Early Childhood Comprehensive Systems Policy Action Guide

July 31, 2020
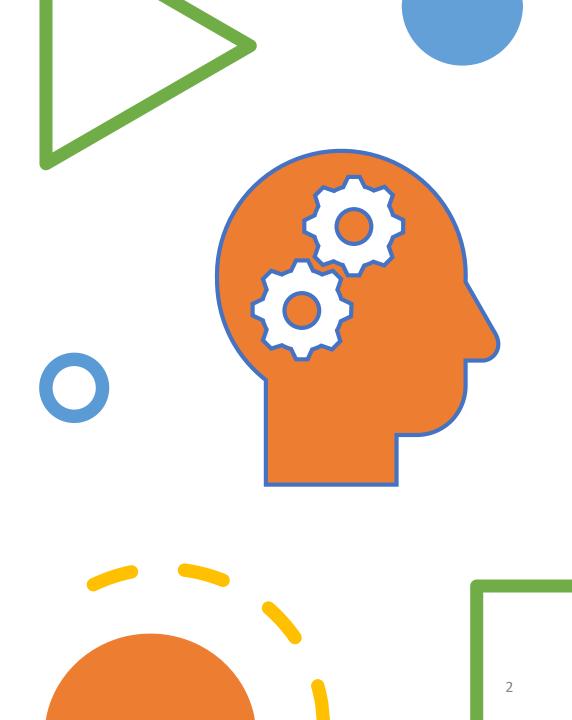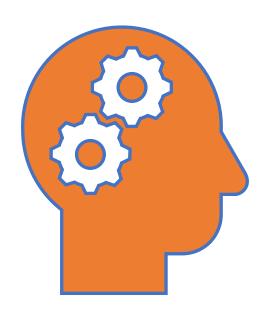
The ECCS Policy Action Guide

Developed to:

• Improve skills for articulating and prioritizing policies that can improve developmental promotion for infants and young children

• Improve the strategic approach used by early childhood system building leaders to identify and further the adoption of policy solutions

• Improve the analytical ability to measure the impact of policies developed
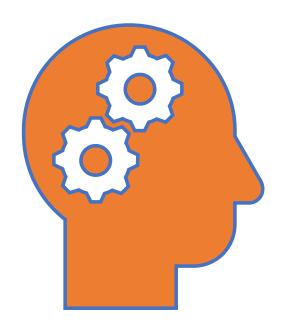
The ECCS Policy Action Guide

provides a process for identifying, analyzing, and prioritizing policies that influence systemic improvements leading to improved development and health in infants and young children.
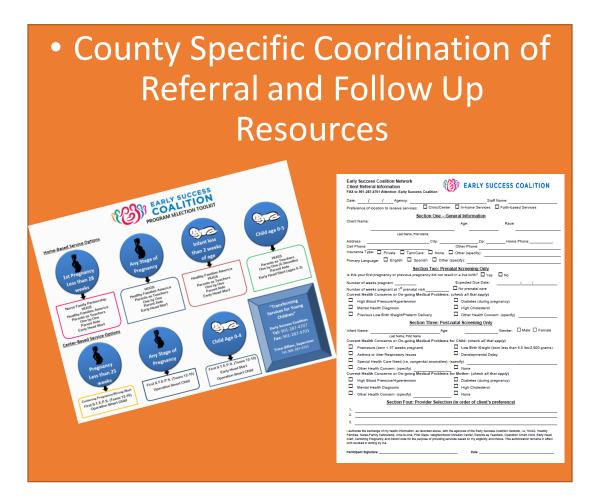
Definition of ECCS Policy

A broad definition of "ECCS policy" includes any written document that includes "actionable steps" or dedicated support that helps **promote, solidify or institutionalize** a practice or procedure for the intention of formalizing, enhancing and/or sustaining the effort.

Policy development or changes influenced by the ECCS work can be in the form of laws, regulations, funding mechanisms, assigned staff tasks, workforce development, procedures, administrative actions or practices or by influencing any of the partner agencies or organizations or supporting any of the populations involved in the ECCS effort.

Examples of ECCS Policy Promote a Practice

- County Specific Coordination of Referral and Follow Up Resources

- Dissemination of Developmental Promotion Messages (i.e. Welcome Baby)

Examples of ECCS Policy Solidify Partnerships

- Early Childhood Advisory/ Leadership/ Strategy Structure

- ECCS Advisory + MIECHV Advisory + Young Child Wellness Council = Governor's Early Childhood Advisory Council

- ECCS Advisory integrated into Early Intervention Statewide Advisory Council

- Cross Sector Support for KidcentralTn

- Memorandums of Understanding Across Agencies

- Mechanisms to share funding and staff resources toward common product or service

Examples of ECCS Policy Institutionalizing a Procedure

Adoption of Parent Driven Screening Tools-ASQ and ASQ:SE

- All physicians in a practice
- All physicians in Medicaid MCO
- All Public Health Departments

- Medicaid Reimbursement Requirements (CPT Code 96110 only billable if ASQ utilized)

Reporting Data in Shared Data System

- One community agency
- All provider agencies in one community

- All provider agencies in the state
- Legislation requiring all agencies report

Four key steps to develop a policy*

01

Articulate information about the opportunity or issue

02

Identify, Assess and Prioritize policy options

03

Develop a strategy for furthering adoption of a policy solution

04

Analyze impact of policy solution

*Adapted from the Centers for Disease Control and Prevention's Policy Analytical Framework. Atlanta, GA: Centers for Disease Control and Prevention, US Department of Health and Human Services; 2013.

