

**Nebraska Early Childhood Collaborative**  
**Quality Child Care Partnerships: The Child Care Network**

**Biennial Report**  
**October 2020 – September 2022**



## Introduction

In August 2020, The Nebraska Early Childhood Collaborative (NECC) Quality Child Care Partnerships department launched a statewide initiative to respond to the growing challenges facing the child care industry. This program called the Child Care Network, born out of two innovative pilot projects, was initiated in 2019. That work has now grown to serve more than 600 child care providers across Nebraska, with a focus on helping build business competencies, strengthening access to technology and automation, and offering no-cost child care licensing supports, with most resources available in both English and Spanish.

### Child Care Network Goal

To address the industry's greatest challenges including antiquated business practices, low wages, isolation, and large number of educators leaving the field.

Child Care Network's goal is to address the industry's greatest challenges including antiquated business practices, low wages, isolation, and large number of educators leaving the field. The Child Care Network was created to strategically support child care educators, and in Year 2 have expanded their reach to include child care centers. The Child Care Network also partners with Nebraska Children and Families Foundation (NFCC), Communities for KIDS (C4K), and other statewide leadership to accomplish its goals and to extend its recruitment to rural educators across the state.

## RATIONALE

The Child Care Network is built on the following principles including the importance of: 1) elevating provider voices, 2) strengthening business practices, and 3) engaging adults with children in high quality early childhood programs.

**ELEVATING PROVIDER VOICES.** An equity approach to the implementation and evaluation of the Child Care Network is highly valued. Elevating provider voices was an integral component of the work. Within the Child Care Network is an Advisory Council of child care educators whose purpose is to advise and co-create the Child care Network programs and the evaluation approach. Currently there are 18 members who sit on the council representing 12 different counties that reach across the state.

**STRENGTHENING BUSINESS PRACTICES.** The demands of operating a small business are compounded by the responsibility of caring for young children, a provider's highest priority. Unlike other small businesses, child care professionals are responsible for marketing, enrollment, billing and payment collection, budgeting, insurance, and compliance with licensing regulations -- all while maintaining a safe learning environment for children. Add to this limited access to technology and services that most small businesses rely on to succeed, and it is not surprising that child care providers are closing their doors. In Nebraska, not only are child care providers closing their doors, but fewer





new professionals are entering the field. Since 2018, the number of provisional licenses issued to new child care providers in Nebraska has declined by 33 percent.

### **ENGAGING ADULTS WITH CHILDREN IN HIGH QUALITY EARLY CHILDHOOD**

**PROGRAMS.** Quality early childhood programs will have a positive influence on young children’s developmental outcomes. The first five years of a child’s life is a critical time for learning and development. Throughout this time, young children develop the foundational skills necessary to be academically and socially successful in school and beyond. Children’s development is greatly influenced by their environment and the interactions they have with their caregivers.

## **PROGRAM COMPONENTS**

The Child Care Network has multiple program components that focus on educational and networking opportunities for child care educators. These components address both content related to business practices and engaging children in high quality interactions. Educators who enroll in the Child Care Network participate in one or more of the following components based on their individual needs and interests.

### **Improving Business Practices**

#### **BUSINESS TRAINING SERIES**

The Child Care Network’s 10-week, 30-hour Business Training Series, offered in English and Spanish, is designed to share innovative tools and strategies for supporting strong business development among child care educators.

This training series focuses on the child care program as a small business and covers topics such as contracts, policies, risk management, insurance, budgeting, taxes and more. Cohorts are offered in the Spring, Summer, and Fall.

**365**  
Educators Served

#### **ELEVATED NETWORK**

Participants engaging in the Elevated Network have access to the Wonderschool, a software platform which includes a suite of marketing tools, ongoing assistance for business management and payment collections. Participants also have access to mentoring with NECC specialists to support them in obtaining their goals and securing resources to help them improve the quality of their program.

**60**  
Programs Enrolled

#### **LICENSING TOOLKIT**

Materials, mentorship, and support is provided through the licensing process to help educators help meet health and safety standards and state licensing requirements.

**54**  
Programs





## Improving Interactions with Children

### CHILD DEVELOPMENT ASSOCIATE (CDA) CREDENTIAL TRAINING

The CDA training (in English or Spanish) takes child care educators to their next step in their child care career by pursuing their Child Development Associate (CDA) Credential. NECC's Coaching to Completion model helps educators expand their credentials, earn in-service credit hours, and hone their skills. This 8-week training series focuses on all areas of child development to prepare the educator to successfully complete their portfolio, pass their verification visit and pass the CDA exam. Cohorts are offered in the Spring, Summer, and Fall.

