

Needs Assessment Guide for PDG B-5 Planning and Renewal Grantees 2023



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Overall PDG B-5 Grant Purpose

The Preschool Development Grant Birth through Five (PDG B-5) grants will support states/territories in their efforts to strengthen state early childhood systems, prepare children for kindergarten, invest in the early childhood care and education (ECCE) workforce, identify opportunities to expand access to high-quality ECCE, and support a comprehensive mixed-delivery system. The PDG B-5 program's approaches to achieving these goals include:

- promoting an integrated B-5 ECCE system;
- supporting the early childhood workforce;
- expanding meaningful community and family engagement and leadership;
- ensuring inclusion of children with, or at risk of, disabilities;
- addressing suspensions, expulsions, and exclusion;
- incorporating trauma-informed approaches;
- developing a coordinated application, eligibility, and enrollment system;
- aligning with Child Care and Development Fund (CCDF) activities;
- supporting effective and appropriate transitions from birth through third grade;
- building infant-toddler care capacity; and
- providing services to underserved children.

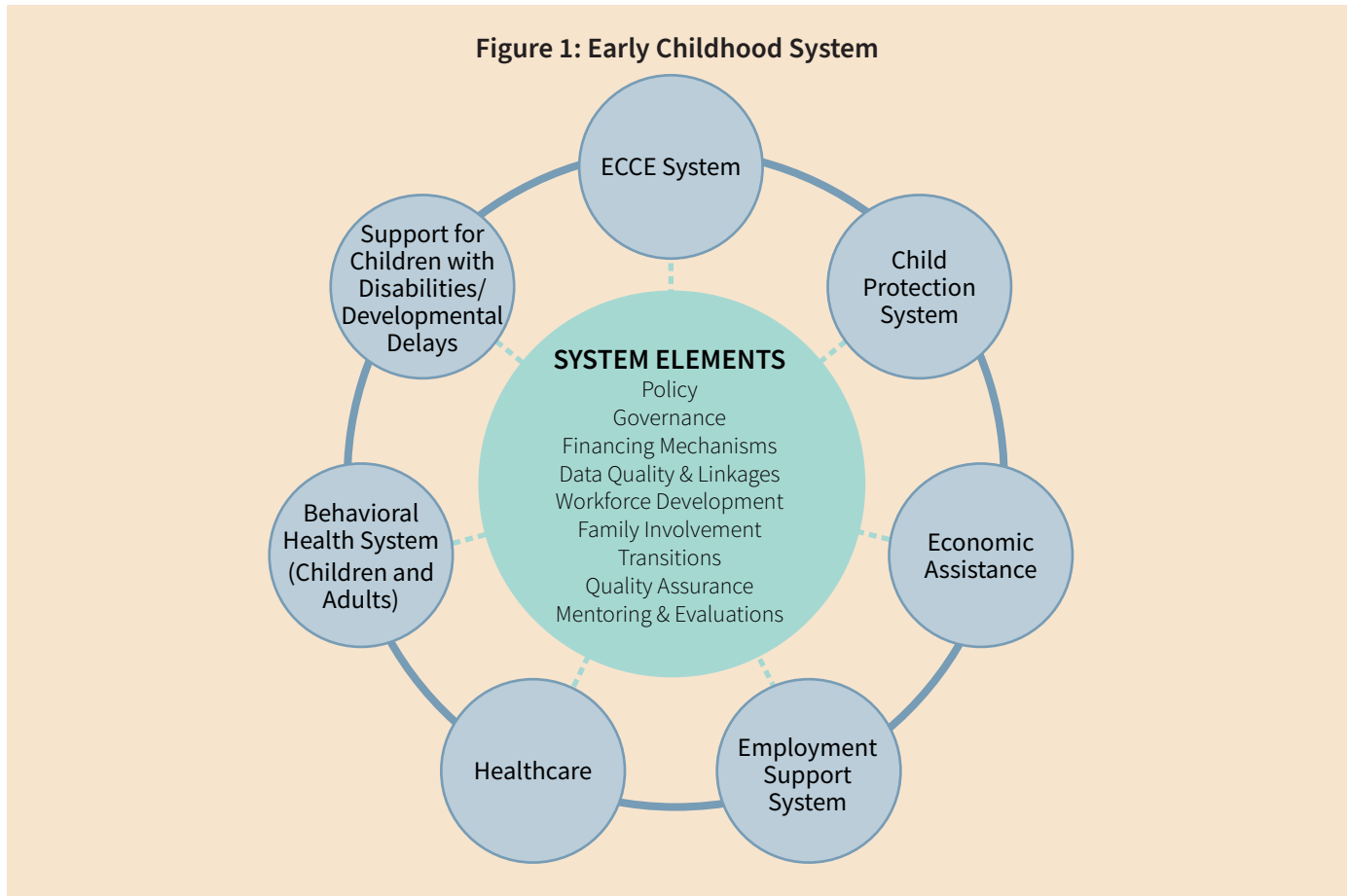
Grantees should analyze the current landscape of their ECCE mixed-delivery system and work to implement changes to the system that maximize the availability of high-quality ECCE options for low-income and disadvantaged families across providers and partners, improve the quality of care, streamline administrative infrastructure, and improve state/territory-level ECCE funding efficiencies.

