

State Spectrum Profile Worksheet

Use this worksheet to document available information needed to determine how well obesity prevention standards and implementation support are already embedded in your state's ECE system. The worksheet covers all opportunities on the spectrum framework and is not intended to be completed all at once. Start with the opportunities that align with the partners who are already members of your stakeholder group. Don't worry if there are a large number of items, or entire sections of the worksheet, for which no information is available!

A section for recording background information is included for each opportunity. This is a place to record information useful to stakeholders who are unfamiliar with that opportunity.

A few existing data sources are noted throughout the worksheet. These are meant to serve as a starting point. The most up to date information will likely come from individuals in your partnership group, especially state agency staff. These individuals may already have up-to-date briefing documents containing all important background information on their programs (e.g. licensing, subsidy, CACFP, QRIS).

Once information is gathered, the worksheet can be converted into a State Spectrum Profile with a Cover Sheet that summarizes where state-level obesity prevention standards and implementation support already exist. E-mail eceobesity@cdc.gov to request sample State Spectrum Profile templates.

Licensing & Administrative Regulations

BACKGROUND INFORMATION: Describe basic features of your state’s licensing program such as: number of sets of regulatory documents and types of ECE programs covered by each; when regulations were last updated and when they are expected to be updated again; capacity of licensed programs, children served, number of licensing monitors and frequency of visits, annual trainings. Indicate the estimated number of children 0 – 5 years in the state who are in regular care arrangements that are unregulated (e.g. license-except facilities, non-legal care)

- **STANDARDS:** Summarize strength of current regulations vis-à-vis the 47 ‘high-impact’ obesity prevention standards from Caring for Our Children 3rd ed (CFOC/PCO)

Go to: <http://nrckids.org/default/index.cfm/products/achieving-a-state-of-healthy-weight1/> to find the most recent ‘Achieving a State of Healthy Weight’ reports. Click on link for the ‘Supplement’ report to find your state’s table and summarize the results below.

Categorization of the 47 ‘high impact’ CFOC/PCO Standard Components in Licensing Regulations

ECE Type*	# Fully Met	# Partially Met	# Missing	# Contradicted
Centers				
Large Family Homes				
Small Family Homes				

- **LINK TO CACFP:** Summarize whether licensing regulations link to the federal Child and Adult Care Food Program such that they will automatically update whenever the federal meal patterns are updated. E-mail eceobesity@cdc.gov for assistance if needed.
- **PRE-SERVICE/PROFESSIONAL DEVELOPMENT TRAINING REQUIREMENTS:** Describe the pre-service/professional development training requirements in licensing, noting whether any requirements exist specifically for obesity prevention topics. Also describe whether training on obesity prevention topics would fulfill any of the ‘health and safety’ training requirements.
- **COMMENTARY/GUIDANCE:** Note whether your state’s licensing commentary/guidance documents include any additional support for standards on healthy eating, breastfeeding support, physical activity, or screen time reduction.
- **INCENTIVES:** Note whether any have been built into the licensing system to encourage ECE providers to achieve obesity prevention standards that exceed licensing regulations.

- LICENSING MONITORS: Describe how often providers are visited by licensing monitors and note whether monitors provide any technical assistance during their visits and, if so, on what topics.
- DATA: Describe whether any data relevant to obesity prevention standards are routinely gathered by licensing monitors. If data are gathered, note whether they are entered into a dataset and analyzed.
- LOCAL AUTHORITY: Go to: <http://www.publichealthlawcenter.org/resources/healthy-child-care-local-authority> to determine whether your state pre-empts localities from passing more stringent regulations. If no, investigate whether any localities in the state have adopted or encourage licensing regulations that exceed state regulations and note if they include obesity prevention related topics.

The Child Care Food Program (CACFP)

BACKGROUND INFORMATION: Describe basic features of your state's food program such as: who administers it, number of centers and family homes participating annually, children served, number of CACFP monitors and frequency of visits to participating ECE programs, number of sponsoring organizations, annual trainings, professional conferences, etc.

