



CHILD CARE

State Capacity Building Center



National Center on Tribal
Early Childhood Development



NATIONAL CENTER ON

Early Childhood Quality Assurance

Prioritizing Quality Goals through Strategic Planning

Office of Child Care's 2018 American Indian
and Alaska Native Regional Conference

Let's Get Acquainted

Share the following about yourself:

- ◆ Name and title
- ◆ Tribal grantee name and location
- ◆ What's your favorite thing to make for big meals, feasts, or gatherings?
- ◆ What kinds of things do you wish to take out of attending this session today?

Objectives

- ◆ Gain an understanding of the role of strategic planning in determining Child Care and Development Fund (CCDF) quality goals that meet the needs of your community
- ◆ Implement one of the planning approaches
- ◆ Understand how to identify resources for determining, planning for, and implementing quality
- ◆ Learn and share with peers strategies and ideas for setting quality goals

Agenda

- ◆ Overview of quality requirements
- ◆ Strategic planning
- ◆ Determining quality priorities
- ◆ Strategic planning activity
 - Explore peer ideas and considerations for implementation
- ◆ Resources

Overview of Quality Improvement Activity Requirements

The final rule includes the following:

- ◆ A phase-in period for increasing quality set-aside
- ◆ Infant/toddler spending requirements for medium- and large-allocation grantees
- ◆ Flexibility to choose from allowable quality activities
- ◆ Reporting requirements



Overview of Quality Requirements

- ◆ A phase-in period for increasing quality set-aside
- ◆ Infant/toddler spending requirements for medium- and large-allocation grantees
- ◆ Flexibility to choose from allowable quality activities
- ◆ Reporting requirements

All AI/AN Grantees

- ◆ Subject to an increasing quality set-aside
- ◆ Phase-in begins at 4% in federal fiscal year (FFY) 2017
- ◆ Increases to 9% by FFY 2022

Medium- and Large- Allocation AI/AN Grantees

- ◆ Subject to a 3% infant/toddler set-aside
- ◆ Begins in FFY 2019

Child Care and Development Fund, 45 C.F.R. § 98.83(g) (2016).

Quality Improvement Activities

All AI/AN grantees are required to spend a percentage of their total CCDF expenditures on **“activities designed to improve the quality of child care services and increase parental options for, and access to high-quality child care.”**

Child Care and Development Fund, 45 C.F.R. § 98.83(g)(1) (2016).



Allowable Quality Improvement Activities

Quality funds must be used to carry out **at least one** of the following:

- ◆ Training and professional development
- ◆ Early learning and development guidelines
- ◆ Tiered quality rating and improvement system
- ◆ Quality and supply of infant/toddler services
- ◆ Child care resource and referral services
- ◆ Licensing and health and safety requirements
- ◆ Quality evaluation
- ◆ Accreditation
- ◆ High-quality program standards
- ◆ Other measurable quality activities as determined by the AI/AN Lead Agency

Child Care and Development Fund, 45 C.F.R. § 98.53 (2016).

Reporting on Quality Improvement Activities

Reminder on reporting:

- ◆ AI/AN grantees must report on quality expenditures each fiscal year.
- ◆ Tip: Grantees should have a system of fiscal accountability for monitoring and tracking expenses for accuracy in reporting.



Child Care and Development Fund, 45 C.F.R. §§ 98.83(d)(viii), 98.53(f) (2016).

Popcorn Sharing from the Audience!

