



CHILD CARE

State Capacity Building Center

Impact Project

An Intensive Consultation and Technical Assistance Opportunity for States, Commonwealths, and Territories

Presenters

- ◆ Melanie Brizzi, State Capacity Building Center
- ◆ Harriet Dichter, State Capacity Building Center
- ◆ Karen Knoll Moran, Office of Child Care
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Purpose of the Impact Project

To assist states as they develop and expand their capacity for planning, investing in, and implementing quality early childhood systems, policies, and practices

State Capacity Building Center

The Impact Project is a service of the State Capacity Building Center (SCBC). The SCBC has three priorities:

- ◆ Advancing early childhood systems building
- ◆ Supporting implementation of the Child Care and Development Fund
- ◆ Improving quality and supply of infant and toddler services

What Is the Impact Project?

- ◆ States identify a state-specific project based on the state vision and priorities
- ◆ Projects may be new or underway

What Is the Impact Project?

- ◆ Intensive consultation and technical assistance to support the work and to strengthen and support state capacity
 - Timeframe of 24 months
- ◆ States must include systems and services supported through the Child Care and Development Fund that include the goal of addressing the needs of working families by providing more low-income children with quality child care services

Who Is Eligible for the Impact Project?



- ◆ States
- ◆ Commonwealths
- ◆ Territories
- ◆ States may apply in multistate consortiums
- ◆ Up to 5 states will be selected to participate

What Informed the Impact Project's Design?

- ◆ Key informant interviews with over 4 dozen individuals
- ◆ Literature review
- ◆ Experience with the nine round 1 states currently participating



Current Impact Projects

- ◆ Colorado is supporting its workforce through the development of a qualified substitute pool for center and family child care.
- ◆ Florida is fostering a comprehensive early learning system by integrating current quality initiatives and enhancing its Early Learning Performance Funding Project.
- ◆ Georgia is taking a multipronged approach to strengthening its infant and toddler care system by increasing professional development opportunities and providing financial supports connected to its child care assistance program.

Current Impact Projects

- ◆ Indiana is developing key quality systems, including a training registry, a trainer and training approval system, a revised quality rating and improvement system (QRIS), and an enhanced coaching network.
- ◆ New Hampshire is enhancing its workforce by developing new incentives for teacher retention, expanding workforce diversity, providing alternative professional development opportunities to meet teacher qualifications, addressing compensation, and examining its governance structure.
- ◆ North Dakota is developing a strategic plan and an implementation plan to improve infant and toddler care and education.

Current Impact Projects

- ◆ Northern Mariana Islands is focusing on comprehensive strategies to develop its workforce and increase the supply of infant and toddler care.
- ◆ Oregon is updating its QRIS, monitoring, licensing, and training systems; implementing new approaches such as integrated monitoring; and developing an infant/toddler plan.
- ◆ South Carolina is focusing on early childhood and family mental health by establishing provider competencies and a network of mental health and wellness coordinators across the state.

Feedback from Current Impact States

- ◆ “Senior Consultant had to learn all of these systems. She has learned these **quickly**. That has been super helpful. She has taken the lead on a lot of **research** which has been very helpful to us. She has **pushed us to think of things that we would not have thought of on our own**, and to take the **provider side more specifically into account**. It has been really wonderful to have the supports and **I don’t think we would be where we are without this support.**”

Feedback from Current Impact States

- ◆ “We have **experienced a lot of flux**, with a new leader and a lot of external things happening, and this has caused us to alter our priorities. The value of the Impact project is that is a **specific, intensive model and it does keep us accountable. Impact has helped us stay on track. The Senior Consultant provides us with project management and content expertise.** This helps us move things forward. The really important features of this work are having **face to face meetings. We focus on problem solving and strategizing about how to move forward.** Staff has enjoyed having someone to talk to, and having a **thought partner**, and to challenge ourselves. It has been a positive and helpful experience. **This is the most helpful TA we have ever received.**”

Feedback from Current Impact States

- ◆ “Senior Consultant has been very **responsive** in following up with questions and providing information. She **provides the state with lead in questions**, which rather than "giving an answer" has the state think about the direction that they would like to go. She is also very thoughtful in **meeting planning** and how to bring stakeholders together and get the most out of meetings.”
- ◆ “Senior Consultant ties us into a **wealth of technical assistance and content resources**. Her ability to ask the **hard questions** helps us move through our projects with greater perspective. Senior Consultant’s attention and consultation with both content and process is very appreciated.”

Feedback from Current Impact States

- ◆ “The value of the Impact Project includes **adding credibility** to the work. Having external involvement has been helpful with the range of stakeholders. **Capacity building** has been very helpful.”
- ◆ “I (Executive Sponsor) was initially skeptical but I now see the value add of this approach with a state application, a competition, and state priorities with support provided.”

