System Scan Design Guide

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Key Design Questions:

1. What targeted problem do we want to focus our scan on?
2. What do we want to learn about this targeted problem?
3. Who should we engage to help us understand these conditions?
4. What is the best way to collect the data we need?
A system scan is a process to understand community conditions influencing your targeted problem. This technique is used to gather information from diverse groups of stakeholders on the system, its problems, and possible solutions that will inform your steps moving forward. Engaging different perspectives in the scan is essential for understanding the multifaceted characteristics of your system, as each group will have its own unique view and experience with your targeted problem.

System Scanning involves asking questions to identify system characteristics affecting the targeted problem and the interactions across these system characteristics. This information is then used to:

- **Identify Change Targets**: Identify parts of the system that are “getting in the way” of your goals or vision. These unaligned parts can become your effort’s targets for change.
- **Promote Collective Impact**: Identify shared issues to collectively address with local efforts. This information can guide agenda development for local collaborative and coalition meetings.
- **Identify & Leverage Assets**: Discover and leverage system conditions that are aligned with addressing the targeted problem as well as unused strengths and resources across the community system.

**Step 1: What targeted problem do we want to focus our scan on?**

What targeted problem or goal is your effort attempting to address? Remember to define this problem at the child or family outcome level. For example, targeted problems at the child or family level could include things like not all children are ready for school, many children are experiencing childhood obesity, or many teens are experiencing unwanted pregnancy (vs. a problem like “not enough services in the community” which is not at the child or family outcome level). Also include any data you have about who is experiencing this problem, and where it is happening in your community/county/state.

Write your Targeted Problem at the top of the System Scan Question Table on page 6.
Step 2: What do we want to learn about the targeted problem?

Exploratory Scan around General System Conditions

Some communities ask general system scan questions to understand a broad range of conditions contributing to their targeted problem. Alternatively, some communities start with an exploratory scan, and then move to a more intentional scan as they begin learning about their system. What general questions might you want to ask about your targeted problem? See the example questions starting on page 9 for some ideas. Add any general questions you would like to ask in your scan into the System Scan Question Table on page 6.

Intentional Scan around Specific System Conditions

Some communities focus their system scan by asking questions around specific system conditions contributing to their targeted problem. The following is a list of common system patterns found in many communities. Are there any specific system conditions you want to explore related to your targeted problem? Check these conditions off in the list below. Note you will likely identify other conditions as you engage in your system scan.

- Accessibility of services, supports, and opportunities (examples on p 10)
- Quality of services, supports, and opportunities (examples on p 12)
- Coordination of services and efforts (examples on p 13)
- Alignment of services and efforts (examples on p 15)
- Responsiveness of the system to family needs/voice (examples on p 16)
- Shared Goals and Shared Understanding (examples on p 17)
- Families’ Engagement in local services, supports, and opportunities (examples on p 18)

How do you identify specific system conditions to potentially explore in your community’s scan? Consider using any of the following processes:

- **Root Cause Analysis.** Use the root cause analysis process to ask stakeholders why targeted problems are happening. As you begin identifying root causes, see if the root causes tend to fall within any of the above system conditions/patterns.
- **Follow Signs.** Explore issues or patterns that have come up in recent conversations, prior work, or evaluations.
- **Leverage Interest.** Examine issues or patterns that currently have some momentum behind them. For example, perhaps there is a new state-wide initiative related to addressing a system pattern, or a local movement to address a particular pattern.

After you have identified any system conditions you want to explore, see the example questions starting on page 10 for some ideas of questions you can ask in your scan. Add any system scan questions you would like to ask around the specific system conditions into the System Scan Question Table on page 6.
Step 3: Who should we engage to understand our targeted problem?

Consider the demographics of your local community (see http://www.brookings.edu/research/interactives/2015/diversity-explosion for a useful tool in identifying demographics for your area) when identifying potential stakeholders to engage. Brainstorm potential perspectives to engage within each category below. Remember to be specific.