Purpose of Conducting a PDG B-5 Needs Assessment

The needs assessment will serve as the rationale for your strategic plan and guide its development. The needs assessment should identify areas in your state that need to be strengthened to maximize the availability of high-quality ECCE options for low-income and disadvantaged families. While the grant is intended to foster improvements in the ECCE system, its scope goes beyond that to include a focus on other systems that provide support for young children and their families. Ensuring strong connections between the ECCE system and these systems is an essential part of providing high-quality support to vulnerable and underserved families. A comprehensive needs assessment should address how other systems provide support to families who are served by the ECCE system.

Figure 1 below shows some of the systems that make up the broader early childhood system. At the center is a list of system elements to consider when assessing the ECCE system, the broader early childhood system, and the relationships between the different systems that make up the early childhood system.

Figure 1: Early Childhood System



Effective Needs Assessments

A needs assessment identifies areas of success and promise. Expanding what works in those areas in terms of reach, either geographically or to more programs or facilities, could help achieve the PDG B-5 goals. A needs assessment is also an analysis of where your current system falls short and where there are opportunities for improvement. Too often needs assessments are limited to simple descriptions of the current state of a system without analysis of what needs to improve and ideas for how to get there. This needs assessment should be more than that. The needs assessment is not your plan for moving forward, but it should give the reader a strong sense of the focus of your strategic plan.

Scope of the Needs Assessment

A needs assessment covering your entire B-5 early childhood system could become an all-consuming task. To make this task manageable, you can:

- provide complete answers for the questions such as the “Number of Children Being Served” domain;
- cover at least one issue or area in your state/territory under each of the domains in Table 1; and

- ensure your focus extends beyond the ECCE system to multiple early childhood systems since they play an important role in providing needed resources for vulnerable, underserved, and unserved families.

Initial Needs Assessment Requirements According to the 2022 Planning Grant Notice of Funding Opportunity

All PDG B-5 grantees are required to conduct a comprehensive statewide B-5 needs assessment of the quality and availability of ECCE in the state/territory, including programs serving the most vulnerable or underserved populations as well as children in rural areas. It also includes needs associated with the sustainability of these existing programs. Grantees should include family and provider voices and consider the impact of COVID-19 on all aspects of the ECCE system, including the capacity and financial sustainability of ECCE programs.

The **initial** needs assessment completed by planning grantees *should* include the following:

- Describe how leveraging existing federal, state, local, and non-governmental resources strengthens coordination and delivery of services across programs.
- Develop recommendations to improve equitable participation of children who are vulnerable, underserved, or unserved.
- Describe how the state/territory will improve quality across participating programs by aligning program standards and coordinating professional development activities across programs serving children from birth through age eight.
- Identify how the state/territory will ease access to services by maximizing family and parental choice and knowledge of, and engagement with, existing programs.
- Describe how the state/territory will invest in and support the early childhood workforce.
- Identify how the state/territory will help ECCE programs identify and access resources that can support long-term stability.
- Describe how the state/territory will improve school readiness for groups of children who experience the largest achievement gaps.
- Identify strategies to elevate and support efforts to coordinate instructional alignment and developmentally appropriate learning experiences from birth through third grade.
- Develop collaboration strategies with key stakeholders impacted by the system, **including families and providers from diverse cultural and linguistic backgrounds.**

The **initial** needs assessment completed by planning grantees *may* include the following:

- Assessing the availability and quality of existing programs, including those serving vulnerable or underserved populations and children in rural areas, as well as needs associated with sustaining existing programs, including considering the impact of COVID-19 on the capacity and financial sustainability of ECCE programs.
- Identifying the unduplicated number of children being served in existing programs, the unduplicated number of children awaiting service in these programs, and capacity/available slots in these programs, as feasible.

