



ACCELERATING ACTION AND GAINING TRACTION IN EC SYSTEMS BUILDING INITIATIVES:

Improving Systems Performance Measurement

Case Studies from the ECCS Impact CoIIN, 2021

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The Early Childhood Comprehensive Systems Collaborative Improvement and Innovation Network (ECCS CoIIN) was a five year effort (August 1, 2016 through July 31, 2021) to strengthen systems to improve population level early childhood developmental health and family well-being in 28 communities across 12 states. The aspirational aim of this program was to increase age-appropriate developmental skills among three-year-old children and reduce developmental disparities. The goals that were prioritized in order to move towards the aspirational aim included:

- ▶ Create a Common Agenda/Shared Vision and Strategies
- ▶ Develop Shared Data Systems
- ▶ Promote Aligned and Mutually Reinforcing Activities
- ▶ Provide Backbone Support and Mechanisms for Continuous Communication Between State and Community
- ▶ Disseminate EC Development/Systems Information
- ▶ Integrate Early Developmental Promotion, Screening, Referral, Linkage, and Developmental Processes across and within sectors and communities
- ▶ Build Care Coordination Capacity
- ▶ Support Continuous Learning and Improvement Efforts
- ▶ Develop and Maintain Partnerships and Networks
- ▶ Family Leadership
- ▶ Build Public Will
- ▶ Advance Policies and Mobilize Funding to Sustain System Improvements

The Early Childhood Comprehensive Systems Collaborative Improvement and Innovation Network (ECCS CoIIN) was a nationwide initiative to improve outcomes in population-based children's developmental health and family well-being, funded by the Health Resources & Services Administration's (HRSA) Maternal and Child Health Bureau (MCHB).



Overview of ECCS CoIIN

An expanding body of scientific evidence points to the critical importance of early childhood experiences (prenatal through age three) in setting the foundations for lifelong health and well-being. At the same time, there is a growing awareness that an increasing proportion of young children and families are falling behind: that inequities related to race, place, and income for the youngest children and their families are all too common and too often translate into lifelong disadvantages in health, education, economic success, and general well-being. As a result, in communities and states across the country, there is a growing movement to develop coordinated, effective, and high-quality systems to support all parents and give all young children an optimal start. ECCS CoIIN is one of these systems-building initiatives.

NICHQ is an independent, 501(c) (3) non-profit organization whose mission is to improve children's health. For nearly two decades, NICHQ has helped organizations and professionals who share its mission make breakthrough improvements, so children and families live healthier lives. To learn more about the work of NICHQ, please visit our website at <https://www.nichq.org/>.



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Introduction

An expanding body of scientific evidence points to the critical importance of early childhood (prenatal through age three) experiences in setting the foundations for lifelong health and well-being. At the same time, there is a growing awareness that an increasing proportion of young children and families are falling behind: that inequities related to race, place and income for the youngest children and their families are all too common and too often translate into lifelong disadvantages in health, education, economic success, and general well-being. As a result, in communities and states across the country, there is a growing movement to develop coordinated, effective, and high-quality systems to support all parents and give all young children an optimal start. ECCS CoIIN is one of these systems building initiatives.

The ECCS CoIIN was created to accelerate early childhood system building, bring continuous quality improvement methodology to the field, and advance population-based measurement of child well-being. ECCS CoIIN funded states utilized a collective impact framework and continuous quality improvement methodologies to support both ECCS CoIIN state and community teams in achieving the overall goal of the ECCS project to improve population-level outcomes in children's developmental health and family well-being indicators. The global aim, as conceived from project inception, stated that ECCS CoIIN participants would show a 25 percent increase from baseline in age-appropriate developmental skills of their communities' three-year-old children. Measurement was a key component of cataloging success and improvement within ECCS improvement and sustainability; however, quantifying and measuring **systems-level** change was an area that ECCS CoIIN participants found particularly challenging.

This case study highlights the challenges around measuring systems-level change experienced by early childhood system building leaders, summarizes the rationale behind ECCS CoIIN's approach to system performance measurement, provides two examples illustrating a range of approaches to measurement by communities, and describes the ECCS-specific alignment opportunity that led to the development of two new measures and refinement of two other measures.



