

States and Territories consult and coordinate with many organizations, such as departments of education and child care resource and referral agencies, in the ongoing development and implementation of early childhood initiatives that serve children and families. Some States and Territories report activities linked specifically to development of Child Care and Development Fund (CCDF) Plans, while others report consultation and/or coordination activities to support long-term endeavors. States and Territories also are engaged in public-private partnerships to improve the quality of child care through systems-building efforts, such as development and implementation of Quality Rating Systems.¹

Section 2.1 – Consultation and Coordination

Section 2.1.1 – Lead Agency Consultation and Coordination Activities²

Lead Agencies are required to consult with appropriate agencies and coordinate with other Federal, State, local, tribal (if applicable) and private agencies providing child care and early childhood development services (§98.12, §98.14(a),(b), §98.16(d)). Indicate the entities with which the Lead Agency has consulted or coordinated.³

Consultation involves the participation of an appropriate agency in the development of the State Plan. At a minimum, Lead Agencies must consult with representatives of general purpose local governments.⁴

Coordination involves the coordination of child care and early childhood development services, including efforts to coordinate across multiple entities, both public and private (for instance, in connection with a State Early Childhood Comprehensive System (SECCS) grant or infant-toddler initiative). At a minimum, Lead Agencies must coordinate with (1) other Federal, State, local, Tribal (if applicable), and/or private agencies responsible for providing child care and early childhood development services, (2) public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health), (3) employment services/workforce development, (4) public education, and (5) Temporary Assistance for Needy Families (TANF), and (6) any Indian Tribes in the State receiving CCDF funds.

As reported in CCDF Plans for Fiscal Year (FY) 2006-2007, all Lead Agencies consulted and coordinated with entities required by CCDF statute and Federal regulations.⁵ In addition, most States and Territories consulted and/or coordinated with entities specified in the CCDF Plan Preprint, such as Tribal organizations, Head Start programs, State prekindergarten programs,

¹ Data provided for American Samoa, Massachusetts and the Virgin Islands are from Fiscal Year (FY) 2004-2005 CCDF Plans.

² Data for Section 2.1.1 are not available for American Samoa, Massachusetts or the Virgin Islands.

³ Child Care and Development Fund (CCDF) Plan Preprint text appears in italics throughout this report. References to relevant laws and regulations appear in bold.

⁴ According to the Child Care Bureau's *CCDF State and Territories Plan Preprint Guidance, FY 2006-2007*, "For purposes of this requirement, a general purpose local government is a political subdivision of a State whose authority is general and not limited to only one function or combination of related functions. (**658D(b)(2)**; **§98.12(b)**; **98.14(b)**)" This resource is available on the Child Care Bureau's web site at http://www.acf.hhs.gov/programs/ccb/policy1/current/ACF118/guidance_2006_final.htm.

⁵ CCDF Final Rule, 45 CFR Section Parts 98 and 99. *Federal Register* 63:142 (24 July 1998).

programs that promote inclusion for children with special needs and other public and private entities. Table 2.1.1 illustrates the number of States and Territories that consulted and/or coordinated with organizations specified in the CCDF Plan Preprint.

Consultation

Some States and Territories report consultation activities related specifically to the development of the State or Territory CCDF Plan; other States and Territories describe extended, ongoing consultation beyond the minimum requirements.

Local Government

The following examples describe State and Territory consultation activities with representatives of local governments, which is a requirement for Lead Agencies.⁶

Fifty States (AK, AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, HI, IA, ID, IL, IN, KS, KY, LA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY) and three Territories (CNMI, GU, PR) report consultations with local government representatives.

Community Network Teams in **Arizona** assess Department of Economic Security local service delivery, provide oversight and input for local operations, identify and address service gaps and make recommendations for improvements. Membership includes consumers; neighborhood, community and faith-based organization leaders; private agencies such as United Way, universities and nonprofit providers; business and employment leaders; local elected and appointed officials; human service delivery system representatives; health care provider representatives; education community representatives; law enforcement representatives and prevention service providers.

The **California** Department of Education supports coordination of child care services through Child Care and Development Local Planning Councils in each of the State's 58 counties, under the auspices of county boards of supervisors and county superintendents of schools. Determined by local government, membership is composed equally of child care providers, community representatives, consumers, public agency representatives and individuals serving at the discretion of the appointing agency. Child Care and Development Local Planning Councils coordinate activities with as many as 41 different agencies and maintain partnerships with all First 5/Children and Families county commissions and many other agencies.

⁶ CCDF Final Rule, 45 CFR Section Parts 98 and 99. *Federal Register* 63:142 (24 July 1998).

TABLE 2.1.1
State and Territory Consultation and Coordination with
Organizations Identified in the CCDF Plan Preprint*

Type of Organization	Consultation		Coordination	
	Number of States/Territories	State/Territory Name	Number of States/Territories	State/Territory Name
Representatives of local governments	53	AK, AL, AR, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IA, ID, IL, IN, KS, KY, LA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY	22	AL, CT, DC, FL, GU, ID, IN, KY, LA, MI, MN, NC, ND, NE, NH, PA, PR, SC, SD, VA, VT, WA
Indian Tribes/Tribal organizations	16	AL, AZ, CO, FL, ID, LA, MI, MN, NE, NM, OK, SC, SD, TX, WA, WI	25	AK, AZ, CA, HI, IA, ID, KS, LA, ME, MI, MN, MS, MT, NC, ND, NE, NV, OK, PR, RI, SC, SD, UT, WA, WY
Other Federal/State/local/Tribal and private agencies	24	AL, AZ, CT, CNMI, DC, GA, GU, HI, IL, KY, NE, NH, NM, NY, PA, SC, SD, TN, VA, VT, WA, WI, WV, WY	53	AK, AL, AR, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IA, ID, IL, IN, KS, KY, LA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY
Public health	18	AZ, CNMI, CT, DE, GA, GU, IL, KY, NE, NH, OR, PA, SC, SD, VA, VT, WA, WV	53	AK, AL, AR, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IA, ID, IL, IN, KS, KY, LA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY
Employment services	15	AZ, CNMI, CT, GA, GU, LA, NE, NH, NY, PA, SC, SD, VA, WA, WI	53	AK, AL, AR, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IA, ID, IL, IN, KS, KY, LA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY
Public education	22	AL, AZ, CNMI, CT, DC, DE, GA, GU, IL, LA, MI, NE, NH, NY, PA, SC, SD, VA, VT, WA, WI, WV	53	AK, AL, AR, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IA, ID, IL, IN, KS, KY, LA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY

