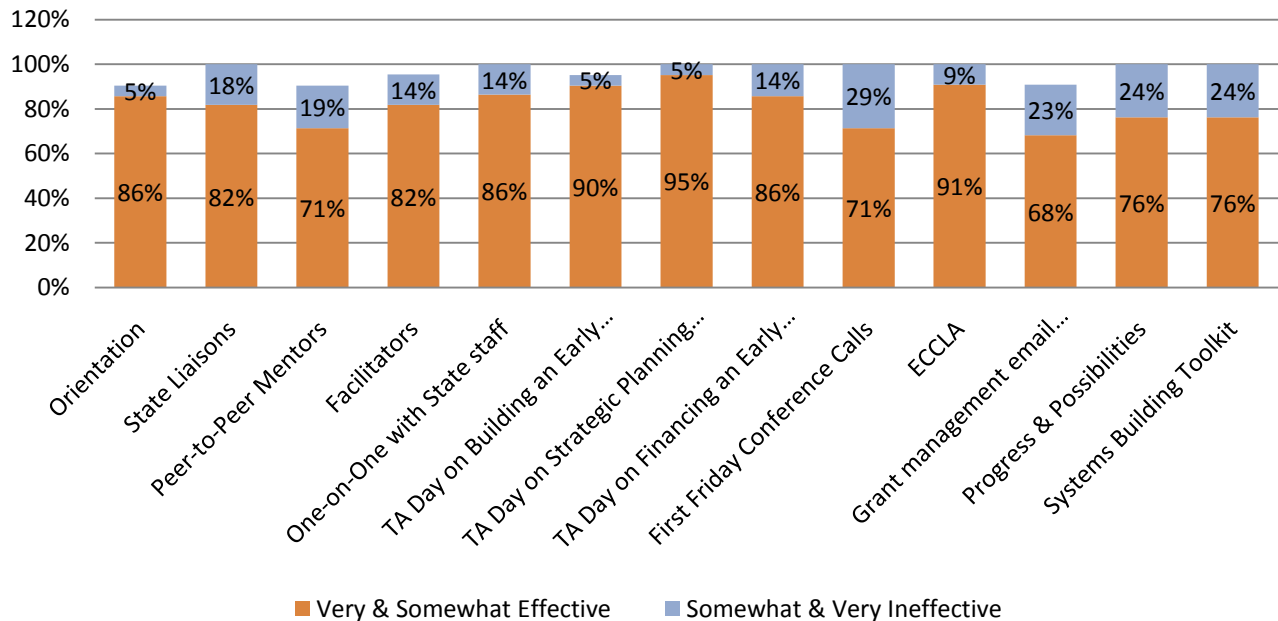
Effectiveness of State Supports for Developing and/or Implementing a Strategic Plan



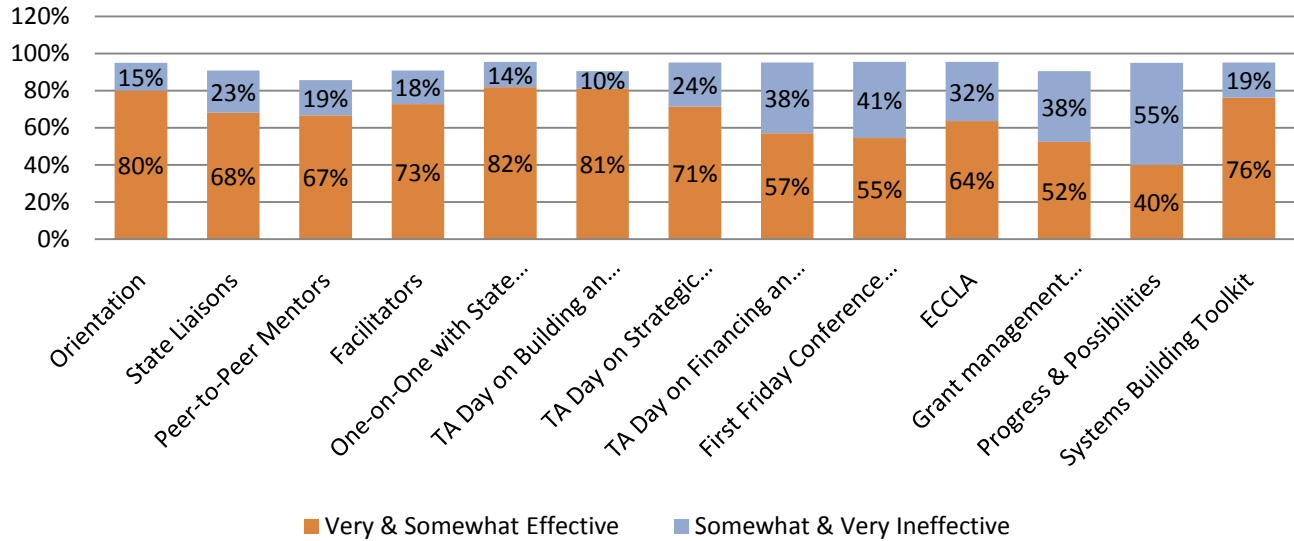
Effectiveness of State Supports for Actively Informing and Involving Small or Under-represented Early Childhood Service Providers



