

**DRAFT 2015 CCPRC Annual Meeting
Session Template for Scribes**

File Naming Convention: A2 – Supporting Low-Income Children and Families through ACF’s Early Childhood Training 12.2.15

1. Descriptive Information

<p>Workshop A-2 (10:45-12:00)</p> <p><i>Supporting Low-Income Children and Families through ACF’s Early Childhood Training and Technical Assistance System Transformation</i></p> <p>Description Several Federal initiatives are under way to strengthen the connections among early childhood programs to improve the overall quality of and access to ECE. In addition to funding opportunities that support better alignment and higher standards, ACF is transforming its Early Childhood Training and Technical Assistance System to more effectively support ECE programs and early educators in delivering quality services to children and their families across the country. During this workshop, Federal agency staff members will describe the cross-cutting work of six newly launched National Training and Technical Assistance Centers to promote excellence through high-quality, practical resources and approaches that will build early childhood program capacity and will promote consistent practices across States, Territories, Tribes, and communities.</p>	<p>Facilitator</p> <ul style="list-style-type: none"> • Ann Rivera, OPRE, ACF <p>Presenters</p> <ul style="list-style-type: none"> • Sharon Yandin, OHS, ACF • Ginny Gipp, OCC, ACF • Barbara Hamilton, HRSA, MCHB <p>Scribe</p> <ul style="list-style-type: none"> • Erin Bultinck, Child Trends
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2. Documents in Session Folder (Please list any electronic documents or web links used during the session.)

- PowerPoint presentation
- Handout of PowerPoint
- Handout of EC Training & TA Systems

3. Brief Summary of Presentations

In 2015, the Office of Head Start (OHS) in collaboration with the Administration for Children and Families (ACF) Early Child Development, and the Office of Child Care (OCC) implemented a redesigned Training and Technical Assistant (T/TA) System.

Summary of Presentation #1: Why create a new Training and Technical Assistance System? – Sharon Yandin

- Consistency and unity of the message: to simplify and clarify guidance by using one voice
 - avoid replication, integrate resources between head start and child care
- Trying to maximize and leverage the funds states receive in block grants
- Construct a continuum of services to meet the developmental needs of children throughout all TA entities

Summary of Presentation #2: Stakeholder Input – Ginny Gipp

- 6 listening sessions with outside stakeholders were held that included lead child care agencies, head start collaborators, and professional organizations
- Asked questions such as: What are the most important current and emerging T/TA needs? Most effect practices? Needs that are not currently being supported?
- Used the input from stakeholders to influence development of T/TA system

Summary of Presentation #3: Early Childhood Training and Technical Assistance System Vision – Sharon, Ginny, and Barbara

- The vision shows connections between each national center and what they contribute to the vision and to the united message
- Operating on national and regional levels, the T/TA system will support high quality services for children birth to age 5 and their families
- Integration of culturally and linguistic responsive practices in all the TA projects, and of services for children with disabilities and their families
- System goals:
 - Promote consistent philosophy in the provision of comprehensive services and school readiness
 - Provide high-quality, evidenced-based, practical resources and approaches that build capacity and create sustainable EC practices at the regional, state, and local levels
 - Use of data for continuous Quality Improvement
 - Expand distribution of resources to reach a greater number of programs, children, and families

Summary of Presentation #4: New National Centers – Barb

-The National Centers provide the foundation knowledge and practice for the Early Childhood T/TA system. These centers develop and disseminate high-quality, evidence-based resources and practices, and provide training and technical assistance.

- National Center on Early Childhood Health and Wellness –
 - In partnership with the Maternal and Child Health Bureau;
 - Awarded to American Academy of Pediatrics
 - Providing support on medical/dental access, health promotion, disease prevention, etc.
- National Center on Early Childhood Development, Teaching, and Learning –
 - Awarded to Zero to Three
 - Supporting strong professional development systems through evidence-based child development, teaching and learning practices that lead to positive child outcomes
- National Center on Parent, Family, and Community Engagement –
 - Awarded to Boston Children’s Hospital Brazleton Touchpoints Center
 - Supporting family well-being, effective family and community engagement, and children’s school readiness through T/TA
- National Center on Early Childhood Quality Assurance –
 - In partnership with the Maternal and Child Health Bureau;
 - Awarded to ICF International
 - Supporting implementation of health, safety, and licensing standards and promoting best practices that support QI framework
- National Center on Afterschool and Summer Enrichment –
 - Awarded to Education Development Center, Inc.
 - Supporting school-age care and summer learning programs
- National Center on Program Management and Fiscal Operations –
 - Awarded to University of Massachusetts Donahue Institute
 - Advertising clear, consistent messages on OHS priorities on topics (risk management, governance, data collection and analysis, etc.)

Summary of Presentation #5: Regional Head Start and Child Care T/TA Specialists working in partnership with National Centers – Ginny

- Regional Head Start T/TA Specialists – to create a seamless, easily accessible team of PD providers at state, tribal, and local levels
- Child Care State Capacity Building Center

- Focus on national priorities, changing mindsets, and making strategic TA investments
- 4 Teams: State Systems Specialist Network; Infant/Toddler Specialist Network; Intensive Capacity Building Network; Information Services Team

Summary of Presentation #6: Early Childhood T/TA Cross-System Evaluation Project – Ann Rivera

- Multi-face research effort to inform ACF staff in better understanding of resources, PD methods, efficacy of dissemination strategies, effectiveness of T/TA system
- To promote and build capacity among T/TA stakeholders to use data and research for continuous improvement of T/TA services
- NORC at the University of Chicago
- Four phases:
 - 2015 – 2020: Design and Dissemination: extends the longest over the 5 years of the project. Includes the preparation to conduct a utilization evaluation by looking at already collected data on the knowledge base, a discussion with stakeholders and experts to inform the design of the evaluation, and establishing communication channels and research partnerships.
 - 2016 – 2020: Data Collection: Complete data collection to look at the effectiveness of the T/TA system.
 - 2017 – 2019: Data Systems Enhancement
 - 2018 – 2021: Continuous Learning

4. Brief Summary of Discussion/ Q&A

“Beyond meeting with all of the centers, will there also be a horizontal communication effort with project officers to ensure whatever is put into the work plans does not include redundancy?”

-“We are communicating now with project officers and the steering communities to figure out the best way to achieve this. We’re trying to think about systems that won’t be a burden, and also how to be sensitive to the funds each center has. We plan on pouring over work plans and evaluation plans and speak with you (center representatives) to figure out how we can support that. This is also why we are taking our time in the design and dissemination.”

5. Summary of Key issues raised (facilitators are encouraged to spend the last 3-5 minutes of workshops summarizing the key issues raised during the session; bullets below are prompts for capturing the kinds of issues we’re looking for)

- Consistency and unity of the message: to simplify and clarify guidance by using one voice
- The integrated T/TA system will support a continuum of services for children birth to age 5 and their families, with additional support for expectant families and school-age children participating in afterschool and summer learning.
- The Early Childhood National Centers bring together the knowledge and skills from Head Start, child care, and health partners across the U.S. Department of Health and Human Services
- Challenges:
 - There are restrictions on funding and that may make things complicated in creating two very different funding streams (Head Start and Childcare)