



Current Impact Project States

Alaska

Project goal: Improve the state's early childhood system by (1) facilitating the development of an actionable and aligned statewide strategic plan and (2) working to support implementation of key priorities of the plan.

Capacity building goals: Establish and maintain relationships with interested parties, use systems thinking in carrying out work toward goals, and improve how the state carries out the work so the group moves from talk and analysis to results and products.

Progress to date:

- ◆ Alaska created and produced an actionable and aligned statewide strategic plan through a joint task force led by the Department of Education and Early Development, the Department of Health and Social Services, and the Southcentral Foundation, a Native Alaska health and wellness organization.
- ◆ Alaska prioritized governance reform as a key objective to carry out from its strategic plan by establishing its Governance Task Force. The Governance Task Force designed and developed a draft governance-change approach for its early childhood system.
- ◆ Alaska's Joint Task Force and Governance Task Force developed and implemented an outreach plan to secure feedback from partners on the strategic plan and draft governance-change approach.
- ◆ Alaska is currently moving to implementing a second priority objective of its strategic plan focused on reforming Alaska's quality improvement approach.

Guam

Project goals: Establish a new Bureau of Child Care Services (the Bureau) in the new Division of Children's Wellness, educate the new team, and develop a strategic plan to support successful program and organizational implementation.

Capacity building goal: Build staff capacity to support Child Care and Development Fund (CCDF) requirements.

Progress to date:

- ◆ Guam participated in an eight-session overview of CCDF requirements and responsibilities identifying areas of improvement, areas of success, needed policies and procedures, and existing and needed partnerships.
- ◆ Guam created the Bureau's first strategic plan, including vision, mission, and core strategic plan elements.
- ◆ Guam is currently moving to implementation of the strategic plan.



Michigan

Project goal: Engage with community partners to educate them on federal requirements and build interest in a model to increase access to high-quality child care through a new child care payment structure.

Capacity building goals: Establish and maintain relationships with partners and implement formal feedback loops as part of partner engagement.

Progress to date:

- ◆ Michigan reduced payment units to three block units, eliminating hourly payments for licensed providers, effective fiscal year 2023. A workgroup recommended this policy change. Michigan included and approved this policy change for the fiscal year 2023 budget and policy changes.
- ◆ Michigan established a feedback loop with providers and hosted Office Hours to review *Executive Summary of Provider Insights* and policy options. In addition to a Naptime Nuggets strategy, Michigan established a practice of hosting Office Hours to provide new information to providers.
- ◆ Michigan developed recommendations for a new subsidy payment policy structure. Starting with multiple policy options to modernize the subsidy payment structure, its project team reviewed all options and recommended policy changes. Michigan prepared cost estimates for each recommendation to provide to the governor's office or legislative staff.
- ◆ Michigan is currently determining which of the remaining recommendations will move forward for legislative consideration and developing communications support.

Mississippi

Project goal: Rebuild the state's early childhood support systems by including a quality improvement system, training and technical assistance for child care providers, resource and referral, and the consumer education website.

Capacity building goal: Establish and maintain relationships with partners.

Progress to date:

- ◆ Mississippi created a formal feedback loop for provider engagement, hosted multiple virtual provider town hall meetings, and surveyed providers.
- ◆ Mississippi issued a request for a proposal to revamp the child care resource and referral system and contracted for services beginning October 1, 2022.
- ◆ Mississippi increased the number of staff to support training and technical assistance for child care providers and built a framework to support this professional development.
- ◆ Mississippi is currently work is underway to enhance quality supports for providers and build a new quality support system (QIS).

New Mexico

Project goals: (1) Advance the state's early childhood workforce through the design and implementation of legislatively required pathways for higher education credits and bilingualism and multilingual endorsements and (2) build a tiered, equitable compensation approach and a redesigned FOCUS program that incorporates outcome-based measures of quality and supports diversity, equity, and inclusion activities.



