



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

Annual Report of State Activities and Summary of Progress 2015–2016



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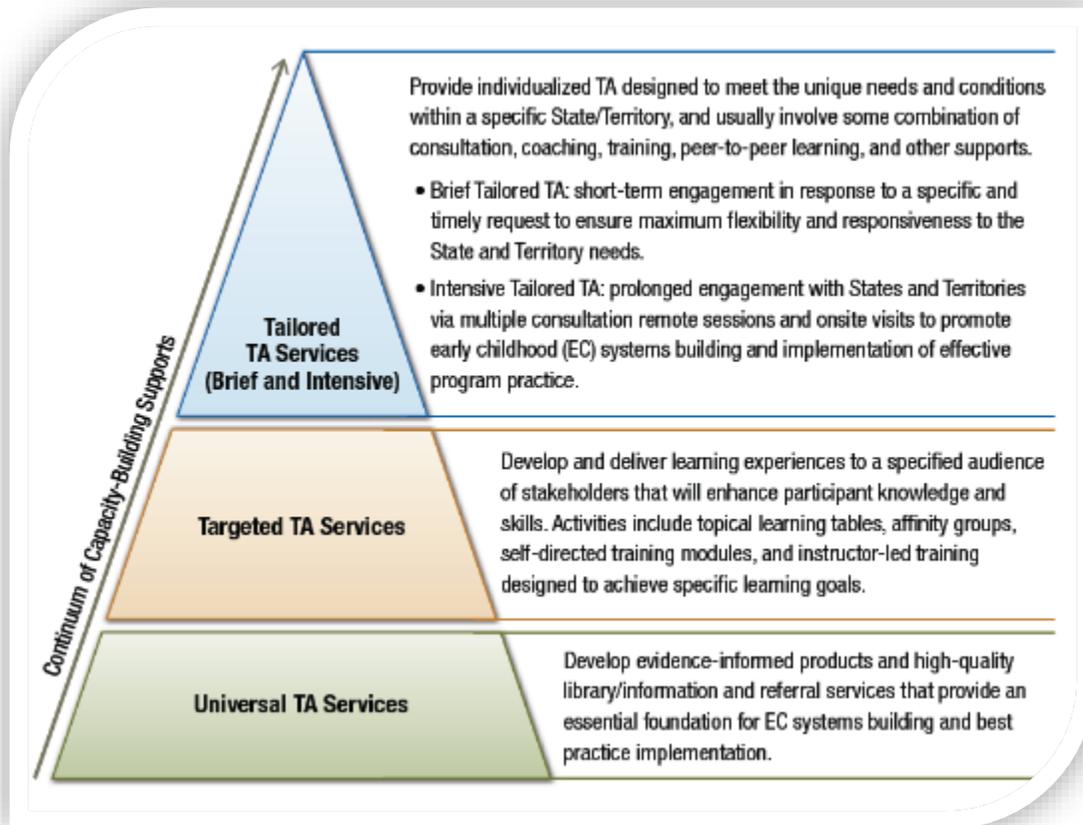
Introduction

In October 2015, the Office of Child Care (OCC) awarded ICF International, in partnership with WestEd, the Child Care State Capacity Building Center (SCBC) contract. The scope of the statement of work is to serve as a focal point for capacity building of OCC grantees, to enhance infant/toddler services and evidence-informed child care systems, and to provide technical assistance for state and territory Child Care and Development Fund (CCDF) Lead Agencies.

SCBC is OCC’s principle vehicle for delivering effective, high-quality capacity building services for state and territory Lead Agencies with the ultimate goal of expanding access to high-quality child care for children from low-income families, especially infants and toddlers. The center helps state and territory Lead Agencies successfully meet federal regulations and current and future standards and requirements described in the Child Care and Development Block Grant (CCDBG) Act of 2014 to improve organizational and system performance and outcomes for children and families. SCBC also engages States and Territories in intensive capacity-building projects to support program improvement. The structure of the center will support coordination, leverage resources, and integrate three complementary categories of technical assistance (TA) services: **universal, targeted, and tailored**.

Figure 1 illustrates the continuum of capacity-building supports provided through SCBC’s integrated approach to TA delivery.

Figure 1. Continuum of Capacity-Building Supports



SCBC Goals

The SCBC team works closely with Regional Program Managers (RPMs), CCDF Administrators, their stakeholders, and the other National Centers to achieve the goal of creating innovative early childhood (EC) systems and programs that improve results for children and families.

SCBC staff serve as experts in systemic intervention, change management, national policy, and state and territory program implementation. Its projects are designed to build grantees' capacity to implement sustainable changes that increase the effectiveness of infant/toddler service delivery and state and territory early learning and development systems.

SCBC is designed to connect three networks to meet the contract's requirements and expectations: the **State Systems Specialist Network**, the **Infant/Toddler Specialist Network**, and the **Intensive Capacity Building Network**. The goals of each network are highlighted below.

STATE SYSTEMS SPECIALIST NETWORK

- Provide evidence-informed products, information, and referrals for all 56 States and Territories.
- Provide learning experiences to improve knowledge, skills, and capacity for 56 CCDF Administrators, CCDF lead agencies, and systems in States and Territories.
- Provide individualized technical assistance and support to 56 States and Territories—including consulting, coaching, training, and peer-to-peer learning—designed to meet their unique needs and contexts.
- Leverage and facilitate coordination of existing technical assistance resources to help States and Territories realize their goals.

INFANT/TODDLER SPECIALIST NETWORK

- Identify and share state, territory, and tribal practices and approaches for using CCDF funds to support meaningful and effective infant/toddler center-based care, family child care, and provider and teacher quality improvement and supply-building activities.
- Assist Lead Agencies in facilitating partnerships with Early Head Start and other early childhood education programs to support coordination of services.
- Support continuity of care and teacher-child relationships by encouraging the implementation of licensing policies that promote healthy development of infants and toddlers, including children with special needs.
- Improve education of infants, toddlers, and their care providers.
- Provide States with targeted technical assistance, as requested, to improve programs serving infants, toddlers, and their families.

INTENSIVE CAPACITY BUILDING NETWORK

- Provide evidence-informed products and learning opportunities.
- Collaborate with up to 10 States and Territories chosen through a solicitation, review, and selection process to provide intensive long-term EC systems-building TA.
- Assist States and Territories as they develop and expand their capacity for planning, investing in, and implementing quality EC systems, policies, and practices.
- Provide support that is responsive to state and territory identification of priorities and needs in systems building.

- Promote and sustain an effective early childhood system that supports positive outcomes for children and families.

Part 1. Report of SCBC Activities

Overview

During the 2015–2016 contract year, the SCBC team worked closely with the contracting officer representative (COR) to implement the statement of work for this contract. The SCBC team had the opportunity to work closely with OCC on the implementation of the new Early Childhood Training and Technical Assistance System (ECTTAS). Some highlights from the contract year are summarized in table 1.

Table 1. Project Highlights

Deliverable	Status
Task 1. Project Management and Reporting	
Orientation meeting	<ul style="list-style-type: none"> ■ Orientation meeting held on October 22, 2015.
Project workplan	<ul style="list-style-type: none"> ■ Submitted the draft workplan on October 22, 2015.
Project meetings	<ul style="list-style-type: none"> ■ Held weekly calls with COR. ■ Held ad hoc meetings with OCC leadership as needed.
Monthly project reports	<ul style="list-style-type: none"> ■ Provided project reports to the COR on a monthly basis.
Project results	<ul style="list-style-type: none"> ■ Finalized evaluation plan and made changes to the Technical Assistance Tracker and workplan tracking tools to ensure that the data sources aligned with the evaluation plan. ■ The SCBC contract played a pivotal role in supporting OCC’s efforts to implement a coordinated TA planning process with all States and Territories.
Task 2. Universal Services, Product Development, Tools, and Resources	
CCDF Fundamentals	<ul style="list-style-type: none"> ■ The CCDF Fundamentals workgroup established a workplan based on the projected completion of the CCDF Final Rule.
Early Childhood Systems Building Resource Guide	<ul style="list-style-type: none"> ■ Revised all existing sections of the Early Childhood Systems Building Resource Guide. ■ Expanded the guide by adding three new sections addressing financing and revenue generation, state program design and implementation, and program evaluation. ■ Updated the guide to include new chapters, state highlights, and a searchable resource database.

Deliverable	Status
	<ul style="list-style-type: none"> ■ Improved the data search and indexing functions.
Emergency preparedness and response	<ul style="list-style-type: none"> ■ Developed the Emergency Preparedness and Response Plan Review Tool and Additional Resources table from the 2014 Emergency Preparedness and Response Webinar Series. ■ The tool was approved and used by State Systems Specialists in Regions II, V, VI, VIII, and X.
Infant/toddler resources	<ul style="list-style-type: none"> ■ The following trainings and PowerPoint presentations were developed and delivered: <ul style="list-style-type: none"> ◆ Strategies to Support Family Engagement in Infant and Toddler Care ◆ State Strategies for Infant/Toddler Supply Building ◆ Infant/Toddler Networks as Levers for Change ◆ Comprehensive Services in Support of Families with Infants and Toddlers ◆ Using Family Child Care (FCC) Networks and Associations as Drivers for Expanding and Sustaining FCC ◆ Aligning the Six Essential Policies for Infant/Toddler Care with Licensing and QRIS ◆ Consumer Education, Extending Reach, and Meeting Requirements ◆ Infant/Toddler–Early Childhood Mental Health: An Interdisciplinary Approach ◆ Supporting Emerging Leadership Dialogue
Information products and other written materials	<ul style="list-style-type: none"> ■ State success stories were collected, approved by RPMs, and published on the Child Care Training and Technical Assistance website. ■ State Legislation and Early Childhood Systems, 2010–2015 ■ Impact Project Capacity Self-Assessment Tool ■ Numerous publications remain in progress; they are detailed in the Task 2 section of this report.
State and territory profiles	<ul style="list-style-type: none"> ■ Performed quarterly updates of data used to populate the state and territory profiles. ■ Launched the new Data Explorer landing page and state profile map page ■ Updated the state profile HTML pages to ensure that they were usable in mobile responsive mode.
Respond to grantee information requests as needed	<ul style="list-style-type: none"> ■ This activity is detailed in the Task 2 section of this report.
Respond to quick-	<ul style="list-style-type: none"> ■ The State Systems Specialist team conducted inventories of key stakeholders

Deliverable	Status
<p>turnaround assignments</p>	<p>in all States and Territories. The stakeholder inventories are comprehensive lists of all key state staff, stakeholders, and partners responsible for school-age and early childhood systems building and quality improvement efforts. The inventories were shared with OCC, the Office of Head Start (OHS), and National Center partners and will be instrumental in future outreach and dissemination of information regarding training and technical assistance.</p> <ul style="list-style-type: none"> ■ At the request of OCC, SCBC created a short-term protocol to guide the handling of targeted and tailored TA requests. The protocol includes processes for requests from States and Territories and requests from stakeholder. ■ SCBC conducted a scan of state implementation plans and catalogued available resources as they relate to the health and safety requirements of the CCDF Plan. SCBC staff are serving on the National Health and Safety Workgroup. ■ In late 2015 and early 2016, SCBC conducted two rounds of listening sessions to provide an opportunity for States and Territories to learn about the National Centers' TA offerings. ■ SCBC supported the design and execution of the first Infant & Toddler Strategies Institute.
<p>Projects of special significance</p>	<ul style="list-style-type: none"> ■ Met with COR about initial needs and specifications for a policy database. ■ Met with COR about initial needs and specifications for online regional weekly update reports. ■ Worked with OCC to design, collect, and populate data, as well as perform 508 compliance coding, for 53 state and territory Administration for Children and Families (ACF) Early Childhood Investments Profiles.
<p>Task 3. Targeted Technical Assistance (trainings and peer-to-peer learning)</p>	
<p>Produce learning experiences</p>	<ul style="list-style-type: none"> ■ To support early childhood systems-building efforts, the Intensive Capacity Building Network developed and implemented three peer learning forums on the following topics: emerging state leaders, preventing expulsion and promoting social-emotional health, and effective implementation of complex CCDF projects. ■ Two CCDF Fundamentals self-directed training modules were drafted. ■ Infant/Toddler Specialist Network staff provided a range of training and technical assistance throughout the contract year, including the Infant & Toddler Strategies Institute. ■ The State Systems Specialist Network is actively engaged in training new CCDF Administrators.
<p>Manage and deliver self-directed and instructor-led group-based learning</p>	<ul style="list-style-type: none"> ■ The Emerging State Leaders peer learning forum served 13 participants from 11 States (CA, DC, DE, FL, GA, LA, MS, OR, VT, WA, and WI). ■ The Effective Implementation of Complex CCDF Projects peer learning forum

Deliverable	Status
Experiences	<p>served 14 participants from 4 States (DE, FL, IN, and WI).</p> <ul style="list-style-type: none"> ■ The Preventing Expulsion and Promoting Social-Emotional Health through Effective Investment of CCDF Funds peer learning forum served 61 participants from 8 States (DE, FL, IN, MD, ME, MI, NH, and SC).
Provide/maintain shared electronic workspace for CCDF Administrators	<ul style="list-style-type: none"> ■ Began development of a shared federal workspace feature. ■ Released workspace for testing by federal staff.
Facilitate and provide support for peer networking activities	<ul style="list-style-type: none"> ■ An affinity group, established at the request of OCC, brought together States that devolve policy as well as implementation authority for major aspects of their CCDF programs to counties or other local partners. States selected and addressed topics in a peer-to-peer manner.
Task 4. Tailored Services – Brief	
Deliver tools for tailored service provision	<ul style="list-style-type: none"> ■ SCBC staff conducted two rounds of listening sessions for OCC and OHS. During these sessions, States and Territories learned about TA offerings available from each of the National Centers. ■ A TA planning and dissemination approach was developed that includes both the interim process and the long-term process for TA delivery. ■ State Systems Specialists developed a stakeholder inventory for each State and Territory for the purpose of TA outreach.
Complete assessments of state/territory capacity	<ul style="list-style-type: none"> ■ Infant/toddler continuous quality improvement (CQI) conversations were conducted to introduce state and territory infant/toddler initiative stakeholders to Infant/Toddler Specialist Network staff and to technical assistance that is available through the network. ■ A scan of current infant/toddler work across States and Territories was conducted.
Develop state/territory workplans	<ul style="list-style-type: none"> ■ The State Systems Specialists worked closely with regional office staff and CCDF Administrators to develop implementations plans. ■ TA planning is occurring in the fall of 2016 and workplans will be developed as part of this process.
Deliver brief tailored TA services	<ul style="list-style-type: none"> ■ This activity is detailed in the <u>Task 4</u> section of this report.
Manage proposal selection process for Intensive Capacity	<ul style="list-style-type: none"> ■ Conducted a needs assessment and developed a strategic plan for the Impact Project.