152

Educators Completed

### SUBSCRIPTION BASED QUALITY ENHANCEMENT KITS

NECC's Elevating Engagement Subscription box puts quality materials, resources, and training at a provider's fingertips in one packaged service. Each box will focus on types of play-based learning. Paired with a professional development opportunity, the boxes will enhance the educator's ability to incorporate the materials into their program. Educators will also have an opportunity to learn how to extend the child's learning at home through a parent engagement activity.

20

Educators Received  
Resources

Participants in this program received eight boxes and access to over 20 hours of in-person professional development. Kit and training topics include Oral Storytelling with Children/Communication Play, Kids and Soil-A Perfect Match, Engaging in Musical Play, and five other topics. All training teams include at least one family child care provider. Many of the training topics were areas identified through the Brief Early Quality Inventory (BEQI) self-assessments and observations as areas in need of additional support for educators.

### VIRTUAL LEARNING LIBRARY

Early childhood educators can earn approved Nebraska in-service credit hours by taking asynchronous professional development in NECC's learning platform, LearnUpon.

61

Educators Served

## DEMOGRAPHICS

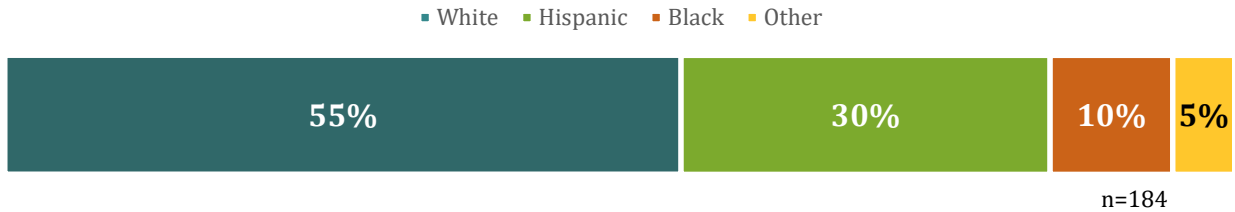
Over the past two years, the Child Care Network delivered services to 645 child care educators. Demographic data is collected for those educators that enroll in one or more of the Child Care Network program components. Demographic information was not available for all participants, so the numbers for each variable reported will vary.

All the educators identified as female. Services were provided to a racially and ethnically diverse group of educators. There were slightly more educators who were white (55%).



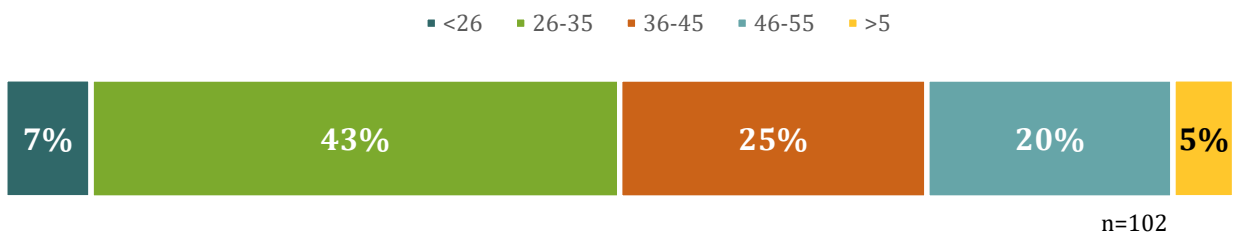


## CHILDCARE EDUCATORS REPRESENTED MULTIPLE RACES AND ETHNICITIES



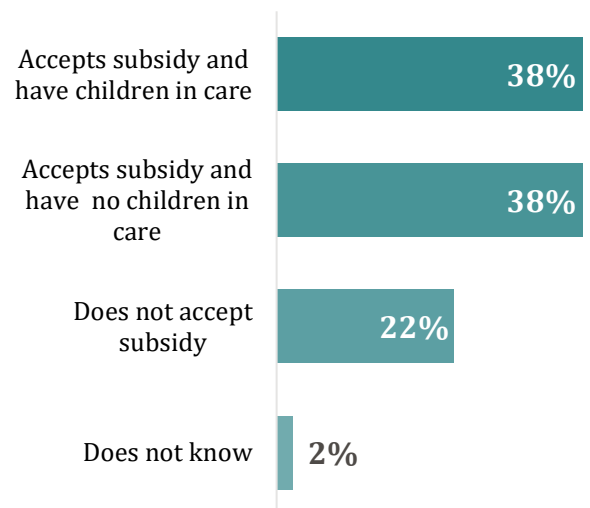
Educators enrolled in the program represented a wide range of ages. The majority (88%) were in the 26 through 55 age range.

## CHILDCARE EDUCATORS REPRESENT A RANGE OF AGES



The primary focus of the first two years of this project was on supporting educators in family child care settings. During the end of the second year the program was expanded to include centers. A total of 10 child care centers have been enrolled in the Elevated Network Program. Administrators, owners or directors (88%) from both family child care and child care centers made up the majority of the participants, with teachers (10%) and others (2%) making up the remainder of the group. The majority (76%) of the programs accept subsidy payments; however, currently only 38% currently have children enrolled who receive subsidy.