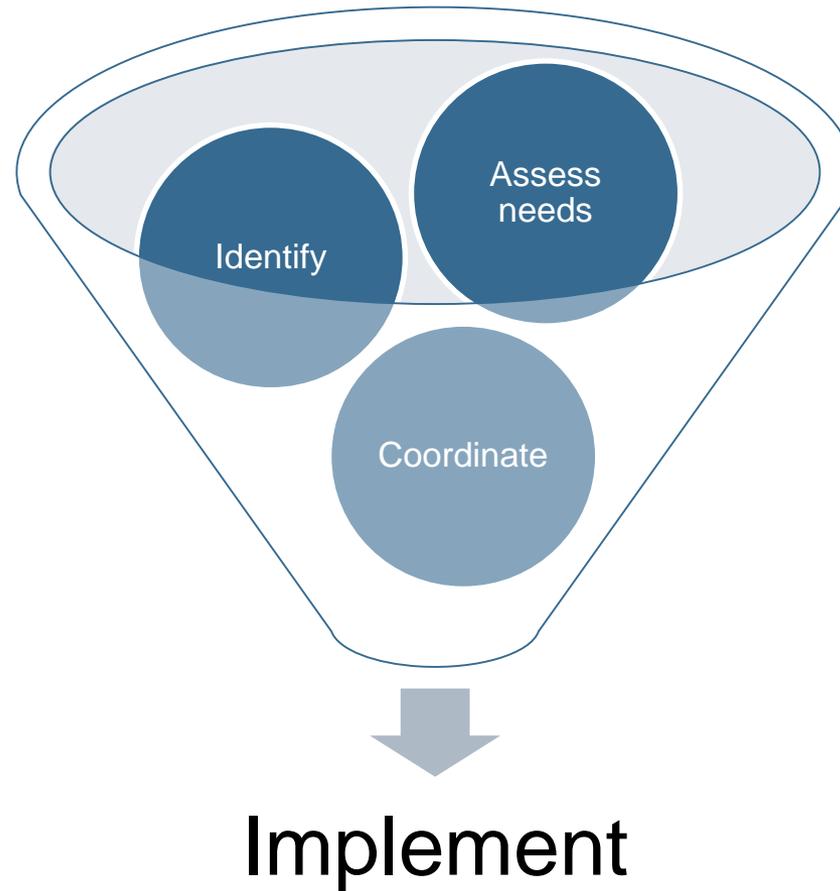
What are some quality improvement activities that you have experienced or implemented?



Strategic Planning

How Do You Know What Quality Investments to Choose?

Prioritizing Quality Goals



What Is Strategic Planning?

“Strategic planning enables leaders and key stakeholders to define, support, and commit to a shared vision and the belief that the vision can happen, envision a desired future, and develop goals, procedures, and sequential actions to realize that future.”

Child Care State Capacity Building Center (2016), *Systems Building Resource Guide 2: Strategic Plans*. Retrieved from https://prod.ecttas.icfcloud.com/systemsbuilding/sites/default/files/media/SystemsBuildingResourceGuide2_PrintFile.pdf



Strategic Planning Helps Prioritize

- ◆ You can use a strategic plan to view how your program supports your community's vision.
- ◆ You can use a strategic plan to determine how your program contributes to or aligns with a community vision.
- ◆ You can use a strategic plan to get a systemic perspective of your program's needs, strengths, and priorities.
- ◆ You can use a strategic plan to develop goals and a vision for your program.

Implementation of Strategic Planning

Implementation of a strategic planning activity requires coordination with key individuals which can include the following:

- ◆ CCDF program staff
- ◆ Providers
- ◆ Parents
- ◆ Tribal leaders or business council
- ◆ Community partners
- ◆ Tribal business staff (human resources, fiscal, etc..)
- ◆ Other stakeholders

Strategic Planning Provides Focus

- ◆ Strategic planning goals and outcomes are determined on assessment of needs. Choose a topic such as (but not limited to) the following:
 - Health and safety systems
 - Community partners and consumer services
 - Subsidy systems
 - Management systems
 - Equal access
 - Provider systems
- ◆ Tip: It is most beneficial to know what topic area or system to assess.

Strategic Planning Implementation Recipe

A tool for evaluating, aligning, and revising the discrete components that must be connected to establish a system



Enables leaders and key stakeholders to define, support, and commit to a shared vision and the belief that the vision can happen



Implementation Steps:

1. Gather Information

2. Assess Needs

3. Analyze Data

4. CCDF Alignment

5. Goal Setting

Step 1: Gathering Information

Gathering relevant data and background information, and seeking insight on the program can help determine potential priorities for quality investments.

- ◆ Community needs assessment
- ◆ Program self-assessment
- ◆ Family surveys
- ◆ Provider surveys
- ◆ Staff surveys
- ◆ Tribal CCDF Plan
- ◆ Program data tracking (ACF-700, ACF 696-T)
- ◆ Other relevant data

Step 2: Assessing Needs

Assessing needs helps identify program aspects that can benefit from quality investments. Assess the needs of your program in relation to a set of standards for comparison:

- ◆ Final rule requirements—using National Center on Tribal Early Childhood Development (NCTECD) program self-assessment tool
- ◆ Health and safety standards
- ◆ Quality rating and improvement system (QRIS)
- ◆ Child care licensing standards
- ◆ Program performance standards

Needs Assessment Considerations

- ◆ Program needs assessment paints a picture of the program and describes the diverse needs of families who may receive services.
- ◆ Community needs assessment can cover the community's history, its economic and political scene, and its strengths and challenges.