- Assessing needs associated with the early childhood workforce and consider capacity, health, financial status, and workforce well-being, including the impact COVID-19 has had.
- Clarifying and/or provide a snapshot of the current early childhood workforce, including level of degree/credential attainment, average number of years of ECCE experience, average salary for teachers and paraprofessionals by settings, and the age of children served. Include the demographic makeup of the ECCE workforce and a comparison of the ECCE workforce and other professionals such as elementary school teachers.
- Assessing the needs for developing and implementing an integrated or collaborative state/territory data system that supports data sharing to strengthen and enhance information on children and family needs, facilitate enrollment, identify the needs of providers, and gauge workforce capacity.
- Assessing the extent to which health and early learning systems are working together in a coordinated manner to engage families early and equitably, and meeting the needs of children and their families.

Updating an Initial Needs Assessment

PDG B-5 grantees that have already conducted a needs assessment should revise or update their needs assessment to address challenges caused by the pandemic or focus their attention on assessing areas not previously—or sufficiently—explored in their earlier needs assessment, such as including family and provider voices.

The **updated** needs assessment should include the following:

- Explore additional elements not previously assessed by or identified as initial gaps related to the availability and quality of existing programs in the state/territory with a particular emphasis on equity for traditionally underserved communities.
- Provide additional data to identify emerging or previously unidentified needs, such as those resulting from the COVID-19 public health emergency, as well as programs serving the most vulnerable or underserved populations and children in rural areas.
- Include family and provider voices, especially if these were identified as missing from the initial needs assessment.

Tips for Both Initial and Updated Needs Assessments

Grantees should explore and compile any existing needs assessments and reports from other programs in your early childhood system before embarking on their needs assessment activities. Some examples of programs that conduct needs assessments and submit reports include:

- Child Care and Development Block Grant
- Head Start
- Every Student Succeeds Act (ESSA)
- Early Childhood Comprehensive Systems (ECCS) Grant

- Maternal, Infant, and Early Childhood Home Visiting (MIECHV)
- Individuals with Disabilities Education Act Part B, Section 619 (preschool special education)
- Individuals with Disabilities Education Act Part C (early intervention)
- Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)
- Medicaid
- Workforce Innovation and Opportunity Act (WIOA)
- Temporary Assistance for Needs Families (TANF)

PDG B-5 grantees may want to assemble a needs assessment steering committee and/or workgroups to divide sections to be completed by different authors and/or reviewed by different groups, especially if you are contracting out the needs assessment.

Family representatives, providers from all levels of early care and education in diverse delivery settings, and early childhood advocates should be included in the steering committee and/or workgroups. Family and provider representatives are expected to participate in the strategic planning process and in workgroups that will use the needs assessment as a basis for their work.

Domains and Key Questions for All Needs Assessments

Table 1 below includes domains that should be explored as well as key questions grantees may find beneficial to ensure the necessary information is being collected and considered for all needs assessments. These domains and questions may also help grantees who are updating their needs assessments identify areas to address.

Table 1. Domains and Key Questions

Domain	Key Questions
Defining Grant Terms	<ul style="list-style-type: none"> • What is your definition of quality ECCE for this grant? • What is your definition of ECCE availability for this grant? • What is your definition of vulnerable or underserved children for this grant? • What is your definition of children in rural areas for this grant? • Do you have a definition or description of your ECCE system as a whole? (If yes, what have you used that definition for? What about your broader early childhood system encompassing other services used by families with young children? Do you have a definition for that, and, if so, what have you used it for?) • Do these definitions differ in key ways from how you have defined any of these in the past? If so, what do you think are the advantages of your definitions for this grant? • Are there any challenges you foresee in using these definitions (e.g., are they consistent with how key programs that make up the broader early childhood system define these terms)?
Identifying the Focal Populations for the Grant	<ul style="list-style-type: none"> • Who are the vulnerable or underserved children in your state/territory? What are their characteristics in terms of race/ethnicity, recency of immigration, language spoken at home, poverty, low-income status, and concentration in certain cities or town and/or neighborhoods? • What are the strengths and the weaknesses of the data you have available on this population? Are there any initiatives underway to improve these data? • Who are the children who live in rural areas in your state/territory? What are their characteristics in terms of race/ethnicity, recency of immigration, language spoken at home, poverty, and low-income status? Are they concentrated in certain regions of the state/territory? • Are data available on how far they typically live from an urban area? • What are the strengths and weaknesses of the data you have available on this population? Are there any initiatives underway to improve these data?
Identifying the Number of Children Being Served and Awaiting Service	<ul style="list-style-type: none"> • What data do you have to describe the unduplicated number of children being served in existing programs? What are your biggest data gaps or challenges in this area? • What data do you have to describe the unduplicated number of children awaiting service in existing programs? What are your biggest data gaps or challenges in this area? • What are the strengths and weaknesses of the data you have available on children being served? Are there any initiatives underway to improve these data?