Measuring Systems-Level Change in Early Childhood

An “indicator” (sometimes called a benchmark) is a measure, that helps to quantify the achievement of a desired result, supported by reliable and routinely available data. While these measures don't replace evaluations of what works, monitoring with indicators helps to answer two important questions: (1) “How would we know if we achieved the desired result?” and (2) “Are we making progress, moving in the right direction toward the desired result?”

Early iterations of ECCS resulted in a set of indicators that together were designed to look at program performance and outcomes of children and families. Under ECCS grant guidance in the early 2000s, states were charged with building partnerships with other stakeholders and developing statewide comprehensive plans including indicators. The challenge for states' ECCS leadership was to select an indicator set that was both comprehensive enough to monitor system developments and specific enough to be useful and manageable. Project THRIVE at the National Center for Children in Poverty, as the policy technical assistance center for ECCS, worked in partnership with states to define appropriate indicators for ECCS initiatives. Project THRIVE reviewed literature, assessed early childhood system indicators based on a review on the State ECCS reports and plans from 2006 and 2007, reviewed data availability, and considered criteria used to identify an effective indicator to create a comprehensive matrix of indicators for state ECCS leaders that helped to identify measures of school readiness that would indicate success. The thirty-six indicators recommended continue to be useful for state-level partners to generate ideas on indicator alignment across state programs and promote consensus on desired results. A fuller description of this work and the indicators can be found here:

<https://www.nccp.org/publication/state-indicators-for-early-childhood-short-take-no-7/>

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Development of a measurement strategy and indicators continued to be a focus (and a challenge) of ECCS initiatives throughout different iterations over the past decade. As of 2016, state leaders were at various stages in the process of defining, selecting, and using indicators, with some having adopted a set of indicators that were being used to guide government decisions at the state and local level, and others in the early stages of coming to consensus on indicators. Some states were using indicators for which data would not be available in all states (such as, school readiness in all domains based on kindergarten assessment, or childcare and education programs with mental health consultation available) while others were using data that were available to all states.

ECCS CoIIN's Approach to System Performance Measurement

In recognition of the ongoing importance of a robust measurement strategy, Health Resources and Services Administration (HRSA) charged the ECCS CoIIN TA Coordinating Center at NICHQ to work with ECCS CoIIN states and communities to establish a core set of process indicators for measuring state-level EC system coordination and a core set of outcome indicators for improvement of children's developmental health and family well-being at the population level. HRSA understood that systems building is needed to achieve population level impacts and that data on **both** individual child and family outcomes **and** system outcomes are critical to guide improvements to the system and ultimately measure impact on all young children in any given community.

Utilizing funding from the Robert Wood Johnson Foundation, a national scan of measures being used by early childhood systems and initiatives to gauge the well-being of young children and their families was conducted by NICHQ and the Center for the Study of Social Policy (CSSP). The purpose of the scan was to better understand the state of the field and to identify opportunities to advance measure and data use in the field that could help contribute to better early childhood outcomes. The early childhood metrics compiled and reviewed represents the types of metrics being used in national initiatives or in states and communities and was helpful in identifying child and family metrics for ECCS CoIIN state and community teams. The full report can be found here: [Metrics For Early Childhood Systems-National Scan-NICHQ CSSP 9-2018.pdf](#)

What continued to be missing from the indicators and measurements being utilized in the early childhood systems building field were ways to quantify the successes of how the system was being improved to perform more effectively and efficiently to ultimately improve the developmental health of young children.

Why System Performance Measurement?

Understanding and addressing the contribution early childhood systems make to improved well-being is an essential part of CQI in system building.

Although the goal of early childhood systems is to improve the well-being of young children and their families, across domains such as health, learning, and social and emotional development, most measures of that goal have several limitations including:

- a. Outcome measures tend to change slowly. Knowing that your community is doing 2% better or worse this year compared to last year doesn't tell you much about how you've succeeded or what you should be doing differently. And waiting another year to find out whether that 2% improvement was an early step towards greater progress, or just a short-term blip, is too slow.
- b. Moreover, these outcome measures change for many reasons, only some of them related to the actions taken by early childhood system partners. If the kindergarten readiness rate is improving, is that because we're all doing a better job working with young children and their families, or because the economy is improving and families are under less stress, or because the community is gentrifying and more of the children, we're measuring come from families with lots of resources?