## THE MAJORITY OF PROGRAMS ACCEPT SUBSIDY PAYMENTS



n=125





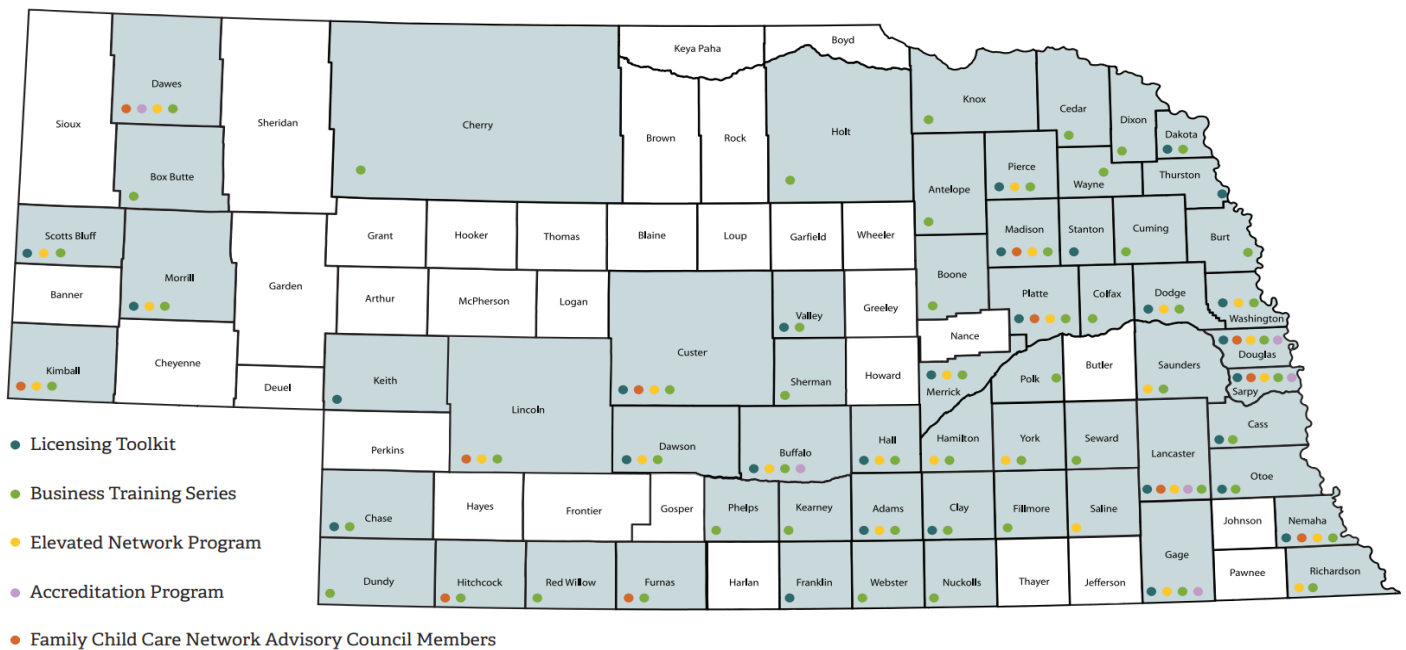
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## 88% of the educators in the Network are administrators, owners, or directors.

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A strategic priority for NECC is to provide services and supports to educators who serve children in rural communities, high poverty zip code areas in Omaha, and those with language barriers. This report will serve as baseline data for the project.

The first strategic priority is to serve educators serving children in rural areas. This statewide program served educators across 60 counties. Slightly more of the educators (52%) were located in rural counties with 48% located in Douglas, Sarpy or Lancaster counties. The location of educators is documented in the map below based on the Child Care Network component that they were enrolled in.



Updated November 2022



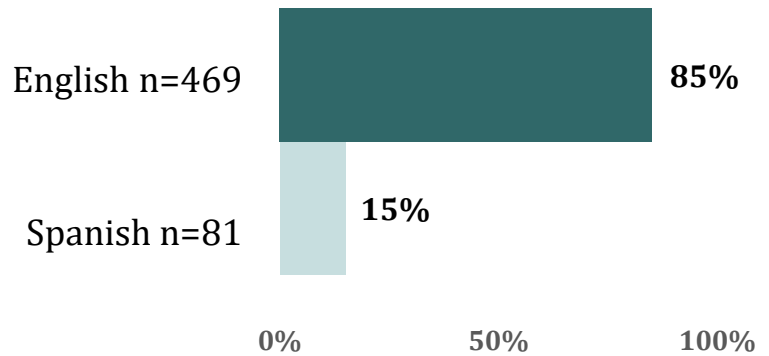




The second strategic priority was to serve providers in underserved Omaha areas. Five zip code areas (68104, 68107, 68108, 68110, and 68111) were prioritized by NECC to provide services and supports. During these first two years, 70 educators (12%) were provided services in these targeted areas.