Timeline

Friday, July 13	Letters of interest due by 8:00 p.m. ET (optional but preferred)
Wednesday, August 1	Applications due by 8:00 p.m. ET
Following Labor Day	Interviews with applicants, as necessary
Late September	States and/or territories selected
Late September into October	Details finalized with selected states and territories and projects commence
Ongoing	Minimum monthly consultation Site visits at least four times in each 12-month period Semiannual self-assessment and reporting Annual plan review and revision as needed

Letter of Interest

- ◆ State's interest in applying and brief description of project
- ◆ Signed by the head of the agency as well as the head of the state's early learning council or equivalent stakeholder council
- ◆ Due Friday, July 13, 8:00 p.m. ET

Application Letter and Proposal

- ◆ Letter of application signed by the head of the agency applying, the state's Child Care and Development Fund Administrator, and the head of the state's early learning council

Application Letter and Proposal (continued)

Three-Part Proposal

- ◆ Context and vision
- ◆ Project narrative
- ◆ State management team
- ◆ Due Wednesday, August 1

Context and Vision

- ◆ State's top early childhood policy priorities
- ◆ State context, including current early childhood strengths, key early childhood issues, and a brief understanding of the state's early childhood population that the state is addressing
- ◆ Overview of the specific state-determined priority that the state is addressing through the Impact Project

Project Narrative

- ◆ Project goals, strategies, and activities
- ◆ Person responsible
- ◆ Timeline
- ◆ Your measures of progress
- ◆ Consultation and assistance you would like from the State Capacity Building Center to accomplish your work

Once selected, the Impact Project team will assist states in refining these plans.

State Impact Project Management Team

- ◆ Each team must have a lead and a colead with sufficient leadership responsibility and authority to oversee the state's project
- ◆ Teams will finalize their project plan (design, implementation, or both) with support from the State Capacity Building Center
- ◆ Teams will designate a state official executive sponsor (who may be a lead or colead)

State Impact Project Management Team

- ◆ Include those who are essential to design and implementation in the team, no later than 6–9 months into the project
- ◆ Ensure meaningful family and stakeholder communication and partnership
- ◆ Participate in regular communication with the State Capacity Building Center
- ◆ Convene the management team and SCBC consultants for regular in-state meetings (at least four times a year) to facilitate planning and problem solving

State Impact Project Management Team

- ◆ Regularly brief the head(s) of the sponsoring agency and the early learning council on the project and gain their input
- ◆ Track progress toward completion of the state's action plan; reassess and revise strategies
- ◆ Complete a semiannual survey (provided by the State Capacity Building Center)
- ◆ Coleads participate in occasional peer learning and advisement with the Impact Project network

State Selection Criteria

- ◆ Quality and completeness
- ◆ Extent to which the selected states represent diverse current capacity and geography
- ◆ Significance of the projected outcome
- ◆ Demonstrated relationship to the state's priorities
- ◆ Likelihood of achieving the goals
- ◆ Likelihood that the project would create sustained change, and the extent to which the work is systemic

State Capacity Building Center Consultants

- ◆ Harriet Dichter
- ◆ Sangree Froelicher
- ◆ Debi Mathias
- ◆ Kim Means
- ◆ Desireé Reddick-Head

SCBC Consultants: Responsibilities for the Impact Project

- ◆ Designate a dedicated senior consultant for each state
- ◆ Support the lead, colead, and management team in their progress on the project
- ◆ Provide appropriate types of consultation, to be specifically determined based on each state's application and follow-up conversation, to meet the needs of the state
- ◆ Secure additional expertise from the rich array of experts at the federally funded Early Childhood Training and Technical Assistance System, as relevant to each state's project

SCBC Consultants: Responsibilities for the Impact Project

- ◆ Provide opportunities for the state management team to learn the skills and develop the capacity to sustain the project and be able to develop and implement new projects so that project management, documentation and analysis, facilitation, and/or other system-building skills identified by the state and SCBC are embedded in the team at the end of the project
- ◆ Provide intensive assistance throughout the project period through telephone and email consultation and onsite visits (anticipated to occur four times during each full year of participation)

SCBC Consultants: Responsibilities for the Impact Project

- ◆ Provide leadership and coordination to promote strengthened capacity to accomplish the proposed project
- ◆ Provide formative and summative evaluations for ongoing action planning, progress monitoring, and outcome assessment, including use of a semiannual assessment tool
- ◆ Establish and support occasional peer learning and advisement for the Impact Project network

Questions and Answers



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A Service of the Office of Child Care**

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