Domain	Key Questions
<p>Leveraging Funding for the Provision of High-Quality ECCE Services and Supports</p>	<ul style="list-style-type: none"> • Does your state/territory have federal, state, local, and non-governmental resources invested in ECCE programs? Can you name some of these funding sources specific to ECCE programs? How is the funding used to coordinate and deliver services across ECCE programs? • Are there differences in how the funding sources are utilized to serve vulnerable or underserved populations or to serve rural areas? • Are there challenges to using any of these funding sources for coordination and service delivery across ECCE programs? • What are families saying about funding coordination and service delivery in ECCE programs? What are ECCE service providers saying about the coordination of funding and service delivery? • What effect did COVID-19 have on leveraging funds for ECCE services and supports? Was there more funding available but for a limited time? Does your state/territory have a sustainability plan for increased funding? • What barriers currently exist to the funding and provision of high-quality ECCE supports? Are there characteristics of the current governance or financing of the system that present barriers to funding and provision of high-quality ECCE services and supports? Are there policies that operate as barriers? Are there regulatory barriers that could be eliminated without compromising quality? For this question, you should include a discussion of supports in the broader early childhood system, not just the ECCE system. • Are there opportunities for a more efficient allocation of resources across the system? Have there been successful efforts in the state/territory at implementing strategies that have improved the efficient use of resources? Why and how were they successful, and what needs to be done to replicate them? Have there been efforts that were undertaken but did not show positive results? What can be learned from these experiences? • Are early childhood mental health consultation supports being added to most programs? If not, how are mental health concerns being addressed?
<p>Improving Quality by Aligning Program Standards and Coordinating Professional Development for Programs Serving Children Birth Through 8 Years</p>	<ul style="list-style-type: none"> • What are your current ECCE strengths in terms of quality of care across settings (e.g., accessing accurate data from rural areas, central points of data entry [+ or -], population mobility)? • What are the key gaps in quality of care across settings? • What are the strengths and weaknesses of the data quality you have available? Are there any initiatives underway to improve these data? • What are your current strengths in making care available across populations and settings? What initiatives do you currently have underway to ensure that high-quality care is available to vulnerable or underserved children and children in rural areas in your state/territory? What works well? What could work better? • Have you been particularly successful in developing quality environments for any particular populations or in any particular settings? What made these efforts successful, and what needs to be done to replicate them? • Does your state/territory have Early Childhood Standards? If so, were they adopted by any other state/territory-level agencies/departments serving children birth to age 8? • Are any of your state/territory's ECCE program standards aligned? Are the Pre-K through third-grade standards aligned and developmentally appropriate? • Does your state/territory have a Professional Development Registry for all ECCE providers and teachers through third grade? • Is professional development coordinated and/or tracked across ECCE programs? • Did COVID-19 have an effect on the availability of professional development for program staff? Is there a need for more professional development on new topics, like trauma-informed practices?