1. Articulate information about the opportunity or issue

Synthesize data on the characteristics of the opportunity or issue

- the impact (how many children/families it affects)
- frequency (how often it occurs)
- severity (how serious of a problem is it)
- scope (the range of outcomes it affects)

Define the opportunity or issue as specifically as possible

Frame the problem in a way that helps illuminate possible policy solutions

Useful Resources:
ZERO TO THREE State of Babies Yearbook, National Children's Health Survey, Title MCH State Measures, MIECHV Measures. Kids Count

2. Identify, Assess and Prioritize policy options

IDENTIFY possible policy options relevant to the problem or issue you have identified and described. Potential strategies for gathering evidence include:

• reviewing literature on the topic

• surveying best practices (including best practices in other problem/issue areas)

• conducting an environmental scan to understand what other jurisdictions are doing

DESCRIBE each of the policy options you have identified

01

Articulate information about the opportunity or issue

The opportunity or issue being addressed:

Policy Options

Policy 1:

Policy 2:

Policy 3:

Policy 4:

Policy 5:

2. Identify, **Assess** and Prioritize policy options

Rate the policy options by assessing each option independently against agreed upon criteria (impact on children and families, feasibility and economic impact are most commonly utilized).

Although the ratings you provide should be grounded in data and evidence, they are inherently subjective. Important to include families, providers and other stakeholders from the communities and populations the policy will impact in the assessment.

Systematically document the evidence, data, and reasoning you used to assign the rating.

Assessing Impact on Children and Families

- How does the policy address the problem or issue (e.g., increase access, protect from exposure)?
- What are the magnitude, reach, and distribution of benefit and burden (including impact on risk factor, quality of life, morbidity and mortality)?
  - What population will benefit? How much? When?
  - What population will be negatively impacted? How much? When?
- Will the policy impact health disparities / health equity? How?
- Are there gaps in the data/evidence-base?

Assessing Feasibility

Political

- What are the current political forces, including political history, environment, and policy debate?
- Who are the stakeholders, including supporters and opponents? What are their interests and values?
- What are the potential social, educational, and cultural perspectives associated with the policy option (e.g., lack of knowledge, fear of change, force of habit)?
- What are the potential impacts of the policy on other sectors and high priority issues (e.g., sustainability, economic impact)?

Operational

- What are the resource, capacity, and technical needs developing, enacting, and implementing the policy?
- How much time is needed for the policy to be enacted, implemented, and enforced?
- How scalable, flexible, and transferable is the policy?

Assessing Economic Impact

Budget
- What are the costs and benefits associated with the policy, from a budgetary perspective?
  - e.g., for public (federal, state, local) and private entities to enact, implement, and enforce the policy?

Economic
- How do costs compare to benefits (e.g., cost-savings, costs averted, return on investments, cost-effectiveness, cost-benefit analysis, etc.)?
  - How are costs and benefits distributed (e.g., for individuals, businesses, government)?
  - What is the timeline for costs and benefits?
- Where are there gaps in the data/evidence-base?

2. Identify, Assess and **Prioritize** policy options

- On the basis of the ratings you assigned, evaluate policy alternative against each other and prioritize the policy option(s).

- Criteria are not intended to be examined in isolation. Which policy you prioritize will depend on the weight you place on the three criteria and the overall analysis.