Deliverable	Status
Building projects	<ul style="list-style-type: none"> ■ Conducted outreach and recruitment of States for the Impact Project. ■ Reviewed applications and made recommendations for final selection of States for the Impact Project. ■ Contacted all applicants to inform them of the final status; nine accepted and six not accepted.
Develop workplans for Intensive Capacity Building projects	<ul style="list-style-type: none"> ■ Created a partnership agreement and capacity assessment tool to guide work with the nine Impact Project States. ■ Met with all selected States to develop workplans and begin early implementation. ■ Met with regional staff from SCBC and federal program offices to gain additional insight about States.
Perform Intensive Capacity Building projects	<ul style="list-style-type: none"> ■ Conducted site visits to lay foundation for ongoing consultation and delivery of the Impact Project.
Task 5. Evaluation	
Collect data	<ul style="list-style-type: none"> ■ The SCBC logic model was developed. ■ An evaluation framework was developed to guide the creation and implementation of a comprehensive SCBC evaluation plan. ■ The evaluation team completed analyses of internal documents; identified gaps; and developed appropriate templates, tools, and processes to capture all information required to evaluate SCBC’s progress. ■ For each task and area of evaluation, the group established data types, collection methods or tools, timelines, and staff leads. ■ Participated in monthly calls with NORC at the University of Chicago to learn about status of evaluation and to coordinate as requested ■ The SCBC evaluation plan will be sent to the ACF-funded Independent evaluator, NORC at the University of Chicago, during September 2016.
Enter data into revised Technical Assistance Tracker (TAT) fields	<ul style="list-style-type: none"> ■ Updated the planning and tracking elements on all TAT forms. ■ Updated guides and field-based help text to provide users with easily accessible guidance on using the TAT.
Analyses with internal quality assurance and continuous quality improvement	<ul style="list-style-type: none"> ■ State Systems Specialists use the data captured in TAT to create monthly reports outlining the type of TA that has been provided and the outcomes. ■ State Systems Specialist team leads regularly review TAT data entry for adherence to protocol, timely delivery, and outcomes.

Deliverable	Status
<p>Provide additional training on TAT data entry as needed</p>	<ul style="list-style-type: none"> ■ TAT trainings were held for National Center staff throughout the year.
<p>Task 6. Child Care Training and Technical Assistance (CCTA) Website Enhancements and Updates</p>	
<p>CCTA website</p>	<ul style="list-style-type: none"> ■ The CCTA website, including the state profile pages, has been updated so that it is fully responsive on smartphones and tablets. ■ The website was rebranded; changes include updates to the About Us page and the addition of an Events Announcements block to the home page. ■ An afterschool resource library was developed and launched. ■ Home pages were redesigned for CCTA legacy centers and new pages were designed and launched for the new National Centers. ■ An Event Announcement form was created; a future interface between this form and the TAT multistate form is planned.
<p>CCTA Content Management System</p>	<ul style="list-style-type: none"> ■ Credentials were issued and training on the Content Management System (CMS) was conducted for new National Center staff. ■ The CMS topic and subtopic structure was updated to align to the CCDF Plan. ■ Plans are underway for a revision to the CMS Create Resource form to allow more efficient posting of resources across the CCTA and Early Childhood Learning and Knowledge Center (ECLKC) sites.
<p>Task 7. Office of Child Care Technical Assistance Tracker</p>	
<p>Maintain TAT</p>	<ul style="list-style-type: none"> ■ New National Centers were added to the site for activity tracking and search and report functionality. ■ Training was conducted for new National Centers. ■ A TAT protocol was developed for use by TAT experts to facilitate quality assurance and best practices. ■ TAT system quick guides and best-practice guides were created for access through TAT's Help and Resources area.
<p>Enhance and update TAT</p>	<ul style="list-style-type: none"> ■ A new form was launched to track multistate TA activities, and a report of multistate activities was created. ■ Navigation was refined and goals and strategies now appear on a single screen. ■ Goal categories, strategies, and TA focus areas were remapped to reflect the CCDF Plan and coincide with the CMS topics and subtopics.

Deliverable	Status
Task 8. Coordination and Collaboration	
Coordination with National Centers	<ul style="list-style-type: none"> ■ SCBC leadership participated in the National Centers monthly meetings cohosted by OCC and OHS for the purpose of coordinating national training and technical assistance. ■ SCBC designated two center liaisons for each of the eight National TA Centers (a State Systems Specialist and an Infant/Toddler Specialist). ■ State Systems Specialists provided input into the agenda for the July 2016 National Centers meeting, along with multiple resources. ■ SCBC staff collaborated on review of Impact Project applications with the National Center on Early Childhood Quality Assurance (ECQA Center); the National Center on Early Childhood Development, Teaching and Learning (DTL Center); the National Center on Early Childhood Health and Wellness (ECHW Center); and the National Center on Child Care Subsidy Innovation and Accountability (SIAC). ■ SCBC staff collaborated on development of new systems-oriented products with the ECQA Center, the DTL Center, the ECHW Center, and SIAC. ■ SCBC staff collaborated on the Preventing Expulsion peer learning forum with the ECHW Center, the DTL Center, and the BUILD Initiative. ■ SCBC staff collaborated with the National Center on Tribal Child Care Implementation and Innovation on identifying ways to support Tribes' infant/toddler child care needs.
Coordination between State Systems Specialist Network, Infant/Toddler Specialist Network, and RPMs	<ul style="list-style-type: none"> ■ Protocols for communication for RPMs and regional office staff with State Systems Specialists and Infant/Toddler Specialists have been established. ■ A detailed listing of regional calls and webinars is available in appendix B.
Coordination with the Office of Head Start	<ul style="list-style-type: none"> ■ SCBC was represented on the national advisory team for the planning of the Early Head Start–Child Care Partnerships (EHS-CCP) regional trainings. ■ State Systems Specialists and Infant/Toddler Specialists facilitated multiple sessions and affinity groups during the regional meetings. ■ A State Systems Specialist participates in the monthly EHS-CCP Content Implementation Team calls, and multiple State Systems Specialists have been invited to participate in these calls to showcase various state activities. ■ At the regional office level, collaboration and coordination are ongoing between the State Systems Specialists and Infant/Toddler Specialists and OCC and Head Start regional office staff, the Head Start TA Coordinator, and the Head Start Systems Coordinator.

Deliverable	Status
Coordination with child care research activities	<ul style="list-style-type: none"> ■ Staff from Research Connections participated in the planning team and provided resources for the Infant & Toddler Strategies Institute. ■ SCBC has representation on the CCDF Policies Database Expert Panel at the Urban Institute.

The following sections of the report provide additional details about some of the tasks and deliverables highlighted in the table above, as well as additional activities that were performed under the tasks identified in the approved workplan.

Task 1. Project Management and Reporting

The Project Director worked closely with the COR and OCC leadership to implement the contract. The contract was successfully managed through regular communication, protocols, and a detailed workplan.

- **Orientation meeting:** The Project Director attended the orientation meeting held on October 22, 2015.
- **Project workplan:** The initial meeting with the COR informed the development of the base-year workplan that described the activities to be carried out under each task for the upcoming year of the project. The workplan was submitted in October 2015.
- **Project meetings:** The Project Director attended several in-person meetings at OCC, including ad hoc meetings with OCC leadership. The Project Director conducted weekly check-in calls with the COR to discuss the status of deliverables, staffing issues, coordination with ECTTAS and OCC, and other topics.
- **Project reports:** Project reports were provided to the COR on a monthly basis.
- **SCBC results:** A workgroup was established to develop and oversee the evaluation plan. A draft plan has been completed and changes have been made to TAT and the workplan tracking tool to ensure that the data sources align with the evaluation plan. The plan is being provided to NORC at the University of Chicago for its information and review before full implementation.
- **Contract and budget management:** The Project Director worked with the COR to manage 2015 Contract Year expenditures effectively and efficiently.

Task 2. Universal Services, Product Development, Tools, and Resources

As part of this task, SCBC staff designed training, TA activities, and webinars and researched, developed, and disseminated products and tools for the input and approval of the COR.

ASSIST RPM WITH REGIONAL AND NATIONAL TA EVENT PLANNING

Infant & Toddler Strategies Institute

SCBC supported the design and execution of the first Infant & Toddler Strategies Institute. The goal of the institute was to work with state leaders and their partners to create innovative infant/toddler systems that improve results for children and families. To that end, the sessions and activities supported the advancement of cross-sector state investments to ensure that systems of high-quality infant and toddler care and education are implemented under the CCDF. The Institute provided opportunities for multiple National Centers to support

knowledge building and action planning across four topics that act as drivers to advance the development of early childhood infant/toddler systems:

- Professional development for infant/toddler educators
- Family engagement
- Supply building
- Best practices in building infant/toddler quality

State and Territory Administrators Meeting

SCBC is assisting OCC in planning and facilitating the annual State and Territory Administrators Meeting (STAM), scheduled for September 27–29, 2016, in Alexandria, VA. The following tracks have been identified:

- Access and subsidy
- Standards and monitoring
- Continuous quality improvement
- Workforce

SCBC is taking the lead with the Workforce track and helping to identify potential States and Territories to present their best practices and innovative approaches to CCDF reauthorization for all tracks. In addition, the State Systems Specialists will support the facilitation of the Open Space sessions and provide support and training in the Resource Room.

CCDF FUNDAMENTALS

The CCDF Fundamentals workgroup established a workplan based on projected completion of the CCDF Final Rule. Minor revisions were made to the PowerPoint slide deck and approved by OCC for limited use with new CCDF Administrators. Once the Final Rule is released revisions will be made, in accordance with OCC direction, to the PowerPoint slide, the resource guide, and other online resources.

EARLY CHILDHOOD SYSTEMS BUILDING RESOURCE GUIDE

All existing sections of the Systems Building Resource Guide were revised. Three new sections were added (“Evaluation and Accountability,” “Financing,” and “Program Design and Implementation”). All were posted on the CCTA website. Improvements were made to the data search and indexing functions of the guide and the accompanying resource library.

The updated version includes new chapters, state highlights, and a searchable resource database.

EMERGENCY PREPAREDNESS AND RESPONSE

SCBC developed the Emergency Preparedness and Response (EPR) Plan Review Tool and additional resources from the 2014 EPR Webinar Series. The review tool used the Information Memorandum: CCDF-ACF-IM-2011-01 and CCDF reauthorization requirements as criteria for consideration in the development or revision of emergency preparedness and response plans. The information memorandum provided suggestions for provider and agency preparedness, response, and recovery considerations. It was approved and used by State Systems Specialists in Regions II, V, VI, VIII, and X. The Additional Resources table cross reference state examples by topic across the webinar series. With the reorganization of the National Centers, SCBC has reached out to the ECHW Center to coordinate and collaborate on TA.

INFANT/TODDLER RESOURCES

[Infant/Toddler Resource Guide](#)

SCBC is developing an online resource guide to support multiple audiences working to address infant/toddler-specific policy and practice issues. The guide will provide resources and tools for CCDF Administrators, technical assistance and professional development providers, center-based providers, and family child care providers. The guide will also include a tool to support state policy and practice assessment and future strategic planning.

INFORMATION PRODUCTS AND OTHER WRITTEN MATERIALS

[State Success Stories](#)

Best Practices and Innovative Services

A process was developed to collect, edit, and authorize new success stories quarterly for posting on the redesigned CCTA website. To date three stories have been finalized and approved by the RPMs. The success stories spotlight best practices and innovative services.

The following stories have been finalized:

- Alabama: New Program to Help Families Choose Child Care: Alabama Quality Stars (quality)
- Tennessee: (quality rating and improvement system)
- Washington: New Early Care and Education Career Planning Tool (professional development)

The following stories are in process:

- California: Child Care Disaster Plan Is Released (health and safety)
- Indiana: Infant Mental Health and Health and Safety Training (health and safety)
- Washington: Early Learning Center Bounces Back after a Disaster (health and safety)
- Washington: Family Benefits from Early Intervention Services (inclusion)

CCDF Reauthorization

Stories of state successes with implementing the requirements of reauthorization were collected and approved by the RPMs. These stories are posted each month on the CCDF Reauthorization Anniversary web page. To date, stories have been posted for 12 States (AR, AZ, CA, CO, CT, KS, ME, MT, NM, OK, OR, and TX).

[Materials Developed By SCBC and through Collaborations](#)

- *State Legislation and Early Childhood Systems, 2010–2015*
- Impact Project Capacity Self-Assessment Tool
- In progress
 - ◆ Mapping the Early Care and Education Monitoring Landscape Tool (in collaboration with the ECQA Center)
 - ◆ Snapshots of Findings From the National Survey of Early Care and Education (NSECE)
 - ◆ Characteristics of Home-Based Early Care and Education Providers: Initial Findings from the National Survey of Early Care and Education
 - ◆ Household Search for and Perceptions of Early Care and Education: Initial Findings from the National Survey of Early Care and Education

- ◆ Which Early Care and Education Centers Participate in Head Start or Public Prekindergarten?
- ◆ Number and Characteristics of Early Care and Education (ECE) Teachers and Caregivers: Initial Findings from the National Survey of Early Care and Education
- ◆ Characteristics of Center-Based Early Care and Education Programs: Initial Findings from the National Survey of Early Care and Education
- ◆ Policy tool to support preventing expulsion and supporting social-emotional learning (in collaboration with the BUILD Initiative, the ECHW Center, and the DTL Center)
- ◆ Purposes, Models, and Approaches to State-Local Coordination
- ◆ Early Child Care and Education: State and Territory Governance Structures (update and expansion of current SCBC product)
- ◆ High-Quality Child Care: Leveraging Grants and Contracts (in collaboration with SIAC).

PROJECTS OF SPECIAL SIGNIFICANCE

The Technology Lead met with the COR about initial needs and specifications for a policy database and online regional weekly update reports. In March 2016, this work was put on hold to allow for work on other OCC priorities.

Thank you to you and others for this effort. I appreciate it!

—Marsha Basloe, Senior Advisor for Early Childhood Development

The Information Services team worked with OCC to design, collect, and populate data, as well as perform 508 compliance coding, for 53 state and territory ACF Early Childhood Investments Profiles. These profiles were featured in the Administration for Children and Families' announcement of the Month of the Young Child. Additionally, staff assisted with the formatting and 508 compliance of *Early Childhood Homelessness in the United States: 50-State Profile*, which were also featured in the announcement.

RESPOND TO GRANTEE INFORMATION REQUESTS AS NEEDED

The following assistance was provided to States and Territories by request during the 2015 contract year.

Region I

- **Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont:** CCDF Administrators received information from the Infant/Toddler Specialist regarding two infant mental health opportunities: Indiana's new infant mental health modules, which are available to all States, and a Zero to Three technical assistance opportunity for state teams interested in connecting and developing strategies to advance state policy related to financing infant and early childhood mental health assessment and treatment.
- **Vermont:** Staff from the Lead Agency and other stakeholders received TA to help them understand the process needed to plan for development, implementation, and evaluation of an infant/toddler credential. They also formulated an initial plan for developing a credential. TA included review of initiatives and criteria from other States. Staff and stakeholders brainstormed concepts to be included in a vision statement for a credential that will be recognized by Early Head Start and other early childhood programs.

Region II

- **New Jersey** received the EPR Plan Review Tool, which includes information from CCDF reauthorization, the 2011 information memorandum, and the CCDF State/Territory Plan Preprint.

- **New Jersey, New York, Puerto Rico, and the Virgin Islands** received written resources to assist with implementation of CCDF reauthorization.
- **New Jersey, New York, Puerto Rico, and the Virgin Islands** received resources regarding the Zika virus from the U.S. Department of Health and Human Services' Office of Human Services Emergency Preparedness and Response, and were asked to share the information with parents and providers.
- **New Jersey, New York, Puerto Rico, and the Virgin Islands** received a number of resources regarding quality assessment tools, financing, and Child and Adult Food Program standards. They also received registration information for webinars on dual-language learning and inclusion in early childhood programs, and a video on systems building.
- **New York:** SCBC State Systems Specialists participated in the Health and Safety for Children in Child Care in New York City meeting. The purpose was to help the State understand the circumstances that have led to the excessive number of serious violations of child care health and safety standards that contributed to serious child injuries and death, and to determine how the State and City are addressing the issues causing these violations. SCBC State Systems Specialists facilitated the portion on technical assistance to support the State and City in making systemic changes to keep children in child care in New York City safe.
- The **Virgin Islands** received *Children in Disasters: Do Americans Feel Prepared?* survey data from the National Center for Disaster Preparedness. The Territory may incorporate the survey findings in its emergency preparedness plans.