Step 3: Analyzing the Data

Analyze the data revealed from the needs assessment to help target priorities for quality investment goals.

- ◆ What do the data say about your program materials?
 - Examination of existing policies and procedures
 - Assessment of staff training and professional development
 - Assessment of environmental health and safety
 - Examination of budgets and program reports

Step 4: Checking Alignment with Final Rule

Check alignment to CCDF requirements for all categories of care and providers settings.

- ◆ To ensure that all systems required under CCDF are aligned and functioning
- ◆ To ensure that the main purpose and goals of CCDF align with final rule requirements for American Indian and Alaska Native (AI/AN) grantees



Plan for:

CHILD CARE & DEVELOPMENT FUND - Plan Period: 10/1/2016 – 9/30/2019

4 Ensuring the Health and Safety of Children in Child Care Settings

4.1 Requirements and Standards

Tribal Lead Agencies must have health and safety requirements for all categories of CCDF child care providers addressed in Section 3.1. These may be Tribally-developed standards and/or a Tribal Lead Agency may choose to follow the child care licensing standards for the State(s) where the Tribal Lead Agency certifies providers. **At a minimum**, the Tribal Lead Agency must have health and safety requirements in the following topic areas: Prevention and Control of Infectious Disease, Building and Physical Premises Safety, and Health and Safety Training. (658E(c)(2)(F), 658E(c)(2)(I), and 98.41)

4.1.1 The Tribal Lead Agency certifies that it has requirements related to Prevention and Control of Infectious Disease, Building and Physical Premises Safety, and Health and Safety Training applicable to CCDF providers in each of the following categories of care offered by the Tribal Lead Agency; check all that apply and indicate the source of the health and safety standards:

Guidance: For each category of care offered:

- If the Tribal Lead Agency has developed its own standards (even if those standards were adapted from other sources, such as *Caring for Our Children* or State licensing standards), check "Tribal Standards."
- If the Tribal Lead Agency requires providers to meet standards established by a State Agency (such as State licensing or State department of education), check "State Standards."
- If the Tribal Lead Agency requires providers to meet standards from more than one source (for example, State licensing standards for off-reservation providers and Tribally-developed standards for providers on the reservation), check "Tribal Standards," "State Standards," and "Other Source(s)/Combination of Sources" and describe which standards apply to which providers.
- If the Tribal Lead Agency requires providers to meet standards from a source not listed in the table in columns (a), (b), and (c) (such as Indian Health Service or the Child and Adult Care Food Program), then check "Other Source(s)/Combination of Sources" and describe the source(s) of the standards.

Provider Categories	Tribal Standards	State Standards	Head Start/ Early Head Start Standards	Other Standards/ Combination of Standards
<input type="checkbox"/> Center-Based Child Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describe: _____
<input type="checkbox"/> Tribal CCDF-Operated Center(s) (if different)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describe: _____
<input type="checkbox"/> Family Home Child Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describe: _____
<input type="checkbox"/> Group Home Child Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describe: _____
<input type="checkbox"/> In-Home Child Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describe: _____
<input type="checkbox"/> Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describe: _____
Provide a website to your Tribal Child Care Standards (if applicable): _____				

CCDF Plan Effective Date: October 1, 2016
Amended Effective Date: [Insert Date as Amended]

Office of Child Care (2016), *Program Instruction: CCDF-ACF-PI-2016-03 FY 2017-2019 Tribal Plan Preprint*. Retrieved from <https://www.acf.hhs.gov/occ/resource/ccdf-acf-pi-2016-03>

Step 5: Setting Goals and Priorities

Quality investment goals should be aligned with the vision and purpose of the CCDF program and fit the needs of the community served.

