

Year 3 Pediatric Obesity Mini-Collaborative Improvement & Innovation Network (Mini-ColIN)

State Team Lead Interviews
Year-End Report
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I. Evaluation Focus

The goals of the evaluation interviews for the third and final year of the Pediatric Obesity Mini-CoIIN were to assess progress toward project goals, identify benefits of participating in the Mini-CoIIN, estimate project reach, and identify key accomplishments and lessons-learned by participating states. The information gathered from this evaluation will help inform future state-level collaborations to improve nutrition and physical activity-related policies and practices.

II. Methods

Telephone interviews were conducted with the ten state team leads November 27 - December 11, 2017. The leads were provided with interview questions for review ahead of time to allow for input from their team members, and were asked to return completed interview templates prior to the interview. The three new states that are supported with funding from Nemours (IN, MO, and KY) were not included in this evaluation activity.

III. Findings

Achievement of 2017 Goals

Team leads described progress toward the goals they set for 2017. All together, the 10 states had 29 different goals for 2017. Eleven goals were fully met; 19 were somewhat met; and no progress was made toward 1 goal.

States met goals for solidifying team member roles; purchasing and using project materials; compiling findings from focus groups and data analyses; developing trainings; and drafting recommendations and materials. The one state goal with no progress made was due to a lack of sufficient resources to develop and distribute a toolkit according to original plans.

Top Accomplishments

Leads were asked to describe their top project accomplishments over their years of participation in the Mini-CoIIN. Accomplishments were organized into four categories, described below.

Development of capacity, skills and knowledge of state team to develop and promote nutrition and physical activity-related initiatives in the state Early Care and Education (ECE) system.

- *Capacity:* Examples of capacity building included new connections with licensing and other partners; new sharing among partners and increased access to each other's work; strengthening of existing statewide coalitions; collaboration and sharing at the state level; development of curricula and resources for use in training providers about nutrition and physical activity practices; provision of sample policies for use by providers; creation of materials which meet requirements for child care providers throughout the state; development of resources that will exist beyond Mini-CoIIN funding; increased understanding of how statewide Early Childhood

Education Linkage System works; new support for family engagement within the ECE system and the development of a cohesive state team.

- *Skills:* States acquired new skills through participating in webinars, bringing in trainers like Diane Craft; and applying Plan Do Study Act (PDSA) approaches to their projects.
- *Knowledge:* There were many examples of ways that states gained knowledge through participation in the Mini-CoIIN. Through new interactions with team members and partners, members learned about other ECE efforts taking place in the state, about how other organizations and agencies function, and about licensing and QRIS policies and mechanisms for influencing and revising them. Team members also increased their knowledge about best practices for nutrition and physical activity in ECE through the face-to-face meeting; webinars and other trainings.

Creation or further development of policies, systems or environmental changes that will live on past the Mini-CoIIN funding period.

State projects impacted policy and systems development and implementation and environmental change in a variety of ways. Examples include the following:

- Efforts resulting in the adoption of 5 new licensing rules and drafting of new Quality Rating and Improvement System (QRIS) recommendations (OH)
- Provision of recommendations for ECE as part of the Governor's 10 year obesity prevention plan (AR)
- Incorporation of QRIS as a standard of measurement for the childhood obesity component of the state Department of Health Services strategic plan (AR)
- Addition of new components to QRIS systems, such as Farm to ECE (IA)
- Influence on the next cycle of licensing revisions to include requirements for nutrition and physical activity (OK)
- Creation of an outreach and referral system between child care licensing specialists, child care providers and Child and Adult Care Food Program (CACFP) (OR)
- Development and demonstration of a system of data sharing across agencies (OR)
- Development and distribution of toolkits and materials for centers to use for implementation of policies and evidence-based/best-practice based strategies and for addressing QRIS and other standards. (AR, CA, LA, ND, PA, WI)

Potential impacts on the nutrition and physical activity-related behaviors of families and children served through the state ECE system.

Potential impacts Include:

- Increased time spent in developmentally appropriate physical activity as a result of centers using curriculum/tool kits and employing lessons learned in trainings
- Increased consumption of fresh produce as a result of increased exposure to nutrition lessons and Cooking Matters parent classes
- Increase in appropriate uses of screen time as a result of use of screen time tool kit

- Increase in engagement of families in activities related to physical activity, nutrition and screen time as a result of use of toolkits by centers.
- Healthier diets for children attending centers enrolled in CACFP

Some of the states found this accomplishment area more difficult to describe than others, because their projects were higher-level policy and systems efforts, vs environmental and/or intervention focused.

New or strengthened collaborations or partnerships within the state.