Domain	Key Questions
<p>Easing Access to Services by Maximizing Family and Parental Choice and Knowledge of and Engagement with Existing Programs</p>	<ul style="list-style-type: none"> • What do you know about the service use of families with children (both children and family members) in the ECCE system? • What initiatives do you currently have in place to inform parents about what constitutes a high-quality childcare center and how different centers compare in terms of quality? Is this information delivered in a culturally and linguistically sensitive manner? How effective are the initiatives and information? What could be improved in this area? • What initiatives are in place to promote and increase involvement by and engagement of parents and family members in the development and education of their children? What works well about these initiatives? What could be better? Include information about the degree of availability of these initiatives and the extent to which they are culturally and linguistically sensitive. • What specific initiatives are in place to address the needs of parents or families that meet their cultural and/or linguistic needs? Are there specific populations of parents or families with cultural/linguistic differences that do not have easily accessible services available? • What is your biggest need and opportunity in improving the quality and availability of care, particularly for vulnerable or underserved children and those in rural areas? This should include a discussion of needs and opportunities related to strengthening the ECCE workforce in terms of training and retaining high-quality staff across the ECCE system, including both center-based and family childcare providers. • Are you assessing the extent to which health and early learning systems are working together in a coordinated manner to engage families early and equitably to meet the needs of children and families? • What programs or supports are in place to make sure that children of parents who are employed, looking for work, or are in training can access childcare that is compatible with their employment or training situation? What works well about these programs or supports? What could work better? What else do you need to know about these programs and the populations they serve? • How has COVID-19 changed families' access to services? What are families saying about the ease of access to services? • Are families being educated on access to early childhood mental health services?
<p>Investing in and Supporting the Early Childhood Workforce</p>	<ul style="list-style-type: none"> • What are the needs associated with the early childhood workforce? Consider capacity, health, financial status, and workforce well-being, including the impacts of COVID-19. • Do you have a snapshot of the current early childhood workforce, including level of degree/credential attainment, average years of ECCE experience, average salary for teachers and paraprofessionals by settings, the age of children served, and the demographic makeup of the workforce, and as compared to other professions such as elementary school teachers? • Does your state/territory have a Professional Development Registry for all ECCE providers and teachers through third grade? Is professional development coordinated and/or tracked across ECCE programs? • Has your state/territory done ECCE compensation studies or developed salary scales?

Domain	Key Questions
Assisting ECCE Programs in Identifying and Accessing Resources That Support Long-Term Stability	<ul style="list-style-type: none"> • What are the needs associated with sustaining existing programs? Consider the impact of COVID-19 on the capacity and financial sustainability of ECCE programs. • Is your state/territory assessing the needs for developing and implementing integrated or collaborative state/territory data systems, supporting data sharing to strengthen and enhance information on children and family needs, facilitate enrollment, and identify the needs of providers and workforce capacity? • Does your state/territory have business practice training for childcare owners? If so, is it required prior to being licensed? • Does your state/territory implement a childcare quality rating system? If so, is participation required for licensure? What supports are in place to encourage participation? Are programs incentivized to increase their rating? Is funding available for programs to obtain the resources they need to increase their rating? Is your state/territory staffed well enough to rate programs? • What are parents or family members saying about the stability of their ECCE programs? • Are programs putting supports and resources in place to address the mental health needs of children and families?
Improving School Readiness for Children in the Largest Achievement Gaps	<ul style="list-style-type: none"> • What programs and supports are available to identify children who are developmentally delayed, and to connect them to services? How effective is the connection between these programs and supports and your ECCE system? Are these programs reaching children from vulnerable and underserved populations? Are they reaching rural children? • What else do you need to know about these programs and the populations they serve? What specific initiatives are in place to address the needs of parents or families that meet their cultural and/or linguistic needs? Are there specific populations of parents/families with cultural/linguistic differences that are not being connected to these services? • What programs or supports are available that help ensure that ECCE settings are helping vulnerable or underserved children access needed support services such as health care, food assistance, housing support, and economic assistance? What works well about these programs or supports? What could work better? What else do you need to know about these programs and the populations they serve? • What programs and supports are available to connect children who are non-English speaking or reflect different cultures to services? How effective is the connection between these programs and supports and your ECCE system? Are these programs reaching children from vulnerable and underserved populations? Are they reaching rural children? What else do you need to know about these programs and the populations they serve? • What programs or supports are available that help ensure that ECCE settings can connect families in crisis to needed programs or services (e.g., family violence programs, emergency economic assistance, mental health care, substance abuse treatment)? What works well about these programs or supports? What could work better? What else do you need to know about these programs and the populations they serve? • What is effective about the supports for children with developmental delays or other special needs? What could be more effective about them? • Are there transition supports across the age spans, or are they for specific age populations? Are there transition policies/practices that support children in all types of care and education settings? • Has COVID-19 had a positive or negative impact on school readiness? If negative, what initiatives has your state/territory put in place to combat this? • What are parents saying about their children being ready to enter school after COVID-19? Are more parents choosing to delay entry into the school system or holding their children back from advancing to the next grade? Are schools putting extra supports in place to support these children?