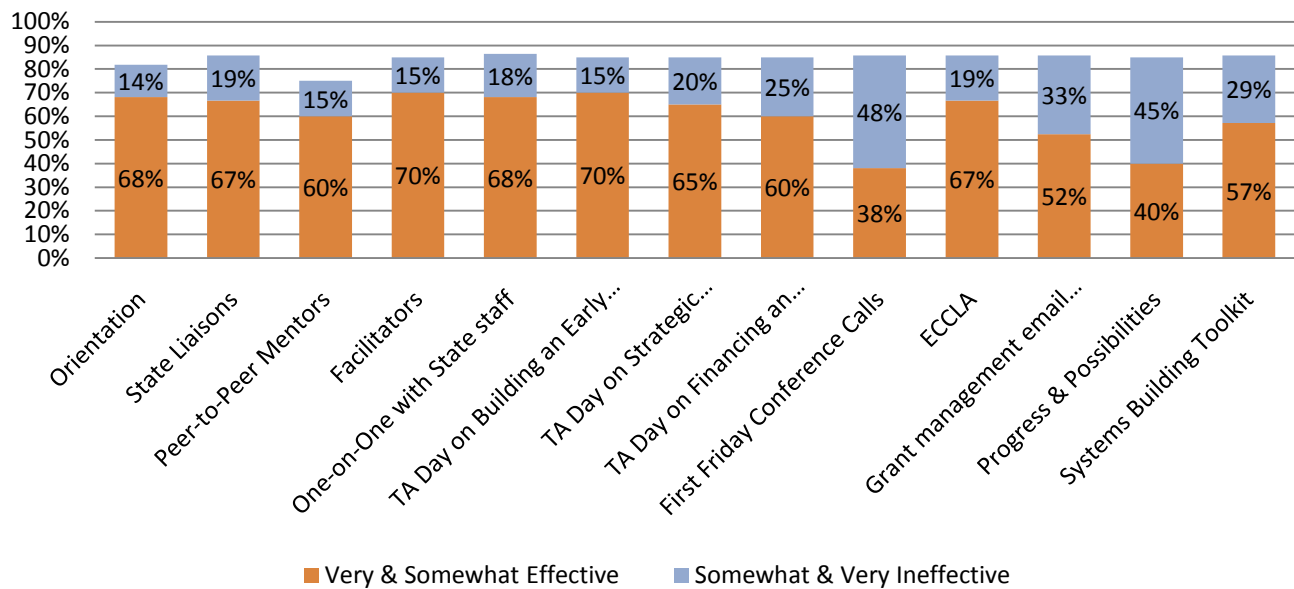
Effectiveness of State Supports for Creating a Functioning Early Childhood Council