Capacity building goal: Enhance and sustain external partnerships.

Progress to date:

- ◆ New Mexico developed a working model for evaluating the existing professional development system. Its goal is to find ways to support the coordination of an inclusive system to support the growth of all types of providers.
- ◆ New Mexico state staff made connections between the professional development system and the tiered quality improvement system and planned for further alignment and integration.
- ◆ New Mexico developed a draft communication plan that includes the background of the FOCUS system, plans for seeking input into the redesign process, and a timeline for the work.
- ◆ New Mexico is currently focusing on the FOCUS redesign.

New York

Project Goal: Improve and expand relationships with Tribal Nations that share boundaries with New York. This goal is adjacent to the state's desire to fulfill its requirements for collaboration and coordination on the state's CCDF Plan.

Capacity building goals: Systemically embed information and education of Tribal culture and sovereignty in the Division of Child Care Services and work toward enhanced communication with Tribal Nations that have boundaries with New York.

Progress to date:

- ◆ New York increased child care leaders' and licensing staff's knowledge and understanding of Tribal Nation culture, history, and sovereignty through the creation of virtual learning opportunities and embedded professional development for all new and existing licensing staff. New York adapted materials for broader use by the Diversity, Equity, Inclusion, and Accessibility Office and child welfare staff.
- ◆ New York strengthened relationships between state staff and Tribal Nation staff through (1) new opportunities for collaboration between the state and Tribal Nations that have boundaries with New York; (2) regularly scheduled meetings; (3) inclusion of Tribal staff in state-offered communication; and (4) training and direct communication to address time-sensitive issues.
- ◆ New York developed educational materials on Tribal sovereignty and considerations for interaction with Tribal Nations into the departmentwide *Policy Author's Guide*, which is used to evaluate new or revised policies through an equity lens.
- ◆ New York is currently developing protocols with each CCDF-grantee Tribal Nation to ensure appropriate and respectful government to government procedures are in place when state staff interact with or visit Tribal Nations.

North Carolina

Project goal: Develop a comprehensive, cross-disciplinary early childhood technical assistance framework for use across North Carolina's various technical assistance providers.

Capacity building goal: Sustain partnerships with external partners.



Progress to date:

- ◆ North Carolina developed a working framework of structural components to design the technical assistance system foundation.
- ◆ North Carolina created subcommittees in the leadership team to provide recommendations for each component area and provided these back to the leadership team for review and comment.
- ◆ North Carolina created next steps based on the recommendations, including creating new contracts and forming new groups to address component development.
- ◆ North Carolina is currently working on implementation of recommendations for each of the structural components of the technical assistance system.

Pennsylvania

Project goal: Design and implement a transparent process for rewriting child care certification regulations with consideration for equity, quality, and provider burden.

Capacity building goal: Embed principles of equity in the revision of the child care certification regulations.

Progress to date:

- ◆ Pennsylvania established and maintained a structure of writing, reviewing, and revising child care certification regulations. The state made this structure transparent to the early childhood community. This official writing process included more than 120 members of the early childhood community who participated as members of an ad hoc subcommittee on the child care regulation rewrite.
- ◆ Pennsylvania established and maintained open communication with the public via webinars and a web page dedicated to the child care regulation rewrite process to provide information in a variety of formats and opportunities for engagement and input on the regulation drafts.
- ◆ Pennsylvania created and used an online feedback collection system that included guiding questions to prompt writers and reviewers to use lenses of equity, quality, and provider burden.
- ◆ Pennsylvania is currently developing documents and training that will help staff carry out the new child care licensing regulations, including a regulatory policy guide, implementation manual, tip sheets, and so on.

Rhode Island

Project goal: Create new or revise existing career pathways for the early childhood care and education workforce using Governor’s Emergency Education Relief funds. The state requested support exploring the possibility of developing regional credential models or reciprocity agreements with other Region I states.