TABLE 2.1.1
State and Territory Consultation and Coordination with
Organizations Identified in the CCDF Plan Preprint*

Type of Organization	Consultation		Coordination	
	Number of States/Territories	State/Territory Name	Number of States/Territories	State/Territory Name
TANF	19	AL, AZ, CT, DE, GA, GU, LA, NE, NH, NY, PA, SC, SD, TN, VA, VT, WA, WI, WV	52	AK, AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, GU, HI, IA, ID, IL, IN, KS, KY, LA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY
State prekindergarten programs	18	AL, AZ, CT, DC, DE, GA, IL, LA, MI, MT, NE, OH, PA, SC, VT, WA, WI, WV	42	AK, AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, HI, ID, IL, KS, KY, LA, MA, MD, ME, MI, MN, MO, NC, NE, NJ, NM, NV, NY, OK, OR, PA, PR, SC, TN, TX, VA, VT, WA, WI, WV, WY
Head Start programs	24	AL, AZ, CNMI, CT, DC, DE, GA, GU, ID, IL, LA, MI, NE, NH, NM, PA, SC, SD, UT, VA, VT, WA, WI, WV	51	AK, AL, AR, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IA, ID, IL, IN, KS, KY, LA, MD, ME, MI, MN, MO, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, VA, VT, WA, WI, WV, WY
Programs that promote inclusion for children with special needs	21	AL, CNMI, CT, DC, DE, GA, GU, IL, LA, NE, NH, OH, PA, SC, SD, UT, VA, VT, WA, WI, WV	50	AK, AL, AR, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IA, ID, IL, IN, KS, KY, LA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OK, OR, PA, PR, RI, SC, SD, TN, TX, VA, VT, WA, WI, WV, WY
Other Organizations	16	CT, DE, FL, IL, LA, MA, MN, NC, NH, NM, OK, SC, SD, WI, WV, WY	30	AZ, CA, CO, CT, DC, FL, GA, IA, IL, IN, KS, KY, LA, ME, MI, MN, MO, MT, NH, NM, NV, NY, OH, RI, SC, SD, TX, VT, WV, WY

* This table presents information which summarizes State and Territory responses to closed-ended yes/no questions included in the CCDF Plan Preprint. Data provided for AS, MA and VI are from the FY 2004-2005 CCDF Plans.

Minnesota's county agencies administering the child care assistance program must submit a biennial Minnesota County Child Care Plan for approval by the Lead Agency. To coordinate child care assistance with existing community-based programs and providers, the Plan must include strategies to coordinate and maximize public and private information sharing; outline responsibility and accountability for service; and specify program providers such as school districts, health care facilities, government agencies, neighborhood organizations and other early childhood development resources. In addition, the Plan must detail methods for disseminating the proposed CCDF Plan to those with an interest in child care policies such as parents, child care providers, culturally specific service organizations, child care resource and referral programs, interagency early intervention committees and potential partners and agencies that provide care and education for young children.

In **New York**, local governments must assess child care service needs, hold public hearings and consider ways to meet identified needs. In their assessments, local districts must involve all appropriate organizations including child care resource and referral agencies, child care associations, Head Start programs, economic development groups, prekindergarten programs and school districts.

Vermont has 12 regional Early Childhood Councils, which deliver services from the Agency of Human Services. The Early Childhood Councils are composed of direct service providers, consumers, community members and local officials, including school board members in some areas. The Child Development Division uses these Councils to consult and advise on grants and services in each region.

The following examples describe Lead Agency consultation activities with entities listed in Section 2.1.1 of the CCDF Plan Preprint.⁷

Tribal Entities

Sixteen States (AL, AZ, CO, FL, ID, LA, MI, MN, NE, NM, OK, SC, SD, TX, WA, WI) report consultations with Indian Tribes or Tribal organizations that exist within their boundaries.

In **Oklahoma**, the Lead Agency shares information on quality initiatives and subsidy requirements with the Oklahoma Tribal State Child Care Network. The Lead Agency also contracts with the Cherokee and the Delaware Tribes to provide resource and referral services.

In **South Dakota**, each reservation has a CCDF Tribal child care coordinator as well as an infant and toddler Tribal coordinator. CCDF Tribal child care coordinators are invited by the CCDF State Lead Agency to an annual meeting to discuss CCDF Plans and share information. Tribal coordinators also receive periodic communications about changes to the

⁷ Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. (2005, July). *CCDF state and territories plan preprint, FFY 2006-2007*. Retrieved April 10, 2006, from http://www.acf.hhs.gov/programs/ccb/policy1/current/ACF118/preprint_2006_final.htm.

State subsidy program and other initiatives. Quarterly regional meetings and annual State meetings provide a forum for infant and toddler coordinators to offer input on activities designed to improve the quality and availability of infant and toddler care on reservations.

Other Federal, State and Private Entities

Twenty-two States (AL, AZ, CT, DC, GA, HI, IL, KY, NE, NH, NM, NY, PA, SC, SD, TN, VA, VT, WA, WI, WV, WY) and two Territories (CNMI, GU) report consultations with other Federal, State, local, Tribal and private agencies that provide child care and early childhood development services.

Hawaii consults and collaborates with representatives from the Good Beginnings Alliance, the Hawaii Association for the Education of Young Children, Alu Like, Head Start, PATCH, Child Care Business Coalition, Kamehameha Schools, the State Department of Health and the State Department of Education. Outcomes include plans for enhancing children's readiness for school and methods for encouraging parents to use high-quality child care, as well as plans for increasing low-income families' access to child care.

New Mexico consults extensively with child care providers, child care advocates and the early care and education community. The Lead Agency consults with agencies and others interested in child care issues through town hall meetings, meetings with child care providers, training and technical assistance programs, regional early care and education conferences and outreach workers conferences.

Public Health

Sixteen States (AZ, CT, DE, GA, IL, KY, NE, NH, OR, PA, SC, SD, VA, VT, WA, WV) and two Territories (CNMI, GU) report consultations with State and Territory health departments.

The Lead Agency in **Arizona** consults with the Arizona Department of Health Services in developing the CCDF Plan and delivering early childhood services through ongoing communication about the licensing status of centers and homes, and coordinating services and system improvements through the State Early Childhood Comprehensive Systems grant, Healthy Child Care Arizona and other initiatives.⁸

In **Connecticut**, the Lead Agency funds licensing enforcement personnel at the Connecticut Department of Public Health, and has developed a protocol with the Department regarding the child care subsidy program.