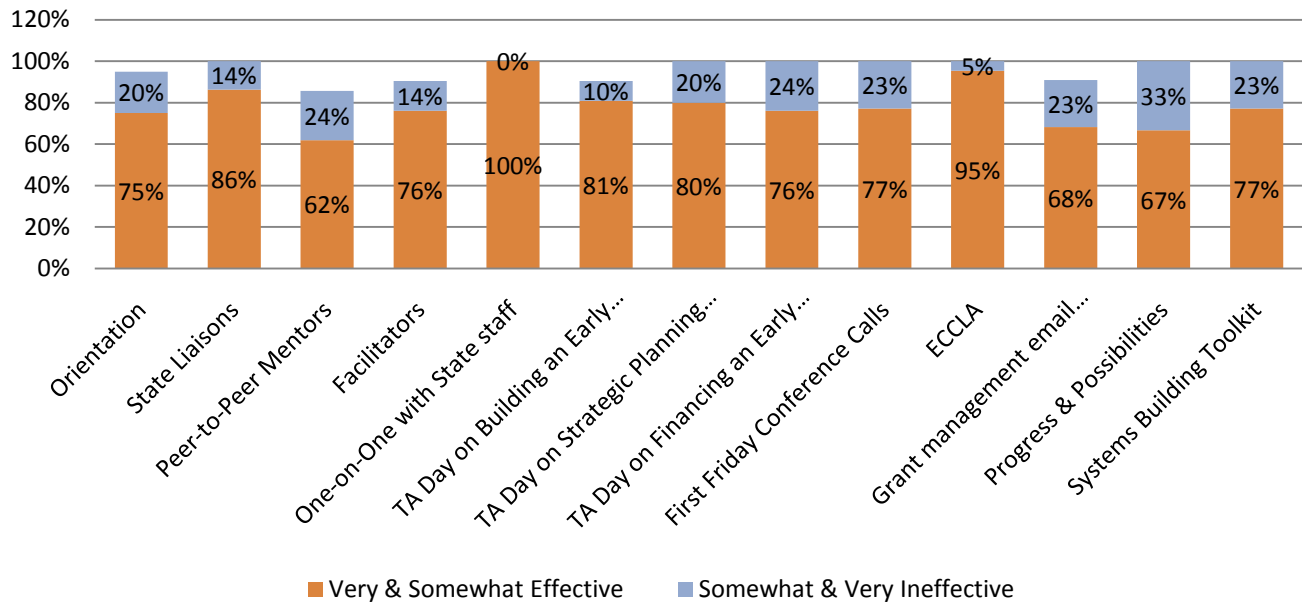
Effectiveness of State Supports for Convening Monthly and/or Quarterly Meetings of Collaborative Planning Group



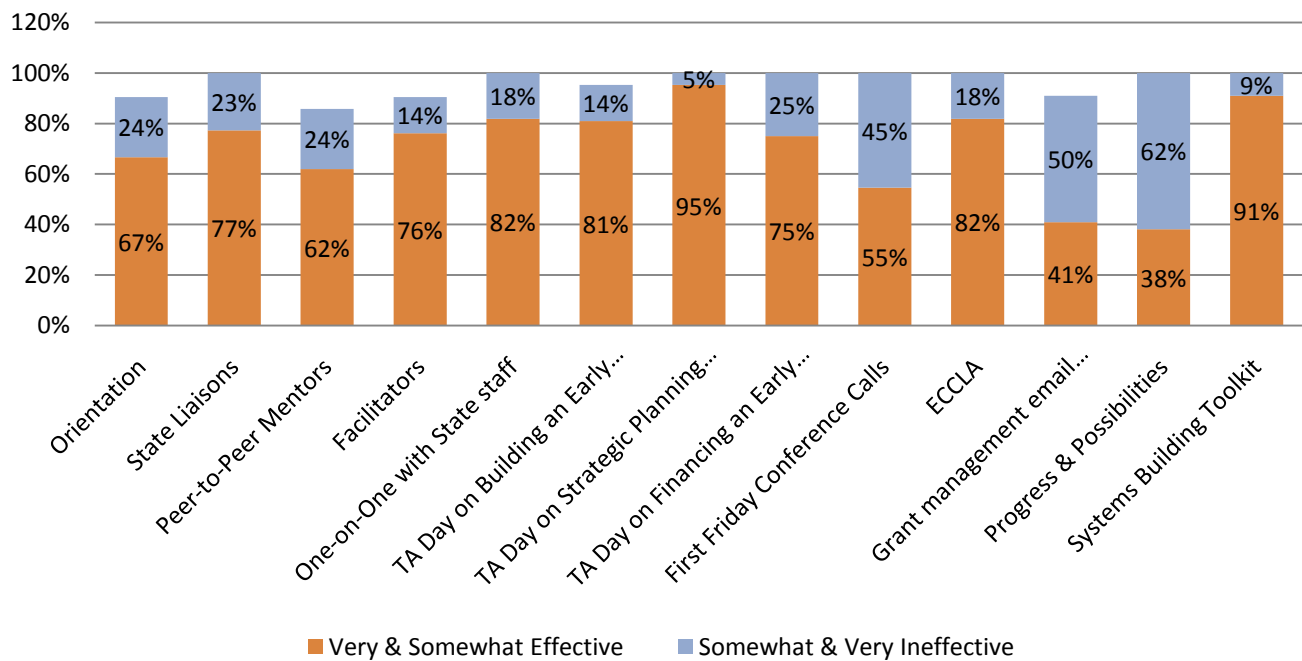
Effectiveness of State Supports for Hiring Paid Staff to Coordinate Council Work