Determine goals using SMART approach:

- ◆ Specific
- ◆ Measurable
- ◆ Achievable
- ◆ Relevant
- ◆ Time-specific





CHILD CARE

State Capacity Building Center



National Center on Tribal
Early Childhood Development



NATIONAL CENTER ON

Early Childhood Quality Assurance

Example: An Infant/Toddler Focus

Resource: Strengthening Infant/Toddler Child Care Policies and Practices Tool

CHILD CARE
State Capacity Building Center

**Strengthening State and Territory Infant/Toddler Child Care System Policies and Practices:
A Tool for Advancing Infant/Toddler Child Care Quality**

Part I. Inventory of Infant/Toddler Child Care Systems
Goal 1. Infants and Toddlers Are Supported

Using policy to advance relationship-based care program practices is a priority area for infant and toddler early care and education settings. It is important for practitioners to supporting relationships between young children and their teachers.

The section focuses on three main practices that underlie relationship-based care indicators: state policies that States and Territories can regulate through child licensing, other quality initiatives (OQI), professional development systems (PDS), quality standards in infant and toddler early care and education settings.

Policy Indicator	Relevant Child Care System Partners	Priority Level
1.1.1 Adopt a shared definition of relationship-based care.	<input type="checkbox"/> Licensing <input type="checkbox"/> CPOD <input type="checkbox"/> Quality framework or QRIS <input type="checkbox"/> Unsure	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/> Critical
1.1.2 Adapt relationship-based care into toddler child care standards.	<input type="checkbox"/> Licensing <input type="checkbox"/> CPOD <input type="checkbox"/> Quality framework or QRIS <input type="checkbox"/> Unsure	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/> Critical

* For information on these items, including definitions, see "The Child Care Quality Improvement System (CCQIS)"

April 2017

Link to access the tool:
<https://childcareta.acf.hhs.gov/infant-toddler-resource-guide/strengthening-infant-toddler-child-care-policy-tool>

Tool Content and Organization

Section I: Policies Inventory

- Assessment of strategies across five goal and subdomain areas
- Identification of the following:
 - Implementation readiness
 - Priority level
 - Child care system partner stakeholders

Section II: Action Planning

- Designed to help states and territories easily identify: the following
 - Data-informed priorities and goals
 - Individualized next steps for infant/toddler child care policy implementation
 - Essential resources to support state and territory infant/toddler child care policy
- Coming later in 2017: Online interactive format

Section III: Continuous Quality Improvement (CQI) Check

- States and territories will do the following:
 - Check in on status of policy development, integration, and implementation
 - Revisit policy goals, assess planning and implementation, and celebrate progress

Goal and Subdomain Areas

Infants and Toddlers Are Supported

- Program for Infant/Toddler Care essential program practices
- Primary care, small group size, continuity of care, individualized care, culturally sensitive care, inclusion of children with special needs

Families Are Supported

- Engaged
- Networked
- Equity in access

Infant/Toddler Workforce Is Supported

- Integrated professional development systems
- Access to professional development
- Compensation
- Workplace conditions

Quality Infant/Toddler Care Settings

- Supply
- Health and safety
- Supports for sustainability
- Community

Infant/Toddler-Focused and Aligned Cross-Sector Systems

- Alignment
- Connectedness, access, referrals
- Infant/toddler-driven coordination
- Governance (data, evaluation, CQI)

Sample Policy Indicator

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage
2.1.4 Adopt a culturally and linguistically appropriate resource development approach across child care system stakeholders and partners to support all families choosing and using infant/toddler child care services.	<input type="checkbox"/> Licensing <input type="checkbox"/> PDS <input type="checkbox"/> Subsidy <input type="checkbox"/> Quality framework or QRIS <input type="checkbox"/> Unsure	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/> Unsure	<input type="checkbox"/> Not started <input type="checkbox"/> In review <input type="checkbox"/> Implementing <input type="checkbox"/> Fully implementing <input type="checkbox"/> Unsure

Potential Tool Uses

Conducting a needs assessment to inform opportunities for strengthening infant/toddler child care services and programs

Providing data for informed decisionmaking for strategic planning and prioritizing specific infant/toddler quality activities

Answering the AI/AN CCDF Plan question

- *Does the Tribal Lead Agency evaluate progress toward meeting the overall child care quality improvement goals described in 5.1.1? (5.1.4)*

Example: Infant and Toddler Quality Investment Priorities

Quality funds can be invested in efforts to enhance the following for infant and toddlers:

- ◆ Family well-being and engagement
- ◆ Comprehensive services
- ◆ Relationship-based care
- ◆ Professional development
- ◆ Early childhood mental health services
- ◆ Developmental screening



Questions on Strategic Planning Process?

