**Shared Mindsets**

**Keywords:**

* Value
* Attitude
* Perception
* Believe
* Feel
* Trust
* Think
* Assume
* Priority

**Definition:** Beliefs, values, narratives assumptions, priorities, and attitudes that create a way of viewing reality for people who share them.

**Example Data Point:** Many believe child care is just babysitting instead of an opportunity to build healthy brains and improve lifelong outcomes. This mindset makes leaders and policy makers less likely to support systematic efforts to improve child care quality.

**Regional Assessment Question:** What shared beliefs, attitudes, values, or assumptions are helping and hindering ECE access in the region - and in what ways? *Can ask follow-up questions about things like: implicit biases, attitudes about local organizations, attitudes about local families, assumptions about why the objective is not yet fully in place in the region and how to improve the situation, etc.*

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| **What do we already know about this condition?**  *Add additional insights below:* | **What do we still need to learn?**  *Add assessment questions below:* |
| WHAT’S HELPING ECE ACCESS??  WHAT’S HINDERING ECE ACCESS?? |  |

**Goals**

**Definition:** Stated and unstated aims, outcomes, targets, and purpose within organizations, agencies, initiatives, and systems.

**Keywords:**

* Goals
* Outcomes
* Targets
* Aims
* Purpose
* Benchmarks
* Impact

**Example Data Point:** The local health department has formally prioritized outcomes around reducing racial/ethnic disparities. This is helping to align their work with the goals of the Hub.

**Regional Assessment Question:** How are the goals and targeted outcomes (or lack thereof) within regional organizations, agencies, and initiatives helping and/or hindering ECE access? *Can ask follow-up questions about things like: goals and outcome represented within strategic plans, action plans, logic models or theories of change, budgeting plans, mission statements, etc.*

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**Decision Making**

**Keywords:**

* Decision-making
* Decisions
* Input
* Influence
* Power
* Membership
* Family voice
* “Never listens to \_\_”

**Definition:** How decisions are made, and who is included/ excluded from these processes.

**Example Data Point:** Some school districts do not engage ECE providers or diverse families in decision-making processes about how to structure state-subsidized 4K preschool slots.

**Regional Assessment Question:** How do regional organizations, agencies, collaboratives, and communities make decisions affecting ECE access? Who is engaged in/excluded from these decision-making processes? How is this situation helping and/or hindering ECE access in the region? *Can ask follow-up questions about: to what extent families experiencing the greatest disparities in early childhood outcomes have influence over decisions and are authentically engaged in co-designing solutions.*

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**Policies and Practices**

**Keywords:**

* Policies
* Standards
* Practices
* Procedures
* Eligibility
* Legislation
* Laws
* Regulations
* Routine
* HIPAA, FERPA
* “Not allowed”
* “This is how we’ve always done it”

**Definition:** Formal and informal policies, practices, procedures, protocols, laws, standards, and norms

**Example Data Point:** Some quality rating standards are not culturally responsive to the diversity of ECE providers in the region, especially providers from indigenous and Asian cultures.

**Regional Assessment Question:** How are policies, practices, procedures, protocols, standards, regulations, and laws within local organizations, cities, counties, and beyond helping and hindering ECE access in the region? *Can ask follow-up questions about things like: hiring policies, outreach practices, licensing regulations, quality standards, eligibility rules, funding requirements, etc.*

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**Connections**

**Keywords:**

* Exchanges
* Sharing of information, data, resources
* Referrals
* Coordination
* Communication
* Network
* Co-location

**Definition:** Exchanges and flows of information and resources between people and organizations

**Example Data Point:** Many local clinics are referring children flagged in developmental screenings to appropriate early intervention services.

**Regional Assessment Question:** How are current flows and exchanges of information, resources, and referrals between people and organizations helping and hindering ECE access in the region?

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**Program/Opportunity Components**

**Definition:** The array, accessibility, and quality of programs (e.g., Head Start, WIC), services (e.g., healthcare, public transit), and opportunities (e.g., jobs, ECE workforce training and professional development).

**Keywords:**

* “Don’t have enough of\_\_”
* Not enough slots
* Quality
* “\_\_ is at the wrong times”
* In some places but not others

**Example Data Point:** There are not enough high-quality, affordable child care slots available to meet the needs of families in the region.

**Regional Assessment Question:** How is the current array, accessibility, character, and/or quality of programs, services, and opportunities helping and hindering ECE access in the region?

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**Financial Resources**

**Definition:** Money and capital.

**Keywords:**

* Money
* Funding
* Cost
* “Can’t afford \_\_”

**Example Data Point:** Significant financial resources have been allocated to address gaps in the early care and education through the ARPA funds; however, these funds must be spent by particular deadlines.

**Regional Assessment Question:** How is the availability, amount, or allocation of money, profits, and capital helping and hindering ECE access in the region?

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**Human Resources**

**Keywords:**

* Available staff
* Volunteers
* Credentials
* Skills
* “People don’t know how to\_\_"
* People don’t understand\_\_”

**Definition:** People and their skills and knowledge.

**Example Data Point:** Many within the early care and education workforce need additional skills in cultural responsivity and trauma-informed care.

**Regional Assessment Question:** How is the availability of people (e.g., staff, family leaders, etc.) and their skills and knowledge helping and hindering ECE access in the region? *Can ask follow-up questions about things like: to what extent do families have the skills and knowledge they need to use and benefit from available opportunities (e.g., opportunities to engage in regional decision-making processes, living wage jobs, etc.) and/or supports (e.g., literacy skills needed to use and benefit from books sent home to read with their children); to what extent do staff and leaders have the skills and knowledge they need to carry out their roles effectively?*

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