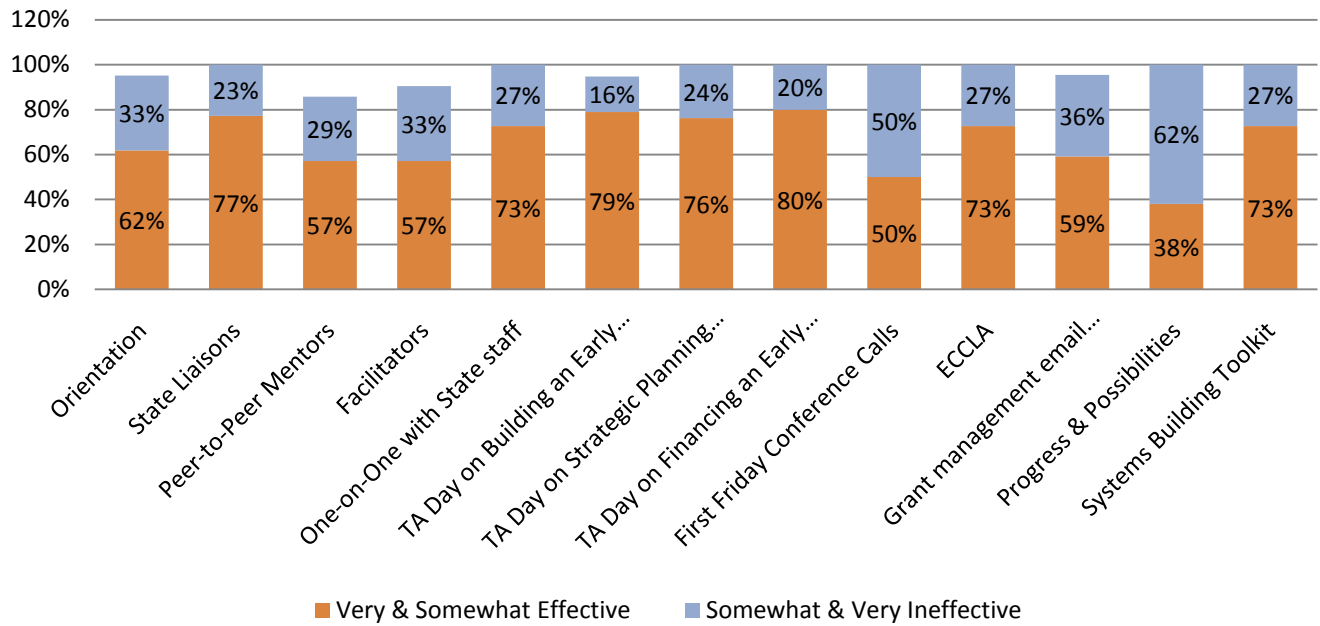
Effectiveness of State Supports for Communicating Regularly with Statewide System Partners



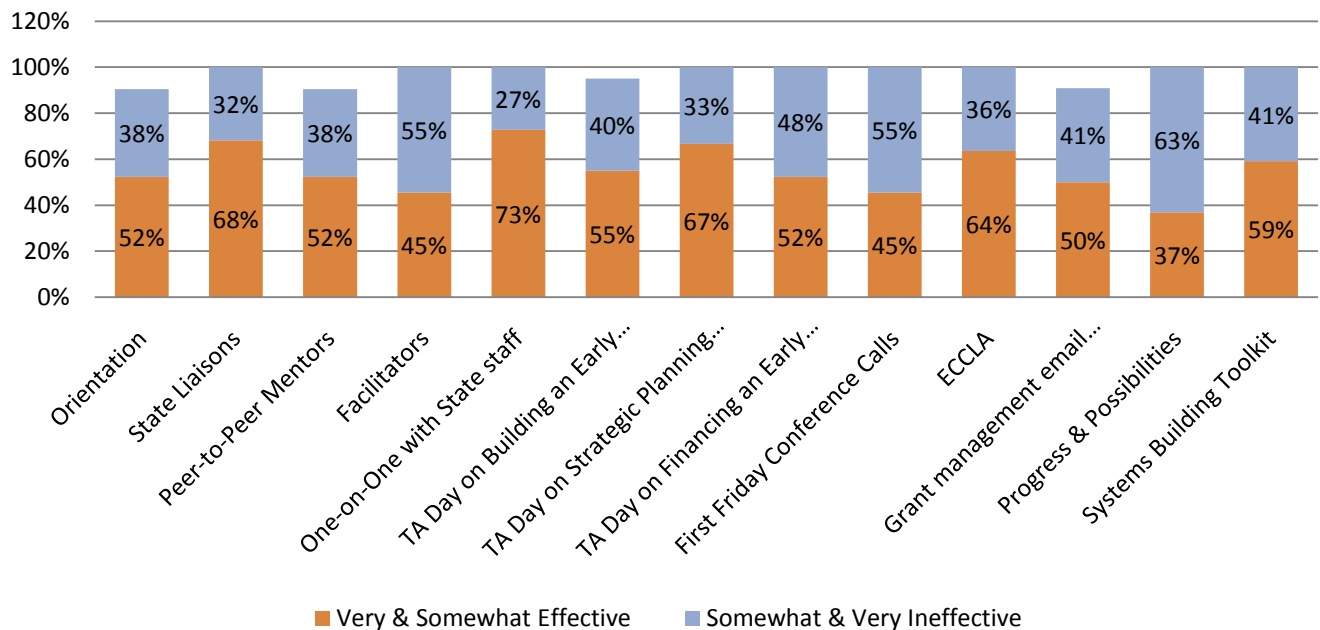
Effectiveness of State Supports for Conducting Community Assessments