1. Gather Information

2. Assess Needs

3. Analyze Data

4. CCDF Alignment

5. Set Goals and Priorities

Popcorn Sharing

What are some other areas of the program we might assess for final rule alignment?





CHILD CARE

State Capacity Building Center



National Center on Tribal
Early Childhood Development



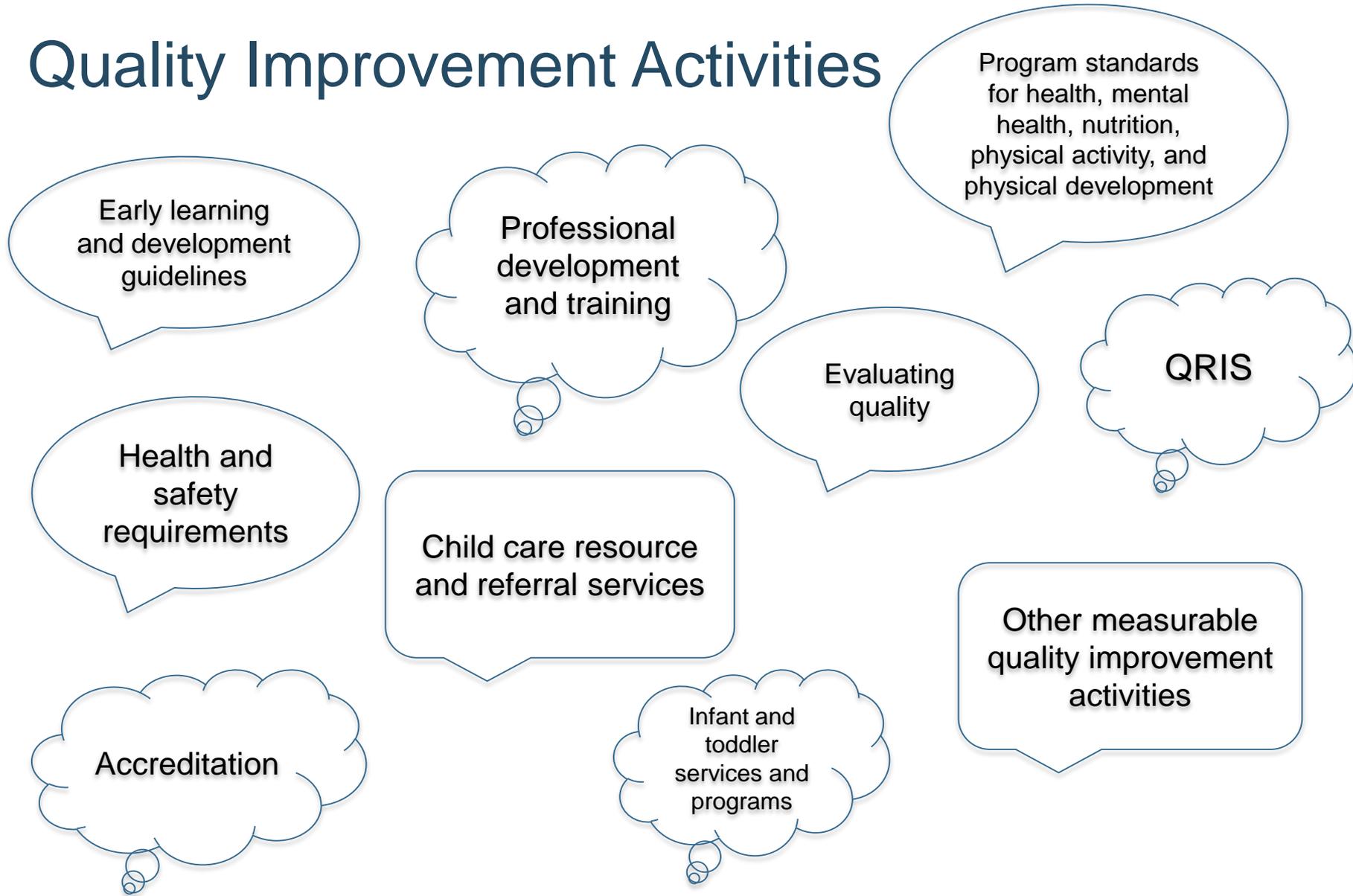
NATIONAL CENTER ON

Early Childhood Quality Assurance

Determining Quality Priorities

Strategies and Approaches for Determining
Quality Goals

Quality Improvement Activities



Quality Goals and Priorities

- ◆ Quality goals are those identified priorities for program improvement activities.
- ◆ Quality goals for AI/AN CCDF programs support the purpose and vision of the Tribal Lead Agency.