<table>
<thead>
<tr>
<th>Consider these perspectives</th>
<th>Which stakeholders are relevant to your problem?</th>
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<td>Be specific (e.g., teenage moms, Pre-K teachers, etc.)</td>
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<td>Those experiencing the problem</td>
<td>Families, youth, and residents directly experiencing the problem</td>
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<td>Those providing services</td>
<td>Public &amp; Private Service providers working with those experiencing the problem</td>
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<td>Those supporting at the local level</td>
<td>Resident-led, faith-based, local businesses, neighborhood organizations or informal supports</td>
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<td>Those deciding on changes &amp; how resources are used</td>
<td>Funders, Local institutions &amp; local organizational leaders, Local officials</td>
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Looking at this list, who do you want to prioritize to engage in your system scan to start with? Circle up to 5 of these perspectives above, and write them at the top of the System Scan Question Table on page 6.
Step 4: What is the best way to collect the data we need?

Identify existing meetings (e.g., staff meetings, coalition meetings), direct touches (e.g., home visitation sessions), or natural gathering places (e.g., church worship gatherings, community events) where your prioritized perspective groups are already engaged. What processes can you use to ask system scan questions during these naturally occurring touch point opportunities? Make sure to draw upon the approaches you currently use to collect information in your current work or efforts. Fill in your ideas into the table on page 7.

**Conversations**

- **Small Dose Scan at Regularly Scheduled Meetings or Gatherings**: ask 2-3 questions per month during regular collaborative, staff, or project meetings. Ask a few key system scan questions with families during regular gatherings (e.g., Head Start meetings, church gatherings, play groups). Get on the agenda of other collaborative groups in town and ask the same 2-3 system scan questions.
- **Conversations through 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.
- **Small Group Conversations (Focus Groups)**: ask small groups of people (8-12) a short list of system scan questions
- **Interviews**: schedule interviews to ask key individuals system scan questions; this is especially effective for stakeholders in positions of power.
- **Photovoice**: engage families and/or youth in taking pictures in response to several framing questions related to your system scan. Bring group together to discuss pictures and talk about action steps.

**Surveys**

- **Family Surveys through Direct Service Touches**: have staff give a survey with system scan questions to families at the end of service visits, or have a representative give the survey to families while in a waiting room or when they enter or exit a setting.
- **Surveys at Family gatherings or events**: distribute surveys to families attending 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, give out a brief survey with one or two system scan questions.
- **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.
- **Staff Surveys**: distribute a system scan survey to staff using partner agencies – staff can fill out online or during staff meetings.

**Hybrid Model**

- **2 hour large group meeting process**: take advantage of an existing organizational or collaborative meeting to ask multiple system scan questions. Give participants time to fill out questions for each system condition on a worksheet, and then facilitate small group discussions about what people wrote. Collect worksheets at the end of the meeting.
# System Scan Question Table

Use the following table to summarize what system scan questions you want to ask your prioritized perspective groups. List the questions you want to include in your scan in the first column, and then check off which perspective groups are best positioned to answer these questions in the remaining columns. Add more rows to this table (or print additional copies) as necessary to capture all of the questions you would like to ask in your scan.

<table>
<thead>
<tr>
<th>Targeted Problem (step 1):</th>
<th>Who should we engage to understand our targeted problem? Which questions should we ask them? (step 3)</th>
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<tr>
<td><strong>What do we want to learn about the targeted problem (step 2)?</strong> Add system scan questions from pages 9-20 into the rows below</td>
<td>Write your prioritized perspective groups in the headers below, and then check off which system scan questions you want to ask with each perspective. Note: some system scan questions are more relevant for certain perspective groups than others. (E.g., policy questions may be more relevant for leaders, while questions about barriers to service access may be more relevant for families).</td>
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<tr>
<th>Perspective 1:</th>
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**System Scan Methods Table**

Summarize the methods you want to use with each of your prioritized perspective groups, and develop particular questions to use with each of these methods based on the questions you checked off in the System Scan Question Table on page 6. **Note:** in some cases you will find it useful to re-word the system scan questions so they are easier for each group to understand and answer, and fit with your selected method (e.g., a survey question might look different than a conversation question). Add additional rows as necessary to capture all of your system scan questions, and fill out a separate table for each of your prioritized stakeholder groups.