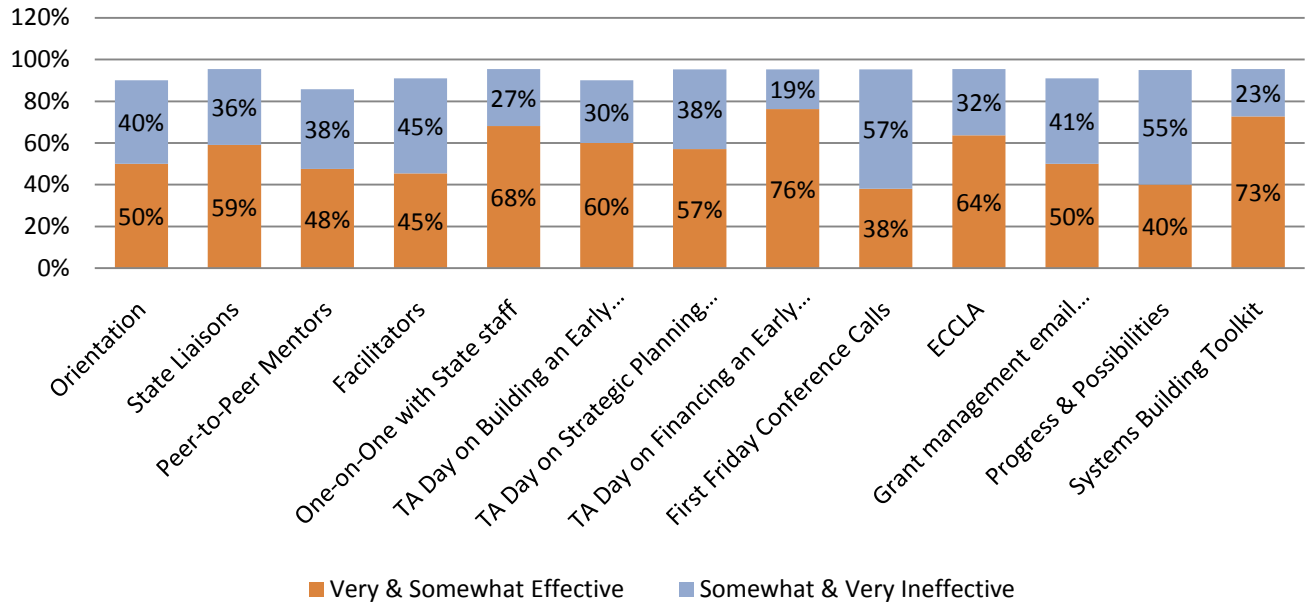
Effectiveness of State Supports for Collecting and Analyzing Data