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None of this is meant as an argument against outcome measures at the child or family level. Indeed, states and communities need to know how their children are doing and about trends over time. But to make progress, measurement that can be tied more quickly and more regularly to action for improvement is needed. System performance measurement answers the question of how well the early childhood system is doing to promote the outcomes leaders and stakeholders are most interested in, and how it can be better.

Thinking about system performance in this way also allows a concrete way to measure and identify strategies to address inequities in the system. With members of its Early Childhood Learning and Innovation Network of Communities (EC-LINC), CSSP developed a self-assessment process asking them to work with a broad set of stakeholders to evaluate their current performance on ten issues related to advancing equity (SPM 4.2 in the Early Childhood System Performance Assessment Toolkit). These include, for example, addressing gaps in access to services; investments in historically underinvested neighborhoods; and diversity of leadership in the early childhood system. In domains where the community is doing well, what has led to success, and how might these positive factors be leveraged to support progress on other items? Where the community is not doing as well, what will it take to get to the next higher level of performance?



Two Examples Illustrate a Range of Approaches to These Measures

The first example relates to reaching families with the help they need. EC-LINC communities shared the goals of screening all young children for developmental issues and connecting those with identified needs to services and supports. As a result, two measures were built, one asking what proportion of young children are screened (SPM 1.3.1), and the second asking what proportion of those with positive screens are successfully referred to services (SPM 1.3.2). These are complex measures for a host of technical reasons, ranging from the fact that many children are screened multiple times, to the need for a consistent definition of what it means for a referral to be successful.

The second example relates to improving coordination. EC-LINC communities agreed that they wanted to make sure that there is “no wrong door” – that a family will get the help it needs, no matter where and how those needs are first identified. There was no straightforward way to measure this with existing administrative data. Accordingly, a measure was developed based on a survey of front-line staff across multiple service sectors, asking them about their knowledge of other services and their referral and coordination practices (SPM 2.2). Survey results support a self-assessment by system stakeholders of how well they are doing – and, even more important, of what steps they can take to improve.

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ECCS-Specific Alignment Opportunity

ECCS ColIN states and communities knew there was a better way to tell their story of system-building successes. ECCS ColIN states were innovating and testing changes in local communities and identifying successful ways to improve developmental health of children in these communities through these small tests of change. When surveyed, state-level respondents indicated a need for shorter-term system focused measures that can describe the successes of this system building work in the local communities more effectively to share these successes with other communities and lead to the longer-term outcomes desired for children and families across the state. Their input reinforced clear and concise system performance measures are needed from the very beginning of a system building project to leverage what is being learned and opportunities to spread the lessons and should be a priority for any system building initiative.

CSSP and its partners in EC-LINC shared an interest with NICHQ in measuring the results of early childhood systems building work and had begun this work as the ECCS ColIN was first funded. In consultation with NICHQ, CSSP explored how well their *Early Childhood System Performance Assessment Toolkit*, first published in 2019, aligned with the goals of the ECCS ColIN Logic Model. Specifically, focus on whether and how the system performance measures in the toolkit could be used by ECCS ColIN state and local teams to demonstrate progress and plan for future work, and whether additional tools needed to be developed.

The complete Systems Performance Measurement Toolkit is available at <https://cssp.org/our-work/projects/shared-results-outcomes-metrics/>.

CSSP and its partners in EC-LINC defined a well-functioning early childhood system as one that: (1) reaches families with the help they need, (2) improves the coordination of services and supports, (3) promotes a climate of support for early childhood, and (4) increases parent engagement and equity. They then began to consider what could be measured that would help them understand how well each of these things are being done.



NICHQ partnered with CSSP to complete an assessment of how the measures could be applied to the ECCS ColIN. The findings of this assessment identified a strong alignment across most of the goals and opportunities to create and/or adapt additional measures. NICHQ partnered with CSSP to engage ECCS ColIN Communities (as well as EC-LINC communities) in the development, refinement, and pilot-testing of new measures for the System Performance Assessment Toolkit. This allowed the ECCS ColIN leaders to pilot new/updated measures in their community and review and give feedback on measures under development. Two new measures were added related to how well a community is establishing the foundations for an early childhood system, and two existing measures were updated, related to how communities use data and how well the system is advancing equity. The result is a more robust Toolkit that can be utilized to demonstrate community-level systems building successes and opportunities for improvement.