<table>
<thead>
<tr>
<th>Perspective Group:</th>
<th>What is the best way to collect the data we need from this perspective group? (step 4)</th>
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<td><strong>Method 1:</strong> Add system scan questions to use with this method below</td>
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<td><strong>Method 2:</strong> Add system scan questions to use with this method below</td>
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<td><strong>Method 3:</strong> Add system scan questions to use with this method below</td>
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<td>General Exploratory Questions</td>
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<td>Questions around the following System Condition:</td>
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<td>Target # of individuals to engage</td>
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# System Scan Schedule

Chart out when each of your data collections will happen in the calendar below. Try to align these with existing meetings as much as possible. Add additional months as necessary.

- **Collect your first data.** Many communities start with conversations and use these to inform questions for subsequent surveys.
- **Reflect on first data collection.** Pause after you collect your first data to:
  - Check and if you are getting quality information and decide if you need to adjust your methods in any ways (e.g., ask more follow-up questions, revise questions, give more time for discussion, etc.).
  - Think about what you are learning so far and decide if you need to adjust your questions moving forward (e.g., have you learned enough about some issues where it doesn’t make sense to ask any more questions? Are there new questions emerging that you should ask in your next data collections?)
- **Revise questions and methods if necessary** based on above reflection.
- **Collect remaining data** following same pattern described above.

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Example System Scan Questions

The example questions below can be used to understand system characteristics influencing your targeted problem. The list starts with a series of general exploratory questions, and is followed by questions to explore specific system conditions relevant to your problem (e.g., accessibility of services, coordination of services, etc.). While some of these questions are specifically tailored to understand families’ perspective, most of the questions in this list can be asked of both families and other perspective groups.

### General Exploratory Questions

1. What is it like to try to address the targeted problem (e.g., get all kids ready for school in our community)?
2. What in the community is helping to address the targeted problem (e.g., get all kids ready for school in our community)?
3. Why do you think the targeted problem (e.g., not all kids being ready for school in our community) is happening?
4. To what extent are some families experiencing the targeted problem more than others? Why is this happening?

### Questions Specifically for Families:

5. What have been your experiences with getting your child(ren) ready for school?
   - What has helped with getting your child(ren) ready?
   - What has gotten in the way?
6. In what ways is the current service system meeting your needs? In what ways is it not meeting your needs?

### MINDSETS

7. What local attitudes or beliefs are influencing our ability to address the targeted problem? Who holds these attitudes or beliefs?
8. What are people’s attitudes towards families experiencing the targeted problem? How might this be contributing to inequitable outcomes across children and families?
9. To what extent do local stakeholders value learning and problem-solving related to the targeted problem?

### COMPONENTS

10. To what extent are quality, accessible services and supports in place to meet the needs of children and families experiencing the targeted problem?
   - What types of services and supports are not of high quality? In what ways? Why is this happening?
   - What types of services and supports are not easily accessible? In what ways? Why is this happening?
   - What types of services and supports are still needed to meet the needs of children and families?
11. To what extent are available services and supports related to the targeted problem designed to benefit all children and families equally?

### Questions Specifically for Families:

12. What are your dreams for yourself, your children, and your family?
   - What is helping you reach these dreams?
   - What additional supports do you need to reach these dreams?

### CONNECTIONS

13. To what extent are stakeholders and organizations working together to address the targeted problem (e.g., exchanging information, coordinating efforts, referring families, sharing resources, collectively learning, etc.)?
   - What is helping or hindering this collaboration?
14. To what extent is information shared between organizations and efforts to promote rapid learning about emerging community needs or opportunities?

**REGULATIONS**
15. Are there any formal or informal policies or procedures influencing our ability to address the targeted problem?
   - For each policy you list...How is it getting in the way? Where is it in place? Does it affect some families more than others?
16. To what extent are processes in place for local organizations and efforts to learn about current system conditions contributing to the targeted problem?
17. To what extent are processes in place for local organizations and collaboratives to learn about the outcomes of their programs or efforts?
18. To what extent is there a culture within local organizations and efforts that supports taking risks to address the targeted problem?