02

Identify, Assess and Prioritize policy options

Criteria	Impact on Children & Families	Feasibility	Budget and Economic Impact	
Scoring Definitions	**Low**: small reach, small effect size, and limited impact on improving equity **Medium**: small reach with large effect size or large reach with small effect size, moderate impact on improving equity **High**: large reach, large effect size and large impact on improving equity	**Low**: no/small likelihood of being enacted **Medium**: moderate likelihood of being enacted **High**: high likelihood of being enacted	**Less favorable:** high costs to implement **Favorable:** moderate costs to implement **More Favorable:** low costs to implement	**Less favorable:** costs are high relative to benefit **Favorable:** costs are moderate relative to benefits (benefits justify costs) **More Favorable:** costs are low relative to benefits
			Budget	Economic
Policy 1:	[ ] Low [ ] Medium [ ] High Concerns about the amount or quality of data? (Yes/No)	[ ] Low [ ] Medium [ ] High Concerns about the amount or quality of data? (Yes/No)	[ ] Less Favorable [ ] Favorable [ ] More Favorable Concerns about the amount or quality of data? (Yes/No)	[ ] Less Favorable [ ] Favorable [ ] More Favorable Concerns about the amount or quality of data? (Yes/No)
Policy 2:	[ ] Low [ ] Medium [ ] High Concerns about the amount or quality of data? (Yes/No)	[ ] Low [ ] Medium [ ] High Concerns about the amount or quality of data? (Yes/No)	[ ] Less Favorable [ ] Favorable [ ] More Favorable Concerns about the amount or quality of data? (Yes/No)	[ ] Less Favorable [ ] Favorable [ ] More Favorable Concerns about the amount or quality of data? (Yes/No)
Policy 3:	[ ] Low [ ] Medium [ ] High Concerns about the amount or quality of data? (Yes/No)	[ ] Low [ ] Medium [ ] High Concerns about the amount or quality of data? (Yes/No)	[ ] Less Favorable [ ] Favorable [ ] More Favorable Concerns about the amount or quality of data? (Yes/No)	[ ] Less Favorable [ ] Favorable [ ] More Favorable Concerns about the amount or quality of data? (Yes/No)

Criteria	Impact on Children & Families	Feasibility	Budget and Economic Impact	
			Budget	Economic
Policy 4:	[ ] Low [ ] Medium [ ] High Concerns about the amount or quality of data? (Yes/No)	[ ] Low [ ] Medium [ ] High Concerns about the amount or quality of data? (Yes/No)	[ ] Less Favorable [ ] Favorable [ ] More Favorable Concerns about the amount or quality of data? (Yes/No)	[ ] Less Favorable [ ] Favorable [ ] More Favorable Concerns about the amount or quality of data? (Yes/No)
Policy 5:	[ ] Low [ ] Medium [ ] High Concerns about the amount or quality of data? (Yes/No)	[ ] Low [ ] Medium [ ] High Concerns about the amount or quality of data? (Yes/No)	[ ] Less Favorable [ ] Favorable [ ] More Favorable Concerns about the amount or quality of data? (Yes/No)	[ ] Less Favorable [ ] Favorable [ ] More Favorable Concerns about the amount or quality of data? (Yes/No)
Notes and Considerations				
Policy 1	Policy 2	Policy 3	Policy 4	Policy 5

Prioritizing Policy Options Rationale and Considerations	Rating
Policy 1:	
Policy 2:	
Policy 3:	
Policy 4:	
Policy 5:	

3. Develop a strategy for furthering adoption of a policy solution

Clarify operational issues
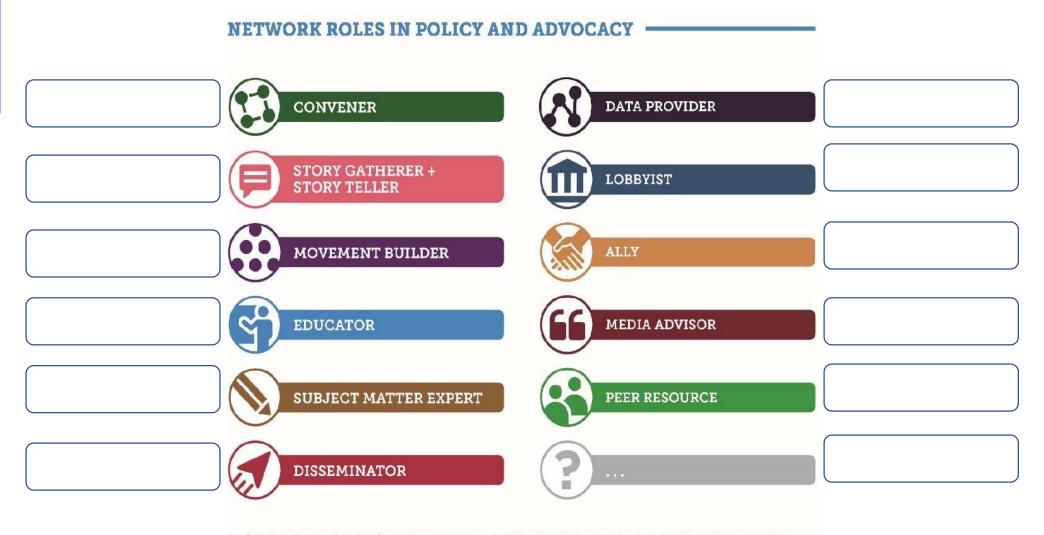
Identify and educate stakeholders and champions

Share relevant information

Conduct additional analyses as appropriate to support adoption, implementation and evaluation

Develop a strategy for furthering adoption of a policy solution

Who Are Your Champions?