The ECCS ColIN Logic Model crosswalk to the newly revised Systems Performance Measures is included at the end of this case study.

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Conclusion

Through a collaborative and iterative process, the partnership between CSSP and NICHQ led to the continued development of systems performance measures that were aligned with the ECCS CoIIN Logic Model. Many of the measures were developed to support community-level systems improvements. In the future, measures can be further developed and tested for the state level.

The field of early childhood system building has an incredible opportunity to productively come together to review how it is using information about early childhood system performance and whether further coordination of their efforts would be useful. Future activities could include, for example, building a menu of essential early childhood system indicators; identifying the sources where system performance data can be collected; documenting how a systematic approach to using system performance measurements led to system impact, drove change, improved systems, and ultimately impacted children and families.

The field of early childhood system building would also benefit from a common commitment to a cultural change, away from using data to measure compliance of programs and towards using data to drive systemic improvements. The system performance measures will compliment short- and long-term outcomes at the child and family level and provide a fuller picture of the changes needed at the community level, successful systems building activities to spread to other communities, and opportunities to further measure improvements in early childhood systems at the state level.





Lastly, given the increased understanding and recent attention being paid to equity, the System Performance Measurement of Advancing Equity was enhanced to provide a more comprehensive assessment of how well leaders and stakeholders in the early childhood system are using their system-level perspective and influence to identify and implement anti-racist strategies and advance racial, economic, and social equity in the community. The tool is focused around ten domains which include activities at the system level and activities related to influencing practice within the sectors and programs that make up the early childhood system. Communities can use the reflective self-assessment tool to rate how well the early childhood system uses anti-racist strategies in each of these ten domains to advance equity; generate examples of what is going well and what is not; assign an overall rating to current efforts; and, most importantly, to inform discussion of what they might do differently to accelerate progress.




This information can be better informed by disaggregated data on child and family outcomes; quality and access data from the sectors within the early childhood system; neighborhood or community needs assessments; and other sources that can be disaggregated related to families' well-being such as employment, housing, and other community conditions. However, most of the current data sets being utilized to measure child and family outcomes have paid relatively little attention to equity – that is, to the disaggregation of data by race (and other socioeconomic factors), and to an understanding of the gap between the experience of those groups of children who are doing best and those with the least successful outcomes. Several of the child and family measures being utilized mention the importance of disaggregation, and it is of course possible, even likely, that many of the initiatives and communities are doing other important work to address equity. They may have other means of evaluating their progress. However, collectively as field the datasets being utilized do not provide a substantial amount of information that could be used to understand either the size of the challenge or the direction of change. Early childhood data is incomplete at best without such information. Creating what might be called an “equity index,” in which, whenever possible, each measure used by an initiative would have a companion equity measure, comparing the results for relevant subgroups would better inform the Advancing Equity Systems Performance Measurement Tool.




It is our hope the existence of the system performance measures and the partnership that led to further refinements will inform the early childhood system-building field and encourage other initiatives to utilize this level of measurement in a variety of ways across initiatives by early childhood leaders.



This case study is one of six developed through the ECCS CoIIN initiative. This series of six Case Studies identify key accelerators of early childhood system building, highlighting what was learned from the ECCS CoIIN Initiative and share bright spots of states and communities. All six Case Studies can be found at <https://www.nichq.org/project/early-childhood-comprehensive-systems-collaborative-improvement-and-innovation-network-eccs>