Every state gave examples of collaborations and partnerships which had been created, re-connected, and/or strengthened as a result of participating in the Mini-CoIIN. New or strengthened connections with early learning and licensing organizations were particularly valuable for states working to impact state licensing and/or QRIS standards and policy. Historically, these connections have been difficult to make in some states.

Project Reach

State leads were asked to quantify and describe, to the extent possible, the reach of their overall project among state agencies, community organizations, child care centers, families and children age 2-5. All states were able to provide estimates of projected reach among state agencies and most estimated reach among community organizations and child care centers, however many of the states found estimating the reach among families and children difficult or impossible to do with confidence. This was true for projects working at the state-policy or systems level, and those working on train-the-trainer projects. Table 1 shows the total estimated reach for each entity.

Table I: Estimated Combined Reach of the Mini-CoIIN Activities

Entity	Estimated Combined Reach reach #/states responding
State Agencies	43/10 states
Community Organizations	1,031/9 states
Child Care Centers	22,038/8 states
Families	122,850/4 states
Children age 2-5	470,612/6 states

Benefits of Participating in the Mini-CoIIN

Eight general categories of benefits of participating in the Mini-CoIIN had been identified in previous interviews with state leads. In this final interview, leads were asked how each potential benefit applied to their state teams. As shown in Figure 1, More than half of all states benefitted a lot from learning from and about what other states are doing, building their network and knowing who to reach out to, strengthening or building state team partnerships and collaborations, developing collaboration and team decision making skills, and building on related and/or existing projects.

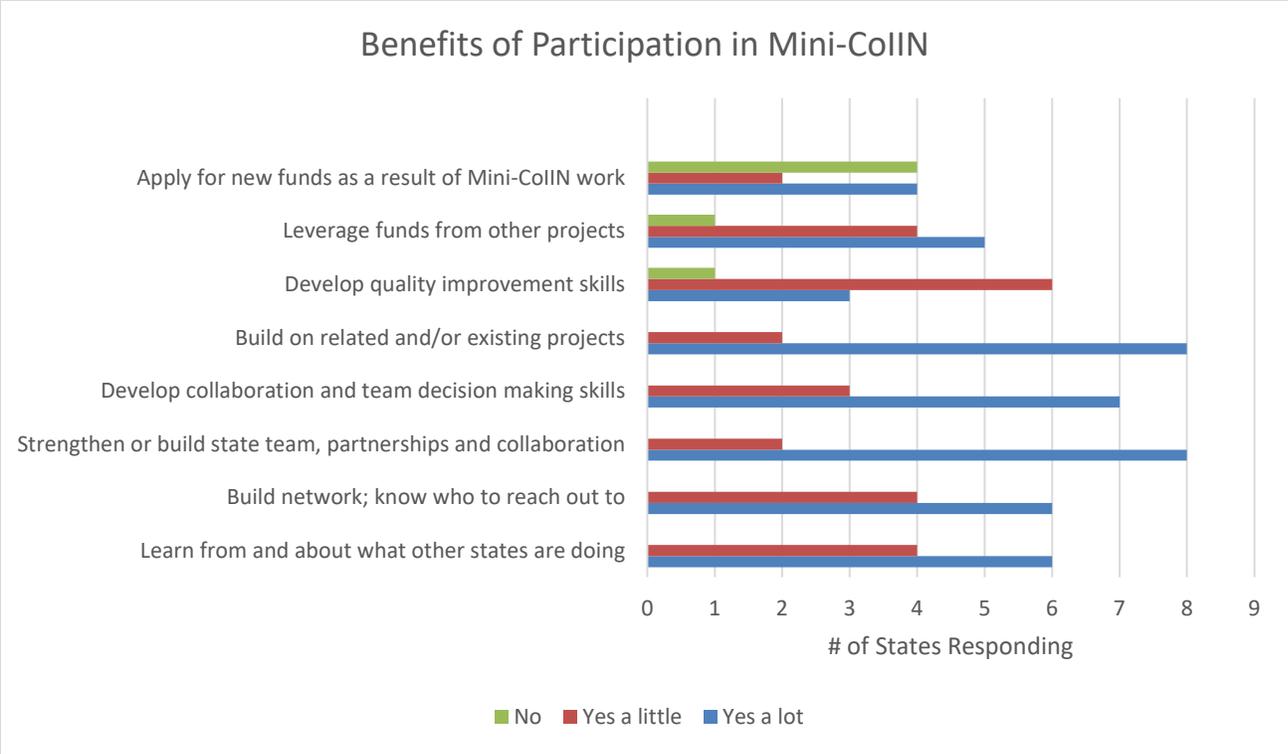


Figure 1: State Leads’ Perceptions about the Degree to Which their Team Benefited from Eight Potential Benefits of the Mini CoIIN

States gave examples of each benefit area:

Apply for new funds as a result of Mini-CoIIN work:

- State successfully applied for new Children’s Healthy Weight CoIIN
- Partners successfully sought smaller grant funds to purchase project materials
- State was well-positioned to apply to Kellogg for funding to continue project efforts next year

Leverage funds from other projects:

- When projects aligned with 1305 project goals, there was synergy that lead to outcomes beyond just what Pediatric Mini CoIIN and 1305 funds could have achieved separately.
- Mini-CoIIN project work and evaluation pieces were able to be supported with Race to the Top funds because goals were aligned
- Funds from other organizations were used to pay for some grant activities, such as trainer fees.