⁸ State Early Childhood Comprehensive Systems grants are funded by the U.S. Department of Health and Human Services Maternal and Child Health Bureau to support State maternal and child health agencies and partner organizations in collaborative efforts to strengthen State early childhood systems of services for young children and their families. Each grantee must address five focus areas: access to medical homes for all children, mental health and social-emotional development, early care and education services, parent education and family support services. For more information, visit Healthy Child Care America's web site at <http://healthychildcare.org/ECCS.cfm>.

Employment Services/Workforce Development

Thirteen States (AZ, CT, GA, LA, NE, NH, NY, PA, SC, SD, VA, WA, WI) and two Territories (CNMI, GU) report consultations with employment services or workforce development agencies.

In **Nebraska**, State, regional and local consultations occur between Department of Labor and Work Investment Boards and Workforce Development Career Centers. At the local level, staff with the Department of Labor and Health and Human Services offer information and referral for coordinating support to families as they work to meet employment goals and increase financial stability.

Public Education

Twenty States (AL, AZ, CT, DC, DE, GA, IL, LA, MI, NE, NH, NY, PA, SC, SD, VA, VT, WA, WI, WV) and two Territories (CNMI, GU) report consultations with State and Territory education departments.

The **Connecticut** Department of Social Services, the Lead Agency, consults with the Connecticut Department of Education, which oversees State Head Start funds, the Child Care and Adult Nutrition program, state-funded family resource programs and preschool programs. Department of Social Services staff provide technical assistance to licensed child care facilities and the Lead Agency, and the Department manages the State's school readiness preschool initiative.

Michigan's Lead Agency consults and coordinates with the Department of Education on the Early Childhood Standards of Quality for infants and toddlers and the Michigan After School Partnership to engage the public and private sectors in building and sustaining high-quality, out-of-school programs.

TANF Entities

Eighteen States (AL, AZ, CT, DE, GA, LA, NE, NH, NY, PA, SC, SD, TN, VA, VT, WA, WI, WV) and one Territory (GU) report consultations with TANF entities.

In **Georgia**, child care and TANF units are housed within the Division of Family and Children Services in the Department of Human Resources. Consultation between TANF and child care is ongoing and, when possible, common requirements and regulations are established.

State Prekindergarten Programs

Eighteen States (AL, AZ, CT, DC, DE, GA, IL, LA, MI, MT, NE, OH, PA, SC, VT, WA, WI, WV) report consultations with State prekindergarten programs.

The Lead Agency coordinates with **Georgia's** pre-K program to increase the number of high-quality child care settings and expand availability of services to eligible children. This collaboration results in cost-effective services and enhances developmental outcomes for children.

In **Michigan**, the Lead Agency consults and coordinates with the Office of Early Childhood Education and Family Services within the Department of Education on the Michigan School Readiness Program, the statewide preschool program for high-risk 4-year-olds.

Head Start Programs

Twenty-two States (AL, AZ, CT, DC, DE, GA, ID, IL, LA, MI, NE, NH, NM, PA, SC, SD, UT, VA, VT, WA, WI, WV) and two Territories (CNMI, GU) report consultations with Head Start programs, Head Start associations and/or representatives from the Head Start Bureau.

Delaware was selected as a Partner in Excellence State through an opportunity funded by the Head Start Bureau and the Child Care Bureau.⁹ Guided by a State Core Partner in Excellence team, Delaware proposed an infrastructure building design and spent the first year preparing trainers and health consultants engaged in professional development across the State. In addition, the State team expanded Partners in Excellence to include a continuum of social-emotional support. In January 2005, pilot implementation began for 32 sites across the State, affecting more than 1,600 children in Head Start, Early Head Start, State prekindergarten and child care programs.

The Lead Agency in **Pennsylvania** consults and coordinates with the Head Start program in determining child care policies and procedures. Involvement of key Head Start representatives is instrumental for aligning Head Start performance standards with Keystone STARS (Keystone Standards, Training, Assistance, Resources, and Support) performance standards and Early Learning Standards. Head Start performance standards were reviewed and adapted for incorporation into Keystone STARS performance standards.

Programs That Promote Inclusion for Children with Special Needs

Nineteen States (AL, CT, DC, DE, GA, IL, LA, NE, NH, OH, PA, SC, SD, UT, VA, VT, WA, WI, WV) and two Territories (CNMI, GU) report consultations with inclusive special needs programs.

Alabama developed partnerships with United Cerebral Palsy to provide training, technical assistance and consultation to support providers in increasing the quality of care for children with special needs and assist parents as first teachers.

⁹ Partners in Excellence is a training and support initiative designed and implemented by the Center for the Social and Emotional Foundations of Early Learning. This initiative works to increase the capacity of child care and Head Start training and technical assistance networks. This local, State and regional systems-change effort also supports implementation of evidence-based social-emotional development practices. For more information, visit <http://csefel.uiuc.edu>.

In **South Dakota**, inclusion specialists are being added to the Early Childhood Enrichment/Resource and Referral system to work with licensing staff to help families with children with special needs locate suitable child care and address special training needs with child care providers. Data will be collected and analyzed to determine gaps, needs and next steps.

Other Organizations

In addition to consulting with organizations listed in Section 2.1.1 of the CCDF Plan Preprint,¹⁰ some States and Territories consult with other public and private organizations such as advocacy organizations, businesses and/or business organizations, child care resource and referral agencies, foundations and trusts, local school districts, State commissions and task forces and other State and local private organizations and associations.

Sixteen States (CT, DE, FL, IL, LA, MA, MN, NC, NH, NM, OK, SC, SD, WI, WV, WY) report consultations with other organizations.

In **Florida**, representatives from 18 entities, including providers, Tribes, State organizations and faith-based, Head Start and State agencies, were invited to participate in a work group to provide input for the FY 2006-2007 CCDF Plan. Work group members met twice to develop a Plan that reflected coordination and collaboration among all entities involved in early learning services.

Illinois State legislation required the Lead Agency to prepare a report for the Governor, and the State assembly outlined a plan to increase provider reimbursement rates for the Child Care Assistance Program. Nine community meetings were held throughout the State to gather input from parents, providers, community stakeholders, advocates and others to develop the Illinois Child Care Rates Report, which was released in January 2005.

In **New Hampshire**, multiple entities were consulted for developing the CCDF Plan: local government coordinators; licensed programs that were surveyed in October 2004 and the statewide Child Care Advisory Council, including representatives from public health, the Department of Education, TANF, Head Start, Early Supports and Services, Preschool Technical Assistance Network, New Hampshire legislature, the university system of New Hampshire, New Hampshire Association for the Education of Young Children, New Hampshire Community Loan Fund, New Hampshire Child Care Resource and Referral Network and New Hampshire Business and Industry Council. The New Hampshire Employment Program sponsored the public hearing.