The third strategic area was to expand support to child care in the Latino community by providing services and resources in Spanish. Currently, 30% of the educators served were Hispanic. In addition, 15% of the educators reported their primary language was Spanish.

**CHILD CARE NETWORK SUPPORTED EDUCATORS WHOSE PRIMARY LANGUAGE WAS ENGLISH AND SPANISH.**





# Results

## EVALUATION

An evaluation plan based on the program's logic model and theory of change was used to monitor the implementation of the Child Care Network programs and assess progress towards identified program outcomes. Data were used on an ongoing basis to support program improvement.

In November 2022, a survey was sent out to all 647 participants who in the last two years had participated in one or more program components. The purpose was to obtain their feedback on the degree that they were satisfied with the program, the extent the program helped their business practices, their ability to obtain their child care program license, and improve their interactions with the children in their program. A total of 182 participants completed the survey for a 28% return rate. A majority participated in one or more of the key program components: Licensing (15%); Business Training Series (38%) and Elevated Network (21%). The majority (54%) had participated in the program more than 12 months with fewer participating less than 12 months (30%) or 6 to 12 months (16%).

Respondents represented 48 counties with 33% living in metropolitan areas (Lancaster, Douglas, and Sarpy counties) and the remainder in rural communities. Madison (7%), Buffalo (5%), and Dakota (5%) counties had the highest percentages participating in the rural counties. The majority of the respondents were female (89%), had a primary language of English (98%), and were White (88%). Eighty percent of the participants were between the ages of 26 and 55. Almost all (99%) had their high school degree or higher (high school degree=47%; AA degree=22%; BA/BS degree=24%; graduate degree=6%). The annual program incomes of the educators ranged from below \$30,000 (33%) to over \$50,000 (19%) with 48% reporting incomes between these ranges.

## IMPLEMENTATION ACTIVITIES

### NUMBER OF TRAINING AND NETWORKING OPPORTUNITIES

In 2021 the Child Care Network offered over 2,650 hours of professional development/training opportunities for Nebraska child care providers. There were 85 training events/sessions. The average attendance was 48 with a range from 1 to 274. The events include either a series (e.g., Business Training Series/CDA) or individual training webinars. Examples of the training sessions include: Professional Facilitator series, Early Learning Guidelines, Safe With You, Reading Stories with Preschoolers, Seasonal Meals, and Active Supervision.







## SATISFACTION WITH SERVICES

**METHOD.** One section of the Child Care Network Annual Survey gathered information on the degree the educators (n=182) reported that the network programs were helpful and supported their jobs.

**FINDINGS.** Educators reported high satisfaction (92%) with the helpfulness of the network activities. They indicated that they felt supported in their job through their participation in the Network (94%).

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92% of the educators agreed the Child Care Network activities were helpful and 94% agreed that they felt supported in their job.

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### EDUCATOR FEEDBACK: PROGRAM SATISFACTION

**SUCSESSES.** Overall, the professional development training and resources were highly valued by the educators. The educators resoundingly found the Child Care Network as a “place to go for help and support. A community of resources to help me with my business.” The series met the needs of a wide spectrum of educators. They reported that the trainings were “challenging and not remedial,” and they were able to “help the beginner to seasoned child care provider.” They indicated that staff advocated for the services and supports they needed. They appreciated the updates they received on new issues and would like that continued, e.g., what to do if the minimum wage passes. Several reported that the network helped them to develop an individual plan to meet their identified goals.

Many reported a number of personal benefits of the programs, such as less stress and more confidence in their role. One indicated that she has taken on a new leadership role in her community. “Dreams, I see myself getting bigger.”

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“I owe all my success to the Child Care Network. I would not have been able to further my education without them. This is taking so much stress off me. I wish more people would take part in this amazing opportunity.”

– Educator –

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### RECOMMENDATIONS FOR

**IMPROVEMENTS.** There were few recommendations for improvement, “keep it the same, it works great;” however, some suggestions for improvements were noted. It was recommended that there be more trainings and that future trainings focus on such content as how to do payroll for staff, how to start a support group in their communities, and tax information. Funding to improve their child care was frequently identified as a need. As one





educator indicated, they “helped to keep us informed if there were any grants to be had or a funding to help our child care.” Continued updates on available grants and trainings on how to write grants was suggested.

Access to materials was important. Several recommended sending out printed materials rather than just sending out by email or posting them on the website. One noted that the website needed to be more user friendly.

## BUSINESS OUTCOMES

**METHOD.** Several strategies were used to evaluate the extent the Child Care Network activities impacted educators’ business outcomes.

*Annual Survey.* The Child Care Network Annual Survey gathered information on the degree educators gained knowledge and skills in implementing their business practices.