Develop quality improvement skills:

- PDSA trainings and opportunities to apply new skills to project activities were valuable to many projects and have been applied to efforts beyond the Pediatric Mini CoIIN.

Build on related and/or existing projects

- State built upon Mini-CoIIN project to design approaches to be used in Children's Healthy Weight CoIIN
- Pediatric Mini CoIIN focus on state CACFP program strengthened it, using an equity lens.
- Team built upon and enhanced existing programs by developing new support materials and/or updating and enhancing existing ones.

Develop collaboration and team decision making skills

- Project moved quickly and decisions needed to be made by team members to keep the project momentum going.
- Shared decision making and accountability took place as the team learned about specific organization and staff needs
- Everyone had "skin in the game" for success of the project so decision making was easy, and a smaller group helped

Strengthen or build state team, partnerships and collaboration

- New members are joining the Mini-CoIIN team to strengthen it for participation in the Children's Healthy Weight CoIIN
- While state team relationships in the core group were in place, they were strengthened because of working together during busiest times of the project. The relationships are deeper than before.
- Since Mini-CoIIN required more hands-on work than some other partnership initiatives, relationships were strengthened because partners worked so closely together

Build network; know who to reach out to

- The Mini-CoIIN work helped the state network be better connected and put a platform in place for continuing to work together on other topics. This wouldn't have happened otherwise.
- The state had a strong network, but when membership was assessed using the Spectrum of Opportunities as a guide, we added individuals who had expertise and knowledge in areas which were not currently represented.
- ASPHN staff were instrumental in helping states connect to key peers

Learn from and about what other states are doing

- Several states spoke of the value of the in-person meeting which provided an opportunity to learn about other states, get contact information, develop relationships, and receive permission to adapt their materials to other projects.
- Webinars provided opportunities to learn about existing programs and models and provided support for states wanting to pursue adapting them to their state needs.

Knowledge and Skills

Leads were asked to rate how their teams' knowledge and skills have increased in specific areas, as a result of participating in the Mini-CoIIN. Greatest knowledge gains were seen in the areas of QRIS, CACFP and physical activity recommendations for ECE settings and young children. Greatest increases in

skills were reported in the areas of building and strengthening partnerships, PDSA cycles/quality improvement, program evaluation and team facilitation. Figures 2 and 3 show state responses to the degree of increase in knowledge and skills due to Mini-CoIIN participation.