In **New Mexico**, licensed and registered home care providers, training and technical assistance programs, home-sponsoring organizations and advocates attended town hall meetings to review State child care issues. The Child Care Services Bureau and the Office of Child Development met extensively with child care providers and training and technical

¹⁰ Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. (2005, July). *CCDF state and territories plan preprint, FFY 2006-2007*. Retrieved April 10, 2006, from http://www.acf.hhs.gov/programs/ccb/policy1/current/ACF118/preprint_2006_final.htm.

assistance programs to discuss development and implementation of New Mexico's Reach for the Stars program, a Quality Rating System for licensed homes and centers. Input from these meetings contributed to development of the CCDF Plan.

Coordination

Lead Agencies are required to work with representatives of local governments; Indian Tribes or Tribal organizations; other Federal, State, local, Tribal (if applicable) and private agencies that provide child care and early child development services; and State or Tribal agencies responsible for public health, employment services, workforce development, public education and TANF. Partner organizations can also include State prekindergarten programs, Head Start programs and programs that promote inclusion for children with special needs. The following examples describe coordination activities with these entities, in the same order they appear in the CCDF Plan Preprint.

Local Government

Twenty States (AL, CT, DC, FL, ID, IN, KY, LA, MI, MN, NC, ND, NE, NH, PA, SC, SD, VA, VT, WA) and two Territories (GU, PR) report coordination with representatives of local governments.

In **Alabama**, the Lead Agency coordinates with local government agencies to identify local child care spending that could be used as State match. Surveys sent to the League of Municipalities and the Association of County Commissions help identify local child care organizations.

In **Florida**, some counties have established children's service councils, which are quasi-governmental entities. In addition, county commissions appoint one member to the local board and CCDF matching funds are often provided by local government entities.

In **Minnesota**, the Child Care Assistance Program is a state-supervised, county-administered program. The Lead Agency supervises county child care programs through standard setting, technical assistance, approval of county child care fund plans and distribution of public money for services to counties. In addition, the Lead Agency provides training and other support to counties for planning and implementing child care assistance programs.

In **North Dakota**, the Lead Agency administers the State child care licensing system; however, county social service offices conduct child care licensing studies, investigate complaints and issue correction orders. The Lead Agency provides partial funding for these services.

Tribal Entities

Twenty-four States (AK, AZ, CA, HI, IA, ID, KS, LA, ME, MI, MN, MS, MT, NC, ND, NE, NV, OK, RI, SC, SD, UT, WA, WY) and one Territory (PR) report coordination with Indian Tribes or Tribal organizations that exist within their boundaries.

The Lead Agency in **Alaska** initiated quarterly teleconferences with Tribal organizations in 2004. Ongoing collaborative activities include updates on proposed regulation changes; development of a resource guide for child care resource and referral agencies, licensing offices, child care assistance offices, Head Start programs, CCDF Tribal programs and child care food programs; development of reports on collaborative activities of Tribal organizations; work toward a child care certification process that meets Tribal and State requirements and information sharing on training opportunities and upcoming events.

Idaho coordinates with representatives from the Nez Perce Tribe and the Shoshone-Bannock Tribe directly and through their participation on the Idaho Child Care Advisory Panel. The draft of the FY 2006-2007 CCDF Plan was submitted to the Advisory Panel for review and comment. In addition, the Coeur D'Alene Tribe received a child care grant from the Lead Agency to coordinate Tribal participation in the professional development system, Idaho State Training and Registry System (IdahoSTARS). The Shoshone-Bannock and Nez Perce Tribes are completing applications for a similar grant.

The Lead Agency in **Louisiana**, the Department of Social Services, entered into a written agreement with the Chitamacha Tribe for delivery of child care services.

Under **Mississippi's** Lead Agency, the Office for Children and Youth provides child care credentialing training for Tribal staff. Training materials are mailed to them quarterly, and they can access the Lead Agency's web site for a copy of the Child Care Policy Manual and other information.

The **Montana** Early Childhood Advisory Council hosts an annual meeting at which Tribal CCDF administrators and other Tribal representatives discuss early childhood coordination issues between Tribes and the State such as child care licensing and registration agreements, Tribal child care service areas, implications of Tribe-administered TANF programs for child care, using early learning guidelines in Tribal early childhood programs, training integration and articulation agreements between Tribal colleges and the State university system, background check processes and complementary subsidy programs and rate setting.

Other Federal, State and Private Entities

Fifty States (AK, AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, HI, IA, ID, IL, IN, KS, KY, LA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY) and three Territories (CNMI, GU, PR) report coordination with other Federal, State, local, Tribal and private agencies that provide child care and early childhood development services.

In **Missouri**, the Office of Early Childhood was moved into the Children's Division and became the Early Childhood and Prevention Services Section. The reorganization helped merge quality early care and education principles with practices designed to increase children's well-being and prevent child abuse and neglect through appropriate child care for protective services children, background screening requirements for child care and foster

care providers, payment processes for child care providers with protective services children and child abuse and neglect prevention services. Missouri is one of seven States to receive a Strengthening Families Initiative technical assistance grant administered by the Center for the Study of Social Policy and funded by the Doris Duke Charitable Foundation.

In **South Dakota**, Child Care Services collaborated with Game, Fish and Parks to train school-age program staff in 2005, with follow-up training slated for the FY 2006-2007 CCDF Plan period. Game, Fish and Parks provides curriculum and training guides to participants, and receives mailing information from Child Care Services to facilitate other training opportunities for school-age program directors.

In **Texas**, the Lead Agency coordinated with the State Center on the Texas Early Education Model pilots, which integrated child care services and Head Start and prekindergarten programs in 11 pilot sites across the State. Based on pilot results, the Center is revising Texas prekindergarten guidelines and tailoring them for all early education and care settings

Public Health

Fifty States (AK, AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, HI, IA, ID, IL, IN, KS, KY, LA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY) and three Territories (CNMI, GU, PR) report coordination with State and Territory health departments.

The Lead Agency in **Hawaii** coordinates with the Department of Health on various initiatives to provide healthy and safe environments for children, including the Healthy Child Care Hawaii project, which is the local chapter of Healthy Child Care America; the Keiki Care Project, which assists providers working with preschool-aged children who exhibit challenging behaviors in the classroom and the Inclusion Project, which supports families in choosing inclusive settings for their special needs children ages 0–3 years old.