*Business Training Series Satisfaction survey and Pre/post Knowledge Assessments.* Educators who participate in the Business Training Series completed a pre/post assessment of their business skills. In addition, at the conclusion of the series, a satisfaction survey was completed.

## INCREASED KNOWLEDGE AND SKILLS

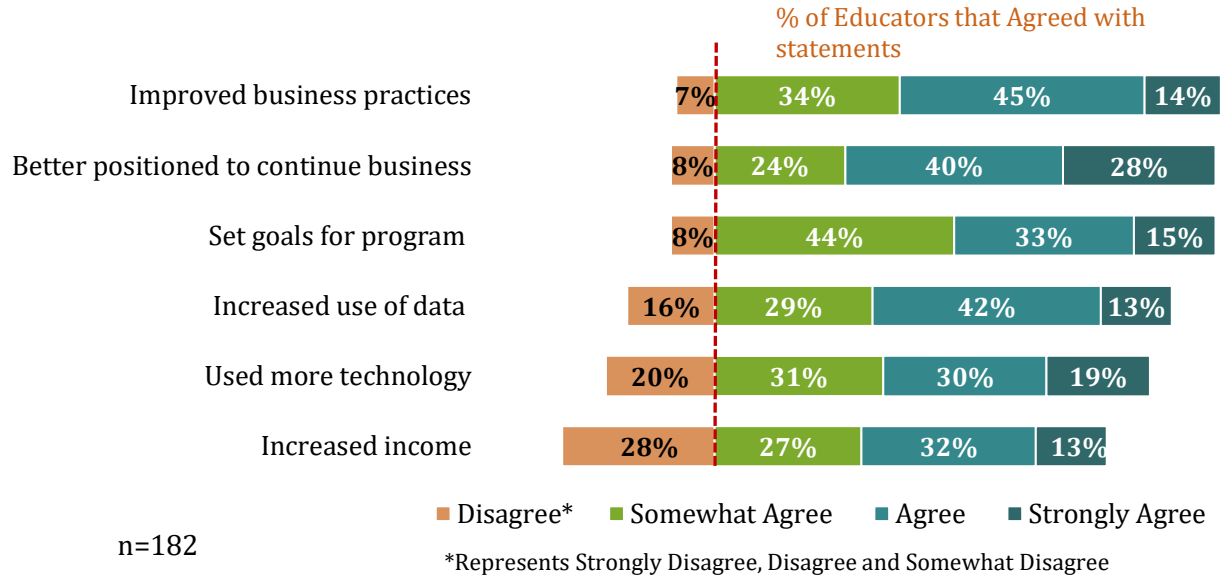
**FINDINGS.** The results of the Child Care Network Annual survey found that over 90% of the educators indicated that the Child Care Network helped them improve their business practices including setting goals for their programs. These skills better positioned them to continue their businesses. Slightly fewer educators reported they had increased their use of business data to support their business decisions and use of technology in their work. Fewer educators (78%), although still a majority, reported the program supported them to increase their business income.

Percentages that agreed or strongly agreed for each of the business questions was analyzed by time in program (less than 6 months, 6 to 12 months or more than 12 months). Educators who were in the program for over 12 months rated the following areas more positively than their peers who were in the program for less time: used more technology (7% additional educators); Provided job support (11%); improved business practices (13%); and better positioned to continue program (15%).





## HIGH PERCENTAGES OF EDUCATORS REPORTED IMPROVED BUSINESS PRACTICES AFTER PARTICIPATION IN NETWORK ACTIVITIES



**INCREASED KNOWLEDGE.** Fifty educators completed the pre/post knowledge assessment following the completion of the Business Training Series in the Spring 2022. On average educators had a score of 74% on the pre assessment and an 88% score on the post assessment. On average educators scores improved by a rate of 19%. Most educators (84%) demonstrated increased knowledge by the end of the series.

### PARTICIPANT FEEDBACK.

Educator feedback at the conclusion of the Business Training Series was very positive. All participants (n=52) reported that the content was relevant to their work with 94% reporting that they were highly satisfied with their experience with the Business

Educators report that the business content was relevant and 94% were highly satisfied with the series and would recommend it to others.

Training Series and would recommend it to others. A total of 92% agreed or strongly agreed that the presenters were effective in their presentation of materials.