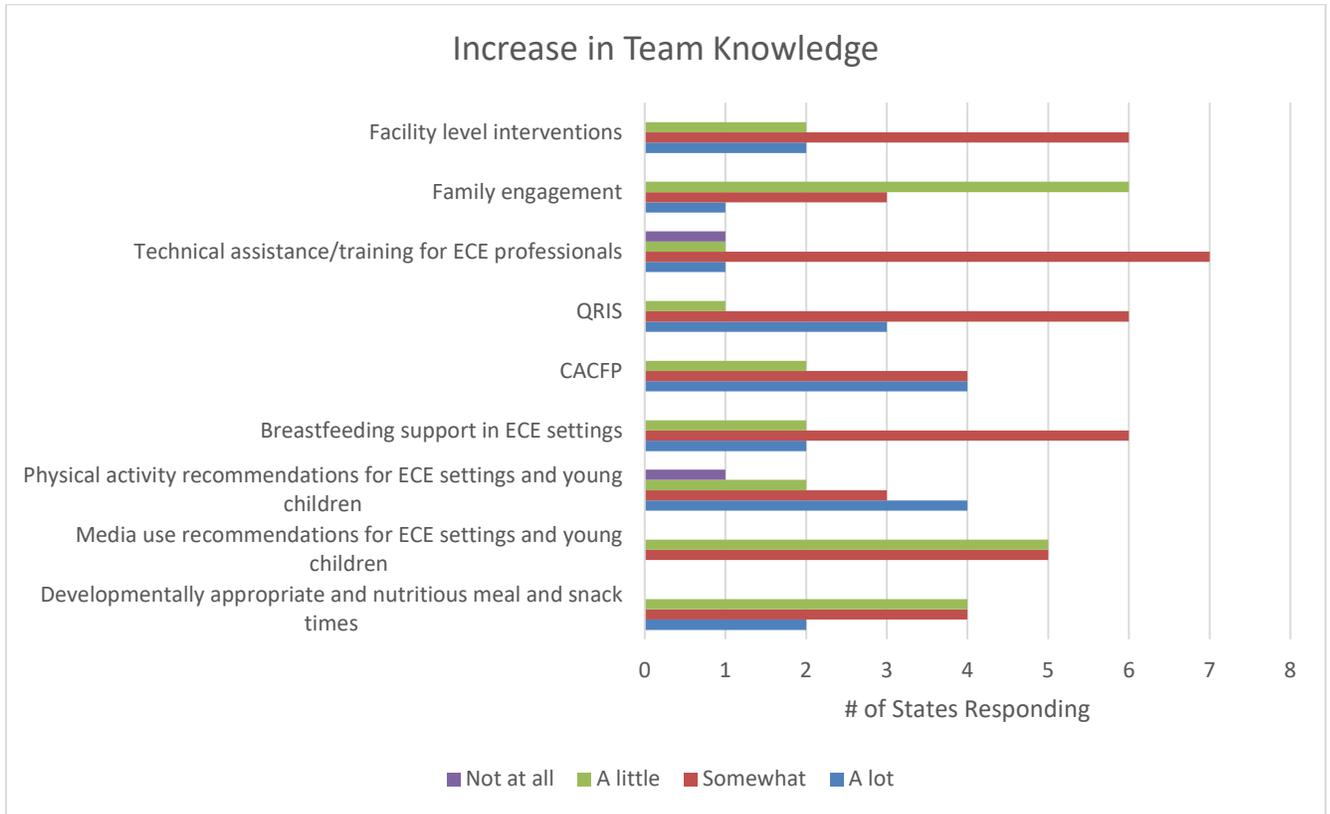


Figure 2: State Leads' Perceptions about the Degree to which Team Members Gained Knowledge in Nine areas that were the Focus of Pediatric Mini-CoIIN Training and Technical Assistance Learning Objectives

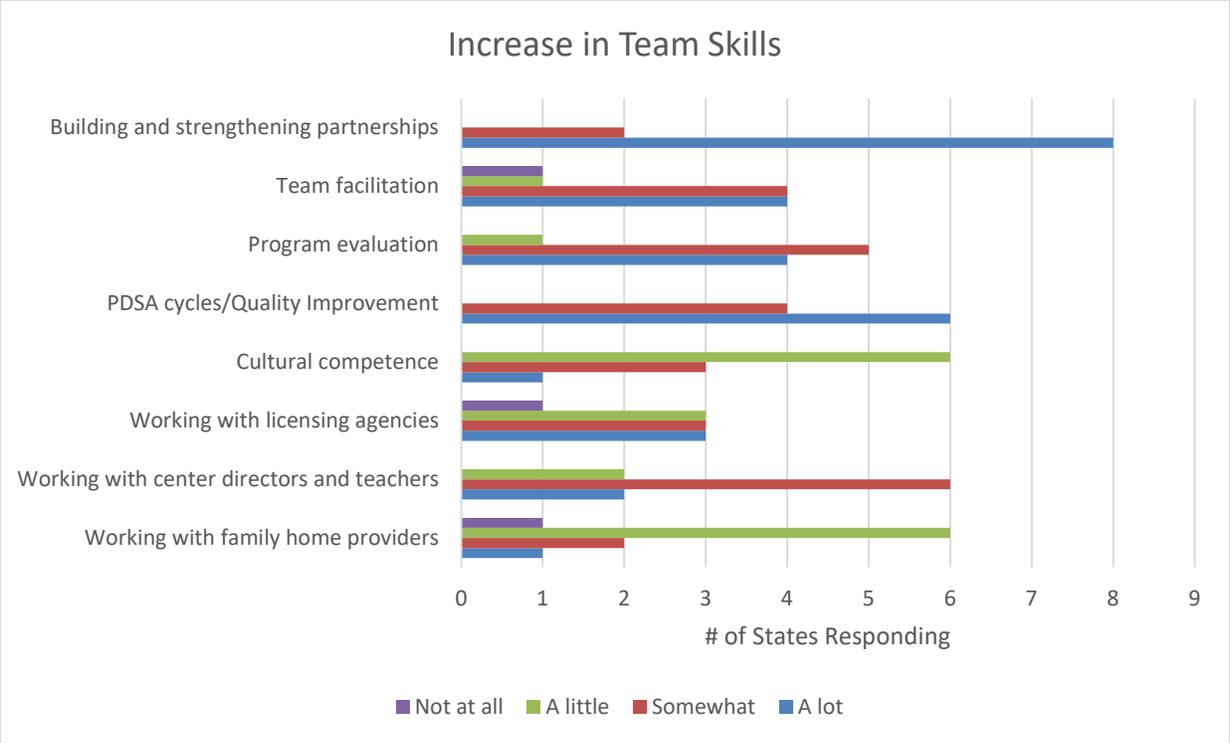


Figure 3: State Leads’ Perceptions about the Degree to Which their Team Gained Skills in Eight Areas that Were a Focus of the Pediatric Mini-CoIIN

Project Support

Team leads were asked to identify the most useful types of support received from ASPHN, and to make recommendations for additional support that would have been helpful.