In **Iowa**, collaboration between the Lead Agency and the Department of Public Health's Maternal and Child Health Program resulted in expansion of child care health consultation throughout the State. A Department of Public Health requirement by FY 2006-2007 is for Title V Child Health Clinics to employ (or make available to the community through interagency partnerships) a minimum half-time child care nurse consultant. There are currently 26 child health clinics providing statewide coverage. In addition, Healthy Child Care Iowa continues to partner with the 19 health specialists under Head Start, the child care resource and referral agencies and empowerment areas for a coordinated and expanded health consultation network.

The Lead Agency in **Michigan** and the Department of Community Health developed an interagency coordination agreement for public and mental health consultation services, Child Care Expulsion Prevention. Services are provided to regulated and enrolled/informal child care providers serving children ages 0–5, with a special emphasis on children ages 0–3, in designated areas of Michigan. Informal providers receive priority for services.

The **Rhode Island** Lead Agency, the Department of Human Services and the Department of Health fund and oversee the Child Care Support Network. The network is an onsite technical assistance program for regulated child care centers and family child care homes, administered by the Department of Health with emphasis on improving overall quality, health and safety; integrating special needs children in child care settings; developing positive relationships with families and supporting optimal social-emotional development of children in care.

The Lead Agency in **Wyoming** works with the State Early Childhood Comprehensive Systems grant to coordinate all early childhood programs in the State. The Child Care Program has worked with the Department of Health, which includes Part B and Part C services under the Individuals with Disabilities Education Improvement Act; the Department of Education, which includes the Child and Adult Care Food Program; the Department of Work Force Service; the Shoshone and Arapahoe Tribes; the Wyoming TANF program; Child Care Finder, which is Wyoming's child care resource and referral agency; local Head Start and Early Head Start agencies; the University of Wyoming; community colleges; child care providers; parents and advocacy groups.

Employment Services/Workforce Development

Fifty States (AK, AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, HI, IA, ID, IL, IN, KS, KY, LA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY) and three Territories (CNMI, GU, PR) report coordination with employment services/workforce development agencies.

In **Montana**, collaboration among the Lead Agency's Childhood Services Bureau, Montana Department of Labor and Industry and the Early Childhood Career Development office at Montana State University-Bozeman and Western Montana College of the University of Montana resulted in the creation of a child care development specialist apprenticeship. This effort initially was funded through a grant from the U.S. Department of Labor and trained more than 100 child care development specialist apprentices. Through a formal partnership, the Lead Agency uses quality funds to support training and professional development for individuals in the apprenticeship program, and the Department of Labor and Industry provides program oversight and expertise in registered apprenticeships.

In **Pennsylvania**, Employment Advancement Resources Network Centers emerged from a collaboration between the Department of Public Welfare, which is the Lead Agency, and the Philadelphia Workforce Development Corporation. At network centers, employment and training contractors provide comprehensive services to those receiving TANF and other benefits administered by the Philadelphia County Assistance Offices. Child care parent counseling and child care resource and referral services are a core component of the centers' service package. Approximately 20 centers are planned throughout Philadelphia, and the model is expected to be duplicated statewide.

The Lead Agency in **Rhode Island** developed the Rhode Island Child Care Development Specialist Apprenticeship Program through a Federal grant in FY 2000, as part of the Harbor of Opportunities for Professional Excellence professional development initiative. The project, now sustained by CCDF quality funds, is supported by the Department of Labor and Training, Department of Education, Department of Health, Department for Children, Youth and Families and child care providers and is administered by the Community College of Rhode Island.

Public Education

Fifty States (AK, AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, HI, IA, ID, IL, IN, KS, KY, LA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY) and three Territories (CNMI, GU, PR) report coordination with State and Territory education departments.

The Lead Agency in **Alabama** coordinates with the Alabama Department of Education to provide quality extended-day services for school-age children through grants awarded to Local Education Agencies. The program is designed to integrate strategies that enhance the quality of school-age care into the extended-day child care setting. Funds target rural areas and areas with low-performing schools.

Florida's Lead Agency, the Agency for Workforce Innovation, Office of Early Learning, coordinates with the Governor's initiative, Just Read! Florida, which provides training and technical assistance for family and early literacy efforts, and is a comprehensive, coordinated project to help children become successful independent readers. The Florida Department of Education has primary responsibility for the Governor's initiative.

In **Maine**, the Office of Child Care and Head Start coordinates with the Department of Education for revising Early Childhood Learning Guidelines, completing the U.S. Department of Education Early Childhood Educators Training grant application, creating the prekindergarten program development task force, developing a credential for teachers of children birth to 5 years and piloting Early Childhood Learning Guidelines.

In **North Dakota**, a planning/development/funding group, whose members represent the Lead Agency and the North Dakota Department of Public Instruction, has entered into an agreement with a writing team to draft the Early Learning Guidelines Birth to Five.

In **Pennsylvania**, the Office of Child Development works with public education by implementing cross-department strategies to ensure children consistently reap educational and social benefits whether programs are located in child care, Head Start or school settings. Pennsylvania uses a tripartite approach that establishes and supports consultation and coordination among State government departments, especially with the Pennsylvania Department of Education. Coordination and consultation, including joint representation on all committees working on early childhood policy and implementation issues, occur through the Governor's Early Learning Team.

TANF Entities

Fifty States (AK, AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, HI, IA, ID, IL, IN, KS, KY, LA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY) and two Territories (GU, PR) report coordination with TANF entities.

In **Alabama**, the Lead Agency oversees the TANF program. The TANF and Job Opportunities and Basic Skills (JOBS) work and training programs are coordinated with workforce development and other employment and training programs administered through the Department of Labor, the Employment Service and the Alabama Department of Economic and Community Affairs. Coordination has produced more effective, efficient and seamless service delivery to parents.

In **Indiana**, the Lead Agency coordinates with the Indiana Department of Workforce Development to provide employment services for TANF families. Priority for child care services is given to TANF families to increase work participation rates.

In **Kansas**, the Lead Agency coordinates with TANF through a combined application for TANF cash, medical, child care and food assistance benefits. In addition, child care reviews are completed, when possible, in conjunction with scheduled TANF, food assistance and/or medical reviews.

The Lead Agency in **Minnesota** works with the Department of Education and the Department of Employment and Economic Development to coordinate services for TANF participants and other low-income families working toward self-sufficiency. Integrated service delivery models feature colocation of employment services, child care and cash assistance staff. Successful coordination has produced expedited services for families, a shorter child care assistance application for TANF families, reliable care for children and employment, or training leading to employment, for parents.