**RESOURCES**
19. What skills or knowledge do you think service providers need to better address the targeted problem?
20. What skills or knowledge do you think leaders need to better address the targeted problem?
21. What skills or knowledge do families/parents need to better address the targeted problem?
22. To what extent do stakeholders know how to use and interpret data on the targeted problem, and then take action accordingly? How is this affecting our ability to address the targeted problem?
23. To what extent are community resources (e.g., living wage jobs, grocery stores, safe places to play, etc.) in place to effectively address the targeted problem? What additional community resources are needed?
24. Whose needs are prioritized by how resources are currently distributed in the community? Whose needs are ignored? How does this impact the problem?
25. Are we using all of the assets in our community to address the targeted problem – for example, adults and youth with skills, building space, technology, etc.? What assets are currently being ignored? Why is this happening?

**POWER**
26. To what extent are diverse perspectives (including families) engaged in decision-making about how to address the targeted problem?
   - What’s in place that’s helping the engagement of these diverse perspectives?
   - What’s getting in the way? (Are any of the other system characteristics getting in the way?)

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<thead>
<tr>
<th>Access to Services, Supports, and Opportunities</th>
<th>MINDSETS</th>
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<tbody>
<tr>
<td>1. What local attitudes or beliefs are affecting families’ ability to easily access needed services, supports, and/or opportunities?</td>
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<td>2. What are people’s attitudes towards families experiencing the targeted problem? How are these attitudes influencing our ability to ensure all families can easily access needed services, supports, and/or opportunities?</td>
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<th>COMPONENTS</th>
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<tr>
<td>3. What services and supports do children and families need to access related to the targeted problem?</td>
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   - To what extent are these services and supports in place within the community? Which are not in place? Why? |
4. Which local early childhood services or supports are difficult for families to get when they need them? Do some families find it more difficult to get needed services than others? If so, why?
   - Why are some services hard for families to access? (How do the locations, times, cost, or intake processes for current services affect access?)

5. What services and supports are still needed in the community to meet all families’ needs and aspirations related to the targeted problem?

6. Which program components seem important to continue or expand given our community goals and local needs? Which program components do we need to add to our service array to better meet family needs? Which program components should no longer be continued because they are not effectively meeting a local need?

Questions Specifically for Families:
7. What are your dreams for child’s future?
   - What is helping you reach these dreams?
   - What additional supports do you need to reach these dreams?

CONNECTIONS
8. To what degree do service providers in the community refer families to each other’s services, supports, or opportunities? How is this influencing families’ access to services?
   - What types of referrals are being made? For which types of families? Between what types of service providers?
   - What’s in place that’s helping providers make referrals?
   - What types of referrals are not being made? For which types of families? Between what types of service providers?
   - Why is this happening? (Are any of the other system characteristics getting in the way?)

9. To what extent are services, supports, and/or opportunities co-located so families can access multiple supports at one touch point?

10. To what extent are stakeholders and organizations sharing information (e.g., data, research, lessons learned, family input, etc.) and/or resources (e.g., staff, funding, technology, trainings, etc.) to improve the accessibility of services, supports, and opportunities?
   - What is helping or hindering this collaboration?

REGULATIONS
11. Are there any formal or informal policies or procedures affecting families’ ability to get the services they need?
   - For each policy you list...How is it getting in the way? Where is it in place? Does it affect some families more than others?

12. To what extent are processes in place for local organizations and efforts to learn about which types of families are currently accessing local services, which are not, and why?

Questions Specifically for Families:
13. Think about the process you’ve gone through to enroll in local services or programs. How difficult is this for families to go
through? How could this process be shifted to make it easier on families?

14. Are there any policies you’ve encountered that make it difficult to get the services you need when you need them?

15. How easy is it to understand the forms and letters organizations send out to families? What types of organizations could improve the way these forms and letters are written?

RESOURCES

16. To what degree do families, service providers, and leaders know about all the services, supports, and opportunities available in the community, including which families are eligible?

17. How accessible are resources like public transportation, grocery stores, parks, and living wage jobs to everyone in the community? What types of resources aren’t accessible to everyone? Who is this affecting? Why is this happening?

18. To what extent do stakeholders within local organizations and efforts know how to use and interpret data about service access, and then take action accordingly?