NETWORK ROLES IN POLICY AND ADVOCACY

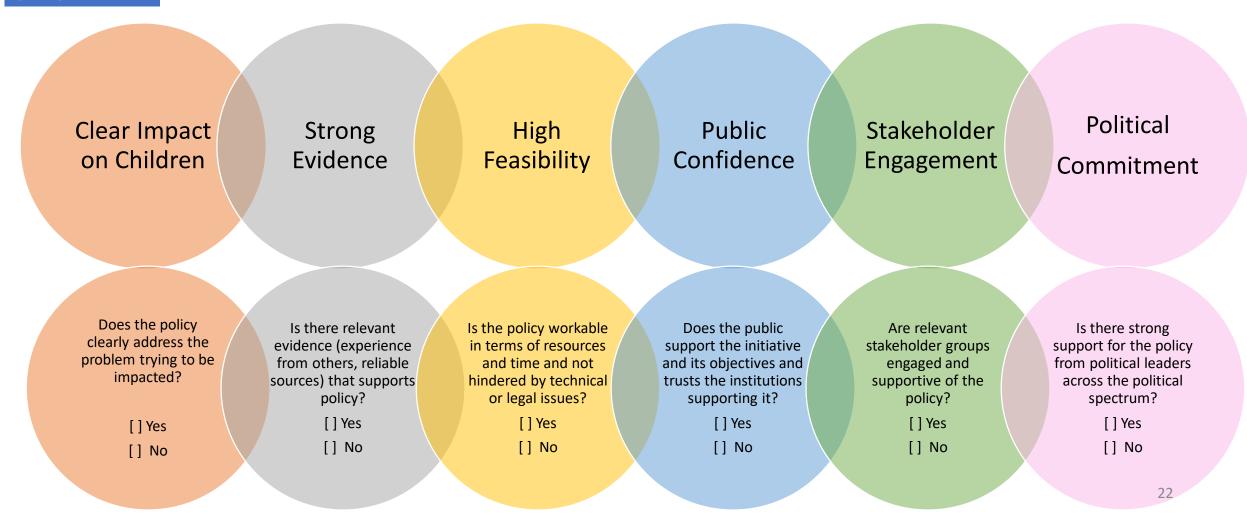|	
CONVENER	DATA PROVIDER
STORY GATHERER + STORY TELLER	LOBBYIST
MOVEMENT BUILDER	ALLY
EDUCATOR	MEDIA ADVISOR
SUBJECT MATTER EXPERT	PEER RESOURCE
DISSEMINATOR	? ...

Mobilizing Action for Resilient Communities. (2019). *Mobilizing Action for Resilient Communities through policy and advocacy: A toolkit for trauma-informed, cross-sector networks.* Philadelphia, PA: Health Federation of Philadelphia.

03

Develop a strategy for furthering adoption of a policy solution

Elements that Drive Policy Success

Adapted from *A Rubric for Assessing Public Impact, (2017) Centre for Public Impact*

Clear Impact on Children

Does the policy clearly address the problem trying to be impacted?

[ ] Yes
[ ] No

Strong Evidence

Is there relevant evidence (experience from others, reliable sources) that supports policy?

[ ] Yes
[ ] No

High Feasibility

Is the policy workable in terms of resources and time and not hindered by technical or legal issues?

[ ] Yes
[ ] No

Public Confidence

Does the public support the initiative and its objectives and trusts the institutions supporting it?

[ ] Yes
[ ] No

Stakeholder Engagement

Are relevant stakeholder groups engaged and supportive of the policy?

[ ] Yes
[ ] No

Political Commitment

Is there strong support for the policy from political leaders across the political spectrum?

[ ] Yes
[ ] No

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4. Analyze impact of policy solution

- One policy can make a MAJOR difference, however it is often a collection of policies that change outcomes at an individual level.

- Collect data to determine impact of the policy implemented AND the effectiveness of the strategy utilized to adopt.

- Research the impact of other possible policies to create a "collection of policies".

Policy Impact Analysis

In order to assess if the policy produced the intended outcomes and impacts, consider the following with both aggregated and disaggregated data:

❑ Was there a change in the outcomes and impacts of interest? If so, what was the change?

❑ Did the policy contribute to the change in the outcomes and impacts of interest or can it be attributed to other activities or influences?

❑ Were there any unintended consequences of the policy?

❑ Did contextual factors influence the level of impact?

❑ What was the economic impact of the policy (cost effectiveness or cost benefit)?

- What is the policy lever—is it legislative, administrative, regulatory, other?
- What level of government or institution will implement?
- How does the policy work/operate? (e.g., is it mandatory? Will enforcement be necessary? How is it fund
- What are the objectives of the policy?
- What is the legal landscape surrounding the policy (e.g., court rulings, constitutionality)?
- What is the historical context (e.g., has the policy been debated previously)?
- What are the experiences of other jurisdictions?
- What is the value-added of the policy?
- What are the expected short, intermediate, and long-term outcomes?
- What might be the unintended positive and negative consequences of the policy?