Region III

- **Pennsylvania** requested technical assistance in developing a strategic plan that speaks directly to supporting infants, toddlers, and their families in all early learning settings. This includes the mapping of Pennsylvania's current infant/toddler system, structure, and resources; development of a framework to guide the process; and development of a protocol that will include forming a taskforce of cross-sector agencies as well as other private and public partners. The end result will be the development of a strategic plan that reflects the goals of the Governor, the Pennsylvania Office of Child Development and Early Learning, and stakeholders.
- **Virginia** received chapter 1 of the BUILD Initiative e-book *Rising to the Challenge: Building Effective Systems for Young Children and Families*. This chapter focuses on governance and highlights the Race to the Top–Early Learning Challenge States with integrated governmental structures.

Region IV

- **Alabama** received facilitation support for a meeting with EHS-CCP program-level partners. A partner informed Alabama staff that it planned to end a contract with a child care partner and requested guidance on how to move forward. The State Systems Specialist provided governance resources regarding the role of the policy council and governing committee in such programmatic decisions.
- **Alabama** also received facilitation support for another meeting with all its EHS-CCP program partners to review the newly developed program policies and procedures manual. The State Systems Specialist provided resources from the ECLKC regarding the Head Start Program Performance Standards and other information, including CCDF subsidy eligibility requirements. The State Systems Specialist reviewed policies and procedures with the group, provided analysis, and facilitated robust discussion on how the policies and procedures might be implemented by program and child care partners.
- **Florida:** The Office of Early Learning received an onsite visit planned by the regional office and OCC. Shelly Dilks, OCC Program Specialist, and members of SIAC joined LaPrayshia Hayes, OCC Management and Program Analyst, and Calvin Moore, SCBC State Systems Specialist, for the visit. The agenda included an overview of the program by the CCDF Administrator; a visit to the Early Learning Coalition of the Big Bend Region; two provider visits; and an overview of operations, health and safety priorities, the State's TA plan, improper payments, and entrance/exit conferences.

Region V

- **Michigan:** The CCDF Administrator reviewed May 2016 all-staff strategic retreat evaluations and contacted the State Systems Specialist to discuss further professional development opportunities for staff. Evaluation results of the May 2016 all-staff strategic retreat indicated that 66 staff responded with the following ratings: 100 percent said that the information provided met or exceeded expectations, and 76 percent said that the facilitators/presenters exceeded expectations.
- **Michigan** also received an onsite meeting convened and led by the OCC Regional Program Manager and OCC Program Specialist. The meeting focused on discussing and clarifying the status of Michigan's reauthorization implementation, implementation plans, waivers, and corrective action plans, as well as CCDF coordination and collaboration efforts with Michigan's federally recognized Tribes. There was also discussion of the status of the state matching allocation and funding formula, as well as updates on internal controls.
- **Minnesota:** Session notes and related survey results capturing the input of over 2,000 respondents from 7 community listening sessions were compiled and conducted in November 2015. The information was submitted to the Minnesota Department of Education leadership for next steps.

Region VI

- **Oklahoma** received the EPR Plan Review Tool, talking points for use with the tool, and the Additional Resources table.
- Conducted a coordination and collaboration call with TA partners to identify goals and roles and share information needed for efficient provision of TA and effective collaboration that will benefit state staff, children, and families.
- Conducted regional call, which included discussion with Shannon Rudisill on the revised ECTTAS structure and next steps, as well as OCC updates and announcements. It also included updates on state activities, including next steps on TA related to child care provider background checks.

Region VII

- **Iowa** and **Kansas** received resources to assist with CCDF reauthorization and their CCDF Plans, including social-emotional resources (primarily from the National Conference of State Legislatures), a CLASP resource on child care affordability and stability; and the Center for the Study of Child Care Employment brief *Early Childhood Higher Education: Taking Stock Across the States*.
- **Nebraska** also received these resources, along with the EPR Plan Review Tool.

Region VIII

- **Colorado:** The Infant/Toddler Specialist received a request from Colorado's Expanding Quality in Infant/Toddler Care (EQIT) Initiative Program Manager (Department of Education) to support a small workgroup in developing an infant/toddler credential. The workgroup comprises representatives from the Colorado Early Childhood Professional Development System, EQIT, Early Intervention, and Infant Mental Health.
- The **Colorado** CCDF Administrator requested a conversation with the RPM and State Systems Specialist on certifying equal access in Colorado when payment levels for providers are set at the county level.

Region IX

- Conducted TA coordination meeting to improve coordination and communication regarding TA activities and to support Region IX States and Territories in meeting their goals.

Region X

- **Alaska:** Alaska participated in a facilitated dialogue with regional office staff and the State Systems Specialist, with a focus on completion, documentation, and tracking of implementation plans.
- **Idaho:** Idaho participated in a facilitated conversation with regional office staff and the State Systems Specialist, with an emphasis on completion, documentation, and tracking of implementation plans.
- **Idaho** also received assistance in revising its child care resource and referral scope of work. The State Systems Specialist reviewed the document to identify areas of intersection with CCDF requirements.
- **Oregon:** Oregon participated in a facilitated dialogue with OCC regional office staff, with an emphasis on follow-up from the regional office EHS-CCP site visits, plan implementation, and systems planning.

RESPOND TO QUICK-TURNAROUND ASSIGNMENTS

Stakeholder Inventory

OCC requested a list of key stakeholders by Region so outreach could be conducted to encourage broader access to systems-building and program-quality training and technical assistance. Regional Excel spreadsheets were created with individual worksheets for each State and Territory. Names, titles, and contact information were collected for key stakeholders in the fields of child care, health, education, and professional development. Information was also categorized by focus area, such as infants and toddlers, school-age care, and higher education. The assignment commenced in January and was submitted to OCC in June. It is expected that the National Centers will use the stakeholder list to conduct specific outreach based on their scopes of work. The stakeholder list will be updated quarterly.

Short-Term TA Protocol

As the National Centers were solidifying their scopes of work, OCC asked SCBC to create a short-term protocol to use for handling targeted and tailored TA requests. The protocol covers the following steps for both requests from States and Territories and requests from stakeholders:

- Request received
- Approach identified and communicated
- TA delivered and documented
- TA evaluated

The short-term protocol was shared at the July 2016 National Centers meeting and will be incorporated into the long-term TA planning process.

State Scan

SCBC was asked to conduct a scan of state implementation plans and catalogue available resources as they relate to the health and safety requirements of the CCDF Plan (5.1.6a and 5.1.6b). SCBC assisted OCC in the facilitation of a health and safety call with National Centers to identify resources to assist States and Territories with implementation and corrective action plans. Regional CCDF Administrator calls—three calls across two Regions—were utilized to provide the current health and safety requirements, demonstrate resources such as Better Kid Care and the Department of Defense Virtual Lab School, and strategize how to meet the requirement. Technical assistance is being provided to States and Territories to explore short-term strategies for meeting the September 30, 2016, requirement and long-term strategies for incorporating health and safety requirements into their professional development systems. SCBC is serving on the National Health and Safety workgroup and continues to identify useful resources and gather and document States' and Territories' status on implementation of the CCDF requirements.

Listening Sessions

The State Systems Specialist Network conducted a series of listening sessions on behalf of the new ECTTAS in 2015. Staff coordinated with other centers to gather information; worked with OCC to create listening session content and format; facilitated listening sessions; provided extensive technology assistance; and documented, formatted, and disseminated the results for use by the new ECTTAS and OCC. The following tables indicate the dates, number of attendees, and States represented on each listening session.

On behalf of the NCASE team, I want to thank you for your excellent guidance and facilitation of our listening session. Everyone is pleased with the input we received from the States, and we will be working with Karen and Amy, our project officers, to revise the NCASE workplan and ensure that it includes activities that will address the needs expressed during the session.

—Sue Foley, National Center on Afterschool and Summer Enrichment Project Director

Table 2. Listening Session Attendance and Participation

Session I			
Center	Date	Number of Attendees	Participating States
DTL Center	12/8/15	31	AR, IN, ME, MT, SD, WI
NCASE	12/8/15	30	AR, IN, MT, NE, OK, SC, SD, UT, WA
NCDT	12/9/15	33	ID, IN, MD, NH, UT
ECHW Center	12/9/15	35	AR, IN, NH, OK, SD, WA, WI
PFCE Center	12/15/15	38	AL, CA, CO, DC, IA, ID, IN, NY, WI
Session II			
NCASE	1/12/16	23	AL, MA, ME, OK, SD
DTL Center	1/19/16	27	AL, SD
PFCE Center	1/20/16	41	AL, CA, ID, IN, MO, OK, UT
ECHW Center	1/21/16	28	IN, OK

DTL Center: National Center on Early Childhood Development, Teaching and Learning
 NCASE: National Center on Afterschool and Summer Enrichment
 NCDT: National Center on Child Care Data and Technology

ECHW Center: National Center on Early Childhood Health and Wellness
 PFCE Center: National Center on Parent, Family and Community Engagement

OCC Requests

SCBC staff also responded to the following quick-turnaround requests from OCC:

- Provided a summary of TA provided to New York in the past three years related to health and safety, monitoring, licensing, and health and safety training.
- Reported all technical assistance delivered around waiting lists for the past three years.

Task 3. Targeted Technical Assistance

Activities under this task engage all SCBC networks and include development and use of self-directed training modules, peer learning opportunities, and web-based tools and training.

PRODUCE LEARNING EXPERIENCES

Produce Self-Directed Training Modules

CCDF Fundamentals

Two CCDF Fundamentals self-directed training modules were drafted and placed on hold pending the release of the new CCDF Final Rule:

- New CCDF Administrator Orientation
- CCDF Lead Agency new staff training: CCDF 101

The CCDF Fundamentals workgroup established a workplan based on the projected completion of the Final Rule. Once the Final Rule is released, revisions will be made in accordance with OCC direction to the PowerPoint slides, the resource guide, and other online resources. The SCBC Infant/Toddler Specialists were provided an orientation on the basic content of the CCDF and its application to their work.

State Systems Specialist Network Trainings for CCDF Administrators

The State Systems Specialist Network is actively engaged in training new CCDF Administrators. An orientation tool called FUNdamentals is typically used when working with new CCDF Administrators. OCC approved minor revisions to the CCDF FUNdamentals PowerPoint slide deck and training tools. State Systems Specialists were engaged in orienting new CCDF Administrators as indicated in the following table.

Table 3. New CCDF Administrator Training

Location	Focus	State or Territory	Delivery Method
Region I	New regional office Program Specialists	N/A	Remote review of selected PowerPoint slides and content with RPM
	New CCDF Administrator training	Massachusetts	Remote, with RPM (projected for September)
	New CCDF Administrator training	Maine	Remote, with RPM (projected for September)
Region II	New CCDF Administrator training	Puerto Rico	Remote, TBD
Region III	New CCDF Administrator training	Pennsylvania	Onsite visits in August and September; further training TBD based on hiring
	New CCDF Administrator training	District of Columbia	Onsite visits in August, September; further

Location	Focus	State or Territory	Delivery Method
			training TBD based on hiring
Region IV	New CCDF Administrator training	Kentucky	Remote combined training for KY, MS, and NC
	New CCDF Administrator training	Mississippi	Remote combined training for KY, MS, and NC
	New CCDF Administrator training	North Carolina	Remote combined training for KY, MS, and NC
	New CCDF Administrator training	Tennessee	TBD based on hiring
Region V	New CCDF Administrator training	Indiana	TBD
Region VI	New CCDF Administrator training	New Mexico	Remote, with regional office involved; scheduling TBD
Region VII	New CCDF Administrator training	Iowa	TBD based on hiring
Region VIII	New CCDF Administrator training	Colorado	Remote
Region IX	New CCDF Administrator training	Arizona	Pending regional office availability; remote at this time
	New CCDF Administrator training	Guam	Pending regional office availability; remote
Region X	New CCDF Administrator training	Oregon	Onsite with regional office staff

Other Trainings

SCBC provided a range of training throughout the contract year. The following is a list of highlights:

- Smart Start Conference
 - ◆ Infant/Toddler Networks as Levers for Change
 - ◆ Introducing the State Capacity Building Center
- BUILD Initiative QRIS National Meeting
 - ◆ Family-Focused QRIS Criteria
 - ◆ Systems Building in an Era of Program Funding
 - ◆ What Does Culturally Competent Care Look and Feel like to Infants and Toddlers?

- Child Care Aware
 - ◆ Strategies to Support Family Engagement in Infant and Toddler Care
- National Association for Family Child Care Conference
 - ◆ The Times They are a Changin’
- New England Head Start Association
 - ◆ Building Trusting Relationships With Families
- Zero To Three
 - ◆ Building Capacity of the Infant/Toddler Workforce
 - ◆ A National Overview of Infant Mental Health Quality Initiatives in Child Care Contexts

FACILITATE AND PROVIDE SUPPORT FOR PEER NETWORKING ACTIVITIES

Early Childhood Systems Building

The Intensive Capacity Building Network developed and implemented three peer learning forums to support early childhood systems-building efforts. The team worked closely with OCC to identify three priority topics, develop objectives and content, and conduct outreach to States and Territories.

Table 4. Intensive Capacity Building Network Peer Networking Opportunities

Topic	States and Territories	Overview	Sessions
Emerging State Leaders: Leading Change and Influencing People	13 participants from 11 States: CA, DC, DE, FL, GA, LA, MS, OR, VT, WA, and WI	This peer learning forum was designed to support emerging state leaders who are critical to implementing the CCDF program. It focuses on knowledge and skills around leading change and influencing others as part of building a strong early learning system.	Kick-off meeting Webinar 1: Neuroscience of Change Webinar 2: Collective Leadership and Systems Building Webinar 3: Applying and Sharing Systems Leadership Strategies Two individual consultation sessions
Effective Implementation of Complex CCDF Projects	14 participants from 4 States: DE, FL, IN, and WI	This peer learning forum is designed to support state teams with implementation of complex CCDF reauthorization projects that require additional resources, collaboration, new processes, and different ways of thinking. It focuses on research and strategies for high-quality planning and implementation approaches.	Kick-off meeting Webinar 1: Implementation Frames: Implementation Science and Other Implementation Structures Webinar 2: Adaptive Leadership: A Leadership Framework to Guide Implementation of Complex Projects Webinar 3: State-by-State Highlights and Progress Report: Implementing a Complex Project Using an Implementation Framework Webinar 4: Moving Forward: Next Steps, Challenges, Opportunities,

Topic	States and Territories	Overview	Sessions
			Solutions, and Results Based on Coaching and Lessons Learned Three individualized coaching sessions and one exit interview for each team
Preventing Expulsion and Promoting Social-Emotional Health through Effective Investment of CCDF Quality Funds	61 participants* from 8 States: DE, FL (state level), IN, MD, ME, MI, NH, and SC *Because of high interest, a second cohort will begin in October for FL (Miami-Dade County), GA, IL, MA, MO, NY, and PA.	This forum supports States that are planning or operationalizing strategies to prevent expulsion and promote social-emotional health in early learning programs. It provides an opportunity for state teams to learn new information, discuss policies and strategies, understand strengths and gaps, and identify strategies as part of the CCDF framework.	Webinar 1: Overview of Expulsion, State Contexts, and Policy Tool Webinar 2: State Workforce Strategies, Early Childhood Mental Health Consultation, and Expulsion Policy Language Webinar 3: State Progress, Strategy, and Reflection Session

Infant/Toddler Peer Learning

The ECQA Center, the BUILD Initiative, and SCBC’s Infant/Toddler Specialist Network hosted a five-part professional learning opportunity for state teams eager to consider systems and policy work around infants and toddlers in their States. The **Conversations on Access and Quality for Infants and Toddlers** peer learning group focused on principles and practices that support understanding and responding to the development of infants and toddlers and the centrality of adult-child relationships, including those with providers and parents. The following States and Territories participated: AZ, CNMI, DE, FL, HI, NY, OR, PA, UT, VA, VI, WA, WY.