ASPHN

Team members portray interactions with ASPHN staff as extremely positive and valuable. ASPHN staff were described as responsive, and monthly check-in calls with Sandy were valuable and helped leads stay on track.

Face-to Face Meeting

The majority of states mentioned the value of the face-to-face meeting in facilitating collaborations and relationships between teams, and as an important event where new ideas and materials were shared. They felt that it was invaluable for solidifying their state teams and wished that all key members could have attended. One state lead emphasized the importance of the relationship-building aspect of this meeting, and how this increased the extent of willingness of states to share their resources. One recommendation was to hold it earlier in the year.

Webinars

Team leads reported that they learned a lot from the webinars, especially ones that related directly to their work. One state indicated that even though network and sharing-focused webinars started off as not being helpful, ultimately they became very useful once their team became more aware of the existence of other state's resources and the benefits of sharing state resources. For example, the Wisconsin team adapted aspects North Dakota's Active Play and Healthy Eating guides, California's yoga cards, and Ohio's Family Style Dining Guide for ECE providers. Suggestions for the webinars included developing and posting a web-based table of all webinars for easy reference and links, highlighting the work of a specific state every other webinar, and/or offering a mid-year check in webinar with updates from all the states.

Funding

States participating in the Mini-COIN used their funding to help support their projects by purchasing items such as toolkit materials, training consultants, student help, translations of materials into different languages, and playground stencils. In most cases, the small but important amount of support funds were run through non-state agencies, to better facilitate their use by the project team.

Basecamp

Use of Basecamp was mixed. Several states did not use it because it was blocked at the state level. One lead felt that it would have been helpful if expectations around the use of Basecamp as part of the collaboration had been spelled out, if periodic reminders to use it were received, and if explanations about how to use it were given.

Other Suggested Support

One team suggested a list serve which could be used to send items to all teams, and to get feedback and share resources.

IV. Looking Ahead: Considerations for Planners and Future Participants

Information and Recommendations for Planners

Team leads were asked for final advice and recommendations for those managing a Mini-COIN. Overall, responses emphasized the quality of the support received from the ASPHN staff, the value of the in-person meeting, and appreciation for the ease of the application process. Suggestions for changes include:

- Include more state sharing throughout the year
- Explain in the application process that a specific budget and work plan are not required at that time, and that these can be developed as the project progresses.
- In the application, highlight projects, processes, barriers and successes of previous COIN teams as examples.

- At the beginning of webinars, have an ASPHN person in the chat box asking questions of the teams to get a discussion going.

Information and Recommendations for Future Participants

Project Effort

Mini-CoIIN funds are not provided to support the time spent by team leads or team members, and the investment of time required by team leads and members is an important consideration for participation in a collaboration such as this. Team leads were asked to estimate their own and their team members' monthly hours spent on the project. Team leads report that their level of effort and that of their members varies depending on project stage, and on the particular member role in the project. For example, Ohio reported a team lead average effort of 6-8 hours per month, but effort peaked at 30 hours one month during the height of their project. Team member's efforts varied; California reported that team member's effort ranged from 2-10 hours per month.

Figures 4 and 5 show the estimated time that team leads and other team members spent on the Mini CoIIN during 2017. The figures below reflect the maximum effort reported when general ranges were given.