CORE DOMAIN	GOALS	ACTIVITIES	OUTPUTS	OUTCOMES
Collective Impact	<p>Create a Common Agenda/Shared Vision and Strategies</p> <p>SPM 0.2</p> 	<ul style="list-style-type: none"> ▶ Create a strategic plan (for the collaborative) that represents the shared vision and collaborative/common agenda ▶ Facilitate collaborative decision-making and strategic planning across stakeholders 	<ul style="list-style-type: none"> ▶ Number of meetings/discussions convened for community/state stakeholders ▶ Collaborative strategic plan is developed ▶ Number of shared EC strategies that are included in community/state plans 	<ul style="list-style-type: none"> ▶ Community and state partners understand and working towards a shared vision ▶ Community/state partners adapt program goals and activities to address EC developmental needs ▶ Community/state partners implement EC strategies (that are aligned with vision)
	<p>Develop Shared Data Systems</p> <p>SPM 2.4</p> 	<ul style="list-style-type: none"> ▶ Assess/inventory community and state cross-sector data systems collecting data on children ages 0-3 ▶ Identify research and data questions to assess gaps in data collection, analysis, and management infrastructure ▶ Develop strategies to coordinate existing data collection systems, establish long-term governance, and/or build infrastructure for new shared data systems ▶ Facilitate data sharing agreements among partners to promote the use of shared/coordinated data systems 	<ul style="list-style-type: none"> ▶ Community and state data system inventory assessments ▶ Number of data sharing agreements among grantees and their respective partners ▶ Number of community data dashboards developed 	<ul style="list-style-type: none"> ▶ Increased community and state knowledge and awareness of data collection and infrastructure opportunities, challenges, and available data sources ▶ New and/or coordinated data collection systems at the state level ▶ Improved capacity at the community and state levels to collect, track, and report data using coordinated/shared data systems
	<p>Promote Aligned and Mutually Reinforcing Activities</p> <p>SPM 0.2</p> 	<ul style="list-style-type: none"> ▶ Identify how partners implement and support EC activities ▶ Develop shared EC messaging content and tools among partners ▶ Communicate and coordinate activities with partners toward common goals 	<ul style="list-style-type: none"> ▶ Number of shared EC messages and tools developed and shared with partners ▶ Number of partners disseminating common EC development materials ▶ Number of partners integrating aligned and coordinated EC activities 	<ul style="list-style-type: none"> ▶ Increased community and state knowledge and awareness of each partners' specific role in EC system ▶ Aligned and reinforced messaging around EC development in community/state materials ▶ System efficiencies and coordinated activities
	<p>Provide Backbone Support and Mechanisms for Continuous Communication between State and Community</p> <p>SPM 0.2</p> 	<ul style="list-style-type: none"> ▶ Support cross-sector communication in communities ▶ Develop communication plans for outreach to cross-sector stakeholders ▶ Integrate community voice and leadership in state-level EC developmental approaches, policies, and practices ▶ Provide state support and resources to communities to facilitate EC systems goals ▶ Identify community best practices for statewide spread 	<ul style="list-style-type: none"> ▶ Number of meetings between state and community teams ▶ Number of communication plans that describe routine communication practices and mechanisms between states, communities, and cross-sector partners ▶ Number of community partners/members serving on ECCS CoIIN teams and state-level groups 	<ul style="list-style-type: none"> ▶ Increased number of community partners/members engaged in EC development initiatives in the community and at the state-level ▶ State policies informed by community need and vision ▶ Statewide spread of best practices and innovations

