Environmental Scan
Frequently Asked Questions

1. **How does the Environmental Scan differ from the Community Readiness Assessment (CRA)?**
   Think of the Environmental Scan as a comprehensive inventory across the five prevention and health promotion strategies, while the CRA is more of a systems pulse check of a subset of key stakeholders. The Environmental Scan focuses on the components that make up your early childhood social and emotional health system, while the CRA focuses on the linkages that are available to connect those different components together and the support mechanisms that make the components possible.

2. **What kind of services should we include in the Environmental Scan?**
   The Environmental Scan is a comprehensive list of all the resources available in your community to support children’s social and emotional development. In many cases, these services may be direct services to children, but may also be services that support children’s social and emotional development by helping children’s family members or caregivers. The Environmental Scan is broken down by the five prevention and health promotion strategies, including health care, early care and education, home visitation, family strengthening and screening & assessment. Be sure to conduct a thorough scan in each of these strategic areas.

3. **What data should we collect to complete the Environmental Scan?**
   The Environmental Scan asks you to fill in common details about each of the available services in your community, such as the demographics of the services’ target population, the programs’ geographic reach and funding sources, the data they collect and any unmet demand the services cannot fulfill. This information will not only give you a picture of what resources are available in your community to support children’s healthy social and emotional development; it will also give you a clear picture of who is and is not served by those resources, how much they cost to provide, and the types of data they have to support continuous improvement and decision making. Once you have all this information in one place, your community will have a good sense of the capacity of the system to support children’s social and emotional development, as well as a sense of where there may be gaps in services that you may want to fill.

4. **How can we collect the data we need to complete our Environmental Scan?**
   There are a variety of ways your community may want to consider collecting the data you need to complete the environmental scan, including:
   - Pulling data from existing sources (e.g., community needs assessments, websites, public datasets)
   - Interviewing individuals or groups of individuals who may have information about services in your community
   - Conducting surveys of service providers in your community

In all likelihood, you may use all of these strategies to varying degrees. It may be a good idea to start by identifying existing data sources to determine how much of your Environmental Scan you can complete without collecting new data. Once you have done this, a next step may be to create a survey to send out to all the programs across the five service areas in your community to gather the information that wasn’t already available from existing data sources. Finally, consider interviewing key stakeholders or groups of stakeholders who may be able to help you understand the stories behind the data that may explain why some groups are served more than others or why some services haven’t been sustainable in the past. These interviews will help you interpret the data you get from existing data sources and any surveys you conduct.
5. **What should we ask in a survey to service providers/programs in our community?**

To help you craft the kinds of questions you may want to ask on a survey to get the information you need, the LAUNCH Together Evaluation Team has drafted some common questions that you can use. These ideas are only meant as a helpful resource that you may use as it fits your community’s needs. You are not required to use any of these questions in your survey or other data collection efforts. Feel free to adapt or add to any of these questions to suit your community’s specific needs!

<table>
<thead>
<tr>
<th>Environmental Scan Template Category</th>
<th>Related Survey Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization providing service (include length of time in community)</td>
<td>Please list the formal name of your organization</td>
</tr>
<tr>
<td></td>
<td>How long has your organization been operating?</td>
</tr>
<tr>
<td></td>
<td>□ 1-2 years</td>
</tr>
<tr>
<td></td>
<td>□ 3-5 years</td>
</tr>
<tr>
<td></td>
<td>□ 6-9 years</td>
</tr>
<tr>
<td></td>
<td>□ 10 years or more</td>
</tr>
<tr>
<td>Service provided</td>
<td>Please indicate what types of services your organization provides to support children’s social and emotional development (select all that apply):</td>
</tr>
<tr>
<td></td>
<td>Service Category</td>
</tr>
<tr>
<td></td>
<td>□ Health</td>
</tr>
<tr>
<td></td>
<td>□ Mental health</td>
</tr>
<tr>
<td></td>
<td>□ Early care and education</td>
</tr>
<tr>
<td></td>
<td>□ Home visitation</td>
</tr>
<tr>
<td></td>
<td>□ Family support and strengthening</td>
</tr>
<tr>
<td></td>
<td>Please list the name(s) of the service(s) or program you provide:</td>
</tr>
<tr>
<td></td>
<td>1. _______________________________</td>
</tr>
<tr>
<td></td>
<td>2. _______________________________</td>
</tr>
<tr>
<td></td>
<td>3. _______________________________</td>
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<tr>
<td></td>
<td>4. _______________________________</td>
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<td>5. _______________________________</td>
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<tr>
<td></td>
<td>6. _______________________________</td>
</tr>
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<td></td>
<td>7. _______________________________</td>
</tr>
</tbody>
</table>
For each service or program listed above, please answer the following questions:

Population served (age range and/or population characteristics)

Based on data from your past fiscal year, please indicate the number of clients you served for each of the age and gender categories below:

<table>
<thead>
<tr>
<th>Recipient age</th>
<th>Recipient gender</th>
<th>Race/Ethnicity (categories from Health Research and Educational Trust)</th>
</tr>
</thead>
</table>
| _____ Birth-up to one year | ___Male  
  ___Female | ___African American/Black  
  ___Asian  
  ___Caucasian/White  
  ___Hispanic/Latino/White  
  ___Hispanic/Latino/Black  
  ___Hispanic/Latino/Declined  
  ___Native American  
  ___Native Hawaiian/Pacific Islander  
  ___Multiracial  
  ___Declined  
  ___Unavailable/Unknown |
| _____ 1-2 years | Repeat gender categories for each age range | Repeat race/ethnicity categories for each age range |
| _____ 3-4 years | | |
| _____ 5-7 years | | |
| _____ 8-11 years | | |
| _____ 12-18 years | | |
| _____ Over 18 years old | | |

If you serve clients 12-18 years old and/or over 18 years old, please indicate the percent of those clients who are prenatal mothers:

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-18 years</td>
<td>___%</td>
</tr>
<tr>
<td>Over 18 years old</td>
<td>___%</td>
</tr>
</tbody>
</table>

Based on data from your past fiscal year, please indicate the number of clients you served for each of the following income categories. Select the categories* that match your data.

*Depending on your community needs, you may want to give survey respondents different ways they can list income categories. For instance, schools may collect as Free and Reduced Lunch, but other non-profits may use percent of poverty or income ranges. Your survey may ask people to answer the question using the categories that fit their data.

Based on data from your past fiscal year, please indicate the number of clients you served for each of the following language categories*:

<table>
<thead>
<tr>
<th>Language</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ English</td>
<td></td>
</tr>
<tr>
<td>_____ Spanish</td>
<td></td>
</tr>
<tr>
<td>_____ Other (please specify)</td>
<td></td>
</tr>
</tbody>
</table>

*Depending on your community, you may want to specifically list other language categories for respondents to select from.
Based on data from your past fiscal year, please indicate the percentage of clients you served who were immigrants:
Immigrants____%

Geographic reach

*Depending on the geographic boundaries your community is focusing on for this initiative, your response options may be lists of zip codes, neighborhoods, cities, or counties. Alternatives (or in addition!), you may want to give respondents a text box to write in responses

Please indicate the geographic area(s)* served by your program:
- [ ] Zip code/neighborhood/city/county name
- [ ] Zip code/neighborhood/city/county name
- [ ] Zip code/neighborhood/city/county name
- [ ] Zip code/neighborhood/city/county name

List your service areas in the text box below:

Goals and outcomes

Please briefly summarize the main goal or mission of your program:

Please help us understand any outcomes your program has achieved by completing the chart below:

<table>
<thead>
<tr>
<th>Program Recipient</th>
<th>Outcome (briefly describe or use bullet points)</th>
<th>What is the program/service evidence base? (check all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child</td>
<td>Text boxes</td>
<td>□ Anecdotal evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Pre-/post-study of single group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Comparison group study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Randomized control trial</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Other (please specify)________</td>
</tr>
<tr>
<td>Family member</td>
<td>Text boxes</td>
<td>Repeat above list for each recipient category</td>
</tr>
<tr>
<td>Program or service provider</td>
<td>Text boxes</td>
<td></td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>Text boxes</td>
<td></td>
</tr>
</tbody>
</table>

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Please use the following text box to briefly tell us anything else you think it would be helpful to know about your program’s/service’s outcomes:

<table>
<thead>
<tr>
<th>Funding amount and source</th>
<th>Please help us understand how your service/program is funded:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Funding source</strong>&lt;br&gt;(e.g. Foundation, state/federal agency)</td>
<td><strong>Amount</strong>&lt;br&gt;(i.e., the duration of the funding amount listed)</td>
</tr>
</tbody>
</table>
| □ Under 1 year  
□ 1 year  
□ 2 years  
□ 3 years  
□ 4 years  
□ 5 years  
□ More than 5 years | **Repeat above response options for each funding source** |

<table>
<thead>
<tr>
<th>Data system&lt;br&gt;(type of data collected and how stored)</th>
<th>Please help us understand how you collect and store data about your program:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of data collected</strong></td>
<td><strong>Data collected</strong>&lt;br&gt;Briefly describe the collected data, including any common measures or tools</td>
</tr>
</tbody>
</table>
| Program tracking data  
□ Workforce/staffing (demographics, training, skills)  
□ Program delivery (how much/when)  
□ Program recipients (demographics) | □ Paper  
□ Spreadsheets  
□ Custom database (please specify)________ | |
| Outcome or impact data  
□ Child  
□ Family member  
□ Workforce  
□ Other (please specify)________ | □ Paper  
□ Spreadsheets  
□ Custom database (please specify)________ | |
6. **What kind of questions should we ask in interviews or focus groups?**

If you decide to conduct interviews and/or focus groups as part of your Environmental Scan, you will probably be looking for information that will help you understand why some services may exist while others do not, or why some people have access to services while others do not. You may also be looking for information about how existing services could be sustained or improved. The questions at the beginning of each of the five strategy sections in the environmental scan template are a good starting place for questions you might want to ask in interviews or focus groups. The cross-site evaluation team has taken a stab at translating these into questions you might ask during an interview or focus groups, broken down by strategy area:

**Health Care**

1. Are all children connected to a medical home?
   a. If not, what are the barriers to connecting them?
   b. What is being done to increase the number of children connected to a medical home?