The Lead Agency in **North Carolina** coordinates with the Division of Social Services and local county departments to help maximize funds for TANF recipients and families at risk of needing TANF assistance. In State Fiscal Year (SFY) 2004-2005, more than \$81 million in TANF funds were transferred into CCDF, and an additional \$34.5 million in direct TANF funds were blended with other funds for child care.

In **Vermont**, the Lead Agency works with the Economic Services Division at the State and community levels to help TANF families gain access to child care. Activities include coordinating child care subsidy assistance and recruiting and training child care providers to improve access to care, especially during non-traditional work hours.

In addition to coordinating with required entities, Lead Agencies report coordination with a number of other partners, including organizations listed in the CCDF Plan Preprint, such as State prekindergarten programs, Head Start, inclusive special needs programs and others.

State Prekindergarten Programs

Forty-one States (AK, AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, HI, ID, IL, KS, KY, LA, MA, MD, ME, MI, MN, MO, NC, NE, NJ, NM, NV, NY, OK, OR, PA, SC, TN, TX, VA, VT, WA, WI, WV, WY) and one Territory (PR) report coordination with State prekindergarten programs.

In **Florida**, the School Readiness Act of 1999 consolidated several funding streams into one early learning funding stream, including State prekindergarten funds; therefore, prekindergarten no longer exists as a separate program. In November 2002, a constitutional amendment established voluntary prekindergarten education for all 4-year-olds, to be implemented in 2005, and a study was conducted to advise the Florida legislature on implementation of the Voluntary Pre-kindergarten Education Program. A January 2005 law gave the Lead Agency the powers and duties associated with operational requirements of the program, and the Department of Education the powers and duties associated with program accountability requirements.

The Lead Agency in **Nebraska** and the Nebraska Department of Education, which has responsibility for early education including prekindergarten programs, work closely on numerous teams. Development of voluntary early learning guidelines for all early care and education settings is one outcome of this collaboration. At the direction of the State Board of Education, the Department of Education launched a policy study of early childhood in Nebraska. The leadership team includes 60 representatives from the Department of Health and Human Services, child care, Head Start, schools, professional organizations, educational service units, parents, higher education and other stakeholder groups and agencies from across the State.

In **West Virginia**, coordination with Partners Implementing an Early Care and Education System resulted in development of a prekindergarten program policy that specifies local collaborative plans must be developed, at least 50 percent of programs must be offered in community collaborative programs such as child care and Head Start and child care centers must have the opportunity to assist in developing county plans. The West Virginia Department of Education and the Department of Health and Human Resources jointly hired staff to provide technical assistance to counties for developing their plans.

Head Start Programs

Forty-eight States (AK, AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, HI, IA, ID, IL, IN, KS, KY, LA, MD, ME, MI, MN, MO, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, TX, VA, VT, WA, WI, WV, WY) and three Territories (CNMI, GU, PR) report coordination with Head Start programs, Head Start associations and/or Head Start collaboration offices.

The **Arizona** Head Start State Collaboration office, in conjunction with the Arizona School Readiness Board, focuses on eight priority areas: children with disabilities, child care, community service activities, education, family literacy, health care, services for children who are homeless and welfare. Arizona Head Start Association and Collaboration Office goals include creating a seamless system of early care and education services by integrating key elements of Head Start programs into development of a State early childhood system. The Lead Agency contracts with Head Start programs that provide child care.

Minnesota provides funding through Migrant Head Start programs to serve migrant children who do not meet Head Start eligibility requirements. Tri-Valley Opportunity Council, Inc. is a grantee of both the Minnesota Department of Education and the Lead Agency. The Council carries out ongoing assessment of family needs and develops an annual family service plan through Migrant Head Start/child care programs. The Department's Child Development Services and Department of Education's Early Learning Services and Head Start work together to monitor Migrant Head Start/child care programs statewide. They have decided to improve service delivery for migrant families by expanding service options, in addition to Migrant Head Start/child care centers.

The Lead Agency in **New Jersey** uses the Head Start Collaboration Project to advance shared efforts of Head Start grantees and child care providers. Lead Agency staff and Head Start grantees gained a common understanding of the Head Start system and mandate, and brainstormed ideas for local collaboration. A forum is planned for Head Start grantees to learn more about the child care assistance program and how to work with local child care providers as partners in a local early care system.

The **Virginia** Department of Social Services, Department of Education and Head Start have conducted an assessment of program availability, service gaps in services and deficiencies to collaborate in the expansion of quality early care and education. In preparation for the assessment, staff from State prekindergarten and Head Start programs and community partners participated in a forum and in focus groups held throughout the State to document working partnerships and offer strategies to address collaboration and service maximization. The Head Start Collaboration Office also has established an advisory board, which includes a subcommittee on early childhood program collaboration. The board includes representatives from the Lead Agency, the Virginia Department of Education, the Virginia Department of Health, community action agencies and groups representing populations with special child care needs.

Programs That Promote Inclusion for Children with Special Needs

Forty-seven States (AK, AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, HI, IA, ID, IL, IN, KS, KY, LA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OK, OR, PA, RI, SC, SD, TN, TX, VA, VT, WA, WV, WY) and three Territories (CNMI, GU, PR) report coordination with inclusive special needs programs.

In **Arizona**, contracts for child care slots are limited to specialized services for children with special needs, and are issued through a competitive Request for Proposal process open to all child care providers. Services available pursuant to this Request for Proposal are available at certain child care centers.

The Lead Agency in **Hawaii** provides funds to the Department of Health so special needs children ages 0–3 can attend inclusive child care settings. The Department of Human Services also licenses private preschools that partner with neighboring public schools' special education programs to provide an inclusive setting for children with special needs.

Idaho's Part C Early Intervention program, the Idaho Infant Toddler Program, is housed within the Lead Agency. The programs work together to increase early intervention referrals and provide parent education on developmentally appropriate child care. IdahoSTARS offers statewide training and technical assistance to give participating providers tools to include children with disabilities successfully in their child care settings, and a support network as they develop an inclusive approach in their homes or centers. Representatives from Medicaid Services, the University of Idaho, the Infant Toddler Program, the Division of Welfare and the Idaho Association for the Education of Young Children meet regularly to develop a process for enabling providers who care for children with disabilities to be trained and reimbursed for delivering Medicaid-reimbursable activities for children with disabilities.