Bigger Questions to Consider

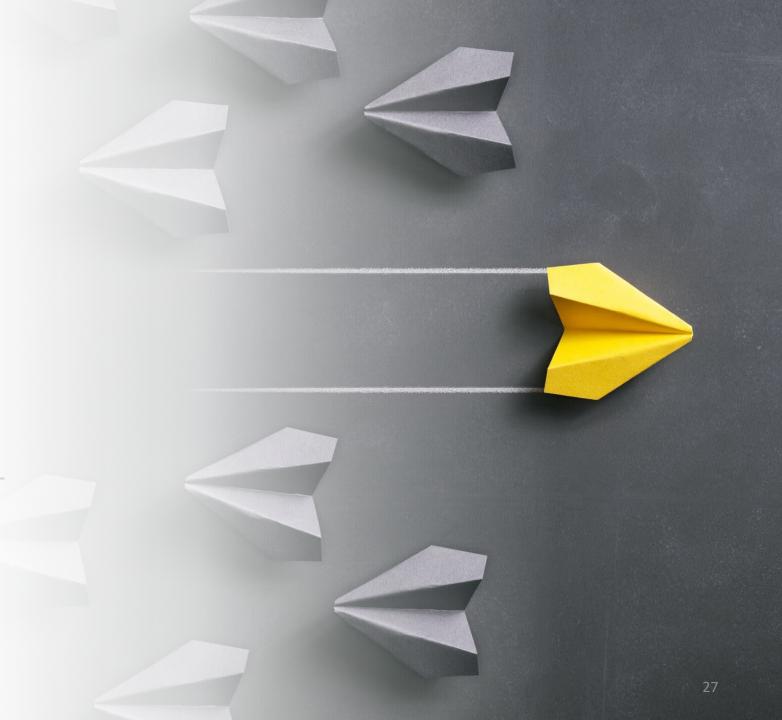If policy is not prioritized or ready for "prime time"

(e.g., because it has low feasibility, insufficient data on children or family impact, insufficient stakeholder support):

Conduct additional background work.

If data are insufficient, consider developing a policy research agenda that identifies key questions that need to be addressed.

Or consider a more incremental policy to address the problem or issue.

ECCS-Specific Policy Action Ideas

Policy Examples for Early Childhood Comprehensive Systems (ECCS) Collaborative Improvement and Innovation Network (CoIIN)

AIM: The ECCS CoIIN aims to improve population-level developmental health outcomes in children ages 0-3.

CORE DOMAINS	GOALS	ACTIVITIES	OUTCOMES	POSSIBLE POLICY CHANGES
Collective Impact	*Create a Common Agenda/Shared Vision & Strategies*	• Create a strategic plan (for the collaborative) that represents the shared vision and collaborative/common agenda • Facilitate collaborative decision-making and strategic planning across stakeholders	• Community and state partners understand and working towards a shared vision • Community/state partners adapt program goals and activities to address EC developmental needs • Community/state partners implement EC strategies (that are aligned with vision)	**Institutionalize an EC Systems focused Advisory Committee** Create legislatively mandated structure (Committee, Commission, Council, etc….) to guide and coordinate quality programming, services and coordination for infants and young children Integrate ECCS Advisory Committee or an explicit Systems Focused Structure (like a committee or working group) into existing State's required Early Childhood Advisory Council or Early Intervention Interagency Coordinating Council **Solidify a Statewide Early Childhood Strategic Plan** Develop/Revise a cross-agency, multi-sector vision and strategic plan to promote optimal young child health, development and well-being with adoption by Key Executive Branch Leadership (Governors, Children's Cabinet, Commissioners/Secretaries of State Departments)
	Develop Shared Data Systems	• Assess/inventory community and state cross-sector data systems collecting data on children ages 0-3 • Identify research and data questions to assess gaps in data collection, analysis, and management infrastructure • Develop strategies to coordinate existing data collection systems, establish long-term governance, and/or build infrastructure for new shared data systems	• Increased community and state knowledge and awareness of data collection and infrastructure opportunities, challenges, and available data sources • New and/or coordinated data collection systems at the state level • Improved capacity at the community and state levels to collect, track, and report data	**Promote Shared Practices for Data Collection/Sharing** Development of common parent disclosure and consent forms, common release of information forms, common enrollment and intake information, common care plans across State Departments and state funded programs Development of MOU with Medicaid to receive Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) data or Lead Child Welfare Agency to receive information on engagement with child welfare system **Solidify Information and Possibilities** Create a Need Statement, a Charter and Action Steps for a longitudinal data system (LDS)