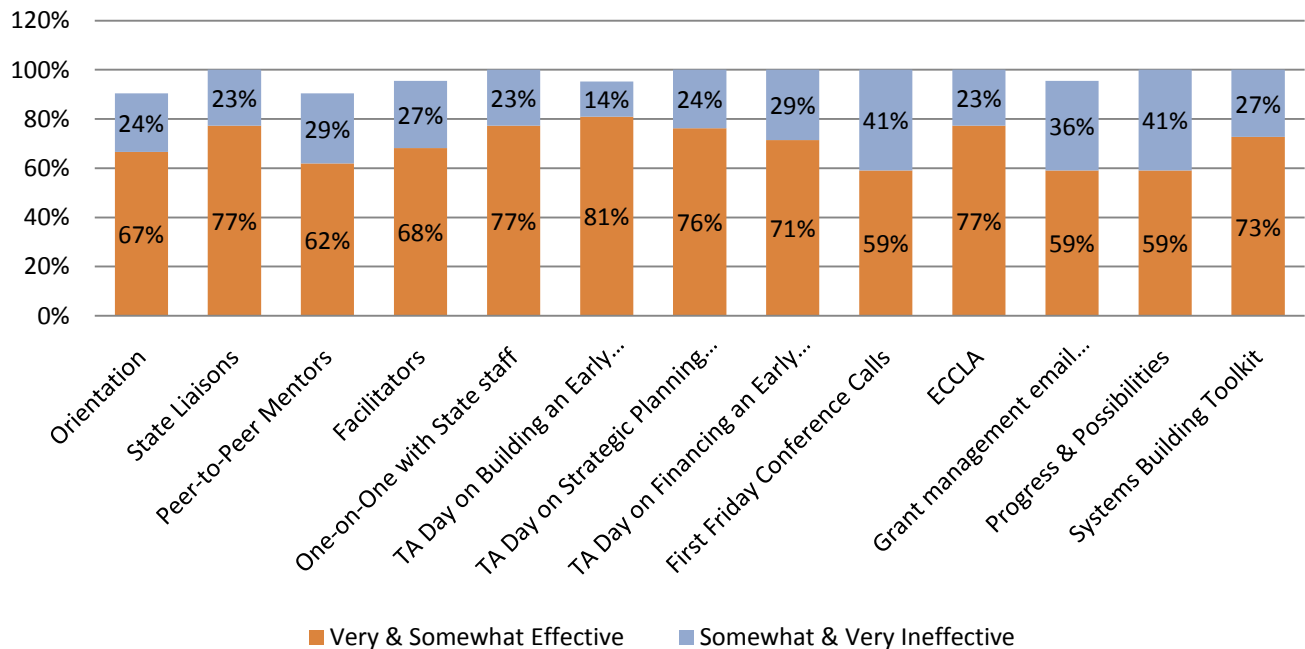
Effectiveness of State Supports for Writing Effective Reports



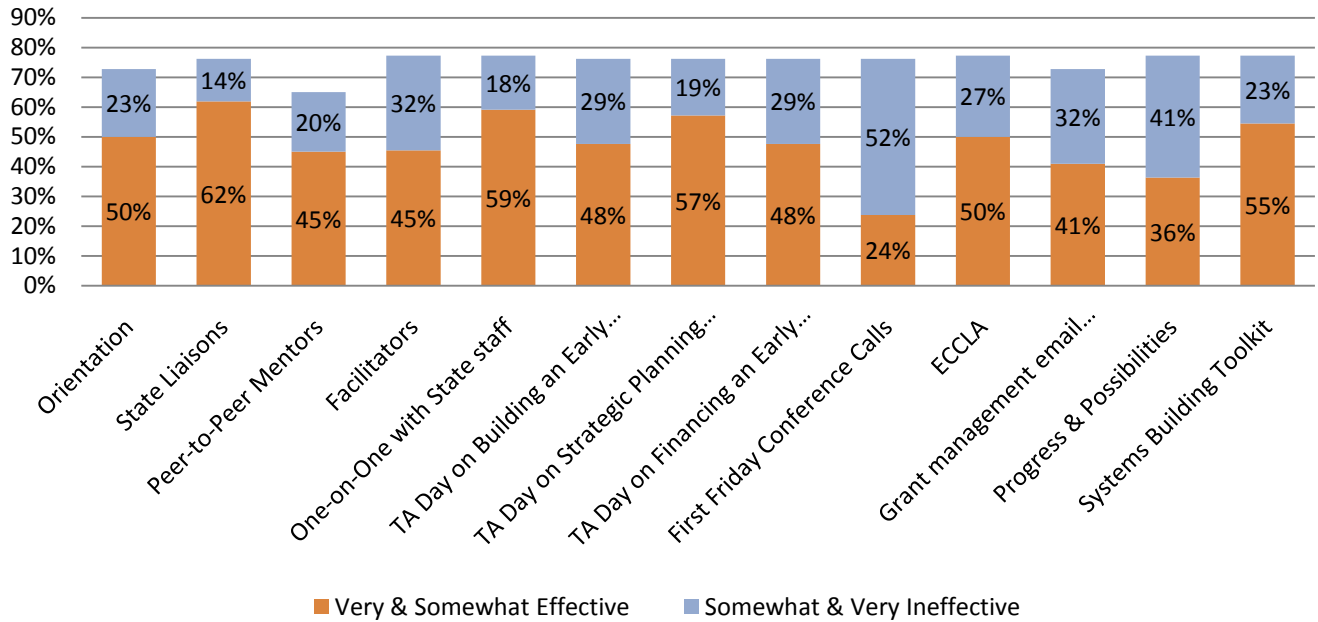
Effectiveness of State Supports for Fundraising and Writing Grant Proposals