The Map To Inclusive Child Care Team in **New Jersey** is a statewide initiative to enhance inclusion in child care settings for children ages birth to 13 with special needs. The Special Projects Manager in the Department of Human Services Office of Early Care and Education coordinates resources among State agencies, the private sector, parents and advocacy groups to increase the number of children served and improve the quality of care for children with special needs. The Special Projects Manager also provides guidance and information on Americans with Disabilities Act related issues to Department of Human Services divisions, and has developed resources for parents, providers and community agencies, including a CD titled, Resources for Including Children with Special Needs in Child Care.

Other Organizations

In addition to coordinating with organizations listed in Section 2.1.1 of the CCDF Plan Preprint,¹¹ States and Territories work with other public and private organizations, such as advocacy organizations, businesses and/or business organizations, child care resource and referral agencies, nonprofit organizations, school districts, State commissions and task forces and other private organizations and associations to develop and implement child care initiatives.

¹¹ Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. (2005, July). *CCDF state and territories plan preprint, FFY 2006-2007*. Retrieved April 10, 2006, from http://www.acf.hhs.gov/programs/ccb/policy1/current/ACF118/preprint_2006_final.htm.

Thirty States (AZ, CA, CO, CT, DC, FL, GA, IA, IL, IN, KS, KY, LA, ME, MI, MN, MO, MT, NH, NM, NV, NY, OH, RI, SC, SD, TX, VT, WV, WY) report coordination with other organizations.

Advocacy Organizations

Connecticut's Lead Agency provides technical assistance to statewide advocacy organizations including the Connecticut School-age Child Care Alliance, Connecticut Association for Education of Young Children, Connecticut Family Day Care Association Network, Connecticut Early Childhood Education Council, Connecticut Association for Human Services, Connecticut Child Care Centers Directors Forum and Connecticut Voices for Children.

Businesses and Business Entities

In **Kentucky**, business and community leaders with an interest in early childhood serve on the Early Childhood Business Council, which was created to gain corporate and local government support for issues important to working families in the State.

Child Care Resource and Referral Agencies

The **Illinois** Lead Agency, in partnership with the Illinois Network of Child Care Resource and Referral Agencies, child care resource and referral agencies and other contractors, promotes healthy eating and exercise for children through the Childhood Obesity Project. Information about nutrition and ideas for healthy meals and snacks has been distributed. Additionally, a web site helps inform parents, child care providers and others about the problem of obesity in young children, and contains recipes, exercise suggestions and links to additional resources and relevant research.

In **Minnesota**, child care resource and referral agencies administer regional and statewide grants to child care centers, family child care providers, educational institutions, school-age care, Head Start, Tribal and other community programs for program start-up and improvement. Grants are designed to improve availability and quality of State and Tribal child care services, and are also available to culturally diverse communities. Additionally, the Lead Agency coordinates with the child care resource and referral system on a School Readiness Project to develop and implement a competency-based training continuum to be implemented through the child care resource and referral system.

Higher Education

In **Connecticut**, the Board of Trustees for State Community and Technical Colleges operates early childhood child care centers that serve as training laboratories, and provides scholarships for early caregivers to attend training required for licensure or to enhance their academic and/or professional development. Also, the Board of Trustees was designated by the Lead Agency to coordinate the State's voluntary career development system and coordinate

the Statewide Accreditation Facilitation Project to train and support providers in attaining national accreditation status.

In **Georgia**, the Lead Agency and Bright from the Start: Georgia Department of Early Care and Learning coordinate with the Georgia Department of Technical and Adult Education to promote child care provider professional development. The collaboration facilitates caregiver access to local educational opportunities using Georgia Helping Outstanding Pupils Educationally grants.

The Lead Agency in **West Virginia**, the Higher Education Policy Commission and the Department of Education, Division of Technical and Adult Education have blended funding to develop a model for an articulated career path for education professionals. A consultant developed models for articulation of credit.

Mental Health Organizations

The Lead Agency in **Vermont** manages the Children's Upstream Services Initiative program, which provides direct and consultative early childhood mental health services. Services are provided in addition to supportive child care centers for children with extremely challenging behaviors or emotional difficulties, and support children in integrated, community-based programs. Services are expected to minimize the need for special education services later in the children's education and stabilize child care placements for children experiencing significant stress or disruption in their lives. The Lead Agency works with the Division of Mental Health to support these services.

State Commissions, Advisory Councils, Task Forces and Boards

Lead Agencies report coordination activities leading to development of CCDF Plans through commissions, advisory councils, task forces and boards. The following examples illustrate the diverse functions, scope of work and composition of State coordination entities.

In **Georgia**, the First Lady's Children's Cabinet promotes resource sharing and removing barriers to service delivery. Membership includes leaders from every State agency responsible for serving children, including the Commissioner of the Department of Human Resources, Commissioner of the Department of Community Health, Commissioner of Bright from the Start: Georgia Department of Early Care and Learning, Director of the Children and Youth Coordinating Council and the State Superintendent of Schools. The Cabinet focuses on eliminating service gaps and duplication and reducing unnecessary expenditures by emphasizing prevention.

The **Illinois** Children's Mental Health Partnership includes members from the Lead Agency, other State officials and agency staff, local school districts, professional organizations, advocacy groups and community agencies. Legislation requires the partnership to develop a children's mental health plan that includes recommendations for comprehensive, coordinated mental health prevention, and early intervention and treatment services for children from

birth to 18 years. Also, the Governor and general assembly created the Illinois Early Learning Council in FY 2004 to develop a quality early learning system for children ages birth to 5 years. This involves expansion, improvement and collaboration among programs already available to young children, such as prekindergarten, child care, Head Start, health care and parental supports.

In **New Mexico**, the Lead Agency gains valuable input from a variety of stakeholders through the Early Childhood Action Network, which includes child care advocacy groups, private child care providers, Native American Tribes, academicians, other State agencies, local governments, legislators and the business community. The group has produced a number of important documents, including *Report Card on the Well-Being of New Mexico's Children – Birth to Five*, which outlines several key outcomes including raising the quality of child care in the State. The group also has performed a comprehensive inventory of programs funded through the government that serve children birth to 5 years. The group's work helps guide programmatic decisions by highlighting strengths and weaknesses in the State's early childhood development system.

Child Welfare Services

Missouri is one of seven States to receive a Strengthening Families Initiative technical assistance grant through the Center for the Study of Social Policy and funded by the Doris Duke Charitable Foundation. The Strengthening Families Initiative is designed to prevent and reduce child abuse and neglect using evidence-based early childhood strategies. The initiative will link early childhood and child welfare practices to have a positive impact on reducing child abuse and neglect incidents in the State.