CORE DOMAIN	GOALS	ACTIVITIES	OUTPUTS	OUTCOMES
High Quality and Coordinated Developmental Services	ECCS COIIN DRIVER 4 - COORDINATED SYSTEMS FOR DEVELOPMENTAL PROMOTION			
	Disseminate EC Development/ Systems Information SPM 3.1 	<ul style="list-style-type: none"> Disseminate developmental promotion materials and campaign messages across communities Integrate EC campaign messages with partner organizations Explore, test, and evaluate non-traditional venues and innovative partnerships for dissemination and community engagement 	<ul style="list-style-type: none"> Number of developmental promotion materials provided to communities Number of campaign messages integrated with partner organizations Number of events (i.e., trainings, outreach activities) conducted at non-traditional venues and with non-traditional partners that build community knowledge and capacity to promote healthy EC development Evaluation of non-traditional venues and innovative partnerships 	<ul style="list-style-type: none"> Increased family and provider awareness of and familiarity with community/ state resources and support services Increased family knowledge of child developmental health, and how to support healthy child development Increased knowledge about non-traditional venues and innovative partnerships proven effective for dissemination of EC developmental information
	ECCS COIIN DRIVER 2 - UNIVERSAL DEVELOPMENTAL PROMOTION			
	Integrate Early Developmental Promotion, Screening, Referral Linkage, and Developmental Processes Across and Within Sectors and Communities SPM 1.3.1 SPM 1.3.2 SPM 2.1 	Through training and technical assistance: <ul style="list-style-type: none"> Support providers and community organizations to integrate evidence-based and two-generation developmental promotion practices and approaches into daily operations Facilitate integration of standardized early identification and screening for developmental risk, developmental delay, and SDoH into existing community and state provider practices and structures Disseminate guidelines or policies to providers and community organizations related to state-level developmental screening, effective referral and linkage processes, and promotion practices Support community platforms to integrate early developmental promotion materials and activities 	<ul style="list-style-type: none"> Number of trainings or other targeted technical assistance conducted with providers on evidence-based and two-generation developmental promotion practices and approaches Number of providers/ community organizations routinely using standardized screening instruments and effective referral and linkage processes Number of providers/ community organizations disseminating developmental promotion materials (e.g., ASQ, Bright Futures), books 	<ul style="list-style-type: none"> Increased proportion of children and families receiving regular developmental health screenings, especially among highest-risk populations Increased number of children and families receiving timely referrals to services, when needed Increased family adoption of healthy developmental promotion practices
	ECCS COIIN DRIVER 3: SOCIAL DETERMINANTS OF HEALTH (EQUITABLE ACCESS TO SUPPORTS)			
	Build Care Coordination Capacity SPM 2.2 SPM 2.3 SPM 2.4 	<ul style="list-style-type: none"> Identify and compile information about relevant community service providers/programs and resources (including non-traditional partners) Continually update resources Develop or enhance community and state platforms (online/ telephonic) to facilitate effective service referrals Develop or enhance workforce care-coordination skills, competencies and and capacity 	<ul style="list-style-type: none"> Number of service providers and programs represented in centralized resource lists or service access points Community and workforce awareness of care-coordination platforms Improved knowledge skills and capacities of care-coordination workforce 	<ul style="list-style-type: none"> Increased rates of completed referrals to needed services Increased retention of families in community services/ programs until treatment and/ or follow-up is completed Reduced gaps, overlaps, and redundancy in developmental health services provided Improved communication and care coordination across family-serving providers

CORE DOMAIN	GOALS	ACTIVITIES	OUTPUTS	OUTCOMES
Systems Development and Improvement	Support Continuous Learning and Improvement Efforts SPM 2.4 SPM 2.5 	<ul style="list-style-type: none"> ▶ Develop continuous quality improvement (CQI) plans to consistently improve efforts and results ▶ Apply CQI methods to regularly review program data to inform programmatic decisions and test strategies for improvement ▶ Participate in regular opportunities for peer-to-peer learning and professional development activities ▶ Train and engage community partners in CQI to build capacity for data-driven quality improvement 	<ul style="list-style-type: none"> ▶ Number of CQI plans developed ▶ Number of strategies tested ▶ Number of meetings or materials developed to support data driven decision making ▶ Number of individuals attending or making presentations on CQI methods, strategies, and results at EC meetings, conferences, and networking events 	<ul style="list-style-type: none"> ▶ Increased knowledge of CQI among grantees ▶ Increased awareness among partners of the importance of CQI to achieve common goals ▶ Increased community/state capacity to apply CQI methods to improve programs ▶ Number of CQI-tested strategies adopted at the community and state levels ▶ Systems improvements
	Develop and Maintain Partnerships and Networks SPM 0.1 SPM 2.5 SPM 4.1 SPM 4.2 	<ul style="list-style-type: none"> ▶ Conduct outreach activities with cross-sector stakeholders (e.g., EC healthcare providers, community-based organizations,) ▶ Develop and maintain partnerships/ collaborations with EC healthcare providers, community-based organizations, and other cross-sector) stakeholders to advance EC policies and systems development ▶ Develop and maintain partnerships/collaborations with family members and family leaders (e.g., navigators, ambassadors, advocates, coaches, and family engagement specialists) ▶ Develop and expand statewide networks 	<ul style="list-style-type: none"> ▶ Number of partnership/ network outreach activities conducted (e.g., meetings) ▶ Number of professional development events held ▶ Number of joint partner meetings/events held ▶ Number of new partners/entities on state/community teams ▶ Number of partnership/ networks that formally (i.e., MOUs) share resources and work together to reduce duplication of efforts or to streamline information shared and services provided 	<ul style="list-style-type: none"> ▶ Improved EC systems integration, alignment, and coordination at community/state levels ▶ Increased number and strength of community and state partnerships contributing to EC system ▶ Increased number of stakeholders serving pre-natal to age 3 population that receive EC messages and are partnered with in EC and systems-building activities ▶ Increased collaboration between grantees and partners to integrate and develop best practices and new approaches
	ECCS COIIN DRIVER 1 - FAMILY PARTNERSHIP GROUNDED IN SUPPORTIVE, TRUSTING RELATIONSHIPS AND MUTUAL RESPECT.			
Family Leadership SPM 4.1 FESAT 	<ul style="list-style-type: none"> ▶ Conduct outreach to pregnant women, parents, and families of young children to inform families of EC priorities and recruit family leaders ▶ Train family members to be navigators, ambassadors, advocates, coaches, and family engagement specialists ▶ Consistently include pregnant women, parents, and family members that reflect the diversity of the populations served on state/community advisory groups or service organizations ▶ Engage families in system design and decision making 	<ul style="list-style-type: none"> ▶ Number of outreach events/ activities targeted to pregnant women, parents, and families ▶ Number of leadership (e.g., navigators, ambassadors, advocates, coaches, and family engagement specialists) trainings targeted to pregnant women, parents, and families ▶ Number of advisory groups or service organizations that include parents/family members in leadership roles ▶ Number of family members that become navigators, ambassadors, advocates, coaches, and family engagement specialists 	<ul style="list-style-type: none"> ▶ Increased community and state capacity to reach pregnant women, parents, and families ▶ Increased child/family connections to EC resources ▶ Increased family leadership at the community/state levels (e.g., increase in family representatives on advisory boards) ▶ Infrastructure for sustained family input ▶ System designed to meet family needs 	