The Infant/Toddler Specialist Network and the Tribal Center established a peer learning and leadership network to address Tribes’ infant/toddler needs. So far, members of the network have participated in a webinar, held April 26 (with 33 Tribes represented), and an in-person listening session, held June 2 (with 12 Tribes represented) during the Infant & Toddler Strategies Institute. Both sessions were titled Identifying Ways to Support Tribes’ Infant/Toddler Child Care Needs.

PROVIDE AND MAINTAIN SHARED ELECTRONIC WORKSPACE FOR CCDF ADMINISTRATORS

The collaboration workspace provides customized features, a comprehensive search function, and access for non-ICF staff. It allows users to do the following:

- Post and store resources while maintaining version control
- Maintain consistent organization of all center materials
- Post and store center resources and protocols in one place
- Reduce email traffic through the use of features such as a discussion board and announcements section
- Collaborate more easily on specific initiatives and OCC priorities

Task 4. Tailored Services – Brief

Activities for the year included conducting listening sessions during which States and Territories learned about the National Centers' TA offerings, developing a protocol and resources for 2016–2017 TA planning across the National Centers, conducting an infant/toddler capacity assessment, and assisting States and Territories with the development of implementation plans.

Deliver Tools for Tailored TA Service Provision

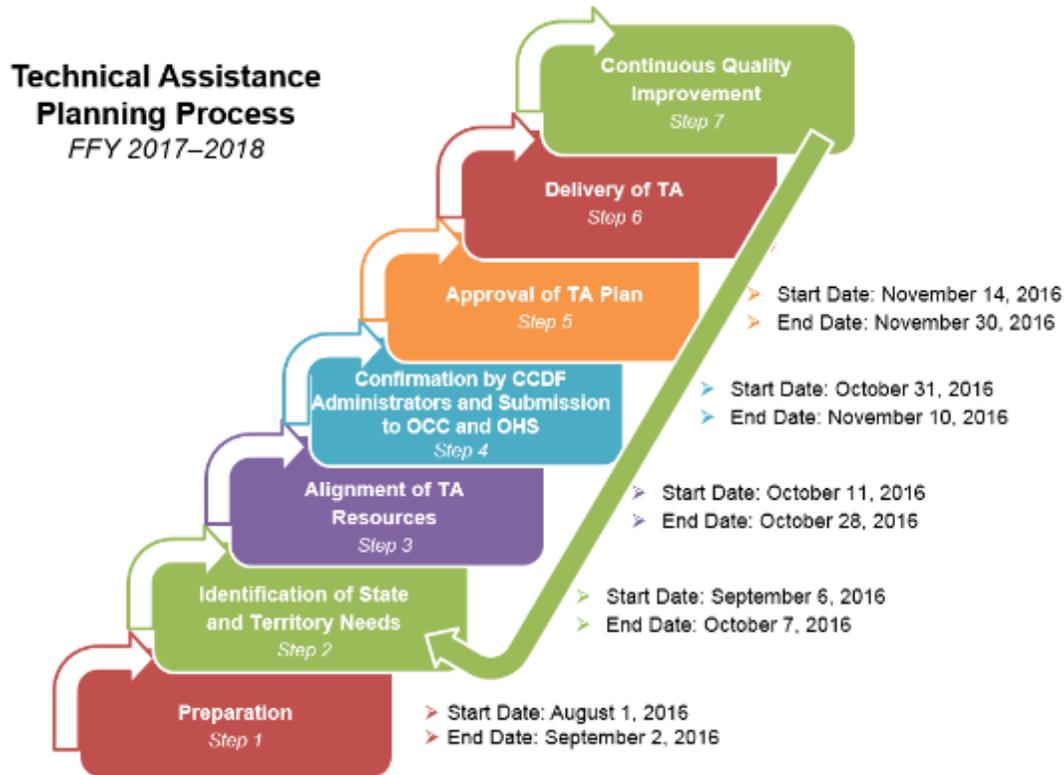
State Systems Specialists created the following resources:

- TA Planning and Dissemination Approach document, which included both the interim process and the long-term TA process
- Newly enhanced and updated Training and Technical Assistance Tracker, along with protocols (training was delivered as requested by new users or as significant updates were made available)
- Stakeholder inventories for each State and Territory for the purpose of TA outreach (created at the request of OCC and OHS)
- The following documents for the July National Centers meeting:
 - ◆ Short-Term TA Communication Protocol
 - ◆ Center Liaisons Roles and Responsibilities
 - ◆ ECTTAS Roles and Responsibilities
 - ◆ TA Planning Process with Timeline

Assist with TA Planning Process in Partnership with National Centers and Federal Staff

- Preplanning for the TA process was facilitated by the State Systems Specialists with a series of listening sessions hosted by OCC and OHS. The first round was held in December 2015 for the purpose of orienting CCDF Administrators to the National Centers. The second round was held in January 2016 to give CCDF Administrators an opportunity to respond to the scope of work based on input from the first listening session. A menu of TA options was developed to provide States and Territories with a better understanding of the National Centers' TA offerings.
- In coordination with OCC and OHS, the State Systems Specialists developed the following materials for use during the TA planning process:
 - ◆ TA Planning Process and Timeline
 - ◆ Communication Strategies for the TA Planning Process
 - ◆ TA Planning Process PowerPoint presentation (with script) for ECTTAS partners, CCDF Administrators, and stakeholders
 - ◆ Graphic depicting the TA planning process
 - ◆ TA Planning Worksheet to be used for individual calls with States and Territories as they plan their TA
- The TA planning process commenced in August with State Systems Specialists, Infant/Toddler Specialists, and regional office staff planning for their specific Regions. Calls with CCDF Administrators began in August, and the process will conclude in November when OCC and OHS approve the TA plans.

Figure 2. Technical Assistance Planning Process



COMPLETE ASSESSMENTS OF STATE AND TERRITORY CAPACITY

Infant/toddler continuous quality improvement (CQI) conversations were conducted to introduce state and territory infant/toddler initiative stakeholders to Infant/Toddler Specialist Network staff and to technical assistance available through the network. The status of current initiatives and plans for future initiatives were captured through a series of guided questions sent to States and Territories in advance. A scan of current infant/toddler work across States and Territories was also completed.

DEVELOP STATE AND TERRITORY WORKPLANS

The State Systems Specialists worked closely with regional office staff and CCDF Administrators to develop implementation plans. State Systems Specialists worked with regional office staff to gauge the status of plan development and provide resources and support for implementation.

The Infant/Toddler Specialists conducted 46 CQI conversations and assisted 28 States and Territories in projecting future infant/toddler-specific activities.

DELIVER BRIEF TAILORED TA SERVICES

Region I

CCDF Administrators in **Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont** received remote communication and outreach about opportunities to participate in upcoming peer learning forums and OCC and OHS webinars. Informed States of specific content and answered questions regarding application.

Completed requests from **Maine** for TA on case file management and CCDF State Plan data entry process, as well as a licensing request for state examples of public relations campaigns for illegally operating providers and a professional development request for state examples on coding training.

Conducted onsite visit to **New Hampshire** with CCDF Administrator, RPM, and new regional office Program Specialist. Key subsidy, eligibility, credentialing, and training staff also attended applicable segments of the meeting. Topics included monitoring, health and safety required trainings, job search, cost sharing, graduated phase-out, absences, and payments.

Follow-up TA conference call with **New Hampshire** CCDF Administrator and policy staff on reauthorization, specifically graduated phase-out, breaks in activity, cost share, and systems integration.

Conducted onsite visit to **Vermont** with CCDF Administrator, new Coadministrator, and two regional office Program Specialists. Key subsidy, fiscal operations, eligibility, professional development, licensing, and Head Start collaboration staff also attended applicable segments of the meeting. Topics included CCDF reauthorization requirements, consumer education, subsidy, new CCDF Administrator training, eligibility policies and practices, quality, professional development, health and safety trainings, and licensing.

Region II

New Jersey, New York, and Puerto Rico staff attended the Region II EHS-CCP consultation session and as follow-up received the information memorandum on opportunities for coordinating the CCDF and Temporary Assistance for Needy Families programs, as well as information from the Center for Law and Social Policy (CLASP).

New York and California staff participated in a peer-to-peer conversation as both have similar state-sponsored, county-administered programs. The discussions focused on monitoring of license-exempt providers, challenges with 12-month eligibility, engaging in stakeholder input, data, market rates, staffing, and expenses of reauthorization.

Puerto Rico received outreach regarding possible participation in upcoming peer learning forums and OCC and OHS webinars.

St. Regis Mohawk (Akwesasne) Tribe received an onsite visit from the Infant/Toddler Specialist which included site visits to the infant/toddler classrooms within the Tribe's child care center, Early Head Start program, and two family child care providers. The St. Regis Mohawk CCDF Administrator and team received TA regarding their goals for continuous quality improvement of infant/toddler care, health and safety, quality measures, resources regarding tribal home-visiting program models, and strategies for increasing the supply of infant/toddler care.

Region IV

North Carolina staff participated in a site visit led by OCC regional office staff on July 11–12. The State Systems Specialist accompanied OCC staff on the site visit. The CCDF Administrator and staff provided an overview of services being provided and the state-level organizational structure for implementing the CCDF program. Key partners also presented overviews. A discussion of the CCDF Fundamentals training was conducted with the CCDF Administrator during the visit. Two CCDF providers were visited during the two-day site visit.

Region V

Assisted in planning the **Indiana** Professional Development Network (INPDN) annual meeting. As a result, new workgroups were formed as part of the INPDN's revision and renewal. These include workgroups on career pathways trainer and training approval, workforce registry development, core knowledge and competencies revisions, and coaching.

Indiana received assistance over several months with identification of core knowledge and competencies (CKCs) and expert support with the revision and update of its existing CKCs. In March 2016, Indiana presented revised and updated CKCs to interested parties and stakeholders.

Wisconsin received an email with child care resource and referral (CCR&R) request for proposal contract examples from other States for use in revising its CCR&R proposal.

Region VI

Arkansas participated in a discussion with regional office staff and the State Systems Specialist. The conversation focused on state CCDF Plan review and possible TA needed.

Arkansas requested information about CCDF subsidy policy related to children in foster care with out-of-state placements, assistance with identifying what type of licensing requirements States have when paying out-of-state providers, and whether child welfare staff have information about the quality of out-of-state providers beyond compliance or good standing with licensing. The RPM conducted a conversation with the Region VI Children's Bureau RPM for information related to these questions.

The **Louisiana** CCDF Administrator and staff participated in a discussion with regional office staff and the State Systems Specialist. The conversation focused on CCDF implementation and TA needed and the likelihood that Louisiana will request an extension on criminal background check requirements.

Louisiana received research related to developmental screening programs and how Delaware has implemented its program, as well as notes from a call conducted with the Delaware consultant regarding developmental screenings.

Louisiana requested information related to high-quality training on inclusion for child care providers. Louisiana received the ACF information memorandum on social-emotional behavioral health (September 2015) as well as the Department of Health and Human Services and Department of Education policy statement on inclusion of children with disabilities in early childhood programs (September 2015). Additional information was provided and a peer-to-peer conversation with Maryland and Washington was requested.

Louisiana staff received expert information on provider training and inclusion strategies for child care from Maryland CCDF Administrator Liz Kelley (in response to questions sent by Louisiana staff). Kelley also provided information and suggested various pages on Maryland websites. Louisiana may request additional peer-to-peer support on this topic.

Louisiana received facilitation of a call with Louisiana Department of Education 619 staff and Department of Health and Hospitals Early Steps (Part C) staff. Louisiana is interested in identifying state strategies and approaches for early identification (birth to 5), and support for children with disabilities in child care. The Part C manager provided examples of States to contact and helped refine questions to ask.

New Mexico CCDF coadministrators participated in a discussion with regional office staff and State Systems Specialists focusing on state plan review and TA needed for success.

New Mexico received the EPR Plan Review Tool, talking points for use with the tool, and the Additional Resources table.

A State Systems Specialist reviewed **New Mexico's** emergency preparedness and response plan draft and provided general comments related to overall scope and information.

New Mexico was unable to attend the EHS–CCP training and consultation meeting but was provided with the meeting notes. In addition, notes were provided from a regional office call with New Mexico CCDF Coadministrators and the acting Head Start State Collaboration Office Director to discuss grantee and partner needs.

The **Oklahoma** CCDF Administrator and staff participated in a discussion with regional office staff and the State Systems Specialist. The discussion focused on the State's continuing budget crisis and its impact on CCDF programs.

The **Texas** CCDF Administrator and staff participated in a discussion with regional office staff and the State Systems Specialist focusing on CCDF Plan review and additional requests related to the Infant/Toddler Specialist Network and the Infant & Toddler Strategies Institute. The Infant/Toddler Specialist provided Texas with resources

on developing a statewide infant/toddler specialist network and highlighted the upcoming Infant & Toddler Strategies Institute as an opportunity for the CCDF Administrator to gather more resources and meet other CCDF Administrators.

Region VII

North Dakota provided a draft copy of its EPR plan. The State Systems Specialist team reviewed it using the EPR Review Tool, made suggestions for how it might be strengthened, and highlighted tools that could be of use to the team writing the plan. In a call with the CCDF Administrator and regional staff, the information was shared and next steps were discussed.

Region VIII

Met with the **Colorado** Professional Development and Information System team to discuss progress, the process for generating reports, and supports the team could provide to other partners in the ECE system, including training of other organizations in professional development and information systems.

Wyoming participated in a discussion on professional development pathways and credentialing options using online training platforms. The Early Educator Central website was reviewed with participants, along with in-depth information on the Department of Defense Virtual Lab School infant/toddler track and Better Kid Care coursework. The Infant/Toddler Specialist provided additional resources for participants.

Region IX

American Samoa and **Nevada** staff received EPR resources and examples of training from other States.

The **Arizona** CCDF Administrator received updated information on emergency preparedness and response planning.

California participated in an all-day child care health and safety regulatory workgroup facilitated by the State Systems Specialist. Progress was reported on developing an expulsion prevention policy, disaster planning for the state EPR plan, a model for license-exempt monitoring, regulatory recommendations for incidental medical care, and a survey of providers' support for increasing required targeted provider training hours.

Consultants for the **California** Department of Education Early Education and Support Division participated in a webinar with Region IX CCDF Administrators to learn about recovery best practices, with a particular emphasis on mental health issues for children and caregivers. The State Systems Specialist and the Region IX RPM provided resources and review of draft documents for the Statewide Child Care Annex workgroup supported by a state contract with the University of California, San Francisco.

Two consultations were provided to a **California** subgroup of the Disabilities and Other Special Health Care Needs workgroup: one addressing medication in child care settings, and the other addressing expulsion prevention.

Region X

Alaska received TA and consultation focused on completion of its CCDF Plan and implementation plan. The State Systems Specialist facilitated a conversation between the Alaska CCDF Administrator and regional office staff that resulted in a discussion of pending legislative actions and cross-sector coordination with the Department of Early Education.

Alaska received examples of how other States monitor certified preschool programs and school district prekindergarten. Examples included a self-assessment tool used by Massachusetts, a link to Washington regulations and process, information about how some States use the Environment Rating Scale to align with state quality rating and improvement systems, and information from the National Institute for Early Education Research's *The State of Preschool Report* indicating States that do not perform onsite monitoring for these

programs. Alaska also received consultation from the ECQA Center and SCBC to further define its approach toward standards and process revision.

Idaho received information and resources to support the realignment of CCR&R services. The State Systems Specialist contributed to a project management approach to redefining the State's needs and aligning them with services available through the CCR&R. Idaho identified key elements needed from the CCR&R to assist in furthering the vision of the Idaho early learning system.