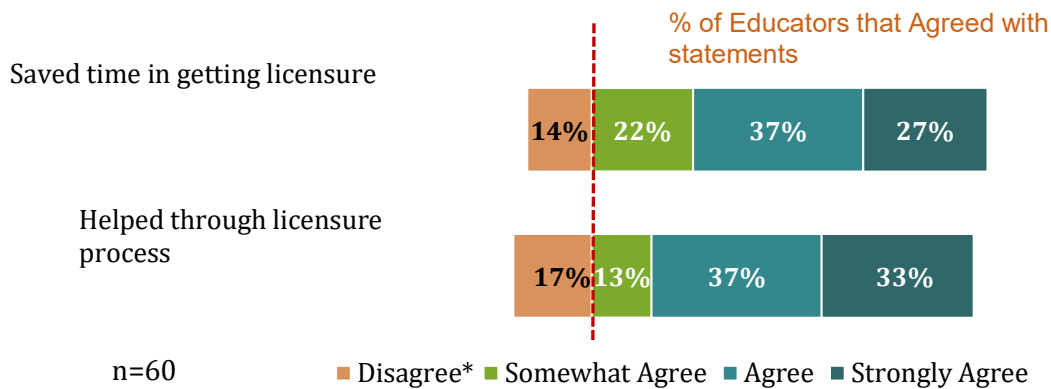
## INCREASED NUMBER OF EDUCATORS WERE LICENSED

**FINDINGS.** At the time of this report, of the 61 educators that were working on receiving their license, 14 received their provisional license and five became fully licensed. Once a program receives a provisional license, it has to be maintained for one year in order to be eligible for full licensure.

Educators reported the Network helped them obtain their license by simplifying the licensing process and providing one-on-one mentoring.

**Annual Survey.** The results of the Child Care Network Annual survey found that over 80% of the 60 educators indicated the Child Care Network helped them receive their license. The Child Care Network support also saved them time (83%).

### CHILD CARE NETWORK ACTIVITIES SUPPORTED EDUCATORS IN RECEIVING THEIR CHILD CARE LICENSES



\*Represents Strongly Disagree, Disagree and Somewhat Disagree

## EDUCATOR FEEDBACK: BUSINESS PRACTICES

**INCREASED PROFESSIONALISM.** Many educators commented that participation in the Business Training Series helped them view themselves as professionals. “I have been doing child care for 35 years. The classes that I have taken.....have helped me realize that I am a professional and not just a baby sitter.” Having their own program website helped others see them as professional. “I have learned to be more professional and address myself as such.”





**IMPROVED KNOWLEDGE AND SKILLS.** The Child Care Network helped them become more knowledgeable on how to run their business, e.g., more organized staff and enrollment paperwork or creating an autopay system. Educators reported learning new business practices, sharing new ideas and successfully getting grants. “They have gone way beyond with what they had shared and taught me. They have really made my life and job easier.” Overall, the educators are more confident in their business practices and the decisions they make to benefit their program.

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“The online platform allowed me to go from all old school paper forms and payments to my clients being able to autopay and to be kept up to date on their child’s day while they are still at work. Overall, I have saved so much time, less stress and allowed for running my child care to be seamless.”

– Educator –

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**MENTORING.** The mentors were seen as helpful, especially the ongoing support and their knowledge that was tapped. They appreciated being heard and having someone who listens and is there to ask questions. “She (mentor) has been an absolutely wonderful addition to my child care.” It was recommended that more of the mentoring sessions be in person. Some felt feedback from mentors in person would be more helpful than when it was provided virtually.

**NETWORKING.** The educators had a chance to make new connections with other educators. “I have made new friends and connections that I can go to if I have questions or concerns when something come up.”

Educators noted that networking was a valuable aspect of the Network’s activities and they would like to see more networking opportunities, perhaps during training or through social media.

**LICENSING.** When asked how participation in the licensing program helped them, several themes emerged. Many indicated that having someone available for one-on-one mentoring helped them save time as they worked to get their license. It also simplified the licensing process for them. They became more confident in knowing the rules and regulations and being “calmer during licensing visits.”

The Licensing Toolkit was viewed as a valuable resource. “I’m very happy with my Licensing Toolkit mentor and the process.” “I think between my mentor and everyone that I





have worked with does an excellent job and I am so lucky to be a part of it!” Several commented on the value of getting their license. One commented, “being licensed helped me to reach full enrollment.”