POWER

19. To what extent are diverse perspectives (including families) engaged in decision-making about how to make services easier for families to access?
   - What’s in place that’s helping engage diverse perspectives in this decision-making?
   - What’s getting in the way? (Are any of the other system characteristics getting in the way?)

Questions Specifically for Families:

20. Do organizations or service providers ever ask you for input on how to make their services easier for families to get when they need them? What kind of input do they ask you for in particular?
   - Do you feel organizations and service providers listen to your input? Do they take any action on what you tell them?

Quality of Services, Supports, and Opportunities

MINDSETS

27. What local attitudes or beliefs might be getting in the way of providing quality services to all children and families experiencing the targeted problem?

28. What are people’s attitudes towards families experiencing the targeted problem? How are these attitudes influencing our ability to provide quality services to all children and families experiencing the targeted problem?

COMPONENTS

29. How would you rate the quality of local services or supports related to the targeted problem? How is this influencing our ability to address the targeted problem?
   - Why are some services and supports not of high quality? (Are any of the other system characteristics getting in the way?)

30. How family friendly are local services and supports related to the targeted problem? How is this influencing our ability to address the targeted problem?
   - Why are some services and supports not family friendly? (Are any of the other system characteristics getting in the way?)

31. To what extent are services and supports related to the targeted problem designed to benefit all children and families equally?

CONNECTIONS
32. To what extent are stakeholders and organizations sharing information (e.g., data, research, lessons learned, family input, etc.) and/or resources (e.g., staff, funding, technology, trainings, etc.) to improve the quality of services related to the targeted problem?
   o What is helping or hindering this collaboration?

REGULATIONS
33. Are there any formal or informal policies or procedures making it difficult to provide quality services, programs, and supports?
   o For each policy you list... How is it getting in the way? Where is it in place? Does it affect some families more than others?

34. To what extent are processes in place for local organizations and efforts to learn about the current quality of their efforts?

RESOURCES
35. What skills or knowledge do you think service providers need to more effectively provide quality services related to the targeted problem? Which settings are these needed in the most?

36. What skills or knowledge do you think leaders need to better support the delivery of quality services related to the targeted problem? Which settings are these needed in the most?

37. To what extent do stakeholders within local organizations and efforts know how to use and interpret data about service quality, and then take action accordingly?

38. Are we using all of the assets in our community to promote quality of services – for example, adults and youth with skills, building space, technology, etc.? What assets are currently being ignored? Why is this happening?

POWER
39. To what extent are diverse perspectives (including families) engaged in decision-making about how to improve the quality of local services?
   o What’s in place that’s helping engage diverse perspectives in this decision-making?
   o What’s getting in the way? (Are any of the other system characteristics getting in the way?)

Questions Specifically for Families:
40. Do organizations or service providers ever ask you for input on how to improve the quality of their services? What kinds of input do they ask you for in particular?
   o Do you feel organizations and service providers listen to your input? Do they take any action on what you tell them?

Coordination of Services and Efforts

MINDSETS
41. What local attitudes or beliefs might be getting in the way of coordinating services and local efforts related to the targeted problem?

COMPONENTS
42. To what extent are local services and programs designed to ensure smooth transitions for families?

Questions Specifically for Families:
43. What have been your experiences with transitioning your child and/or family between early childhood programs (e.g., between Pre-K and Kindergarten)? What has made these transitions easier? What has gotten in the way?
44. How coordinated are services and efforts in the community? How is this influencing our ability to address the targeted problem? How is this contributing to inequitable outcomes across children and families?
   - Which services and efforts are well coordinated? Why is this coordination happening?
   - Which services and efforts are not well coordinated? Why is this happening? (Are any of the other system characteristics getting in the way?)

45. To what degree do service providers in the community refer families to each other’s services? How is this influencing getting all kids ready for school?
   - What types of referrals are being made? Between what types of service providers? What’s in place that’s helping providers make referrals?
   - What types of referrals are not being made? For which types of families? Between what types of service providers? Why is this happening? (Are any of the other system characteristics getting in the way?)