Oregon received job description and function-specific language and resources to support a request to the legislature to fund a state level, cross-systems staff person with a primary focus on expanding access to high-quality child care.

Oregon received consultation and support through a conversation with the State Systems Specialist, Regional Program Specialist, and CCDF Administrator. The State Systems Specialist facilitated a conversation with a focus on the Oregon CCDF Plan, implementation plans, administrative reorganization, and coordinated efforts with the CCR&R system.

Washington participated in a dialogue with regional office staff and the State Systems Specialist, with a focus on tribal coordination, CCDF Plan completion, implementation plan completion, and EHS-CCP coordination. The State Systems Specialist facilitated the dialogue between multiple Department of Early Learning staff and the RPM.

MANAGE PROPOSAL SELECTION PROCESS FOR INTENSIVE PROJECTS

The Intensive Capacity Building Network developed a plan for solicitation, selection, and review of Impact Project applications, and conducted extensive informant interviews in developing the approach. ACF announced The Impact Project in March 2016 and SCBC and OCC staff hosted a national webinar to share information about the opportunity and the application process. The Intensive Capacity Building Network and State Systems Specialists conducted outreach to States and Territories and shared information with partner TA organizations to support broad dissemination.

Fifteen States and Territories submitted applications detailing their proposed projects, including timeline, goals, staff, level of effort, investment, and request for consultation. The Intensive Capacity Building Network—along with experts from the BUILD Initiative, the Kellogg Foundation, the National Governor's Association, and the State Systems Specialist Network and Infant/Toddler Specialist Network—reviewed the applications. Applications were reviewed for quality and completeness, the extent to which selected States and Territories represented diverse current capacity and geography, the significance of projected outcomes, demonstrated relationship to each State's priorities, the degree to which the work was related to a priority topic area, the likelihood of achieving the goals, the likelihood that the project would create sustained change, and the extent to which the project was systemic. Interviews were conducted when additional information or clarification was required.

The RPMs, State Systems Specialists, and Infant/Toddler Specialist Network reviewed applications for their Regions and provided input based on state or territory context. Applications were matched and shared with National Centers; center representatives provided input based on their areas of expertise. The Intensive Capacity Building Network provided recommendations to OCC based on this review process and worked with OCC to finalize a list of selected States and Territories. Nine States and Territories were selected and notified: Colorado, the Commonwealth of the Northern Mariana Islands, Florida, Georgia, Indiana, New Hampshire, North Dakota, Oregon, and South Carolina. States that were not selected received information regarding alternative supports for their proposed projects (such as through the State Systems Specialists, Infant/Toddler Specialist Network, and other National Centers).

DEVELOP WORKPLANS FOR INTENSIVE CAPACITY BUILDING PROJECTS

Each Impact Project State or Territory was assigned a senior consultant from the Intensive Capacity Building Network. From July through September, consultants have been engaged in early implementation with the selected States and Territory, including refining Impact Project workplans and defining start dates that meet their

needs. Consultants held virtual meetings with States in July and August to establish positive and productive relationships, gain insight into state context, and create lines of communication. Site visits are occurring in August and September to continue building relationships, finalize partnership agreements, and establish an action plan for year one including specific tasks, deliverables, goals and strategies, and timeline. The Intensive Capacity Building Network developed a State Capacity Self-Assessment Tool to guide site visit discussions, and help prioritize areas of capacity-building focus for the Impact Project. Based on the action plan and results of the self-assessment, SCBC consultants are working with States to determine consultation needs and identify external partners to support their projects as needed.

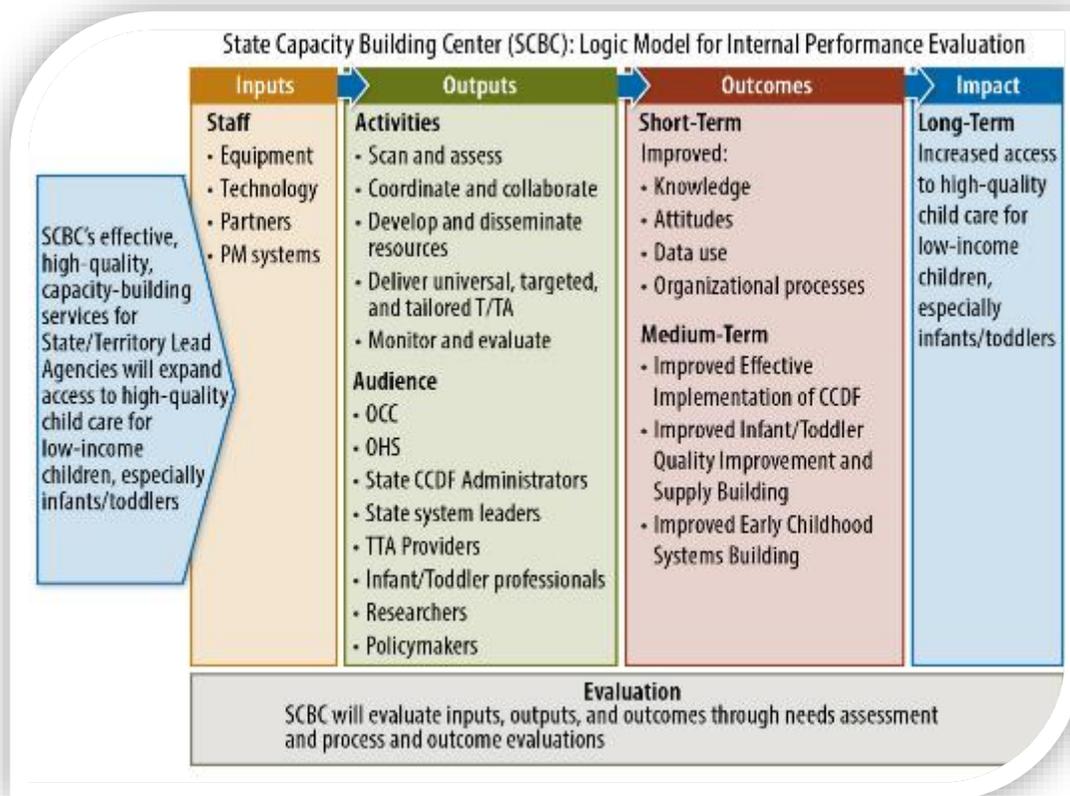
PERFORM INTENSIVE CAPACITY BUILDING PROJECTS

As described above, Intensive Capacity Building Network staff are engaged in early implementation with Impact Project States and Territories. Full implementation of intensive capacity building projects will begin in fall 2016.

Task 5. Evaluation

SCBC established an evaluation workgroup consisting of representatives from the Intensive Capacity Building Network, State Systems Specialist Network, Infant/Toddler Specialist Network, and Information Services team to guide creation and implementation of a cross-network SCBC evaluation plan. SCBC developed the following logic model to guide its performance evaluation processes.

Figure 3. SCBC Logic Model



COLLECT DATA

Internal Evaluation Data Collection Tools and Protocol for Data Collection

The evaluation team created an evaluation framework to guide the creation and implementation of a comprehensive SCBC evaluation plan. To build the evaluation plan, the team identified priority areas of evaluation for tasks 2, 3, and 4. The team analyzed internal documents; identified gaps; and developed templates, tools, and processes to capture all information required to evaluate SCBC’s progress. For each task and area of evaluation, the group established data types, collection methods and tools, timelines, and staff leads (table 5).

Table 5. Data Types and Collection Methods

Workplan Tasks	Priority Areas for Evaluation	Data Types	Data Collection Methods and Sources	Data Collection Responsibility, CQI, Reporting, and Timeline
Task 2: Universal TA Product, tool, and resource development	CCDF Fundamentals Resource Guide	Outputs Audience reach Audience reaction and satisfaction regarding convenience, usefulness, relevance, influence, and relationship	TAT entries Google Analytics	State Systems Specialist Network <ul style="list-style-type: none"> ■ Annual survey in July–August 2016, 2017, 2018, 2019, and 2020 ■ Annual CQI process in September; documented in regular report to OCC ■ Survey results reported in SCBC annual report
	Emergency preparedness and response materials		TAT entries	State Systems Specialist Network <ul style="list-style-type: none"> ■ Annual survey in July–August 2016, 2017, 2018, 2019, and 2020 ■ Annual CQI process in September; documented in regular report to OCC ■ Survey results reported in SCBC annual report
	Infant/toddler training materials for States, Territories, and Tribes		Training evaluation form (event driven) Annual survey to States and Territories TAT entries Google Analytics	Infant/Toddler Specialist Network <ul style="list-style-type: none"> ■ Immediately after training ■ Monthly CQI process documented in monthly report to OCC ■ Summary of results reported in SCBC annual report

Workplan Tasks	Priority Areas for Evaluation	Data Types	Data Collection Methods and Sources	Data Collection Responsibility, CQI, Reporting, and Timeline
	Early Childhood Systems Building Resource Guide and TA tools		TAT entries Annual survey to States and Territories Google Analytics	Intensive Capacity Building Network <ul style="list-style-type: none"> ■ Annual survey in July–August 2016, 2017, 2018, 2019, and 2020 ■ Annual CQI process in September; documented in regular report to OCC ■ Survey results reported in SCBC annual report
	SCBC response to OCC information needs		Monthly SCBC meetings with client	Project Director <ul style="list-style-type: none"> ■ Monthly during regular meetings
Task 3: Targeted TA Design, produce, implement learning experiences	Presentations at national conferences on infant and toddler systems, policies, and services	Outputs Audience reach Audience reaction and satisfaction regarding convenience, usefulness, relevance, and influence	All data types collected through the presentation evaluation form	Infant/Toddler Specialist Network <ul style="list-style-type: none"> ■ Immediately after the presentation ■ CQI process each month, as applicable; documented in monthly report to OCC ■ Summary of results reported in SCBC annual report
	Peer learning forums	Learning (awareness, knowledge, practice, application, and organizational capacity)	All data collected through peer learning forum evaluation form	Intensive Capacity Building Network <ul style="list-style-type: none"> ■ Immediately following completion of the forum ■ CQI process upon completion of forum; documented in monthly report to OCC ■ Summary of results reported in SCBC annual report
Task 4: Tailored TA Provide TA needs assessment, planning, coaching, consultation	Establish trusting relationships that create culture of inquiry for solutions and innovations	Outputs Audience reach Audience reaction and satisfaction regarding convenience,	Cross-center case study: sampling of up to 10 States, Territories, and Tribes	SCBC Leadership Team <ul style="list-style-type: none"> ■ July–August 2016, 2017, 2018, 2019, and 2020 ■ CQI process upon completion of case study; documented in report to OCC ■ Summary of results reported in

Workplan Tasks	Priority Areas for Evaluation	Data Types	Data Collection Methods and Sources	Data Collection Responsibility, CQI, Reporting, and Timeline
and other services to States, Territories, and Tribes	TA needs assessment and planning, coaching, and consultation services focused on State and Territory goals and strategies	usefulness, relevance, and influence Learning (awareness, knowledge, practice, application, and organizational capacity)	TAT entries on TA delivered toward State and Territory goals, strategies, and outcomes Annual survey to a sample of States and Territories as directed by Project Director	SCBC annual report State Systems Specialist Network and Infant/Toddler Specialist Network <ul style="list-style-type: none"> ■ In TAT within 10 business days of coaching and consulting or by end of the month ■ Monthly CQI process documented in monthly report to OCC ■ Annual survey in July–August 2016, 2017, 2018, 2019, and 2020 ■ CQI process upon completion of survey; documented in monthly report to OCC ■ Summary of results reported in SCBC annual report
	Impact Project coaching and consultation services		State Capacity Self-Assessment Tool (case study) 6-month state Impact Project report 2018–2020 project completion survey to States and Territories	Intensive Capacity Building Network <ul style="list-style-type: none"> ■ Semiannual organizational capacity-building assessment ■ Semiannual state report for duration of Impact Project ■ Conduct survey upon completion of Impact Project

Additionally, the SCBC evaluation lead participates in regular meetings with the evaluation team at the ACF-funded independent evaluator, NORC at the University of Chicago, and National Center liaisons. The SCBC evaluation plan will be sent to NORC at the University of Chicago in September 2016. The SCBC evaluation lead will work with NORC to update the evaluation plan and tools based on feedback.

ANALYSES WITH INTERNAL QUALITY ASSURANCE AND CONTINUOUS QUALITY IMPROVEMENT

Use Analysis to Inform Changes Needed for Increased Quality

State Systems Specialist team leads regularly review TAT data for adherence to protocol and to ensure that TA is delivered in a timely manner and strategies used align with the request. Outcomes are reviewed to ensure that TA interventions are designed for achievement or movement toward benchmarks. Each team lead conducts regular conversations with staff to modify the approach, if necessary, and promote increased TA quality and maximum impact.

Use Analysis as Tool for Reporting to Stakeholders (monthly, annually, and ad hoc)

State Systems Specialists use the data captured in TAT to create monthly reports outlining the type of TA that has been provided as well as the frequency, amount, duration, strategy, and outcomes of TA delivered. These data are reported monthly. Reports can be generated identifying trends in requests and TA delivery.

PROVIDE ADDITIONAL TRAINING ON TAT DATA ENTRY AS NEEDED

With guidance from OCC and input from National Center users, planning and tracking elements on all forms have been updated. Navigation and hierarchical display of goals, strategies, and activities have been revised to better meet users' needs. Updated guides and field-based help text complement training webinars provided through the year and provide users with easily accessible guidance on using TAT.

Task 6. Child Care Technical Assistance Website Enhancements and Updates

The CCTA website houses materials generated by the National Centers and OCC. Among activities for the year were the creation of a CCDF Reauthorization Anniversary web page, rebranding of the website, the creation of web pages for the new National Centers and the refresh of pages for the legacy centers, and launch of an Afterschool Resource Library.

CCTA WEBSITE

The CCTA website, including the state profile pages, has been updated to be fully responsive on smartphones and tablets. The Data Explorer module was updated with a new interface and search page styling, plus a new state profile map. Landing pages were created and updated for Provider Cost of Quality Calculator and CCDF. In addition, a format was developed for pages for legacy National Centers, and updates were completed. SCBC staff also met with new centers to introduce the CCTA site and develop center landing pages, which were later published.

The entire site has been updated to incorporate the new National Center language. New site logos and language were developed and added to the site upon approval, and the footer and email contact areas were also updated. In addition, a CCDF state success story area has been added and is updated monthly. Resources have been tagged with audience types, and audience-specific resource landing pages have been developed.

Beyond these updates, the website was rebranded over the past year, including updates to the About Us page and the addition of an Events Announcements block to the home page (detail pages are created for items in Announcements as needed). The home page was also restructured to include navigation by audience. SCBC staff also created an About ACF Training and Technical Assistance page and updated the Parent and Provider page text and emails for the Contact Us feature. The Resource Guides and Parent and Provider FAQs text were also updated. Staff performed routine compliance checks on the site and remediated identified issues.

An Afterschool Resource Library was developed and launched. SCBC staff also developed an Event Announcement content form and modified the home page and center pages to display announcements from the form. The Event Announcement form was later updated to align with new fields on the TAT multistate form in preparation for interface between the two. SCBC continues to collaborate with OHS and OCC staff to work toward alignment of posting procedures, and developed a proposed combined request form for posting of announcements.

CCTA CONTENT MANAGEMENT SYSTEM

Workflow settings were updated to allow CMS managers to archive and unpublish content. In addition, an email alert was developed for web quality assurance staff to alert them when a document is set to Ready for Web Review status. SCBC staff also developed protocols and instructions for updates to the home page slideshow, Videos and Webinars area, and Event Announcements area. Staff also conducted a scan of resources in the CMS to ensure that content is assigned to the correct center. Also, a review was conducted of topic and subtopic structure by all National Centers, and all current CMS users were asked to review their center content. The CMS topic and subtopic structure was updated to align with the CCDF Plans; these updates are reflected in all resources visible in the CMS and on the site.