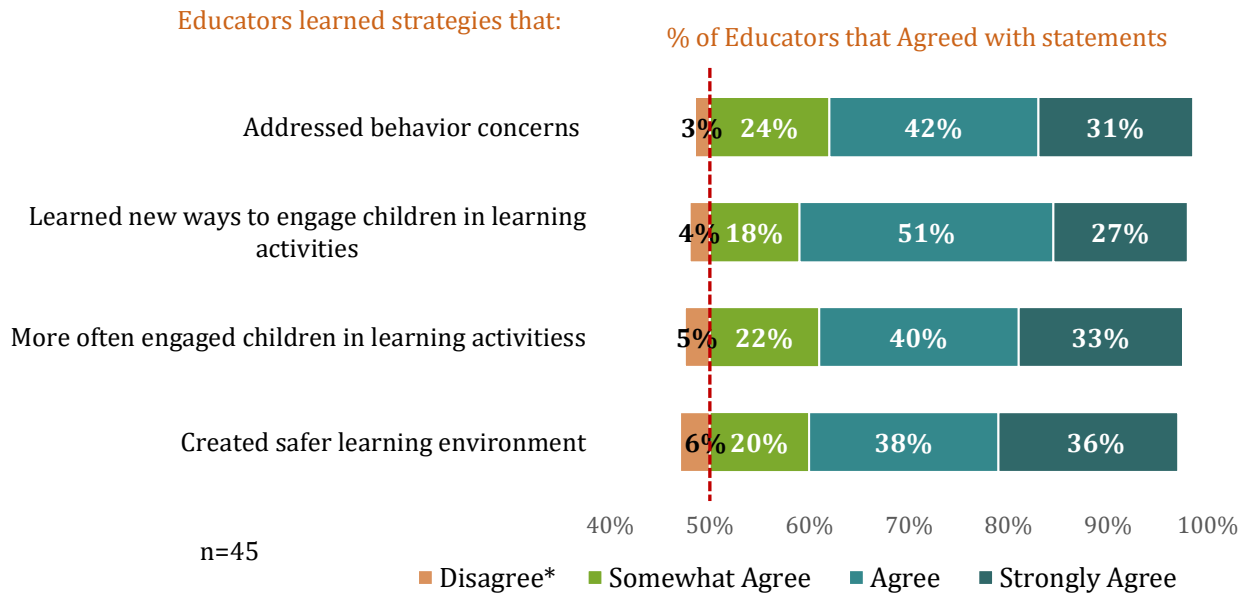
## OUTCOMES: ENGAGING WITH CHILDREN

### INCREASED KNOWLEDGE AND SKILLS

**METHOD.** The Child Care Network Annual Survey gathered information on the degree the educators (45) increased their knowledge and skills in creating a quality environment for the children in their care. The program also documents the number of educators who received their Child Development Associate (CDA) credential.

**FINDINGS.** The results found that almost all the educators reported that they had improved their practices to support the children in their care. All areas were rated almost equally including the ability to create a safer learning environment, to engage children in learning activities, and to address behavior concerns that arise.

### EDUCATORS REPORTED THEY IMPROVED IN THEIR KNOWLEDGE AND SKILLS IN PROVIDING QUALITY SERVICES FOR CHILDREN IN THEIR CARE.







**CDA.** A total of 152 educators (18% were Spanish speaking) completed one of the twelve 8-week CDA series (25% offered in Spanish) that were provided by the Child Care Network. Earning the CDA credential supported their knowledge of child development and how to encourage children's learning.

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152 educators completed the CDA prep training which increased their skills in engaging with children in their care.

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### EDUCATOR FEEDBACK: CHILD ENGAGEMENT

One provider noted that participation in the Child Care Network resulted in “a renewal in my love and satisfaction with providing child care.” They have gained confidence in themselves to talk with parents and have learned strategies to better communicate with parents.

“The classes have taught me so much,” as they have learned new ways to engage their children in their care. “I have learned how to deal with toddlers and communicate properly with infants and toddlers.” “My interactions are much more intentional.” “I have gained knowledge to help work with children with challenging behaviors.”

They improved the child's learning experience by making changes to their home environment, (e.g., improved outdoor space or rearranged learning areas within the home). The Elevate funds have allowed educators to obtain materials that they needed for their children. “I have received so many quality learning toys which I would never have been able to afford.”

Several noted the success for them is their enrollment in Step Up To Quality (SUTQ) (Nebraska's Quality Rating and Improvement System, sponsored by Nebraska Department of Education), as they worked toward higher step ratings. They noted that this would not have been possible without the Child Care Network.

### QUALITY INSTRUCTIONAL PRACTICES

**Method.** The Brief Early Childhood Quality Inventory (BEQI), created by ECD Measure, was used to evaluate the quality of 51 family child care homes for educators serving children birth through five who participated in the Elevated Network Program. The purpose of the BEQI observation and self-assessment interview is to capture a complete

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“Doing the BEQI made me see my strengths and what I needed to improve on.”

– Educator –

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assessment of the quality of the environment and experiences of children within a program on the day observed. The BEQI is based on data from quality studies that took place around the globe. It has been adapted from the Measure of Early Learning Environment (MELE), a more detailed program observation quality instrument developed by the Measuring Early Learning Quality and Outcomes (MELQO) consortium. Evidence demonstrates that young children learn better when providers 1) encourage them to engage directly with materials; 2) give children some choice in their activities and use of materials; and 3) involve children in discussions that extend their understanding of the concepts being taught. These characteristics are common to a teaching style called play-based or child-centered learning.

The BEQI Observation Tool has five key areas including: Play-Based Learning, Learning through Conversations, Stimulating and Safe Environments, Promoting Strong Relationships, and Caring for Infants and Toddlers. Information from this assessment provided information that mentors could use to guide their support of the educators. To date, only baseline data have been completed. Follow-up assessments are planned in 2023 for those educators who have been in the program for six or more months.