Domain	Key Questions
<p>Strategizing to Coordinate Instructional Alignment and Developmentally Appropriate Learning from Birth Through Third Grade</p>	<ul style="list-style-type: none"> • Does your state/territory have a coordinated preschool through third-grade integrated system? • Does your state/territory have a Kindergarten Entry Assessment? If so, is it used statewide? Does Kindergarten Entry Assessment data show that the developmentally appropriate practices in preschool are resulting in better-prepared kindergarteners as compared to peers in programs not using these practices? • Are there transition supports across the age spans, or are they only for specific age populations? Are there transition policies/practices that support children in all types of care and education settings? • Is there a focus on mental health services and supports because of COVID-19? • What are families saying about aligning instruction from preschool through third grade? Are parents being educated and provided data about the benefits?
<p>Identifying Issues Involving ECCE Facilities</p>	<ul style="list-style-type: none"> • What issues have been identified involving ECCE facilities? • What innovative efforts have taken place to improve ECCE facilities? Have these efforts targeted vulnerable or underserved children and those who live in rural areas? • What current plans are in place to address ECCE facility issues? • What opportunities exist for different ECCE and/or other early childhood programs and systems to work together collaboratively on ECCE facility improvement (e.g., through co-location of key early childhood services)? • What are the strengths and weaknesses of the data you have available on ECCE facilities? Are there any initiatives underway to improve the data?

Needs Assessment Federal Reporting Requirements

Initial Planning Grantees

Grantees who are completing an initial needs assessment are required to submit the entire needs assessment report and an executive summary to their Federal Project Officer for acceptance. The executive summary should be a concise narrative that outlines the various documents and/or links that comprise a grantee's comprehensive, statewide B-5 needs assessment. Grantees may use the **2023 PDG B-5 Needs Assessment Crosswalk with PDG B-5 Needs Assessment Requirements on [page 15](#)** of this guide as a resource for their executive summary.

Renewal and Planning Grantees

Grantees who are updating a previously completed needs assessment should do so in whatever way makes the most sense. Grantees are required to submit an Updated Needs Assessment Summary Report that provides highlights about what was updated or revised, what was newly assessed, and what was learned from these revised or new needs assessment questions to their Federal Project Officer. This summary report should also include an explanation of "why" items were updated, revised, or newly identified for assessment. Grantees updating their needs assessments do not need to submit their full needs assessment, only the summary report. Once the document is reviewed and any questions are addressed, it will be accepted by the Federal Project Officer.

Grantees Who Have Recently Updated Their Needs Assessment

Grantees who feel they do not need to update their needs assessment because they just did so **within the past year** should let their Federal Project Officer know and indicate when they anticipate they will update their needs assessment next, understanding that updating your needs assessment should be an ongoing, periodic activity.

Frequently Asked Questions Regarding the Updated Needs Assessment Summary Report

Are grantees required to have a lengthy updated needs assessment document AND an Updated Needs Assessment Summary Report?

Grantees are NOT required to have a lengthy updated needs assessment document AND an Updated Needs Assessment Summary Report. The summary report is all that is required.

Which parts of the initial needs assessment are grantees required to update?

Grantees may choose to assess items/areas based on their own criteria, whether these are new or revised items/areas.

Is there a template for the Needs Assessment Summary Report?

There is no template. Your report may or may not include bullet points, or it may be all narrative; it may or may not include graphics. If your summary report would be sufficient for the grantee's leadership or Governor's office, it will be fine for the Federal Project Officer.

Is there a page limit for the Needs Assessment Summary Report?

There is no page limit. The length is not what is most important. What is important is that enough information is communicated so that the Federal Project Officer has a clear picture of what was done and what was learned. There should be sufficient information communicated to describe what previous items were updated or modified that allowed the grantee to obtain more updated and/or meaningful information, what new areas were assessed that were not previously assessed, and what the grantee learned from their revised/updated assessment. Grantees should include statements that clarify WHY certain items were revised or included for the first needs assessment.

When is the Updated Needs Assessment Summary Report due?