- PARTICIPATION AND RETENTION: Describe the proportion of ECE providers who are eligible to participate in the program that currently participate and how many providers typically drop out of the program each year. Explore where variability exists in participation and retention rates throughout the state.
- ENHANCED STANDARDS: Describe any specific nutrition standards that are required or promoted by your state's food program that exceed federal CACFP requirements.
- PROMOTED INTERVENTIONS: Describe any specific intervention related to obesity prevention that your state's food program actively supports and promotes to CACFP participating providers.
- TECHNICAL ASSISTANCE: Describe any systematic efforts by the state food program to ensure that CACFP participating providers receive technical assistance on non-nutrition obesity prevention related topics (e.g., physical activity, screen time).
- SPONSORING ORGANIZATIONS: Identify all of the primary organizations that serve as sponsors for your state's food program and describe whether and how they have incorporated obesity prevention in their work with the programs they sponsor. Also indicate whether they have done any 'one-off' activities focused on obesity prevention.

- **UTILIZATION OF FEDERAL FUNDS:** Indicate how much of the federal CACFP funding authorized to your state is not being drawn down and detail the barriers that prevent your state from accessing all of its authorized funds.

Quality Rating Improvement System (QRIS)

BACKGROUND INFORMATION: Describe basic features of your state's QRIS such as: basic components, number of levels, type of system, number of centers and homes participating, children served, number of QRIS technical assistance/coaches. If your state does not have a QRIS, describe status of plans to develop one. Be sure to note variability in QRIS participation (e.g. geographic, urban vs rural, etc.)

- **STANDARDS:** Summarize any standards specific to nutrition, breastfeeding support, physical activity and screen time that are included in your state's QRIS and indicate how well they align with the obesity prevention standards included in Caring for Our Children (3rd ed.).
- **ASSESSMENTS:** List any assessment (self or observational) included in QRIS, indicating whether they are required and describe how well they include obesity prevention topics.
- **ACTION PLANS:** Describe any requirements within QRIS for making and completing action plans and whether obesity prevention topics are included.
- **COACHES/TAs:** Describe how technical assistance providers for QRIS are specifically trained to provide implementation support for obesity prevention standards, if at all.
- **INCENTIVES:** Describe any incentives built into QRIS and whether they can be used to support implementing obesity prevention strategies (e.g. mini-grants, portable play equipment).
- **TRAINING REQUIREMENTS:** Describe the extent to which training on obesity prevention topics is required for ECE providers participating in QRIS.

ECE Funding Streams (Subsidy, Pre-K, Head Start)

BACKGROUND INFORMATION: Briefly describe your state's child care subsidy and Head Start programs including, number of programs, children served

- **SUBSIDY PROGRAM:** Describe whether your state has 1) any program provider eligibility standards related to obesity prevention topics, 2) training requirements (both pre-service and annual clock-

hour) that include obesity prevention topics, and 3) requirements for parent education and engagement around obesity prevention topics.

- **STATE FUNDED PRE-KINDERGARTEN:** Describe whether there has been any initiatives within the state pre-k program to promote or require obesity prevention standards or whether a specific obesity prevention intervention (or a health and wellness intervention that includes obesity prevention topic areas) has been supported/promoted.
- **HEAD START PROGRAM:** Describe whether there has been any initiatives within the state's Head Start Programs specific to or including obesity prevention topics.

Pre-Service and Professional Development Training Systems

BACKGROUND INFORMATION: Describe the basic components of your state's pre-service/professional development system, including details on trainer networks and trainer requirements, training registries, institutions that award child care certifications and associates degrees. Map out your state's primary training requirements for ECE providers (e.g. those attached to licensing, food program, QRIS, subsidy, Head Start). Indicate the extent to which your state approves Pennsylvania State University's Better Kid Care Program's On-line training modules (<https://extension.psu.edu/programs/betterkidcare/on-demand/states-with-approval>). These modules are subsidized and are no-cost for providers to take (\$5/module for CEUs)

- **ON-DEMAND TRAINING:** Describe all on-demand training modules on obesity prevention topics that are available to state ECE providers for professional development credit.
- **CURRICULUM:** Describe the extent to which ECE certificate/degree programs' curriculum include core obesity prevention content (i.e., nutrition, breastfeeding support, physical activity, and screen time reduction).
- **TRAINER NETWORKS:** Describe how the primary trainer networks stay current on obesity prevention standards and implementation strategies.