CORE DOMAINS	GOALS	ACTIVITIES	OUTCOMES	POSSIBLE POLICY CHANGES
		• Facilitate data sharing agreements among partners to promote the use of shared/coordinated data systems	using coordinated/shared data systems	**Institutionalize Data Sharing and Reporting Efforts and Partnerships** Adopt legislation that provides structure and accountability to a Governance Structure (such as an LDS Advisory Council) Utah Example: HB 47 creates an Early Childhood Commission that will work closely with the ECU Advisory and with the Governor's Office to support early childhood system development and the use of data
	Promote Aligned & Mutually Reinforcing Activities	• Identify how partners implement and support EC activities • Develop shared EC messaging content and tools among partners • Communicate and coordinate activities with partners toward common goals	• Increased community and state knowledge and awareness of each partners' specific role in EC system • Aligned and reinforced messaging around EC development in community/state materials • System efficiencies and coordinated activities	**Promote use of common platform and common messaging across agencies** Formalize support from State Departments or community organizations to develop and utilize a common platform and messaging through mechanisms such as Memorandums of Understanding or Intra-Agency Contracts **Solidify designation of shared resources (funding, staff) across agencies** Formalize commitment of funds and resources across agencies to utilize shared messaging content which may be newly created product(s), adaption of existing materials or utilization of existing content
	Provide Backbone Support & Mechanisms for Continuous Communication between State & Community	• Support cross-sector communication in communities • Develop communication plans for outreach to cross-sector stakeholders • Integrate community voice and leadership in state-level EC developmental approaches, policies, and practices • Provide state support and resources to communities to facilitate EC systems goals • Identify community best practices for statewide spread	• Increased number of community partners/members engaged in EC development initiatives in the community and at the state-level • State policies informed by community need and vision • Statewide spread of best practices and innovations	**Promote voices of community leaders in state-level EC Advisory Councils/Committees** Formalize membership of Councils/Committees to include a specific number of community leaders **Solidify commitment to spread community best practices and innovations in state-level initiatives including identification of, implementation and evaluation of EC developmental approaches, policies, and practices** Create inventory of community best practices and formalize commitment from State-level councils to refer to inventory as part of any planning or formal review **Institutionalize state commitment to ec systems building and improved coordination and collaboration** Creation of state-level Early Childhood Department, identification of ec systems building positions in State Departments, or designation of cross-agency council to lead ec systems building initiatives **Support early childhood advisory council to serve as a platform for applying for shared funding** Not only for ECCS grant activities, but for broader statewide system building initiatives

CORE DOMAINS	GOALS	ACTIVITIES	OUTCOMES	POSSIBLE POLICY CHANGES
High Quality & Coordinated Developmental Services	*Disseminate EC Development/Systems Information*	• Disseminate developmental promotion materials and campaign messages across communities • Integrate EC campaign messages with partner organizations • Explore, test, and evaluate non-traditional venues and innovative partnerships for dissemination and community engagement	• Increased family and provider awareness of and familiarity with community/state resources and support services • Increased family knowledge of child developmental health, and how to support healthy child development • Increased knowledge about non-traditional venues and innovative partnerships proven effective for dissemination of EC developmental information	**Promote Usage of Common Developmental Materials** Adoption of *Learn the Signs Act Early, Vroom, etc...* by Key Executive Branch Leadership (Governors, Children's Cabinet, Commissioners/Secretaries of State Departments, Program Leaders) and include in formal mechanisms such as contract requirements **Solidify support for community cross-sector partnerships and venues for outreach and training events** Encourage partnerships with key child serving programs through all state-funded programs via contractual language, requirements of MOUs, or other formal agreements **Promote use of common Early Learning Standards or Developmental Guidelines** Develop and adopt cross-sector standards or guidelines to help families, early care providers and educators, and communities work together to support children's early learning and growth **Institutionalize platform for dissemination of developmental promotion materials** Formalize commitment of funds and resources across agencies to develop a consumer early childhood website for parents to which multiple State partners can link their existing resources
	Integrate Early Developmental Promotion, Screening, Referral, Linkage, & Developmental Processes across and within sectors and communities	Through training and technical assistance: • Support providers and community organizations to integrate evidence-based and two-generation developmental promotion practices and approaches into daily operations • Facilitate integration of standardized early identification and screening for developmental risk, developmental delay, and SDoH into existing community and state provider practices and structures • Disseminate guidelines or policies to providers and community organizations related to state-level developmental screening, effective referral and linkage processes, and promotion practices	• Increased proportion of children and families receiving regular developmental health screenings, especially among highest-risk populations • Increased number of children and families receiving timely referrals to services, when needed • Increased family adoption of healthy developmental promotion practices	**Institutionalize screening practices in well-child visits** Work with Medicaid to unbundle the Medicaid EPSDT code for well-child visits and allowed for billing specifically for developmental screening Help to better ensure doctors are completing all tasks required during a well-child check including a developmental screening at the time recommended by the Bright Futures guidelines Collaborate with Medicaid MCOs around developmental health monitoring, screening and supportive services **Promote a statewide policy change for all birth to five programs to use the ASQ as a validated parent driven screener** (Example: The Early Childhood Utah Advisory Council, Health Subcommittee made a motion in the January 2020 meeting to endorse the ASQ Screening tool as Utah's preferred tool) **Promote and create a developmental screening page with links to the ASQ screener for parents' use (free of charge) and subsequent referral and early intervention processes** **Promote policies and procedures regarding developmental screening and the usage of a Family Access Portal**