Establishing Goals: SMART Goal Approach

Using the SMART goal-setting approach will help programs establish intentional goals:

- ◆ Specific
- ◆ Measurable
- ◆ Achievable
- ◆ Relevant
- ◆ Time-specific

Ready, Set, Goal!

Although goals may have been determined and quality priorities set, it's important to take a step back and consider the following aspects of implementation:

- ◆ Do we need to engage community partners to make our goals work?
- ◆ What considerations do we need to make for cultural and linguistic responsiveness?

Engage Stakeholders and Community Partners for Support

One implementation consideration is identifying and engaging partners:

- ◆ Engage trusted community partners
- ◆ Engage child care resource and referral agencies in the process
- ◆ Coordinate activities with the state and local agencies
- ◆ Engage Head Start grantees
- ◆ Engage other child and family services systems



Consider Cultural and Linguistic Responsiveness in Goal Determination

- ◆ AI/AN CCDF grantees can determine the best approach that fits the needs of their providers, CCDF children and families, and tribal Lead Agencies.
- ◆ AI/AN grantees should consider approaches that ensure **culturally responsive high-quality care.**



Example Strategy

- ◆ Assess family member interest in tribal language revitalization with infants and toddlers through annual parent surveys.
- ◆ Gain infant and toddler staff support for implementing tribal language revitalization in the classrooms and the overall program.
- ◆ Be intentional about family engagement:
 - Provide information on language development and language revitalization to families.
 - Host family nights or parent meetings where families can learn more about program activities.
 - Maintain open communication between infant/toddler caregivers and families to ensure that families feel welcomed and feel that they are involved in the revitalization process.

CCDF Fiscal Considerations

Review fiscal reports and data, and consider funding schedules:

- ◆ Availability of funds
 - Allotments from the discretionary fund
 - Allotments from the mandatory fund
- ◆ Obligation and liquidation



Other Fiscal Considerations

Identify whether quality initiatives are impacted by other funding sources:

- ◆ Grants
- ◆ State funds
- ◆ Tribal funds
- ◆ Private sources
- ◆ Other resources
 - Example: Book reading grants or playground funds



Reflections

What other considerations might we need to take into account when determining our quality investment strategy?

- ◆ Reflect on some of your community-specific strengths and challenges





CHILD CARE
State Capacity Building Center



National Center on Tribal
Early Childhood Development



NATIONAL CENTER ON
Early Childhood Quality Assurance

Strategic Planning Activity

Explore Peer Ideas and Considerations for
Implementation

Roadmap to Reauthorization Implementation Planning Tool

Helps grantees develop plans to meet the final rule requirements, including next steps, timelines, resources, and technical assistance requests.

Implementation Planning Tool


Implementation Plan

Grantee name: _____ Completed by (Name): _____ Date: _____

CCDF final rule requirement: _____

Current implementation stage based on self-assessment: No action Exploring Developing Initial implementation Full implementation

Goal: _____

	Implementation Step	Timeline	Responsibility	Evidence
1.				
2.				
3.				
4.				

