

System Scan Analysis Sorting Game Facilitation Guide

Instructions:

1. Cut out each of the comments in the tables below so they are each on separate strips of paper.
2. Have participants look at all the comments under one of the system characteristics. Ask if they think any of them have to do with similar ideas, problems, or issues in your community? Have them group these comments together. Have them do this for the other system characteristics.
3. Have them create a label for each group of comments explaining the key issue, message, or problem. One way to think about these labels is to imagine you are writing the **headline** for a newspaper article. Have them make sure the labels are descriptive (providing enough information for others to understand what the problem is and where it exists) and include the system characteristic at the beginning of the label.
4. Next, have participants look at their headlines across the different system characteristics. Ask if they think any of them have to do with similar ideas, problems, or issues in your community. Have them group together headlines dealing with similar ideas, problems, or issues across the system characteristics.
5. Ask them to come up with a “Mega-Headline” label to describe the headlines they have grouped together. Make sure this mega-headline is descriptive enough so someone reading it would know what the problem is and where it exists.

COMPONENTS	<p>COMPONENTS: The hours for most early childhood programs need to be more flexible (drop-in, off-hours, nights, weekends). Hours are traditional 9-5 pm instead of looking at needs of families (Early Childcare Support Staff, Parents, Funders)</p> <p>COMPONENTS: Local farmers market provides affordable fresh produce, but is only open from noon to 4 on Wednesdays – making it inaccessible for working families. (Parents)</p> <p>COMPONENTS: There are not enough affordable quality early learning slots for all kids in community (Parents)</p>
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	<p>COMPONENTS: Income cutoffs for quality childcare are too restrictive; if you make too much, you receive no help, even if you're still struggling (Parents, (Early Childhood Providers)</p>
<p>REGULATIONS</p>	<p>REGULATIONS: Intake processes for early childhood health programs are confusing and have too many steps (families need to go through multiple steps, forms are not family friendly), making families less likely to sign up for services. (Parents)</p> <p>REGULATIONS: DHS seems to be a single point of entry for families seeking any type of early childhood health related service; if family can't/won't work with DHS, they lose access (Providers)</p> <p>REGULATIONS: Getting off the Head Start list so you can access state funded preschool programs offering health curriculum is a huge process for families, discourages families from trying. Rules are confusing. (Early Childcare Providers)</p> <p>REGULATIONS: Policies like HIPPA and FERPA limit what health and education information providers can share about families.</p> <p>REGULATIONS: Preschool teachers said there are no clear policies in their centers on how to share information with outside agencies, so it rarely happens. (Pre-K teachers)</p>
<p>RESOURCES</p>	<p>RESOURCES: The staff at many early childhood settings do not have the skills to prepare nutritious food for children.</p>

RESOURCES: Most staff at public and private early childhood settings do not have the skills to use evidenced-based health promotion practices

RESOURCES: Updated play grounds are not available in all neighborhoods; the equipment that is still standing is often not safe for kids to play on. (Parents)

RESOURCES: Many of the preschool buildings in Creek County are old and lack play equipment or space to promote early health behaviors. (Public Preschool Directors)

RESOURCES: Lack of affordable professional development programs for center-based preschool teachers to learn how to integrate new healthy practices into their classroom. (Directors)

RESOURCES: Home-based childcare centers noted that they could not find any affordable professional development programs to learn how to integrate healthy practices into their classroom. (Home-based Childcare Providers)

RESOURCES: Providers in the early education system aren't aware of what health services and supports are out there, and as a result don't refer families to available supports. (Early Childhood Providers)

	<p>RESOURCES: Health providers do not have a good awareness of available education services, and specifically don't know who to share family case information with in the early childhood system. (Healthcare Providers)</p>
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Exercise Key

The following is one way to organize and theme the information above. Note that participants may come up with different solutions based on their unique perspectives.

<p>Targeted Problem: Not all children and healthy and ready for school.</p>	
<p>Mega-Headline:</p> <p>Not all health and education early childhood services are effectively coordinated</p>	<p>Mega-Headline:</p> <p>Community does not provide enough quality, accessible early childhood services and supports</p>
<p>Headline #1</p> <p>REGULATIONS: Current information policies make it difficult for health and education providers to share case information.</p> <ul style="list-style-type: none"> REGULATIONS: Policies like HIPPA and FERPA limit what health and education information providers can share about families. REGULATIONS: Preschool teachers said there are no clear policies in their centers on how to share information with outside agencies, so it rarely happens. (Pre-K teachers) <p>Headline #2</p> <p>RESOURCES: Providers lack awareness of early childhood services and eligibility criteria, preventing them from referring families to these services.</p> <ul style="list-style-type: none"> RESOURCES: Providers in the early education system aren't aware of what health services and supports are out there, and as a result don't refer families to available supports. (Early Childhood Providers) RESOURCES: Health providers do not have a good awareness of available education 	<p>Headline #1</p> <p>COMPONENTS: Hours of local early childhood and healthy living programs and supports do not meet families' needs</p> <ul style="list-style-type: none"> COMPONENTS: The hours for most early childhood programs need to be more flexible (drop-in, off-hours, nights, weekends). Hours are traditional 9-5 pm instead of looking at needs of families (Early Childcare Support Staff, Parents, Funders) COMPONENTS: Local farmers market provides affordable fresh produce, but is only open from noon to 4 on Wednesdays – making it inaccessible for working families. (Parents) <p>Headline #2</p> <p>COMPONENTS: Quality childcare and early learning services are unaffordable for all families.</p> <ul style="list-style-type: none"> COMPONENTS: There are not enough affordable quality early learning slots for all kids in community (Parents)

services, and specifically don't know who to share family case information with in the early childhood system. (Healthcare Providers)

- COMPONENTS: Income cutoffs for quality childcare are too restrictive; if you make too much, you receive no help, even if you're still struggling (Parents, (Early Childhood Providers)

Headline #3

REGULATIONS: Current intake policies and procedures make it difficult for families to access needed early childhood health and education services.

- REGULATIONS: Intake processes for early childhood health programs are confusing and have too many steps (families need to go through multiple steps, forms are not family friendly), making families less likely to sign up for services. (Parents)
- REGULATIONS: DHS seems to be a single point of entry for families seeking any type of early childhood health related service; if family can't/won't work with DHS, they lose access (Providers)
- REGULATIONS: Getting off the Head Start list so you can access state funded preschool programs offering health curriculum is a huge process for families, discourages families from trying. Rules are confusing. (Early Childcare Providers)

Headline #4

RESOURCES: Staff in many early childhood settings don't have the skills they need to use quality practices to promote early childhood outcomes.

- RESOURCES: The staff at many early childhood settings do not have the skills to prepare nutritious food for children.
- RESOURCES: Most staff at public and

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private early childhood settings do not have the skills to use evidenced-based health promotion practices

Headline #5

RESOURCES: Outdoor play structures to support healthy living are not available in all neighborhoods.

- RESOURCES: Updated play grounds are not available in all neighborhoods; the equipment that is still standing is often not safe for kids to play on. (Parents)
- RESOURCES: Many of the preschool buildings in Creek County are old and lack play equipment or space to promote early health behaviors. (Public Preschool Directors)

Headline #6

RESOURCES: Lack of professional development to help early childhood providers use healthy practices in their settings.

- RESOURCES: Lack of affordable professional development programs for center-based preschool teachers to learn how to integrate new healthy practices into their classroom. (Directors)
- RESOURCES: Home-based childcare centers noted that they could not find any affordable professional development programs to learn how to integrate healthy practices into their classroom. (Home-based Childcare Providers)