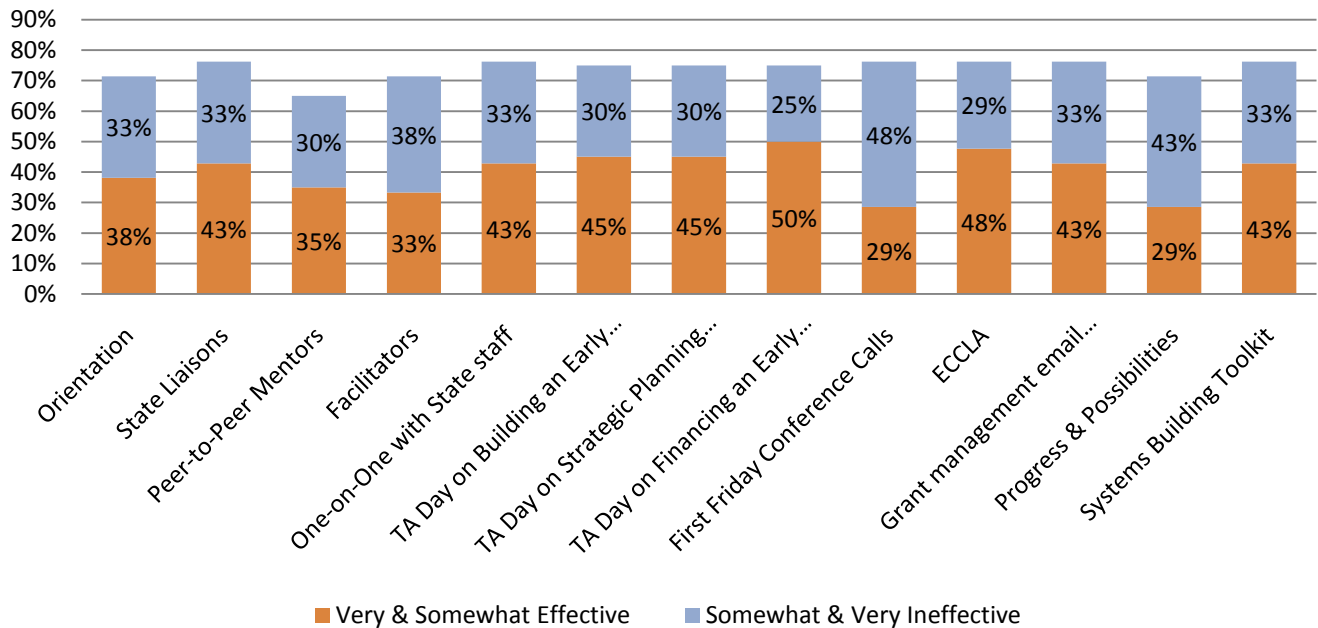
Effectiveness of State Supports for Building Local Leadership Capacity