Resource(s) Needed

Communication plan Coordination with outside entity

Develop or revise training Develop or revise policies and procedures

Develop or revise forms Other (describe): _____

No resources needed

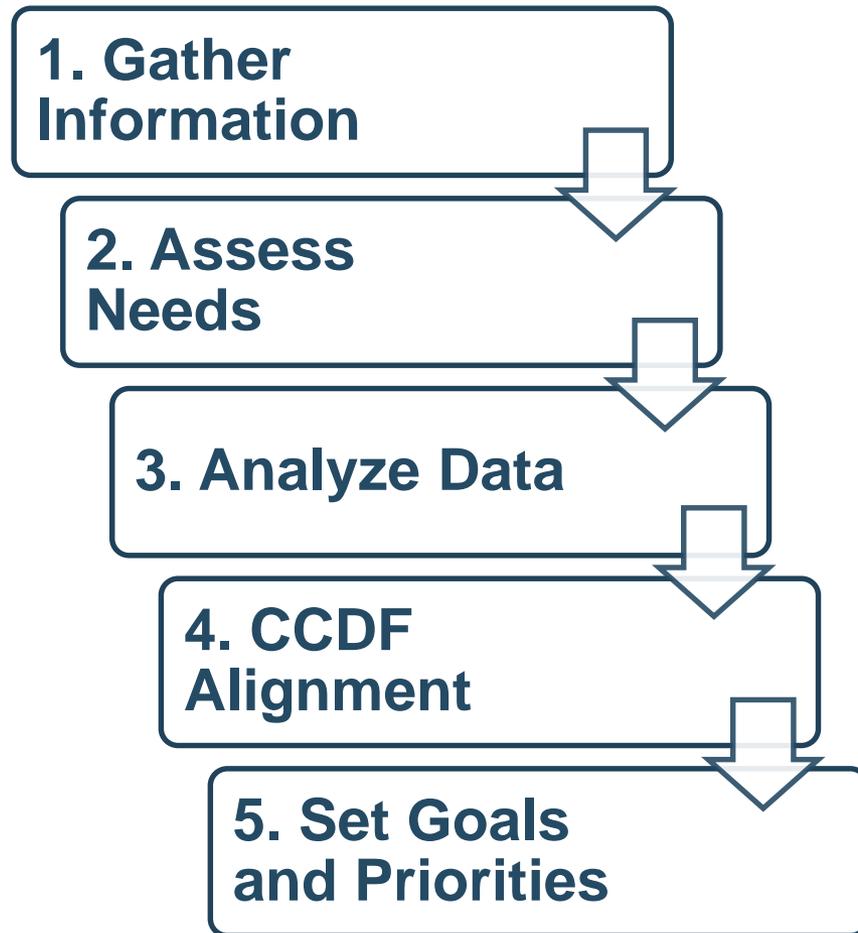
T&TA Request: _____

Group Activity

Determining quality goals and developing a strategic plan

- ◆ Break out into groups of three
- ◆ Each group will have three scenario packets
- ◆ Groups will determine, using the strategic planning, their faux program's quality investment goals and priorities
- ◆ Two members of each group will share out at the end

Strategic Planning in Action!



- ◆ Think about the actions that will need to take place to establish quality goals.
- ◆ Use tool to strategize and document approach.
- ◆ Be ready to share about your process and goals!

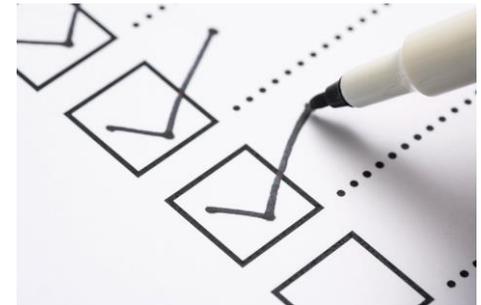
Group Sharing: Prioritizing Needs

Groups will share how they used the strategic planning tool to create quality improvement goals.

- ◆ How did you use the materials to determine your priorities?
- ◆ What did your team determine as quality investment goals and priorities?

Group Sharing: Goal-Setting Approach

- ◆ How do your goals meet the criteria for SMART goals?
 - Specific, measurable, achievable, relevant, and time-specific
- ◆ Did you use the quality pyramid?



Popcorn Sharing: Strategic Planning Activity

- ◆ Will you implement a strategic planning approach to determine quality goals for your program?
- ◆ Did you get some ideas for potential quality investments from your peers?
- ◆ Other responses?





CHILD CARE

State Capacity Building Center



National Center on Tribal
Early Childhood Development



NATIONAL CENTER ON

Early Childhood Quality Assurance

Resources

CCDF Final Rule

Child Care and Development Fund (CCDF) Program, 81 Fed. Reg. 67,438 (Sept. 30, 2016) (codified at 45 C.F.R. pt. 98).