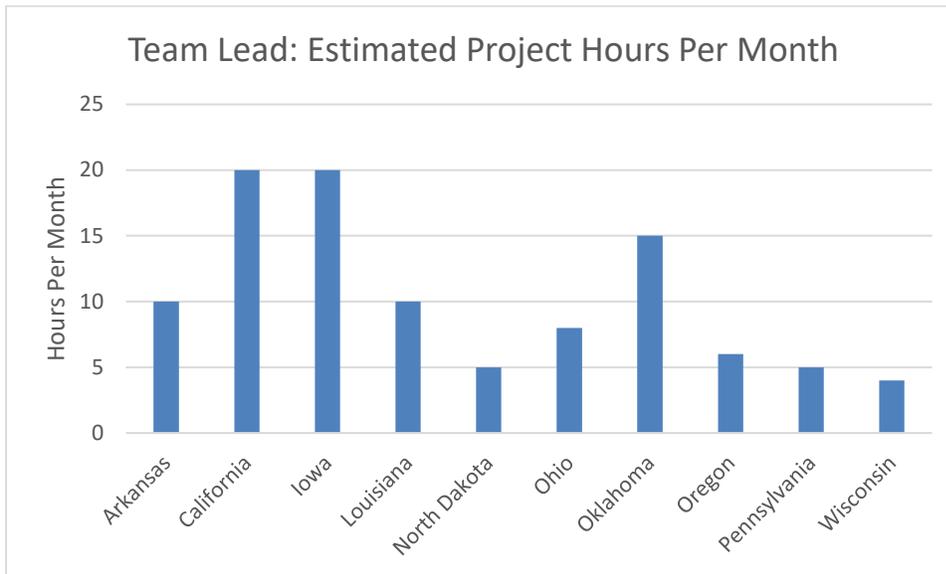


Figure 4: Hours per Month Spent on Mini-CoIIN Project by Team Leads from Each State

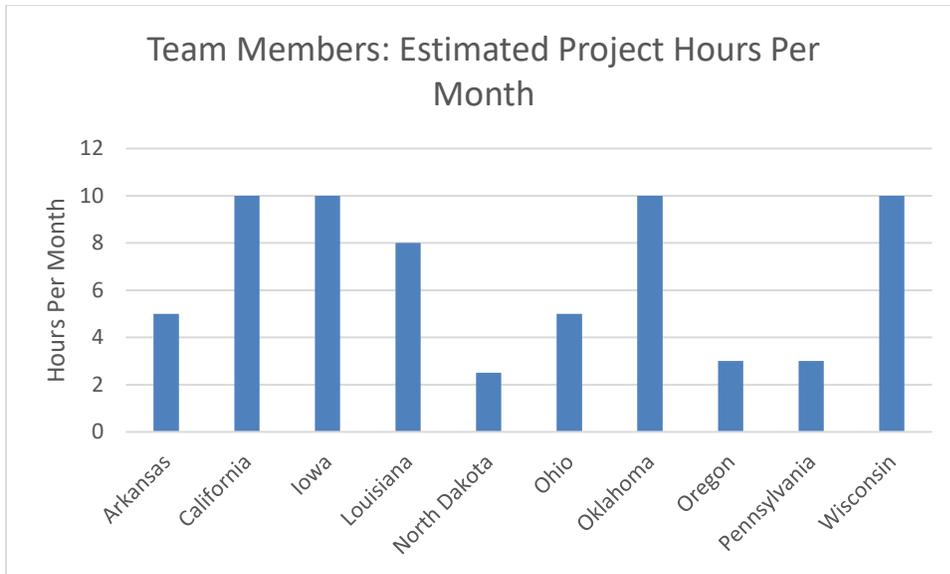


Figure 5: Hours per Month Spent on Mini-CoIIN by Non-lead Team Members from Each State

Leads were also asked to describe how their time and the time of their team members was spent on the project. Team leads spent time scheduling and conducting telephone and in-person meetings; participating in webinars; planning and preparing for project meetings and activities; corresponding with members; participating in monthly check-in calls with ASPHN; analyzing project data; and developing and editing materials. While team members also participated in these activities, they frequently performed more hands-on tasks such as creating materials; printing; assembling toolkits; and attending meetings.

Recommendations for Future Participants

Team leads were asked to reflect on their project and what, if anything, they would have done differently and what specific recommendations they would give to states considering participation in a collaborative like the Mini-CoIIN.

Arkansas

The lead from Arkansas would worry less about trying to make the project fit into a concise, “appropriate” public health project and instead, focus on monitoring team dynamics and creating a system for bringing in new members to manage turn-over and changing project needs.

Advice for new participants:

- Do not shy away from applying – the application process was easy, and allowed for the development of the program details over time. Although the amount of funding was small, there were intrinsic benefits to working with the group, and it led to much more in the state. Also, set up a system of checks and balances for funding and reporting, set deadlines early for team members, and ensure that all parties feel included throughout the entire process.

California

The California lead felt that it would have been nice to have an intern throughout the entire project period.

Advice for new participants:

- Shared leadership does not work – one person needs to be administratively responsible, but can delegate things like taking minutes and scheduling meetings.

Iowa

Looking back, the lead would have proposed a smaller-scale project than a website and would have considered other ways to support Farm to ECE efforts. They also would have benefitted greatly from having a person with marketing expertise on their team earlier.

Advice for new participants:

- For Iowa, having a small team which reported back to their larger state coalition for PDSA cycle input worked well. Also, it is good to have a community agency on the team that could easily receive the Mini-ColIN funds – this provided more flexibility too. Just try something and start!