2. Do medical providers conduct regular comprehensive developmental screenings and assessments?
   a. If not, what are the barriers to conducting them?
   b. What changes are needed to encourage medical providers to conduct these screenings and assessments?

3. What public or philanthropic sources exist to fund developmental screenings and assessments as critical components of the well-child visits?
   a. What are the barriers or facilitators to provider reimbursement for the screening and assessments at well-child visits?

4. Do medical providers typically explore mental health issues with family members?
   a. What are the barriers/facilitators to having these conversations with families?
   b. What needs to change to encourage more of these conversations?

5. What ways do early childhood providers have to communicate and coordinate with medical providers?
   a. Are these connections stronger with some types of early childhood providers than others (e.g., do home visitors or early intervention specialists have different ways to connect to medical providers than, say child care professionals or WIC administrators)?

**Early Care and Education**

1. What efforts are in place to support local early childhood and education workers to develop skills in early childhood social, emotional, and behavioral health?
   a. Do these efforts include small and/or informal providers as well as larger providers?
   b. What facilitators or barriers exist to helping the workforce build these skills?

2. To what extent does this community have a network of child care health consultants?
   a. What could be done to develop or strengthen such a network?
   b. What barriers exist to developing this kind of network?
3. To what extent are developmental screenings available through early care and education systems?
   a. What are the facilitators/barriers to conducting more developmental screenings in early care and education settings?
4. How does this community link early care and education providers with the early intervention system?
   a. What facilitators/barriers exist to making these linkages?
5. What mechanisms are available to connect early care and education providers to parenting education resources and programs?
   a. What facilitators/barriers exist to developing these connections?
6. Do early childhood settings currently serve as an access point for health insurance and medical homes?
   a. If not, what would need to be done to facilitate this?
   b. If so, how does this work?
7. What does this community do to make sure that early childhood settings are culturally sensitive and appropriate?
   a. What are the barriers/facilitators to increasing cultural sensitivity in early childhood settings?
8. How can this community better support collaboration between the early care and education system, local education agency and other agencies or stakeholders related to young child wellness?
   a. What is already being done that is working well?
9. What ways do early childhood providers have to communicate and coordinate with medical providers?
   a. Do some types of early childhood providers communicate or coordinate with the medical system than others (e.g. do larger centers have mechanisms not available to informal or home providers)?

Home Visiting

1. What strategies does this community currently use to train home visitors on social and emotional well-being and the behavioral health of young children and families?
   a. Is anything missing from this training?
   b. What could be improved?
   c. Are there promising practices that could be replicated?
2. How are social-emotional and behavioral health screenings integrated into home visiting programs?
   a. What are the facilitators/barriers to this kind of integration?
3. What kind of reflective supervision and case consultation is available for home visiting staff?
   a. What makes this kind of workforce support possible?
   b. What are the barriers to offering home visitors supervision and consultation support?
4. What efforts are in place to coordinate information sharing across home visiting programs?
   a. What makes these information sharing efforts successful/difficult?
5. What strategies or resources do home visitation providers have to connect families with additional services and supports?

Family Strengthening

1. What kinds of programs exist for family strengthening programs?
   a. To what extent are any of these programs two-generation approaches?
   b. Which programs, if any, build families’ ability to advocate for themselves and their children when interacting with health and wellness professionals?
2. How do families in this community access parenting education and support?
   a. How do they know about available resources and programs?
   b. What are the facilitators/barriers to accessing and/or providing parenting education and support services?
3. What kinds of programs or opportunities exist for parents to interact with and support one another?
   a. What are the facilitators/barriers to delivering such programs?
4. To what extent are family strengthening programs or services culturally and linguistically appropriate?
   a. What kind of changes, if any, would support more cultural and linguistic sensitivity?
5. How do families in this community access information about the importance of children’s social and emotional development?
   a. What needs to happen to insure access to this kind of information?

**Screening and Assessment**

1. To what extent do programs in the community use valid screening tools and protocols?
   a. What, if anything, might promote greater use of valid tools and protocols?
   b. Why do programs choose to use tools that are not valid?
2. How does the community educate parents about the importance of screening and screening results?
   a. How effective are these efforts? What could be changed to improve education efforts?
3. To what extent do screening and assessment programs make appropriate referrals, follow-up and ongoing care coordination?
   a. What facilitates/hinders referrals and follow-ups?
4. How does the community train providers on screening and assessment using valid tools?
   a. What are the facilitators/barriers to effective provider training?
5. To what extent do programs work together to implement universal screening?
   a. What are the facilitators/barriers to working across programs?
6. How do programs in the community use pregnancy-related depression and broader parental health screening to support children’s social and emotional development?
   a. What mechanisms support programs to provide parental screenings?
   b. What are the barriers to providing parental screenings?