**Findings.** Baseline data were collected on 58 educators who provided services in their home. Ninety-five percent of the educators were licensed, 33% had an early childhood development degree and 90% were enrolled in the Child and Adult Care Food Program (CACFP).

Results found that children’s time was split between free play (48%), provider-led activities (20%) or a mix of both (32%). Many of the items observed across the five areas had over 75% of the programs displaying the recommended behaviors (e.g., children interacting with peers). Key takeaways from the baseline assessment are summarized in the following.

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48% of children’s time was spent in free play.

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BEQI AREA	Strengths*	Areas Targeted for Improvement*
Play-Based Learning	More than 75% of the educators were observed <b>giving children choice, engaging children in imaginary play, and gross motor activities.</b>	Fewer educators engaged children in <b>Math (45%), Literacy (44%), and Science (36%)</b> activities.
Learning through Conversations	Higher percentages of educators had conversations related to <b>Math (84%)</b> and <b>Literacy (86%)</b> concepts.	Fewer educators had conversations related to <b>Science (62%)</b> concepts and <b>Children’s Feelings (49%)</b> or <b>connected activities to real life (60%)</b> .
Stimulating and Safe Environments	More than 75% of the educators were observed with <b>appropriately arranged indoor areas</b> with adequate light and ventilation and had <b>available education toys, and materials that represented diversity.</b>	Fewer educators provided <b>individual instruction or feedback (40%)</b> .
Promoting Strong Relationships	More than 75% of the educators were observed <b>comforting children as needed, attending to all children equally, children interacting with peers</b> and <b>posted information for families (72%)</b> .	Fewer educators posted a <b>visual schedule of the day’s activities (48%)</b> .
Caring for Infant and Toddlers	More than 75% of the educators were observed <b>interacting regularly with infant/toddlers, having adequate indoor and outdoor space and books available.</b>	

\* Highlights from assessment, does not include all items





Many of the professional development training topics were identified based on the findings from the BEQI Observations. In addition, funds were available for materials that were distributed to programs based on these identified needs. Examples of classroom materials purchased included language/literacy/books, science materials, early math manipulatives, and outdoor play equipment. Post assessments will help to determine if these identified strategies with supported mentoring will help improve the quality of the child care as measured on the BEQI.

## Summary

The Child Care Network has served more than 600 educators across Nebraska to help build their business practices and increase the quality of their interactions with children as they engage in one or more of the program components. The majority of the educators are administrators, owners, or directors who work in family child care home settings. The program is making progress in reaching its strategic goal to serve educators in rural areas and represent those educators from racially and ethnically diverse backgrounds. Continued work needs to focus on the expansion of educators who work in underserved areas in the Omaha community.

In 2021 the Child Care Network offered over 2,650 hours of professional development opportunities across 85 training events. In addition, educators have access to web-based resources, one-to-one mentoring, materials for their classrooms, and licensing toolkits.

The results of the evaluation using both qualitative and quantitative data found that educators reported program activities were helpful and supported them in their job. The trainings were highly valued and helped them to meet their individual goals. Expanding training offerings were recommended. Funding continues to be an issue for educators, so continued updates on available grants was identified as a need.

Educators improved their knowledge of business practices after participating in the Business Training Series. High percentages of educators reported improved business practices (e.g., automated billing) after participating in Network activities. Educators also reported that the Network support helped them obtain their child care license.

High percentages of educators reported they have improved their knowledge and skills in providing quality services for children. These skills cross a variety areas including addressing behavioral concerns, engaging children in learning activities and creating safe learning environments. Observations of family child care settings found that educators were engaged in many positive interactions with the children. Fewer educators engaged in math, literacy, and science activities. Most children participated in free play or a mix of provider-led and free play. Fewer providers engaged with children in individual instruction.





# Recommendations

The Child Care Network is committed to diversity, equity, and inclusion as they work to expand reach and impact the Early Childhood Education Community in order to drive access and sustainability. To address this goal and based on the findings from the evaluation the following is recommended:

## Access/Equity:

- Continue to elevate parent and provider voices through the Family Child Care Network Advisory Council and other initiatives.
- Increase the providers who serve children in underserved areas in Omaha.
- Continue to expand services to rural communities and to those with language barriers with an emphasis on Spanish language services.
- Identify strategies to gather feedback from diverse populations of providers in the Child Care Network Annual Survey that can aid continuous quality improvement for the Network.
- Determine strategies to collect analytic data on educators' access of NECC's social media platforms, website and the Nebraska Exchange to help determine its utility for educators.

## Quality of Program Services:

- Increase the number of trainings available to educators based on recommended expanded content.
- Continue to provide educators with information on potential grants and other capital access opportunities to help fund improvements to their child care programs.
- Provide expanded opportunities for networking among educators across programs.