46. To what degree do service providers and organizations in the community share information with each other to improve coordination? For example, information about the same family cases, evaluation findings, or lessons learned. How is this influencing our ability to address the targeted problem? How is this contributing to inequitable outcomes across children and families?
   - What types of information are being shared? Between what types of service providers or organizations? What’s in place that’s helping providers share this information?
   - What types of information are not being shared? Between what types of service providers or organizations? Why is this happening? (Are any of the other system characteristics getting in the way?)

47. To what extent do organizations share resources with each other (e.g., staff, funding, technology, etc.)? How is this influencing our ability to address the targeted problem? How is this contributing to inequitable outcomes across children and families?
   - What resources are being shared? Between what types of organizations? What’s in place that’s helping them share resources?
   - What resources are not being shared? Between what types of organizations? Why is this happening? (Are any of the other system characteristics getting in the way?)

48. Are there any delays in how people, information, or resources flow through the community system? How is this contributing to inequitable outcomes across children and families? Where are they happening? What is causing these delays?

Questions Specifically for Families:

49. How well do you think service providers are working together to meet your needs?
   - Do they share information with each other?
   - Are they referring you to the services you need?
   - Do they seem to get along and collaborate well?

50. How connected are families experiencing the targeted problem to each other? For example, do they share information and support?

REGRULATIONS

51. Are there any formal or informal policies or procedures making it difficult to coordinate services and local efforts?
<table>
<thead>
<tr>
<th>Alignment of Services and Efforts</th>
<th>MINDSETS</th>
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<tbody>
<tr>
<td>58. What local attitudes or beliefs might be getting in the way of aligning services and local efforts related to the targeted problem?</td>
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<th>COMPONENTS</th>
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<tr>
<td>59. How aligned are programs and services in the community? (E.g., are the curriculums aligned across education settings? Are job training programs aligned with available employment opportunities?) How is this influencing our ability to address the targeted problem?</td>
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<tr>
<td>o Why are programs and services not aligned? (Are any of the other system characteristics getting in the way?)</td>
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<tr>
<th>CONNECTIONS</th>
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<tr>
<td>60. To what extent are stakeholders and organizations sharing information (e.g., on program content or curriculum) and/or resources (e.g., staff, funding, technology, trainings, etc.) to improve the alignment of programs and efforts related to the targeted problem?</td>
</tr>
<tr>
<td>o What is helping or hindering this collaboration?</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>61. Are there any formal or informal policies or procedures making it difficult to align services and local efforts?</td>
</tr>
<tr>
<td>o For each policy you list...How is it getting in the way? Where is it in place? Does it affect some families more than others?</td>
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<tr>
<td>62. To what extent are processes in place for local organizations and efforts to learn about how aligned programs are across the community?</td>
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<tr>
<td>RESOURCES</td>
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<tr>
<td>63. What skills or knowledge do you think service providers need to better align local services and local efforts? Which settings are these needed in the most?</td>
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<tr>
<td>64. What skills or knowledge do you think leaders need to better align services and local efforts? Which settings are these needed in the most?</td>
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<th>POWER</th>
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<tbody>
<tr>
<td>65. To what extent are diverse perspectives (including families) engaged in decision-making about how to improve the alignment of local services and efforts related to the targeted problem?</td>
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<tr>
<td>o What’s in place that’s helping engage diverse perspectives in this decision-making?</td>
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<tr>
<td>o What’s getting in the way? <em>(Are any of the other system characteristics getting in the way?)</em></td>
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<tbody>
<tr>
<td>21. What local attitudes or beliefs might be getting in the way of ensuring the community system is responsive to the needs of local children and families?</td>
</tr>
<tr>
<td>22. What are people’s attitudes towards families and children experiencing the targeted problem? How are these attitudes influencing our ability to ensure the community is responsive to the needs of all local children and families?</td>
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<tr>
<td>23. To what extent are services and supports related to the targeted problem designed to meet the actual needs of all children and families in the community?</td>
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<tr>
<td>24. How well do local services and supports related to the targeted problem fit with families’ cultural traditions?</td>
</tr>
<tr>
<td>25. To what extent are services and supports offered at times and locations that fit families’ needs?</td>
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<tr>
<td>26. To what extent are services and supports related to the targeted problem designed to benefit all children and families equally?</td>
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<tr>
<td>27. To what extent are stakeholders and organizations sharing information (e.g., input from families, lessons learned, etc.) and/or resources (e.g., staff, funding, training, technology, etc.) to improve the responsiveness of local services and supports to families’ needs?</td>
</tr>
<tr>
<td>o What is helping or hindering this collaboration?</td>
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<tr>
<td>28. Are there any formal or informal policies or procedures getting in the way of creating a system that is responsive to family needs/voice?</td>
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<tr>
<td>o For each policy you list...How is it getting in the way? Where is it in place? Does it affect some families more than others?</td>
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<td>29. To what extent do local service providers’ racial/ethnic backgrounds or experiences align with those of families in the community? In which settings is there a need for greater alignment? Why is this happening?</td>
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<tr>
<td>30. Whose needs are prioritized by how resources are currently distributed in the community? Whose needs are ignored? How does this impact the problem?</td>
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</table>
31. What skills or knowledge do you think service providers need to support a system that is responsive to family voice (e.g., gather and use family input to guide decision-making)? Which settings are these needed in the most?