CMS search interface filters were updated for clarity and ease of use, and workflow settings were updated to allow content to be pushed backwards in the workflow after it has been approved. In addition, SCBC defined a user-friendly layout format for the CMS record entry screen and developed a CMS Dashboard with access to all features on one page. Adjustments were made to CMS export-to-Excel queries to pull results found via keyword search.

Meetings were held with legacy National Centers on any modifications or training support needed for use of the CMS, and meetings were held to introduce the website and CMS with to new center staff. Accounts were also initiated as needed by the centers. CMS users from the new centers were trained on CMS tools and features.

To support the planned alignment of posting procedures on the ECLKC and CCTA sites, requirements were determined for an export-to-ECLKC function that generates an email to ECLKC with CMS resource record information.

SCBC WORKSPACE

A collaboration workspace was developed, allowing users to share documents, maintain document version control, and facilitate searching of resource records. The workspace has separate spaces for SCBC, the ECQA Center, the Federal Center, and partners (users not affiliated with Federal or a specific center). Each center is managed by a center administrator. Features include center-level announcements, common URLs, folder and resource management, and setup of center workgroups. Workgroups are designed for use by subsets of center members; workgroup moderators can invite users from other centers to collaborate on specific tasks. One or more workgroup moderators manages each workgroup; their permissions include management of the discussion forum, folder and resource management, and member management.

Task 7. Office of Child Care Technical Assistance Tracker

The Technical Assistance Tracker (TAT) serves to plan, track, report, and evaluate TA for all National Centers. Work this year has included revision of the TA structure to reflect data entry needs for universal, targeted, and tailored TA; updates of data entry screens to reflect CCDF reauthorization requirements; addition of new National Centers and their staff; and creation of a form to track activities designed for multiple States and Territories.

MAINTAIN TAT

New National Centers were added to the site to enable activity tracking for and search and report filtering by those centers. New user accounts were created as needed for staff of the National Centers, and TAT training was

provided to these users in a webinar format. Refresher training was also offered to all National Center staff; this training highlighted recently added features. In addition, a new TAT protocol was developed for use by TAT experts to assist in quality assurance and reinforcement of best practices with TAT users, and TAT system quick guides and best-practice guides were updated and created for access through TAT's Help and Resources area. In conjunction with the updated guides, the roll-over help text on form fields was also updated. As part of regularly scheduled quality assurance checks, TAT features were tested to ensure that all forms and fields save correctly and that reports generate accurately.

ENHANCE AND UPDATE TAT

During this year, site navigation was refined and a new form structure that combines goals and strategies on a single screen was introduced. Additionally, a summary view that displays goal, strategy, and activities in a vertical hierarchy was developed. Planning and tracking elements were condensed and revised on the forms to better meet users' needs. Adjustments were also made to canned reports and the site search, adding new data entry elements and filters. SCBC staff met with Tribal Center and SIAC staff to ensure that the simple data entry screens in the tribal section of TAT meet their needs. A new TAT protocol was developed in preparation for onboarding and training, and new National Centers and their staff were added to the site. A new form was launched to track multistate TA activities, and a report of multistate activities was created. Goal categories, strategies, and TA focus areas were remapped to reflect the CCDF Plan and coincide with the CMS topics and subtopics.

Task 8. Coordination and Collaboration

SCBC staff are actively coordinating with the National Centers and have established liaisons to each. Staff also collaborated with RPMs, OHS, and other federal TA partners.

COORDINATION WITH NATIONAL CENTERS

Participate in National Centers Quarterly Meetings

Leadership from SCBC participates in the National Centers monthly meetings cohosted by OCC and OHS for the purpose of coordinating national training and technical assistance. In addition, the National Centers regularly meet separately from ACF to develop collaborative working relationships as a peer group.

The initial orientation to the new ECTTAS was held in Arlington, VA, in November 2015. All new center representatives and their partners participated. The orientation was an opportunity for the following:

- Introduction to the new National Centers and their roles
- Learn about OHS and OCC's vision for the new ECTTAS
- Begin to identify avenues and opportunities for communication and collaboration
- Design a strategy for ongoing communication

A National Centers meeting was also hosted in Arlington, VA, in July 2016; SCBC provided input into the draft agenda. In addition, State Systems Specialists were instrumental in sharing and facilitating input into the following documents:

- Communication protocol
- Center liaisons list
- ECTTAS regional meetings overview
- ECTTAS Roles and Responsibilities
- TA planning process document

Participate in ECTTAS

In January 2016, SCBC staff provided input to OCC and OHS on the formation of the ECTTAS. SCBC staff also developed draft ECTTAS roles and responsibilities that were shared at the National Centers meeting in July. The purpose of the ECTTAS is for partners and regional office staff to share state- and territory-specific context; identify and plan potential training and technical assistance; and communicate TA opportunities. Regional ECTTAS calls are ongoing, especially as the TA planning process moves forward.

Establish Center Liaisons

SCBC identified a State Systems Specialist and an Infant/Toddler Specialist, based on content expertise, to serve as center liaisons to each of the eight National TA Centers. The center liaisons are to maintain two-way communication to support collaboration between TA partners, resulting in identification, development, and dissemination of TA. The National Centers will work with SCBC liaisons to design strategies that foster information sharing in an effective and efficient way. Strategies for each National Center will be shared with each Center’s Federal Project Officer and the SCBC COR.

Table 6. SCBC Center Liaisons

SCBC Content Leads								
SCBC Network	DTL Center	ECQA Center	PFCE Center	ECHW Center	SIAC	NCASE	NTC	EHS-CCP
State Systems Specialist Network	Lori Bowers	Evelyn Keating	Barbara Wall	Gail Kelso	Julie Ingersoll	Susan Rohrbough	Meb Phillips	Calvin Moore
Infant/Toddler Specialist Network	Holly Wilcher	Julie Weatherston	Tina Jiminez	Jeanne VanOrsdal	Kelley Perkins	N/A	Lisa Ojibway	Ronna Schaffer

DTL Center: National Center on Early Childhood Data, Teaching and Learning; ECQA Center: National Center on Early Childhood Quality Assurance; PFCE Center: National Center on Parent, Family and Community Engagement; ECHW Center: National Center on Early Childhood Health and Wellness; SIAC: National Center on Subsidy Innovation and Accountability; NCASE: National Center on Afterschool and Summer Enrichment; NTC: National Center on Tribal Child Care Implementation and Innovation

During the 2015 contract year, SCBC staff were involved in a number of TA activities necessitating collaboration across National Centers. The SCBC role was that of collaborating partner in 70 percent of the 615 TA requests in which it participated. Table 7 presents the total number of TA activities that were opened during the 2015 contract year.

Table 7. TA Activities by Category and Role

TA Activity Category	Number of TA Activities as Primary Center and Collaborating Partner
Define CCDF leadership and coordination with relevant systems	138 primary and 5 collaborating

TA Activity Category	Number of TA Activities as Primary Center and Collaborating Partner
Effective implementation of child care assistance program	2 primary and 45 collaborating
Ensure equal access to high-quality child care for children from low-income families	0 primary and 42 collaborating
Ensure grantee accountability: federal reporting	0 primary and 29 collaborating
Ensure grantee accountability: program integrity	0 primary and 31 collaborating
Establish standards and monitoring processes to ensure health and safety in child care settings	6 primary and 123 collaborating
Promote family engagement through outreach and consumer education	1 primary and 25 collaborating
Provide stable child care financial assistance to families	0 primary and 38 collaborating
Recruit and retain a qualified and effective child care workforce	23 primary and 8 collaborating
Support continuous quality improvement	15 primary and 84 collaborating

EXPERT CONSULTATION FOR TAILORED INTENSIVE TA PROJECTS

Impact Project

The Intensive Capacity Building Network engaged the National Centers in the application review process for the Impact Project. National Center representatives were asked to provide review and input of State applications that were relevant to their area of expertise. Representatives from the DTL Center, the ECHW Center, SIAC, and the ECQA Center participated and provided feedback on select applications.

The Intensive Capacity Building Network also worked with the National Centers to identify TA resources for States that were not selected to participate in the Impact Project. States were contacted and connected with the appropriate National Center to support their work.

Based on States' Impact Project applications, the Intensive Capacity Building Network identified potential partnerships with National Centers to support each State. Centers were contacted during the application review process and engaged in a discussion regarding roles and responsibilities for expert consultation to Impact Project States. In fall 2016, SCBC consultants will finalize workplans with all Impact Project States, determine State consultation needs, and reach out to appropriate National Centers for expert consultation as needed.

Peer Learning Forums

The Intensive Capacity Building Network established a partnership with experts at the ECHW Center, the DTL Center, and the BUILD Initiative to collaborate on the development and facilitation of the *Preventing Expulsion and Promoting Social-Emotional Health through Effective Investment of CCDF Quality Funds* peer learning forum. Staff from SCBC, the ECHW Center, the DTL Center, and BUILD are working together to develop meeting content, facilitate presentations, and create a tool to help States examine their policies related to expulsion and social-emotional health.

Resource Development

The Intensive Capacity Building Network has engaged expert partners to support resource development in key systems building topics:

- Mapping the Early Care and Education Monitoring Landscape Tool (in collaboration with the ECQA Center)
- Policy tool to support preventing expulsion and supporting social-emotional learning (in collaboration with the BUILD Initiative, the ECHW Center, and the DTL Center)
- High-Quality Child Care: Leveraging Grants and Contracts (in collaboration with SIAC)

COORDINATION BETWEEN STATE SYSTEMS SPECIALIST NETWORK, INFANT/TODDLER SPECIALIST NETWORK, AND RPMS

The RPMS and regional office staff have established communication protocols with SCBC State Systems Specialists and Infant/Toddler Specialists. RPMS communicate with their regional SCBC teams via weekly meetings, emails, and telephone calls. Calls were also scheduled at the regional level specifically to discuss the infant/toddler CQI process and the TA planning process. SCBC has established biweekly leadership team calls and biweekly State Systems Specialist and Infant/Toddler Specialist calls to coordinate and communicate the work of SCBC and the regional offices.

I love to see these connections being made and utilized—I attribute this in part to all your good work with the Health and Safety group.

—Abby Cohen, RPM, Region IX

A list of all regional calls and webinars is found in appendix B.

COORDINATION WITH THE OFFICE OF HEAD START

Support Planning and Implementation of EHS-CCP Regional Training

SCBC had representation on the national advisory team for the planning of the EHS-CCP regional trainings. State Systems Specialists and Infant/Toddler Specialists worked with their regional offices to customize their EHS-CCP trainings for their regions. State Systems Specialists and Infant/Toddler Specialists facilitated many sessions and affinity group meetings during the regional meetings, with the following schedule.

- February 9–11: Regions XI and XII in Washington, DC
- February 23–25: Region VI in Dallas, TX
- March 1–3: Region II in New York, NY
- March 15–17: Region VII in Kansas City, MO
- March 22–24: Region III in Philadelphia, PA
- March 29–31: Region VIII in Denver, CO

- April 5–7: Region I in Boston, MA
- April 18–20: Region IX in San Francisco, CA
- April 26–28: Region V in Chicago, IL
- May 3–5: Region IV in Atlanta, GA
- May 10–12: Region X in Seattle, WA

A State Systems Specialist joins in monthly EHS-CCP Content Implementation Team (CIT) calls. Throughout the year, SCBC representatives have also been invited to participate in the CIT calls. For example, the Region I State Systems Specialist showcased Vermont's infant/toddler credential work during the July call, and Infant/Toddler Specialists from Regions II and IV facilitated the August call, which focused on recruitment strategies for grantees and retaining a qualified workforce.

In addition, the State Systems Specialist for Region IV was a copresenter for a June 2016 BUILD Initiative webinar titled “State Roles in the New Early Head Start–Child Care Partnership (EHS-CCP) Grant Opportunity.” The webinar was developed so participants could hear about the roles that States have played in the past two years to support infants and toddler through the EHS-CCP as part of the larger State early childhood system. These roles have included States serving as EHS-CCP grantees and, alternatively, creating support systems for local grantees. The State Systems Specialist participated, along with the current Alabama CCDF Administrator, to discuss the planning and implementation of the Alabama state grant.

At the regional office level, collaboration and coordination continue with OCC and Head Start regional office staff, the Head Start TA Coordinator, the Head Start Systems Coordinator and the SCBC State Systems Specialist and Infant/Toddler Specialist. These in-person and virtual meetings support States’ and Territories’ work based on Office of Head Start and child care regulations, enhance understanding of the roles of Head Start and ECTTAS, and improve coordination of Head Start and OCC TA opportunities.

The State Systems Specialist in Region X is participating in joint OCC and OHS collaboration work. Together with the RPM, the State Systems Specialist presented a session on CCDF reauthorization and the impact its implementation is having or could have on the Early Head Start and Head Start programs in Region X. The session was held at the Head Start Birth to Five Conference in Seattle in April 2016.

COORDINATION WITH CHILD CARE RESEARCH ACTIVITIES

SCBC is represented on the CCDF Policies Database Expert Panel at the Urban Institute and provides feedback and guidance on development of the policy database and resources for States and researchers.

The Infant/Toddler Specialist Network worked with Research Connections on the planning team for the Infant & Toddler Strategies Institute.

Part 2. State and Territory Progress toward Outcomes and Indicators

Introduction

Listed below are highlights of TA activities and the corresponding short-term outcomes States, Territories, and Tribes have achieved. SCBC provided TA to CCDF Administrators, their staff, and their partners to help them identify the specific capacities needed to be more effective, adapt to changing environments, and achieve the changes they want to see in their systems.

EARLY HEAD START–CHILD CARE PARTNERSHIPS AND WORKFORCE

SCBC was fully engaged in planning and executing the EHS-CCP regional meeting. This opportunity allowed OHS and OCC TA providers to begin building relationships. The following examples from Vermont, the Virgin

Islands, and Puerto Rico represent collaborative TA related to workforce development. There are similar collaborations in discussion.

Region I: Vermont

TA delivered to CCDF Lead Agency and stakeholders to support development of an infant and toddler credential

In response to a request the Vermont Head Start State Collaboration Office Director and Workforce Development Director made to OHS and OCC TA providers, a TA approach was approved to support the development of an infant/toddler credential; This was the first approved dual collaboration between the Region I OHS and OCC TA providers (State Systems Specialist and Infant/Toddler Specialist).

The training and technical assistance approach includes the following:

- Support and expertise in reviewing current state initiatives and the professional development system as they relate to infant/toddler provider opportunities
- Training and technical assistance, as requested, on options regarding infant/toddler content topics and best practices
- Expert consultation and strategic planning to align current services and practices across sectors for the development of the Vermont infant/toddler credential

Development of the credential will continue with a target completion date of September 2018.

Outcomes

Increased knowledge, skills, and competencies

- Increased understanding of process needed to plan for development, implementation, and evaluation of an infant/toddler credential
- Infant/toddler stakeholders strengthened their relationships and their understanding of cross-sector work and goals
- Head Start and child care TA providers and programs shared common goals and requirements regarding professional development

Staff from the state Lead Agency and other stakeholders increased their awareness of resources available, including research-based reports, and developed an understanding of the national picture of infant/toddler credentials across States.