There is no due date for this report. The delivery date is dependent upon how much needs to be done and how long it takes the grantee to get it done. The grantee should keep their Federal Project Officer informed of the progress or lack of progress on the needs assessment update.

To whom do grantees send the completed Needs Assessment Summary Report to?

The grantee should email the report to their Federal Project Officer.

How will the grantee know if the Updated Needs Assessment Summary Report has been accepted?

The Federal Project Officer will read the report and ask clarifying questions, if needed. Once any questions have been satisfactorily addressed, the Federal Project Officer will "accept" the report.

Does the Needs Assessment Summary Report have to be uploaded into Grant Solutions?

The report does NOT have to be uploaded to Grant Solutions at this time.

2023 PDG B-5 Needs Assessment Crosswalk with PDG B-5 Needs Assessment Requirements

This is an *optional* crosswalk that grantees can use to accompany their needs assessment executive summary. The executive summary should be a concise narrative that outlines the various documents and/or links that comprise a grantee's comprehensive, statewide B-5 needs assessment. This *optional* crosswalk confirms to grantees that they have addressed all required pieces and will also help to speed up the review process by identifying where to look for evidence of each piece.

Needs Assessment Domain	Corresponding Page Number(s)
Definitions: Quality early childhood care and education (ECCE), ECCE availability, vulnerable or underserved children, children in rural areas, ECCE system as a whole	
Focal Populations for the Grant: Vulnerable or underserved children in your state/territory, and children who live in rural areas in your state/territory	
Children Being Served and Awaiting Service: Data available and/or plan for identifying the unduplicated number of children being served in existing programs and unduplicated number of children awaiting services in existing programs, identification of data gaps and initiatives to improve data	
Funding for High-Quality ECCE Services and Supports: Identify federal, state, and local funding for ECCE and how it is used to coordinate and deliver services; differences in funding for rural, vulnerable, and unserved areas; barriers and opportunities for funding	
Quality Improvement through Early Childhood Standards and Professional Development Alignment for Birth through Age 8: Identify quality strengths, weaknesses, gaps, whether the state/territory has Early Childhood Standards, if they have been adopted by other agencies, if they are aligned through third grade, the status of the Professional Development Registry, and tracking professional development across ECCE programs	
Easing Access to Services Through Family Choice and Knowledge of and Engagement with Existing Services: Identify services families are accessing, ways parents are informed about the meaning of high quality, if cultural/linguistic differences affect access, if health and early learning systems are coordinated, education regarding access to early childhood mental health services	
Investing in and Supporting the Early Childhood Workforce: Include snapshot of current early childhood workforce, information about Professional Development Registry for providers and teachers through third grade, salary studies or salary scales	
Assisting ECCE Programs in Identifying and Accessing Resources for Long-Term Stability: Identify if your state/territory is working on integrated data systems (ECIDS), data sharing, facilitating coordinated enrollment, workforce capacity, business practice training, childcare quality rating systems (QRIS), or addressing mental health needs	
Improving School Readiness for Children in the Largest Achievement Gaps: Discuss how children who are developmentally delayed are identified and connected to services, how programs are connecting families to support services like health care, food assistance, mental health care, and emergency economic supports, the ways non-English-speaking families are connected to services, if there are transition services across age spans and if parents feel their children are ready to enter kindergarten after COVID-19	

Needs Assessment Domain	Corresponding Page Number(s)
<p>Coordinating Instructional Alignment and Developmentally Appropriate Learning from Birth through Third Grade: Discuss the state/territory’s efforts toward a coordinated preschool through third-grade integrated system and the presence or absence of a Kindergarten Entry Assessment</p>	
<p>Issues Involving ECCE Facilities: Discuss the process for identifying facility issues, how facilities will be improved, and the data available regarding the condition of facilities</p>	

Stakeholder Input	Corresponding Page Number(s)
Parents/family members or guardians	
Childcare providers from diverse delivery settings such as center-based, faith-based, Head Start, home-based, public schools, private schools, family childcare	
Childcare providers from different parts of the state/territory, including rural areas and areas with culturally and linguistically diverse populations	
Other early childhood service providers such as Part C early intervention providers, preschool special education teachers, infant early childhood mental health consultants, health care providers	
State/Local Early Childhood Advisory Council(s) or other collaborative governance entity(ies)	
Key partner agencies such as Child Protective Services, Public Health, Medicaid, Mental Health	