CORE DOMAIN	GOALS	ACTIVITIES	OUTPUTS	OUTCOMES
Systems Development and Improvement (Continued)	Build Public Will SPM 3.1 SPM 3.2 	<ul style="list-style-type: none"> Disseminate public messaging around the science of early development, resilience and adversity Conduct outreach to healthcare providers, cross-sector partners, leaders and the public, including through innovative delivery methods to raise awareness of EC priorities Build EC workforce capacity to effectively reach and engage parents and families Promote early childhood messaging and visibility at community and state levels 	<ul style="list-style-type: none"> Number of outreach events/activities targeted to healthcare providers, cross-sector partners, leaders and the public Number of trainings targeted to healthcare providers and other EC workforce partners 	<ul style="list-style-type: none"> Increased understanding of the science of early development, resilience and adversity Increased commitment to early childhood Increased public support for EC investments and initiatives Increased integration of the science of early development and EC priorities into state and local initiatives, policies and practices Increased proposed EC state/community initiatives by policymakers
	ECCS COIIN DRIVER 5 - POLICY			
	Advance Policies and Mobilize Funding to Sustain System Improvements SPM 3.3 	<ul style="list-style-type: none"> Identify policy levers and goals to advance EC system Assess Medicaid and health transformation and financing landscape Recommend/ Develop/revise policies to support statewide EC program and systems development, Advance discussions and planning around re-alignment or repurposing of existing public funding to more effectively serve children and families Develop and implement programmatic/financial sustainability plans to promote/replicate promising practices and policies Seek and obtain diverse and alternative funding to support community/state EC program initiatives 	<ul style="list-style-type: none"> Number of partner development or engagement activities focused on EC policy development Number of alternative funding strategies including pooling/blending/braiding of public dollars, repurposing of existing funding streams, alternative payment models for Medicaid funding Number of proposals (i.e., grant, contract) submitted to funders that are the result of a shared/collaborative approach to EC development 	<ul style="list-style-type: none"> Policy changes aligned with community/state EC system goals are adopted and sustained Increased amount of funding to support community/state EC initiatives EC development initiatives and state and community systems are sustained

Relevant Early Childhood System Performance Measures (SPMs) are noted and linked for each Goal. View the full Early Childhood System Performance Assessment Toolkit at <https://cssp.org/our-work/projects/shared-results-outcomes-metrics/>