CORE DOMAINS	GOALS	ACTIVITIES	OUTCOMES	POSSIBLE POLICY CHANGES
		• Support community platforms to integrate early developmental promotion materials and activities		Include comprehensive supports for parents including a list of developmental health promotion activities, timelines for providing feedback once a developmental screen is completed including what feedback, resources, and referrals can be provided based on the developmental screening results, and when to rescreen. **Solidify financial support for the Ages & Stages Questionnaire - Online Enterprise Account with Family Access features (powered by Brooke's Publishing)** **Solidify guidelines for various types of screening for young children and their caregivers** Develop and encourage adoption of Developmental Screen Guidelines, Maternal Caregiver Depression Screen Guidelines and Trauma Informed Care Approach Guidelines **Promote use of shared screening results and referrals via use of systems such as IRIS** **Solidify partnerships with Title V for activities related to their MCH National Performance Measure 6: Developmental Screening**. Possibilities include additional training and collaboration with LHDs; combined work with Title V to identify childcare providers and pediatricians' offices for integration of ASQ screening; combined plans of action that support ongoing uptick of screenings
	Build Care Coordination Capacity	• Identify and compile information about relevant community service providers/programs and resources (including non-traditional partners) • Continually update resources • Develop or enhance community and state platforms (online/telephonic) to facilitate effective service referrals • Develop or enhance workforce care-coordination skills, competencies and capacity	• Increased rates of completed referrals to needed services • Increased retention of families in community services/programs until treatment and/or follow-up is completed • Reduced gaps, overlaps, and redundancy in developmental health services provided • Improved communication and care coordination across family-serving providers	**Solidify referral processes in communities to ensure effective referrals for families** Inventory all services and resources in community and ensure a coordinated referral process is utilized amongst providers to get "the right family to the right service at the right time" **Institutionalize Help Me Grow Model in all communities across the state** Create state-specific Standard Operating Procedures and a Resource Manual for HMG for Statewide spread Seek and secure funding sources for community leaders implementing HMG **Institutionalize platform for effective service referrals** Formalize commitment of funds and resources across agencies to develop a data system for providers and community parents to identify existing services and resources

CORE DOMAINS	GOALS	ACTIVITIES	OUTCOMES	POSSIBLE POLICY CHANGES
Systems Development & Improvement	*Support Continuous Learning & Improvement Efforts*	• Develop continuous quality improvement (CQI) plans to consistently improve efforts and results • Apply CQI methods to regularly review program data to inform programmatic decisions and test strategies for improvement • Participate in regular opportunities for peer-to-peer learning and professional development activities • Train and engage community partners in CQI to build capacity for data-driven quality improvement	• Increased knowledge of CQI among grantees • Increased awareness among partners of the importance of CQI to achieve common goals • Increased community/state capacity to apply CQI methods to improve programs • Number of CQI-tested strategies adopted at the community and state levels • Systems improvements	**Solidify and formalize commitment of funds and resources across agencies to s**upport CQI Provide training on data driven cqi practices, collaboratively develop cqi plans for early childhood initiatives, and review data to inform decisions
	Develop & Maintain Partnerships & Networks	• Conduct outreach activities with cross-sector stakeholders (e.g., EC healthcare providers, community-based organizations) • Develop and maintain partnerships/ collaborations with EC healthcare providers, community-based organizations, and other cross-sector) stakeholders to advance EC policies and systems development • Develop and maintain partnerships/collaborations with family members and family leaders (e.g., navigators, ambassadors, advocates, coaches, and family engagement specialists) • Develop and expand statewide networks	• Improved EC systems integration, alignment, and coordination at community/state levels • Increased number and strength of community and state partnerships contributing to EC system • Increased number of stakeholders serving pre-natal to age 3 population that receive EC messages and are partnered with in EC and systems-building activities • Increased collaboration between grantees and partners to integrate and develop best practices and new approaches	**Solidify partnerships through formal mechanisms such as memorandum of understandings, cooperative agreements or teaming contracts** **Promote community-level partnerships through requirements within contracts to place-based communities** **Institutionalize recognition of key partnerships through required involvement on key early child collaborative groups (Children's Cabinet, EC Advisory Councils, EC Working Committees, etc...)**
	Family Leadership	• Conduct outreach to pregnant women, parents, and families of young children to inform families of EC priorities and recruit family leaders	• Increased community and state capacity to reach pregnant women, parents, and families • Increased child/family connections to EC resources	**Institutionalize positions for voices of family leaders to be present in planning, implementing and evaluating** Create a parent lead position within a state agency or community organization Identify parents as critical members of councils, committees, working groups and provide financial support