Louisiana

Having a Department of Education physical presence at their team meetings would have been helpful.

Advice for new participants:

- Set clear, reasonable goals and expectations up front so all members know what to expect and set reasonable goals. Since the funding is such a relatively small amount of money, find a system other than one at the state to channel funds through.

North Dakota

North Dakota would have involved their QRIS coordinator early to discuss ColIN group goals, and how they align with QRIS goals. A consistent connection would have been beneficial in assuring that nutrition and physical activity components in QRIS were included in updates to the system which occur once a year.

Advice to new participants:

- Stay flexible and open to learning and adjusting your project as you go. The idea of a ColIN was very new to their state and was a difficult concept to grasp initially. After the second face-to-face meeting took place a “light bulb” went on about looking at the project as small pieces, rather than trying to accomplish a large, statewide project. Use support or build onto other initiatives occurring in the state. This will help prevent duplication of effort and encourage sustainability, since it’s not supporting a stand-alone project.

Ohio

Having more upper level management buy-in would have helped with travel and support for spending time to do this work. A one-pager describing what the Mini-ColIN has achieved nationally would have been helpful for sharing with upper level management.

Advice to new participants:

- Try to bring upper level leadership in from at least one agency on the team. Find a flexible fiscal agent to accept the funds and think big! Having different people at the table can help accomplish a lot. Go for the “big P!” For \$3,000 they got actual rule changes and will continue with QRIS changes which can impact the whole state. They had a prominent member of the ECE community in their state who could both make decisions and be a worker on the team. Their team had a lot of good people who knew how to get things done – having somebody on the inside was key.

Oklahoma

Upon reflection, Oklahoma would write and agree to the creative briefs for developing training and have more “touch points” during their development. Additionally, they would bring in Child Care Resource and Referral Directors and their staff earlier to get input and feedback. This wouldn’t change their goals, but rather would help them stay on course better.

Advice to new participants:

- Oklahoma did not have specific advice but definitely encouraged participation if given the opportunity.

Oregon

Oregon’s team lead would have had more frequent meetings for accountability and would set a rotating schedule of team members to watch webinars and share out with the team to increase engagement with the project. As they waited for data and did not meet, they lost momentum. Even if there isn’t something pressing to address, committing to monthly meetings on the calendar helps with accountability. The meeting time can be used for activities like reviewing data or PDSA information. Also, Basecamp could be used as a vehicle to engage more people.

Advice to new participants:

- Monthly team check-ins are important to move forward. Be creative in using the funds. Oregon used them for things that wouldn’t have been funded otherwise like post cards, videos and translation.

Pennsylvania

Pennsylvania’s lead would have done more of an assessment to review existing collaborations, projects and partner relationships to identify strengths and weaknesses and to determine how the Mini-CoIIN process could be more efficient and not duplicative of efforts. They would have gained a better understand earlier of the toolkit they were updating prior to incorporating it into their project work.

Advice to new participants:

- Be sure that you have a team consisting of individuals with the time and knowledge needed for a project. Also, the process makes more sense after the face-to-face meeting!

Wisconsin

The Wisconsin team started their project with a texting project that proved unsuccessful. Although the whole idea of PDSA is trial and error, they would have started right in with development of toolkits. They would also have created a larger test group for their Healthy Bites Kit. They had a larger team to conduct more robust testing for their Active Early Kit because a grant-funded technical consultant was available to help with that activity.

Advice to new participants:

- Team leads and/or designated facilitators should have experience facilitating effective meetings. Short of taking a full training, having a few tips would be helpful – such as skills to deal with group dynamics. Regarding meetings, always have a note taker, send agendas out and don’t have in-person meetings unless they’re necessary. As with other states, Wisconsin’s lead recommends having a team partner that is not part of state government to administer grant funds. Leverage other funds that are in line with the project and have match funding from other

groups that are working on similar project areas. This was a great opportunity, and they look forward to going forth with the new CoIIN.

V. Lessons Learned

Team leads shared the following key lessons learned:

Project Team

- Keep close to mind the difference in background and skill set that each member brings to the team. Seek to recognize weak areas in the team and realize that non-governmental members may be perplexed by the complexities of working with a large bureaucracy.
- Establish basic ground rules and a plan for replacing and/or adding team members over time
- A lot can be accomplished with the right team members.
- Everyone shares a unique perspective that provides value to the project; having everyone's buy-in is important.

Project Planning and Administration

- Keep your project small and try to conduct meetings and work online when possible
- PDSA cycles are valuable in helping teams start and try something. Once teams became comfortable with this approach, they were able to comfortably try new things without fear of failure.
- Learn from other states – don't reinvent the wheel. There are many resources to share and other states have similar challenges.
- Moving forward takes time when working with various agencies, and monthly contact is key.
- The natural ebb and flow of progress and working with other agencies has been a valuable learning experience.
- Timing is important when implementing new projects. Consider the capacity of partners and key stakeholders.
- Keep the interests of children at the center of project development.