Region II: Virgin Islands and Puerto Rico

Professional development, organizational capacity building, and policy supports for grantees and partners

The Virgin Islands requested training and technical assistance at its annual Best Beginnings Conference to increase its infant/toddler workforce's knowledge of developmentally appropriate practices, social-emotional supports, and the Program for Infant/Toddler Care's Six Essential Policies. Because the focus was on infants and toddlers, the Early Head Start grantee joined the planning, and this enabled the OHS TA team to become involved and offer training topics. Additionally, the Virgin Islands requested train-the-trainer support to build its internal capacity. The Infant/Toddler Specialist will coordinate and conduct a train-the-trainer session to build the internal training capacity of the Territory's infant/toddler stakeholders.

In addition, Region II OHS and OCC TA providers worked in collaboration to support Puerto Rico. Puerto Rico Head Start sponsored a two-day EHS-CCP convention in July. The Infant/Toddler Specialist provided onsite joint facilitation of infant/toddler trainings to EHS and child care programs in Spanish. The event was so successful that Puerto Rico CCDF team asked to replicate the convention as a one-day conference for all child care providers.

Outcomes

Improved processes, systems, and structures for better functioning agencies and partnerships

- Cross-sector and cross-systems partnerships created to improve coordination of training and technical assistance
- Increase readiness for territory leadership to work together across child care and Head Start sectors and disciplines related to infants and toddlers
- Joint decisions made across Head Start and child care on the territory and program levels
- Shared commitments to action for continued coordination of the partnership between child care, Head Start, and key infant/toddler stakeholders

Increased knowledge, skills, and competencies

- Increased infant/toddler workforce knowledge of best practices, CCDF reauthorization requirements, and developmentally appropriate practices related to infants and toddlers
- Accelerated building of relationships across local child care and Early Head Start grantees

Modeling regional-level collaboration between Early Head Start and child care has strengthened these partnerships at the program and state levels within the Virgin Islands and Puerto Rico.

WORKFORCE AND PROFESSIONAL DEVELOPMENT

The SCBC Infant/Toddler Specialist Network (ITSN) has supported the elevation of conversations related to workforce development for infant and toddler teachers. Many TA requests this year have been related to the exploration of infant/toddler credentials and the progression of professional development for infant/toddler teachers. Two intensive TA requests from Colorado and Wyoming are indicative of similar requests that are pending approval at this time.

Region VIII: Colorado

Professional development, organizational capacity building, and policy supports for grantees and partners

In July 2016, the Region VIII Infant/Toddler Specialist received a request from the Expanding Quality in Infant/Toddler Care (EQIT) Initiative Program Manager (Department of Education) to support a small workgroup in developing an infant/toddler credential. The workgroup comprises representatives from the Colorado Early Childhood Professional Development System, EQIT, Early Intervention, and Infant Mental Health.

The Infant/Toddler Specialist provided technical assistance and resources about the process and considerations for developing an infant/toddler credential. She also participated in a planning call with workgroup members. During the first in-person meeting in September, she will share what other States have done in developing their infant/toddler credentials and support the group in thinking through the credential development process.

Outcomes

Improved policies that promote reauthorization, collaboration and integration, continuity of care, and high quality

- Colorado’s Infant/Toddler Credential Workgroup members will gain knowledge of what other States have done to develop their infant/toddler credentials.
- Technical assistance will be tailored to align with Colorado’s interest in reflective supervision and will present options for both single-level and multilevel credentials.

Region VIII: Wyoming

Professional development, organizational capacity building, and policy supports for grantees and partners

In February 2016, the Region VIII Infant/Toddler Specialist convened a call with Wyoming Child Care Licensing Specialists to introduce them to the Infant/Toddler Specialist Network.

In April 2016, the Infant/Toddler Specialist conducted a conference call with the Licensing Specialist team to share Program for Infant/Toddler Care (PITC) resources and introduce them to Early Educator Central’s online learning modules.

In early June 2016, at the request of the Wyoming Department of Family Services Licensing Supervisor, the Infant/Toddler Specialist was asked to join a workgroup of state licensing staff that is in the process of revising the current 24-hour infant/toddler director credential. Upon completion and review of the revised curriculum frameworks, the group will hold a face-to-face meeting to determine next steps in revising the credential.

On June 24, 2016, the Infant/Toddler Specialist participated in a call to review the revised PITC-based curriculum framework for emotional growth and development. The Infant/Toddler Specialist provided the workgroup with feedback on the content and formatting of the training, identified resources to support training content (California Early Learning Foundation video clips and updated PITC information), and encouraged staff to consider aligning the credential training with the State’s Early Learning Guidelines.

Outcomes

Increased knowledge, skills, and competencies

- Licensing Specialists will enhance their knowledge of online learning platforms.
- Licensing Specialists will gain awareness of new infant/toddler resources.

HEALTH AND SAFETY

Organizational capacity building and policy supports for grantees and partners

Sometimes TA requests are initiated by OCC and the RPM to support States in addressing specific needs. The following example from New York describes how the SCBC team can work in partnership with federal and state partners to support the facilitation of meetings and to broker support from other National Centers or States.

Region II: New York

In April 2016, the State Systems Specialist assisted OCC and the regional office in facilitating a meeting with New York State and New York City. The purpose of the meeting was to understand the circumstances that led to an

excessive number of serious violations of child care health and safety standards, which contributed to serious child injuries and deaths reported by the media. The desired outcomes of the meeting were to determine how the State and City will move forward to address the issues causing the violations, and to offer technical assistance to support the State and City in making systemic changes to keep children in child care safe. As a follow-up, New York City, New York State, and California participated in a peer-to-peer exchange in July 2016. This peer-to-peer meeting focused on New York City's request for information on how other States develop quality indicators for providers who receive vouchers. California shared details of its program and suggested further discussion with Los Angeles (county and city) for a local program perspective.

Outcomes

Improved processes, systems, and structures for better functioning agencies and partnerships

- Relationships were affirmed and strengthened between New York State and New York City child care teams.
- Cross-sector and cross-systems partnerships were renewed to reestablished the commitment to work on aligning rules and definitions, link data systems, establish parallel enforcement standards, explore social media to explore illegal care, automate licensing process, and increase parent education regarding the benefits of licensed care.
- There was increased readiness to work jointly on a legislative package for serious licensing violations.

TRIBES

Organizational capacity building and policy supports for grantees and partners

Working with American Indian/Alaska Native (AI/AN) grantees has been a huge highlight and success of the SCBC ITSN work this year. The SCBC ITSN team has been successful in partnering with the Tribal Center on several activities to support AI/AN grantees seeking additional TA. These three examples represent the types of TA being provided.

Region II: St. Regis Mohawk Tribe

Onsite TA was provided May 9–10 to increase the supply of infant/toddler care and support CQI of infant/toddler quality measures, health and safety, resources, and strategies. Coordinated with the Tribal Center and other infant/toddler TA approved by regional office staff.

Outcomes

Improved processes and practices that promote increased access to high-quality infant/toddler care

- St. Regis Mohawk Tribal Early Childhood Director and team received TA regarding infant/toddler quality measures and strategies for continuous quality improvement of infant/toddler care.
- Increased the Tribe's capacity to use research-based self-assessment tools to improve infant/toddler care and early learning outcomes.

Increased knowledge of best practices, CCDF reauthorization requirements, and developmentally appropriate practices related to infants and toddlers.

Peer Learning and Leadership Network

On June 2, during the Infant & Toddler Strategies Institute, the ITSN in collaboration with the Tribal Center conducted an in-person listening session titled “Identifying Ways to Support Tribes’ Infant/Toddler Child Care Needs.” Members of the Peer Learning and Leadership Network participated, representing **12 Tribes**.

Outcomes

- Identified ways to support Tribes as they address infant and toddler child care needs and increase cultural responsiveness.
- Peer Learning and Leadership Network representatives from 12 Tribes participated in an in-person peer-to-peer learning opportunity.
- Explored Tribes’ infant and toddler child care strengths, challenges, and goals for improvement across several topics, as well as suggestions for increased cultural responsiveness for TA entities and state-tribe relationships.
- Identified areas to support Tribes’ priorities for culturally responsive infant/toddler care and challenges with state-tribe relationships. Priorities discussed included language revitalization, infant and early childhood mental health, health and safety, improving state-tribe relationships with respect to tribal sovereignty and cultural competence on licensing issues, best practices and sample policies for diverse settings, infusing traditional culture into EC settings, and the PITC’s Six Essential Policies paired with the National Indian Child Welfare Association’s Positive Indian Parenting.
- Strengthened collaboration and coordination between ITSN and National Centers to provide expertise and systems of support to meet the needs of infants and toddlers and their families.

Tribes’ infant/toddler stakeholders increased their understanding of common goals, strengths, challenges, and resources available.

National

ITSN Webinar April 26 – “Identifying Ways to Support Tribes’ Infant/Toddler Child Care Needs” was conducted by the ITSN in collaboration with the Tribal Center). Participants represented **33 Tribes**.

Outcomes

Identified ways to support Tribes as they address infant and toddler child care needs and increase cultural responsiveness.

- Thirty-three Tribes were represented in a peer-to-peer learning opportunity.
- Explored Tribes’ infant and toddler child care strengths, challenges, and goals for improvement across several infant/toddler topics, as well as suggestions for increased cultural responsiveness for TA entities and state-tribe relationships.
- Identified areas to support Tribes’ priorities for comprehensive and culturally responsive infant/toddler care with limited resources. Priorities discussed included infant and early childhood mental health, language revitalization, infusing traditional culture into early childhood settings, and inclusion of children with special needs.
- Strengthened collaboration and coordination between the ITSN and the Tribal Center to provide expertise and systems of support to meet the needs of infants and toddlers and their families.

Tribes’ infant/toddler stakeholders increased their understanding of common goals, strengths, challenges, and resources available.

GOVERNANCE, LEADERSHIP, ORGANIZATIONAL CAPACITY, AND STRATEGIC PLANNING

SCBC is being engaged by many States to support systemic change that is aligned with reauthorization goals and that supports States' commitments to infant/toddler care and the alignment and coordination of quality initiatives. These five examples represent the breadth and depth of TA requests related to organizational change.

Region III: Pennsylvania

Strategic planning

Pennsylvania requested TA in developing a strategic plan that speaks directly to supporting infants, toddlers, and their families in all early learning settings.

The following activities have occurred:

- Conducted infant/toddler CQI state conversation
- Facilitated an in-person meeting with Pennsylvania team at the Infant & Toddler Strategies Institute
- Provided expert consultation during in-person meeting with key stakeholders in Pennsylvania
- Provided expert consultation on a roadmap for developing a strategic plan in coordination with the infant/toddler peer learning group and prepared to pilot the new Infant/Toddler State Policy Scan
- Gathered data for development of the strategic plan

Outcomes (Projected)

Pennsylvania will develop a strategic plan to support Infants, toddlers, and their families, and will also create an implementation plan.

Region IV: South Carolina

Organizational capacity building and policy supports for grantees and partners

The Region IV State Systems Specialist facilitated South Carolina's two-day strategic planning retreat in November. This included supporting state staff through the strategy café and providing them with steps to reflect on and rethink their work, including a strong emphasis on CCDF reauthorization.

Outcomes

Improved processes, systems, and structures for better functioning agencies and partnerships

South Carolina staff developed a comprehensive strategic plan to help identify how to meet the State's desired outcomes

Using the organizational categories identified in the CCDF Plan, staff formed priorities for the upcoming year and determined desired results and outcomes for those priorities

Region V: Indiana

Building organizational capacity for grantees and partners

The Region V State Systems Specialist staff facilitated strategic planning and alignment of quality initiatives within the State's Office of Early Childhood and Out-of-School Learning (OECOSL) systems. This included planning a meeting of all OECOSL staff, conducting interviews of lead staff, and facilitating discussion of strategies for Indiana to not only be in compliance with CCDF requirements but also move to best practices implementation.

Outcomes

Moving from compliance to best practices

- Increased knowledge of all business units relevant to CCDF reauthorization requirements
- Identification of strategies for moving from compliance to best practices

Region VI: Texas

Building organizational capacity toward professional development

SCBC staff provided resources, materials, and expert consultation to the Texas CCDF Administrator on possible statewide infant/toddler specialist network approaches and frameworks. Through these conversations, SCBC helped expand and frame an understanding of the work and next steps. The CCDF Administrator recognized and prioritized the need to support infant/toddler educators through a statewide infant/toddler specialist network as part of the State's effort for continuous quality improvement in early learning settings.

Outcomes

Improved policies that promote reauthorization, integration, continuity of care, and quality

CCDF Coadministrator has key information and increased understanding of the benefits and challenges in developing a statewide Infant/Toddler Specialist Network to enhance the current professional development system.

- Explored development of IT Specialist initiative to enhance organizational capacity, resource allocation and programs/services offered in partnership with its 28 localized Workforce Development boards
- Explored augmentation of current system of mentors with IT Specialists for providers participating in Texas Rising Stars (Texas's quality rating and improvement system).

Region X: Washington

Building organizational capacity for grantees and partners

The Region X Infant/Toddler Specialist and State Systems Specialist and the regional office have been working closely with Washington State staff and partners to support forward momentum to design an integrated system. Efforts have included coordination of facilitated dialogues, strategic thinking and consultation with key staff, provision of resources, information searches, development of products, and when necessary, engagement of additional content experts.

The Infant/Toddler Specialist participated in Early Learning Advisory Council Birth to Three Subcommittee meeting, which included representatives from the Departments of Early Learning, Health, Social and Health Services, and Health Care Authority. The purpose of the meeting was to update the ongoing dialogue between public and private stakeholders to better understand and communicate the context of children from prenatal to

age three in Washington State. This convening used the Zero to Three State Policy Self-Assessment Toolkit to frame the conversation.

The Infant/Toddler Specialist and State Systems Specialist built on the findings of the meeting and created a strategy to support Washington, incorporating comprehensive birth-to-three system elements in the broader Washington early childhood education systems-building efforts. While responding to short-term requests for information and resources, the Infant/Toddler Specialist and State Systems Specialist continued the broader systems conversations and focus. Technical assistance was provided in the development of a state-level infant/toddler specialist position description.

The Infant/Toddler Specialist and State Systems Specialist provided support and technical assistance in the implementation of quality rating and improvement systems, aligned monitoring work, supports for Tribes, and EHS-CCP success.

Outcomes

Improved processes, systems, and structures for better functioning agencies and partnerships

Washington is making progress on developing and implementing a long-term strategic birth-to-three implementation plan and shared roadmap. The areas of focus are good health, strong families, early learning experiences, and systems and collaboration.

Data and information portraying the actual state of Washington's infant and toddlers were analyzed and used for further strategic implementation.

Appendixes

Appendix A. State and Territory Leadership History

Appendix A includes a breakdown of changes in leadership in the States and Territories over the past five years. Table A.1 shows the number of years the current CCDF Administrator has held his or her position, whether the State or Territory has experienced any organizational restructuring (such as CCDF implementation moving to different agencies or divisions, divisions merging and new teams being formed, or responsibilities being assigned to or removed from the agency or CCDF Administrator). The data in this table cover the period of October 2011 to September 2016.