32. What skills or knowledge do you think leaders need to support a system that is responsive to family voice (e.g., gather and use family input to guide decision-making)? Which settings are these needed in the most?

33. What skills do families need to more effectively engage in local decision-making processes?

POWER

34. To what extent do local organizations and collaboratives gather and use family input about whether their programs or efforts are meeting family needs?
   - What’s in place that’s helping organizations and collaboratives gather and use this input?
   - What’s getting in the way (Are any of the other system characteristics getting in the way?)

35. To what extent are diverse families engaged in decision-making about local efforts, programs, or services? (E.g., decisions about what local issues to address, how to address them, what programs to offer, what times to offer them, etc.) How is this influencing our ability to address the targeted problem?
   - What’s in place that’s helping the engagement of diverse family perspectives?
   - What’s getting in the way? (Are any of the other system characteristics getting in the way?)

Questions Specifically for Families:

36. Do organizations or service providers ever ask you about your dreams for your children and family? About your unmet needs? Can you give me some examples of how and when they ask you?

37. Do organizations or service providers ever ask you for input on how to design their services or efforts to best meet your needs? What kind of input do they ask you for in particular?
   - Do you feel organizations and service providers listen to your input? Do they take any action on what you tell them?
   - What kind of things would you want to give your input around?

38. Do organizations or service providers ever involve you in helping them actually make decisions about their services or efforts? Can you give me some examples of how and when they involve you? What kinds of decisions do they involve you in?
   - What kind of decisions would you want to help organizations or service providers make? How would you want to help them make these decisions?

39. Are you involved in any leadership roles within the community? Can you describe what these roles look like?

40. What leadership roles would you like to be involved with in the community? In other words - what types of things would you want to do as a community leader?
   - What supports do you and other families need to take on leadership roles within the community?
   - What’s getting in the way of becoming more involved as a leader in your community?

Community Shared Goals and Priorities

MINDSETS

66. To what extent is there a shared understanding of the targeted problem in your community? (e.g., Does everyone have the same understanding of what it means for a kid to be ready for school?)

67. What does it mean or look like for the targeted problem to be resolved? How do you define success?

68. In your opinion, what is the role of the family in addressing the targeted problem? What is the role of the community?
69. Do families and professionals have different ideas about what the targeted problem looks like? How is this influencing our ability to address the targeted problem?

70. Do people in the community see the targeted problem as a priority? How is this influencing our ability to address the targeted problem?

71. What assumptions do people make about why the targeted problem is happening? How is this influencing our ability to address the targeted problem? [Note: you could ask people directly why they think the targeted problem is happening, and then compare responses]

72. What are people’s attitudes towards families or children who are experiencing the targeted problem? How are these attitudes influencing the extent to which the communities’ goals and priorities benefit all families, including the most vulnerable families in the community?

**COMPONENTS**

73. To what extent are current services reflective of the community’s shared goals and priorities related to the targeted problem?