Capacity building goal: Plan for the strategic engagement and mobilization of interested parties—especially the potential workforce—to provide meaningful input on the design, implementation, and ongoing operation of early childhood career pathways.

Progress to date:

- ◆ Rhode Island created a landscape analysis of credentials in Region I that informed Rhode Island’s decision to focus on credit-bearing pathways that more easily transfer between schools and over state lines.



- ◆ Rhode Island created an Early Childhood Career Pathways Cross-Agency Team to coordinate the project work and an Advisory Group of partners from the early childhood community to voice the priorities of the field, provide input on funding decisions, and give real-time feedback on created or revised career pathways.
- ◆ Rhode Island developed agreements with institutions of higher education and professional development providers to create and implement new or improve existing career pathways using input from the Advisory Group, research completed by the Project Manager and the Impact Project Consultant, and subject matter expertise from state staff. New career supports include (1) providing new master's degree programs with early childhood certification; (2) increasing the number of credits awarded for the Child Development Associate (CDA) at the Community College of Rhode Island and ensuring credits transfer to the University of Rhode Island and Rhode Island College; (3) hiring early childhood career pathway navigators through Rhode Island Reconnect to help students access and understand all available opportunities and connect them to resources and supports to facilitate successful career pathway completion; (4) funding Community College of Rhode Island in developing a contextualized pathway from CDA to 24-credit certificate; (5) funding a competency-based, self-paced master's program with dual certification in prekindergarten through second grade and early childhood special education at Rhode Island College (this program will focus on underreported groups); (6) working with career and technical education providers to include the CDA in their curricula; and (7) funding development of two certification pathways at University of Rhode Island for the early childhood workforce, a bachelor's degree with a prekindergarten through second grade certificate and post-baccalaureate prekindergarten through second grade certificate.

Past Impact Project States

- ◆ **Colorado, 2015–2016 through 2017–2018:** Colorado developed and implemented a second classification of license via legislation for substitute placement agencies to exist and have the authority to place or facilitate the placement of substitute teachers and directors in licensed facilities.
- ◆ **Commonwealth of the Northern Mariana Islands, 2015–2016 through 2020–2021:** Commonwealth of the Northern Mariana Islands developed workforce supports and enhanced financing.
- ◆ **Florida, 2015–2016 through 2020–2021:** Florida developed a comprehensive early learning system by integrating current quality initiatives and enhancing its quality and accountability systems for school readiness.
- ◆ **Georgia, 2015–2016 through 2017–2018:** Georgia increased the availability and quality of responsive care and early education services for infants and toddlers by shifting investments, changing mindsets, adding infant/toddler contracts, redesigning its scholarship program, increasing compensation for teachers, and expanding its research agenda.
- ◆ **Indiana, 2015–2016 through 2020–2021:** Indiana developed quality support systems, including a training registry, a trainer and training approval system, and a redesigned technical assistance support system.
- ◆ **Maryland, 2018–2019 through 2021–2022:** Based on assessments, Maryland developed and implemented a CCDF strategy reform agenda and built team coherence.
- ◆ **Missouri, 2018–2019 through 2021–2022:** Missouri created a quality improvement support system that included an infant/toddler specialist network, a new workforce registry, a new statewide CDA program, and a redesign of technical assistance supports.
- ◆ **New Hampshire, 2015–2016 through 2020–2021:** New Hampshire developed workforce supports.
- ◆ **North Dakota, 2015–2016 through 2019–2020:** North Dakota developed infant/toddler and quality supports.
- ◆ **Oregon, 2015–2016 through 2019–2020:** Oregon developed quality supports.



- ◆ **South Carolina, 2015–2016 through 2020–2021:** South Carolina created a statewide infant–early childhood mental health support system.

The State Capacity Building Center (SCBC) works with state and territory leaders and their partners to create innovative early childhood systems and programs that improve results for children and families. The SCBC is funded by the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care.

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