Available at

<https://www.federalregister.gov/documents/2016/09/30/2016-22986/child-care-and-development-fund-ccdf-program>

Standards and Alignment Resources

- ◆ Caring for Our Children Basics: Health and Safety Foundations for Early Care and Education (Administration for Children and Families, U.S. Department of Health and Human Services, 2015), https://www.acf.hhs.gov/sites/default/files/eecd/caring_for_our_children_basics.pdf
- ◆ Health and Safety Checklist for Early Care and Education Programs (California Childcare Health Program, 2014), https://cchp.ucsf.edu/sites/cchp.ucsf.edu/files/HS_Checklist.pdf
- ◆ Minimum Standards for Tribal Child Care: A Health and Safety Guide (Administration for Children and Families, U.S. Department of Health and Human Services, 2012), <https://www.acf.hhs.gov/sites/default/files/occ/ms.pdf>
- ◆ Model Child Care Health Policies, 5th Edition (American Academy of Pediatrics, 2014), No link available
- ◆ Roadmap to Reauthorization Self-Assessment Tool (Administration for Children and Families, U.S. Department of Health and Human Services, 2017), <https://childcareta.acf.hhs.gov/resource/roadmap-reauthorization-self-assessment-and-implementation-planning-tool>

Needs-Assessment Resources

The following resources are from the National Center on Program Management and Fiscal Operations:

- ◆ Community Assessment Matrix for Determining Community Strengths, Needs, and Resources,
<https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-11-determining-community-strengths-needs-resources>
- ◆ Community Needs Assessment Form,
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/community-assessment-matrix-pmfo-form.pdf>
- ◆ Five Steps to Community Assessment workbook,
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/five-steps-community-assess-workbook-emerge-pop.pdf>

Strategic Planning Resources

The following resources are from the Child Care State Capacity Building Center:

- ◆ State Systems Guides,
<https://childcareta.acf.hhs.gov/systemsbuilding/systems-guides>
- ◆ Systems Building Resource Guide 2: Strategic Plans,
https://prod.ecttas.icfcloud.com/systemsbuilding/sites/default/files/media/SystemsBuildingResourceGuide2_PrintFile.pdf

Cultural and Linguistic Responsiveness

- ◆ New and Revised: “Making It Work: A Guide for Implementing Cultural Learning Experiences in AIAN Early Learning Settings” (webinar recorded March 2018)
 - <http://zerotothree.adobeconnect.com/p3gu1jd4q7e0/>
- ◆ Making It Work: Implementing Cultural Learning Experiences in American Indian and Alaska Native Early Learning Settings website and toolkit:
 - <https://eclkc.ohs.acf.hhs.gov/culture-language/article/making-it-work-implementing-cultural-learning-experiences-american-indian>

Resources from the National Center on Early Childhood Quality Assurance

- ◆ [Resources and Tools for Revising and Aligning Early Childhood Program Standards](#) (webinar)
- ◆ [Health and Safety Requirements: How Do You Maintain Compliance?](#) (PowerPoint slides)
- ◆ [Developing and Revising Child Care Licensing Requirements](#) (brief)
- ◆ [Contemporary Issues in Licensing](#) (report series)

Tools from the National Center on Early Childhood Quality Assurance

- ◆ [Caring for Our Children Basics Health and Safety Standards Alignment Tool for Child Care Centers and Family Child Care Homes](#)
- ◆ [National Database of Child Care Licensing Regulations](#)
- ◆ [National Program Standards Crosswalk Tool](#)

AI/AN CCDF Health and Safety Monitoring and Enforcement System

- ◆ [Developing Child Care Monitoring and Enforcement Systems: A Guide for American Indian and Alaska Native Grantees](#)
- ◆ [Monitoring Child Care Centers: A Guide for American Indian and Alaska Native Grantees](#)
- ◆ [Monitoring Child Care Homes: A Guide for American Indian and Alaska Native Grantees](#)

Reflective Evaluation

What worked today?

What do we want more of?

Thank you!



**State Capacity Building Center,
A Service of the Office of Child Care**

9300 Lee Highway
Fairfax, VA 22031

Phone: 877-296-2401

Email: CapacityBuildingCenter@ecetta.info

**National Center on Tribal Early
Childhood Development,
A Service of the Office of Child Care**

9300 Lee Highway
Fairfax, VA 22031

Phone: 877-296-2401

Email: nctecd@ecetta.info

**National Center on
Early Childhood Quality Assurance**

9300 Lee Highway
Fairfax, VA 22031

Phone: 877-296-2250

Email: QualityAssuranceCenter@ecetta.info

Subscribe to Updates

http://www.occ-cmc.org/occannouncements_sign-up/



ADMINISTRATION FOR
CHILDREN & FAMILIES