74. To what extent are services and supports related to the targeted problem designed to benefit all children and families equally?

**CONNECTIONS**

75. To what degree are local stakeholders and organizations working together to identify and support shared goals and priorities related to the targeted problem?
   - What is helping or hindering this collaboration?

**REGULATIONS**

76. Are there any formal or informal policies or procedures getting in the way of developing community shared goals and priorities around the targeted problem?
   - For each policy you list...How is it getting in the way? Where is it in place?

**RESOURCES**

77. To what degree are community members (families, service providers, leaders, etc.) aware of current research related to the targeted problem?

**POWER**

78. To what extent are diverse perspectives (including families) engaged in decision-making about shared goals and priorities related to the targeted problem? How is this influencing our ability to address the targeted problem?
   - What’s in place that’s helping the engagement of these diverse perspectives?
   - What’s getting in the way? (Are any of the other system characteristics getting in the way?)

**MINDSETS**

79. What local attitudes or beliefs might be getting in the way of families engaging in local services, supports, and opportunities related to the targeted problem?

80. What are people’s attitudes towards families experiencing the targeted problem? How might this be contributing to our ability to effectively engage all types of families in local services, supports, and opportunities?
Questions Specifically for Families:
81. Which services, supports, or opportunities are families choosing not to take advantage of or engage in? Which families aren’t using these services or engaging? Why are they choosing not to engage?

COMPONENTS
82. How well do local services and supports related to the targeted problem fit with families’ needs? Preferences? Dreams for their children and family? How is this influencing families’ level of engagement?
83. How well do local services and supports related to the targeted problem fit with families’ cultural traditions? How is this influencing families’ level of engagement?
84. To what extent are services and supports related to the targeted problem designed to benefit all children and families equally? How is this influencing families’ level of engagement?

Questions Specifically for Families:
85. What could help your family more fully engage in local services and programs?

CONNECTIONS
86. To what extent are stakeholders and organizations sharing information (e.g., data, research, family input) and/or resources (e.g., staff, funding, training, technology, etc.) to promote family engagement in services, supports, and opportunities related to the targeted problem?
   o What is helping or hindering this collaboration?

REGULATIONS
87. Are there any formal or informal policies or procedures affecting families’ engagement in services, supports, and opportunities related to the targeted problem?
   o For each policy you list...How is it getting in the way? Where is it in place? Does it affect some families more than others?
88. To what extent are processes in place for local organizations and efforts to learn about which types of families are not currently engaging in local services, supports, and opportunities – and why?

Questions Specifically for Families:
89. How easy is it to understand the forms and letters organizations send out to families? What types of organizations could improve the way these forms and letters are written?
90. Are there any policies you’ve encountered as you have worked with local organizations that are getting in the way of engaging with these organizations?
91. To what degree do staff in local organizations make you and your child feel welcome and valued? How does this influence whether or not you choose to use these programs or services?
   o What types of interactions make you feel welcome and valued? In which types of organizations do you typically experience these positive interactions?
   o What types of interactions make you not feel welcome and valued? What types of organizations could improve these types of interactions with families?
92. To what degree do staff in local programs, services and supports take the time to listen to your needs and preferences? What types of organizations could improve the way they listen to families?
93. To what extent do local service providers’ racial/ethnic backgrounds or experiences align with those of families in the community? How is this influencing families’ level of engagement? In which settings is there a need for greater alignment? Why is this happening?

94. What skills or knowledge do professionals need to support families’ engagement in services, supports, and opportunities related to the targeted problem?

95. To what extent do stakeholders within local organizations and efforts know how to use and interpret data about family engagement in services, and then take action accordingly?

POWER

96. To what extent are diverse perspectives (including families) engaged in decision-making about how to promote family engagement in services, supports, and opportunities related to the targeted problem?
   o What’s in place that’s helping the engagement of these diverse perspectives?
   o What’s getting in the way? (Are any of the other system characteristics getting in the way?)

Questions Specifically for Families:

97. Do organizations or service providers ever ask you for input on how to make it easier for families to engage in their services? What kinds of input do they ask you for in particular?
   o Do you feel organizations and service providers listen to your input? Do they take any action on what you tell them?