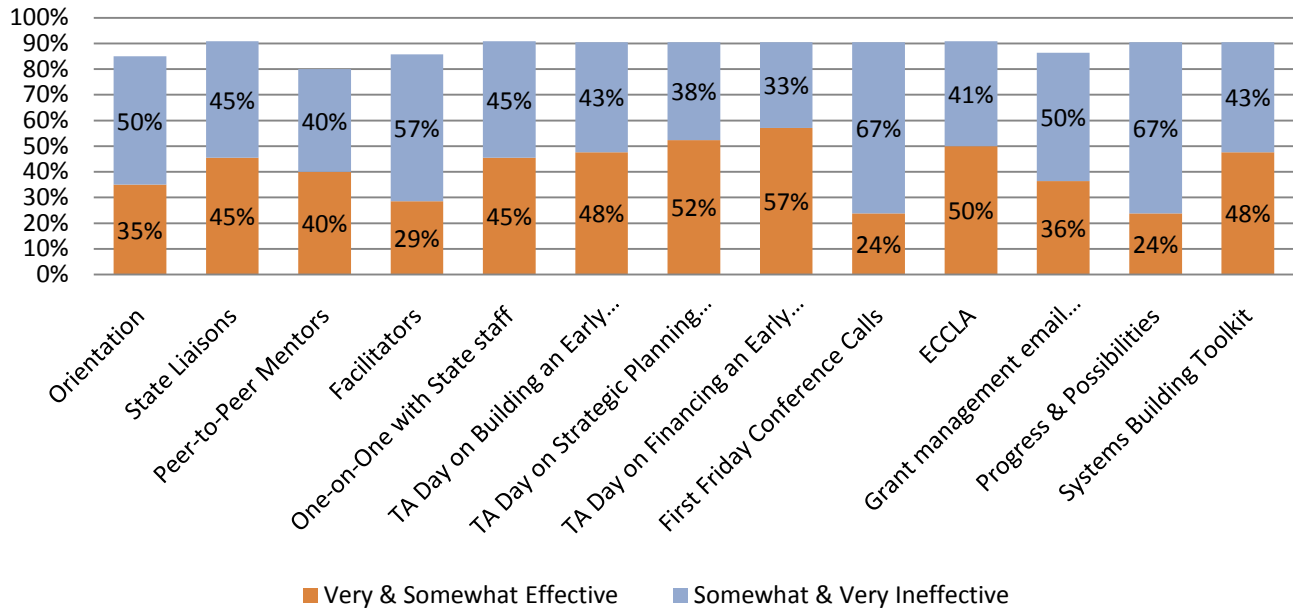
Effectiveness of State Supports for Implementing a Community-wide Professional Development Plan



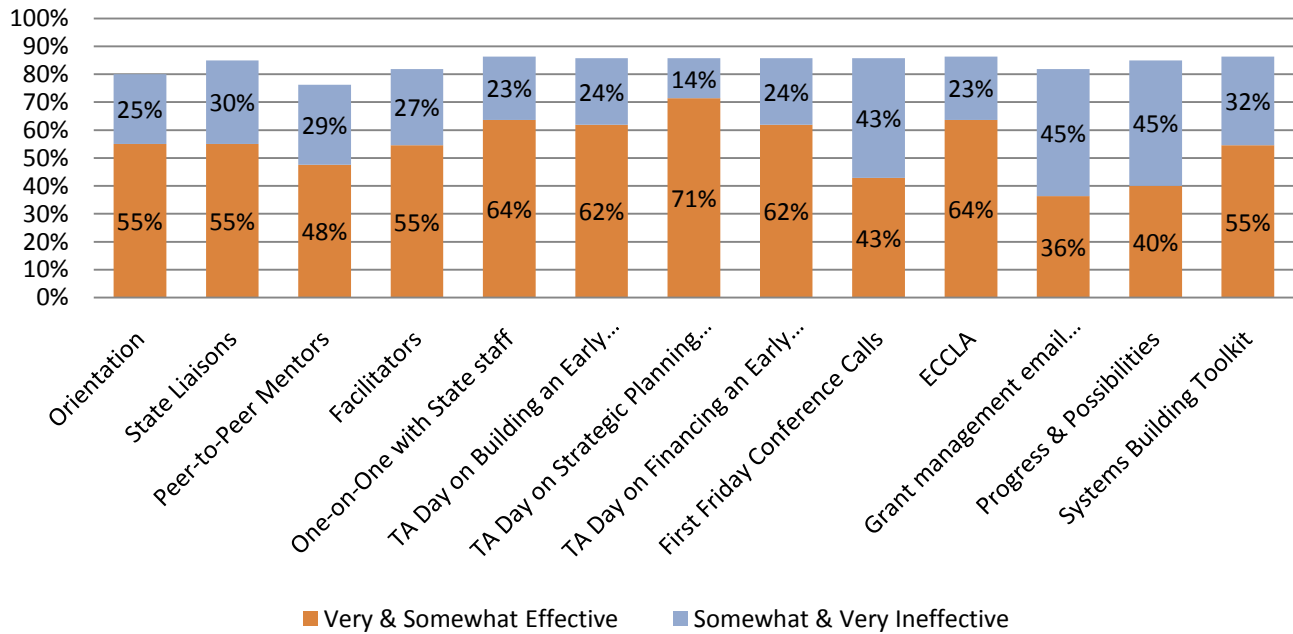
Effectiveness of State Supports for Completing a Resource Development Plan



Effectiveness of State Supports for Creating Sustainable Funding



Effectiveness of State Supports for Analyzing Factors that Support Systems Outcomes



Effectiveness of State Supports for Establishing Community Collaborations and Partnerships