Statewide Technical Assistance Networks

BACKGROUND INFORMATION: Describe all of the technical assistance networks operating statewide and those that cover specific areas of the state including number of technical assistants (TAs), caseloads, funding, and preservice/professional development requirements. Be sure to note any variability in how well each TA network covers the state.

- **EXPERTISE OF TAs on Obesity Prevention:** Identify TAs who have specialize expertise on obesity prevention topics, such as those who were involved in specific state initiatives or local interventions. Estimate the proportion of TAs who might be in need of professional training on current obesity

prevention standards and how to help providers meet these standards.

- **LOCAL HEALTH DEPARTMENTS:** Detail whether any local health departments have been involved in obesity prevention initiatives and have staff available to provide train other TAs, ECE trainers and/or ECE providers on obesity prevention.

Statewide Recognition Programs & Facility-level Interventions

BACKGROUND INFORMATION: Describe your state's current and former (within past 10 years) ECE recognition programs and interventions that operated statewide, including topic area foci, number of participating providers, timeframes for re(certification), required trainings, participation incentives, etc.

- **RECOGNITION PROGRAMS AND INTERVENTIONS FOR OBESITY PREVENTION:** Summarize all currently operating programs and interventions focused on obesity prevention or that include at least one obesity prevention topic (nutrition, physical activity, breastfeeding support, screentime) that operate state-wide and those focused on particular areas of the state. Describe how these programs and interventions are connected to other parts of your state's ECE system.

Statewide Access Initiatives (Farm to ECE)

BACKGROUND INFORMATION: Summarize what's known about food and activity deserts in your state, focusing on how many young children in those areas are estimated to be cared for in ECE.

- **STAKEHOLDER GROUPS:** Describe and groups or coalitions working in the state to identify and address barriers to access to healthy environments. Note whether any of these groups included ECE providers specifically in their work.
- **FARM TO ECE:** Describe your state's resource allocation for Farm to ECE initiatives and any other forms of commitment. Identify relevant data sources for farm to ECE program components (direct purchasing from farmers, use of farmer's markets, onsite gardening, on-demand resources etc.) and summarize findings.
 - If possible, map out variability in the state in terms of provider's access to farm to ECE initiatives. Identify any regional or local model farm to ECE initiatives that might be scaled up.
 - Summarize requirements and restrictions for onsite gardens related to types of plants grown and age-groups allowed to participate in gardening activities.
- **CENTRAL KITCHENS:** Identify any central kitchen models operating in the state and who they serve.

- **FOOD PROCUREMENT AND DISTRIBUTION CHAINS:** Map out the fresh food procurement and distribution chains operating in your state and describe the extent to which they are or might be able to serve ECE providers.
- **JOINT-USE AGREEMENTS:** Explore the extent to which ECE programs benefit from joint-use agreements in the state that allow access to safe places for physical activity.
- **FEDERAL GRANTS:** Detail whether your state has used funding from any long-standing federal grant programs for efforts geared toward improving access to nutritious food or safe places for physical activity for ECE providers.

Early Learning Standards

BACKGROUND INFORMATION: Describe your state's early learning standards including who maintains them, when they were last updated and are expected to be updated again, number and category of standards

- **CONTENT:** Describe how obesity prevention related content is embedded into the state early learning standards, if at all.
- **GUIDANCE MATERIALS:** Describe whether any materials exist to help ECE providers understand how some of the state's early learning standards can be met in a manner that simultaneously supports nutrition and/or physical activity.