Table A.1. State and Territory Leadership History

State or Territory	Number of Times CCDF Administrator Position Has Turned Over since October 2011	Length of Time Current CCDF Administrator Has Been in the Position	Notes on State or Territory Turnover and Organizational Restructuring since 2011 (if applicable)
Region I			
Connecticut	2	2.5 years	2014 was the first change in CCDF Administrator since CCDF operations started; Connecticut restructured to the Office of Early Childhood structure in 2013.
Maine	6	Vacant	Reorganized within the Lead Agency and also had a major budget change in 2011.
Massachusetts	2 (Coadministrators)	4 years Vacant	
New Hampshire	2	1 year	
Rhode Island	2	4 years	
Vermont	5 (Coadministrators)	9 months 6 years	
Region II			
New Jersey	0	5 years	
New York	0	9 years	
Puerto Rico	3	1 year	More than one restructuring every time the Governor changes.
Virgin Islands	4	1 year (Acting Administrator)	

State or Territory	Number of Times CCDF Administrator Position Has Turned Over since October 2011	Length of Time Current CCDF Administrator Has Been in the Position	Notes on State or Territory Turnover and Organizational Restructuring since 2011 (if applicable)
Region III			
Delaware	2	1.5 years	New CCDF Administrator March 2015. New Head Start Collaboration Director April 2016. Office of Early Learning moved from the Governor's office to the Department of Education October 2015. New Office of Early Learning Executive Director February 2015; leaving October 2016.
District of Columbia	4 (Coadministrators)	2 years Vacant	New CCDF Administrator November 2014. Added Coadministrator May 2016; left July 2016. No restructuring.
Maryland	0	8 years	New Head Start Collaboration Director 2016
Pennsylvania	2	2 months	New CCDF Administrator and Office of Child Development and Early Learning (OCDEL) Deputy Secretary began June 2015; left August 2016. Coadministrator is now Interim OCDEL Deputy Secretary. Director and Assistant Director of PA Keys left June 2016.
Virginia	1	4 years	
West Virginia	3	2 years	New CCDF Administrator 2014; new Head Start Collaboration Director May 2016. No structural changes.
Region IV			
Alabama	3	<1 year	Added an additional Program Manager to Licensing Division.
Florida	2	1.5 years	The agency moved to the Department of Education.
Georgia	3	1.5 years	
Kentucky	1	<1 year	
Mississippi	3	<1 year	

State or Territory	Number of Times CCDF Administrator Position Has Turned Over since October 2011	Length of Time Current CCDF Administrator Has Been in the Position	Notes on State or Territory Turnover and Organizational Restructuring since 2011 (if applicable)
North Carolina	3	<1 year	While North Carolina did not implement a formal reorganization, it did merge some program areas together for efficiency—for example, program integrity was merged with another program area.
South Carolina	0	9 years	New department name, food program merged, fire marshal office merged.
Tennessee	3	Vacant	Several years ago, child care was placed under the Office of the Inspector General. However, it has since been moved and is currently housed under the Office of Community and Social Services.
Region V			
Illinois	2	11 months (interim role)	CCDF Administrator has served in multiple lead roles in Illinois Department of Human Services and has been responsible for CCDF over time.
Indiana	2	6 months	CCDF Administrator has served in various roles in state government; most recently responsible for rehabilitation and disabilities in the Lead Agency.
Michigan	0	11 years	
Minnesota	3	1 year	
Ohio	2	2 years	
Wisconsin	2	3 years	
Region VI			
Arkansas	0	12 years	
Louisiana	3	1 month	
New Mexico	1 (Coadministrators)	5 years 6 months	New Coadministrator and change in role for existing Coadministrator with staff changes.
Oklahoma	0	7 years	
Texas	0	7 years	Coadministrator was promoted but remains CCDF Coadministrator.

State or Territory	Number of Times CCDF Administrator Position Has Turned Over since October 2011	Length of Time Current CCDF Administrator Has Been in the Position	Notes on State or Territory Turnover and Organizational Restructuring since 2011 (if applicable)
Region VII			
Iowa	4	<1 month	Former CCDF Administrator left in April. New CCDF Administrator came on board in August.
Kansas	1	4 years	New Lead Agency name; new executive leadership; CCDF Administrator has additional program responsibilities; new staff. All under the direction of a new Governor.
Missouri	2	3 years	Reorganization within the CCDF program changed roles and responsibilities.
Nebraska	2	3 years	No organizational changes; many new staff.
Region VIII			
Colorado	6 (Coadministrators)	1 year 1 month	CCDF Lead Agency has been reorganized with new divisions.
Montana	1	4 years	
North Dakota	2 (Coadministrators)	2 years 1 year	
South Dakota	0	15+ years	
Utah	3	2 years	
Wyoming	2 (Coadministrators)	1.5 years 1.5 years	Eligibility workers have been reorganized so some workers can focus only on child care.
Region IX			
American Samoa	1	5 years	
Arizona	4	4 months	There has been a reorganization of the Division; Arizona Department of Economic Security is housed in the new Division of Child and Family Engagement.
California	2	3 years	
Guam	1	6 years	

State or Territory	Number of Times CCDF Administrator Position Has Turned Over since October 2011	Length of Time Current CCDF Administrator Has Been in the Position	Notes on State or Territory Turnover and Organizational Restructuring since 2011 (if applicable)
Hawaii	2	4 years	A new office was created under the Governor: Executive Office of Early Learning. It has overarching responsibility for early learning in the State.
Nevada	1	4 years	Nevada has moved quality dollars to the Department of Education but has left subsidy where it was; this officially happened in Nevada's application for the Race to the Top- Early Challenge by executive order.
Northern Mariana Islands	1	5 years	
Region X			
Alaska	0	7 years	
Idaho	2	2.5 years	State child care licensing was managed by the Family and Community Services Division of the Department of Health and Welfare. It moved to the management of the Welfare Department in the Department of Health and Welfare, under management of Ericka Rupp, summer 2015.
Oregon	3	<1 year	The Office of Child Care is in the Early Learning Division within the Department of Education. The Early Learning Division was created by lawmakers with the passage of House Bill 3234 in 2013.
Washington	2 (Coadministrators)	3 years 10+ years	The Department of Early Learning (DEL) was created in 2006 (House Bill 2964)

Appendix B. Regional TA Calls and Webinars

Table B.1. Regional TA Calls and Webinars

Region	Description of Regional Content Calls and Webinars
Region I	<ul style="list-style-type: none"> ■ Region I SA* call focused on state and tribal collaboration related to reauthorization (October 2015) ■ Regional Systems Team meeting focused on collaboration and coordination (October 2015) ■ Research and report call focused on grantee readiness reports (October 2015) ■ Region I SA call focused on TA system and Region I priorities (November 2015) ■ Regional Systems Team meeting focused on collaboration and coordination (November 2015) ■ Regional Systems Team meeting focused on collaboration and coordination (December 2015) ■ Regional Systems Team meeting focused on collaboration and coordination (January 2016) ■ Region I SA call focused on criminal background checks and afterschool TA (January 2016) ■ Regional Systems Team meeting focused on collaboration and coordination (February 2016) ■ Region I SA call focused on ACF 800 and ACF-801 reporting changes and infant/toddler topics (February 2016) ■ Regional Systems Team meeting focused on collaboration and coordination (March 2016) ■ Region I SA call focused on resources for required CCDF health and safety training topics (March 2016) ■ Regional Systems Team meeting focused on collaboration and coordination (May 2016) ■ Region I SA call focused on messaging impacts of reauthorization and ECTTAS information gathering and outreach (May 2016) ■ Regional Systems Team meeting focused on collaboration and coordination (June 2016) ■ Region I SA call focused on establishing effective family child care networks (June 2016) ■ Regional Systems Team meeting focused on collaboration and coordination (July 2016) ■ Regional Systems Team meeting focused on collaboration and coordination (August 2016)
Region II	<ul style="list-style-type: none"> ■ Region II SA meeting focused on federal reporting (November 2015) ■ Monthly SA call focused on reauthorization and TA updates (December 2015) ■ Monthly SA call focused on ECTTAS (January 2016)

*SA refers to State and Territory CCDF Administrators.

Region	Description of Regional Content Calls and Webinars
	<ul style="list-style-type: none"> ■ Monthly SA call focused on infant/toddler topics and background checks (February 2016) ■ Monthly SA meeting focused on national TA updates (March 2016) ■ Monthly SA meeting focused on OCC and TA updates and sharing (April 2016) ■ Monthly SA meeting focused on OCC State Plan implementation strategies (May 2016) ■ Monthly SA meeting focused on federal reporting and school-age care (June 2016) ■ Monthly SA meeting focused on health and safety standards (July 2016)
Region III	<ul style="list-style-type: none"> ■ Monthly SA call focused on CCDF reauthorization (November 2015) ■ Monthly SA call focused on CCDF reauthorization (December 2015) ■ Regional Systems Team meetings regarding EHS-CCP, focused on coordination and collaboration (January 2016) ■ Monthly SA call focused on background checks (January 2016) ■ Monthly SA call focused on infant/toddler TA; presentation by Kelley Perkins (February 2016) ■ Monthly SA call focused on afterschool and summer learning (March 2016) ■ Monthly SA call focused on Cost Estimation Model (April 2016) ■ Monthly SA call focused on ACF 801 reporting and technical assistance system (May 2016) ■ Monthly SA call focused on health and safety training (June 2016) ■ Monthly SA call focused on state CCDF Plans (July 2016)
Region IV	<ul style="list-style-type: none"> ■ Monthly SA call focused on infant/toddler quality professional development system update (November 2015) ■ Monthly SA call focused on reauthorization and TA updates (December 2015) ■ Monthly SA call focused on regional updates, reauthorization, and a TA overview by NCASE (January 2016) ■ Monthly SA call focused on TA updates, reauthorization, and an opportunity to discuss high-priority topics (February 2016) ■ Monthly SA call focused on TA updates, reauthorization, and an opportunity to discuss high-priority topics (March 2016) ■ Monthly SA call focused on TA updates, reauthorization, and an opportunity to discuss high-priority topics (April 2016) ■ Monthly SA call focused on TA updates, reauthorization, and an opportunity to discuss high-priority topics (May 2016) ■ Monthly SA call focused on TA updates, reauthorization, and an opportunity to discuss high-priority topics (June 2016) ■ Monthly SA call focused on TA updates, reauthorization, and an opportunity to discuss high-priority topics (July 2016) ■ Monthly SA call focused on TA updates, reauthorization, and an opportunity to discuss high-

Region	Description of Regional Content Calls and Webinars
	<p>priority topics (August 2016)</p> <ul style="list-style-type: none"> ■ Monthly SA call focused on TA updates, reauthorization, and an opportunity to discuss high-priority topics (September 2016)
Region V	<ul style="list-style-type: none"> ■ Monthly SA call focused on CCDF Plans, EHS-CCP, and afterschool topics (February 2016) ■ Monthly SA call focused on national TA updates (March 2016) ■ Monthly SA call focused on CCDF Plans and implementation (May 2016) ■ Monthly SA call focused on CCDF Plans and implementation (June 2016) ■ Monthly SA call focused on CCDF Plan work, reporting, and state discussion of finance forecasting strategies (July 2016) ■ Monthly SA call focused on CCDF reauthorization and implementation (September 2016)
Region VI	<ul style="list-style-type: none"> ■ Training and technical assistance (T&TA) partners call focused on collaboration and coordination, T&TA partner kickoff, and building the team (October 2015) ■ Grantee readiness report call focused on reauthorization (October 2015) ■ Monthly SA call focused on OCC and state updates (November 2015) ■ T&TA partners call focused on collaboration and coordination, T&TA partner roles, and communication (December 2015) ■ Quarterly SA call focused on progress on CCDF implementation (February 2016) ■ Regional implementation planning call focused on regional office review of draft CCDF Plans. How can we help? (February 2016) ■ T&TA partners call focused on collaboration and coordination and Arkansas TA updates (April 2016) ■ T&TA partners call focused on collaboration and coordination and review of Louisiana system changes (May 2016) ■ Quarterly SA call focused on ECTTAS and criminal background check implementation checklist (May 2016) ■ T&TA partners call focused on collaboration and coordination and a review of Oklahoma and Region VI progress on implementation (July 2016) ■ T&TA partners call focused on collaboration and coordination, review planning, and requests from Texas and Arkansas (August 2016) ■ Quarterly SA call focused on updates to e-submission site, T&TA planning, and Region VI strategies for addressing access to CPR and first aid training and provider training on working with families that are homeless (August 2016) ■ T&TA partners call focused on 2016 T&TA planning (September 2016)
Region VII	<ul style="list-style-type: none"> ■ Monthly regional SA call focused on expanding tribal collaborations (November 2015) ■ Monthly regional SA call focused on CCDF readiness and challenges and National Centers (January 2016)

Region	Description of Regional Content Calls and Webinars
	<ul style="list-style-type: none"> ■ Regional webinar focused on CCDF background check requirements (January 2016) ■ Monthly regional SA call focused on CCDF implementation and OCC and state updates (February 2016) ■ Monthly regional SA call focused on next steps from EHS-CCP training (March 2016) ■ Regional ECTTAS coordination meeting focused on collaboration and communication ■ Monthly regional SA call focused on CCDF implementation and OCC and state updates (April 2016) ■ Regional ECTTAS coordination meeting focused on collaboration and communication (April 2016) ■ Monthly regional SA call focused on CCDF implementation and OCC and state updates (May 2016) ■ Monthly regional SA call focused on CCDF implementation, health and safety, and next steps from Infant & Toddler Strategies Institute (June 2016) ■ Regional ECTTAS coordination meeting focused on NCASE, new resources, and emerging issues (July 2016) ■ Monthly regional SA call focused on criminal background checks discussion with SIAC (July 2016) ■ Regional ECTTAS coordination meeting focused on state needs, new resources, and emerging issues (August 2016) ■ Regional webinar focused on Better Kid Care demonstration (August 2016) ■ Monthly regional SA call focused on TA planning process (August 2016) ■ Regional ECTTAS coordination meeting focused on introduction of new members and TA planning process (August 2016)
Region VIII	<ul style="list-style-type: none"> ■ Monthly regional SA call focused on data and information sharing with child welfare. (October 2015) ■ Monthly regional SA call focused on reauthorization and TA and introduction of new TA partners (December 2015) ■ Monthly regional SA call focused on new reporting requirements in ACF-800 and ACF-801, infant and toddler CQI conversations, and state updates (February 2016) ■ Monthly regional SA call, with a presentation by Child Trends, “Supporting Quality Improvement in Early Care and Education” (April 2016) ■ Monthly regional SA call focused on TA to support implementation plans, preview of Infant & Toddler Strategies Institute, and state updates (May 2016) ■ Monthly regional SA call focused on serving families experiencing homelessness (June 2016) ■ Monthly regional SA call focused on NCASE opportunities and implementation plans due on September 30, 2016 (July 2016) ■ Monthly regional SA call focused on childcare.gov, ACF-118 updates, and TA planning

Region	Description of Regional Content Calls and Webinars
	process (August 2016)
Region IX	<ul style="list-style-type: none"> ■ Monthly SA call focused on consumer education (October 2015) ■ Call focused on subsidy matrices (January 2016) ■ Regional office retreat focused on collaboration and coordination (January 2016) ■ Regional webinar focused on disaster and recovery, with presentations from the Federal Emergency Management Agency, the Department of Labor, and the Small Business Administration (January 2016) ■ Call focused on collaboration and coordination (February 2016) ■ Call focused on collaboration and coordination (March 2016) ■ Regional webinar focused on background checks and CCDF reauthorization (March 2016) ■ Regional webinar focused on trauma and recovery (March 2016) ■ Monthly SA call focused on technical assistance for Region IX (April 2016) ■ TA coordination meeting (May 2016) ■ Monthly SA call (June 2016) ■ Region IX ECTTAS coordinating call focused on ECTTAS coordination (July 2016) ■ ECTTAS planning and coordination call focused on T&TA planning and coordination (August 2016)
Region X	<ul style="list-style-type: none"> ■ Region X huddle focused on criminal history checks and technology (October 2015) ■ Call focused on supporting license exempt providers (January 2016) ■ Subsidy workgroup call focused on eligibility work training (March 2016) ■ T&TA partners call focused on T&TA coordination (June 2016) ■ Networking opportunity Build focused on quality improvement work (July 2016)

Appendix C. Financial Report

Total budget awarded	\$6,988,822
Amount expended through August 2016	\$5,500,641
Projected September 2016 expenditures	\$1,328,000
Remaining balance	\$160,180