Evaluation

- Think about evaluation when first starting a project and about how success will be measured.
- Consider and develop evaluation questions before you begin.

VI. Appendix A - Interview Guide

During this final interview, we will be following up on project goals and reach as well as asking questions about your accomplishments and lessons learned. **Please fill in all the tables and questions below to the best of your ability and return to us prior to our call.** We will discuss them during the call. We are sending them out well in advance of the interview to give you the opportunity to seek input from your team members.

State Accomplishments

- Over the X years that you have participated in the CoIIN, what are your top accomplishments in the following areas? (Feel free to add more rows if you would like to report additional accomplishments).

Development of capacity, skills and knowledge of state team to develop and promote nutrition and physical activity-related initiatives in the ECE system in your state	Creation or further development of policies, systems or environmental changes that will live on past the Mini-CoIIN funding period	Potential impacts on the nutrition and physical activity – related behaviors of families and children served through the ECE system in your state	New or strengthened collaborations or partnerships within your state
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)

Project Reach

- In this final year of the Mini-CoIIN, we want to capture the reach of your work among the four groups listed below. Please fill out this table to the best of your ability for your combined project activities.

Group	Approximate Number Involved/Impacted by Project	Brief description of impact of your work on this group
State Agencies		
Community Organizations		
Child Care Centers		
Families		
Children age 2-5		

Achievement of Year-End Goals

- Last time we talked about your project's goals for the end of the year and wanted to follow-up with you about how they have progressed. For the following goals – to what level will you meet them by the end of December? Please mark either completed, somewhat completed, or no progress made; please explain.

Goals:	Completed	Somewhat Completed	No progress made	Brief explanation
1)				
2)				
3)				
4)				

Benefits of Participating

4. Previous evaluation activities have identified the following benefits of participating in the Mini-CollN. Please select which ones your team experienced and be ready to provide some examples on the phone.

	Yes a lot	Yes a little	No
a) Learn from and about what other states are doing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Build network; know who to reach out to for information or resources on specific topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Strengthen or build state team and state level partnerships and collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Develop collaboration and team decision making skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Build on related and/or existing projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Develop quality improvement skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Leverage funds from other projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Apply for new funds as a result of Mini-CollN work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Team Member Skills and Knowledge

5. Since the beginning of this project, has your team's knowledge or skills increased in the following areas? Think back to when your team joined the Mini-CollN, not the beginning of 2017.

Knowledge Area	Not at all	A little	Somewhat	A lot
a) Developmentally appropriate and nutritious meal and snack times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Media use recommendations for ECE settings and young children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Physical activity recommendations for ECE settings and young children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Breastfeeding support in ECE settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) CACFP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) QRIS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Technical assistance/training for ECE professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Family engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Facility level interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skill Area	Not at all	A little	Somewhat	A lot
j) Working with family home providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Working with center directors and teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | |
|--|-----|-----|-----|-----|
| l) Working with licensing agencies | [] | [] | [] | [] |
| m) Cultural competence | [] | [] | [] | [] |
| n) PDSA cycles/Quality improvement | [] | [] | [] | [] |
| o) Program evaluation | [] | [] | [] | [] |
| p) Team facilitation | [] | [] | [] | [] |
| q) Building and strengthening partnerships | [] | [] | [] | [] |

Any comments on the above knowledge and skills areas?

Lessons Learned

6. Please state key lessons learned from participating in the Mini-CoIIN.
7. If you could go back and do anything over again, what would you do differently? How do you think this would change your project outcomes/achievement of your goals?

Support

8. What were the most useful types of support received from ASPHN? Why were they particularly useful? Consider monthly check-in calls, the face-to-face meeting, webinars, Basecamp, anything else.
9. What additional training and/or types of support would have been helpful?

Advice for Future Mini-CoIIN Participants

10. How would you quantify (# of hours) and describe (how time was spent) the time it takes to participate in the Mini-CoIIN from:
 - YOUR perspective as a lead?
 - Approx. number of hours per month:
 - Description of how time was spent:
 - The perspective of your TEAM MEMBERS?
 - Approx. number of hours per month:
 - Description of how time was spent:

11. As the project comes to an end, what final advice or recommendations do you have for those managing or planning to participate in a Mini CoIIN?
 - Advice for planning committee:
 - i. Application process
 - ii. Interfacing with ASPHN
 - iii. Other
 - Advice for future participant states
 - i. Running teams
 - ii. Using funds
 - iii. Other