CORE DOMAINS	GOALS	ACTIVITIES	OUTCOMES	POSSIBLE POLICY CHANGES
		• Train family members to be navigators, ambassadors, advocates, coaches, and family engagement specialists • Consistently include pregnant women, parents, and family members that reflect the diversity of the populations served on state/community advisory groups or service organizations • Engage families is system design and decision making	• Increased family leadership at the community/state levels (e.g., increase in family representatives on advisory boards) • Infrastructure for sustained family input • System designed to meet family needs	**Promote family members in community-specific roles such as ambassadors, navigators, and advocates** **Solidify a family voice is included through formal mechanisms such as hiring a parent representative or inclusion of family representatives stated in memorandum of understandings, cooperative agreements or teaming contracts**
	Build Public Will	• Disseminate public messaging around the science of early development, resilience and adversity • Conduct outreach to healthcare providers, cross-sector partners, leaders and the public, including through innovative delivery methods to raise awareness of EC priorities • Build EC workforce capacity to effectively reach and engage parents and families • Promote early childhood messaging and visibility at community and state levels	• Increased understanding of the science of early development, resilience and adversity • Increased commitment to early childhood • Increased public support for EC investments and initiatives • Increased integration of the science of early development and EC priorities into state and local initiatives, policies and practices • Increased proposed EC state/community initiatives by policymakers	**Solidify and formalize commitment of funds and resources across agencies to develop science-based training for early childhood professionals and families of young children** **Promote legislative, judicial and executive branch support for prevention and mitigation of adverse childhood experiences and activities**
	Advance Policies & Mobilize Funding to Sustain System Improvements	• Identify policy levers and goals to advance EC system • Assess Medicaid and health transformation and financing landscape • Recommend/ Develop/revise policies to support statewide EC program and systems development, • Advance discussions and planning around re-alignment	• Policy changes aligned with community/state EC system goals are adopted and sustained • Increased amount of funding to support community/state EC initiatives • EC development initiatives and state and community systems are sustained	**Solidify a review process for state-level legislative proposals designed to address the needs of children, ages o-8 years old** Designate a leader and identify a process to determine if ec policies are data-driven and evidence-based, leading to improved outcomes for the State's young children and their families **Promote state-level early childhood fiscal recommendations** Evaluate the annual budget presented by the Governor and the Legislature to determine whether it effectively meets the needs of the State's young children and their families **Promote community-level policy recommendations** Create a mechanism to develop and implement a local policy early childhood agenda

CORE DOMAINS	GOALS	ACTIVITIES	OUTCOMES	POSSIBLE POLICY CHANGES
		or repurposing of existing public funding to more effectively serve children and families • Develop and implement programmatic/financial sustainability plans to promote/replicate promising practices and policies • Seek and obtain diverse and alternative funding to support community/state EC program initiatives		**Promote early childhood focused legislation that effectively serves and supports young children and their families**

Additional Policies ECCS CoIIN Teams Supported

Early Childhood Governance

LA HCR 38

Status: Adopted - Adopted

Date of Last Action: * 06/01/2019 - Enacted

Topics: Early Childhood Governance

Summary: Requests the state Department of Education, the Department of Health, and the Department of Children and Family Services to work collaboratively to coordinate opportunities and access to Early childhood programs.

HI S 78

Status: Enacted - Act No. 276

Date of Last Action: * 07/10/2019 - Enacted

Topics: Early Childhood Governance, Prekindergarten and School Readiness

Summary: Establishes the executive office on early learning as the administrative authority for state-funded prekindergarten programs, and private partnership-funded prekindergarten programs in the public schools, except for special education and Title I-funded prekindergarten programs.

DE S 187

Status: Enacted - Act No. 184

Date of Last Action: * 08/05/2019 -Enacted

Topics: Early Childhood Governance

Summary: Requires the Department of Education to ensure that the standards of the Stars for Early Success system are consistent with the regulations of the Office of Child Care Licensing, reenacts the Child Care Act, provides the powers and duties of the Office of Child Care Licensing, provides requirements for child care licensing.

Early Childhood Advocacy Day Resolution

DE HCR 39

Status: Adopted - Adopted

Date of Last Action: * 05/16/2019 - Enacted

Topics: Child Care Subsidy & Quality, Early Childhood Other

Summary: Proclaims May 8, 2019, as Early Childhood Advocacy Day to affirm the importance of quality early learning for every citizen and every sector of our State, to celebrate the accomplishments of the past year, and to rededicate ourselves to our shared responsibility for the construction and support of an Early Childhood System that will positively impact children, families, communities, and workforce and economic development across the State.

Workforce

NY S 4990

Training for Day Care Providers

Status: Enacted - Act No. 675

Date of Last Action: * 12/16/2019 - Enacted

Associated Bills: NY A 2766 - Same as

Summary: Amends the Social Services Law, requires training with respect to adverse childhood experiences, focused on understanding trauma and on nurturing resiliency, for day care providers.

Education

LA HR 222

Status: Adopted - Adopted
Date of Last Action: *06/04/2019 - Enacted
Topics: Early Childhood Governance
Summary: Requests that the state Department of Education establish the Louisiana Early Literacy Commission

[DE S 173](#)
Pre-Kindergarten Consortium
Status: Pending - SENATE
Date of Last Action:* 6/30/2019
Topics: Prekindergarten and School Readiness
Summary: Establishes the Universal Pre-K Consortium to recommend a comprehensive plan for the implementation of a mixed-delivery, non-compulsory public pre-kindergarten program for all 4 year-olds in this state.