Section 2.1.2 – State Plan for Early Childhood Program Coordination¹²

Good Start, Grow Smart *encourages States to develop a plan for coordination across early childhood programs. Indicate which of the following best describes the State's efforts in this area.*

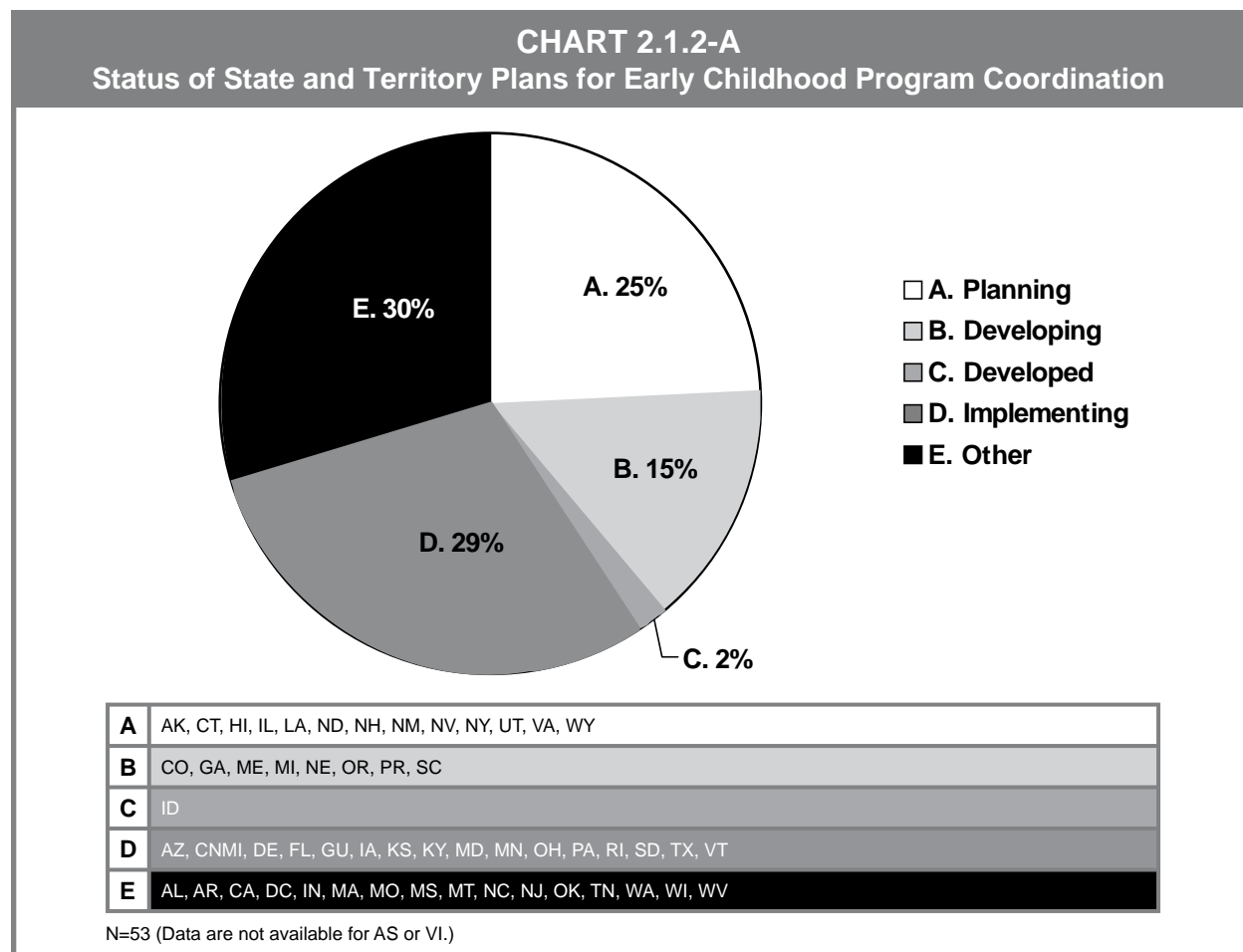
- *Planning. Indicate whether activities are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.*
- *Developing. A plan is being drafted.*
- *Developed. A plan has been written but has not yet been implemented.*
- *Implementing. A plan has been written and is now in the process of being implemented.*
- *Other (describe).*

¹² Section 2.1.2 includes Fiscal Year (FY) 2006-2007 data for Massachusetts. FY 2006-2007 data for American Samoa and the Virgin Islands are not available for this section.

Planning Efforts

Describe the progress made by the State planning for coordination across early childhood programs since the date of submission of the 2004-2005 State Plan.

Chart 2.1.2-A identifies the percentage of States and Territories in different stages of plan development: planning, developing, developed, implementing or other.



Thirteen States (AK, CT, HI, IL, LA, ND, NH, NM, NV, NY, UT, VA, WY) indicate planning is underway to develop a plan for early childhood program coordination.

Seven States (CO, GA, ME, MI, NE, OR, SC) and one Territory (PR) are developing an early childhood program coordination plan.

One State (ID) has developed an early childhood program coordination plan.

Fourteen States (AZ, DE, FL, IA, KS, KY, MD, MN, OH, PA, RI, SD, TX, VT) and two Territories (CNMI and GU) are implementing an early childhood program coordination plan.

Sixteen States (AL, AR, CA, DC, IN, MA, MO, MS, MT, NC, NJ, OK, TN, WA, WI, WV) report other information about the status of an early childhood program coordination plan.

Alabama reports multiple agency coordination on three initiatives: the State Early Childhood Comprehensive Systems grant to increase the availability of quality child care, Temporary Assistance for Needy Families (TANF) to increase accessibility of child care and consistency of eligibility and wraparound services for Head Start children. As a State plan is developed, coordination and support of these initiatives and partnerships are expected to continue.

In **Missouri**, the *Good Start, Grow Smart* initiative is a multi-agency, collaborative initiative, with the Missouri Department of Elementary and Secondary Education taking the lead and more than 13 other entities involved in developing prekindergarten standards.

In **Oklahoma**, early learning guidelines were developed cooperatively and adopted by the State Board of Education for prekindergarten programs. Two committees are working on the professional development plan, focusing on alignment and implementation.

Tennessee reports a system of early childhood coordination has been implemented. Multiple organizations collaborate regularly to help ensure ongoing professional development of early childhood educators, improve the quality of early childhood services and confirm early childhood services are coordinated and comprehensive.

West Virginia systematically has been planning for coordination for several years through the Governor's Early Childhood Implementation Commission and the Partners Implementing an Early Care and Education System Advisory Council. The Council has strengthened its strategic plan for the Birth through Five Early Care and Education System.

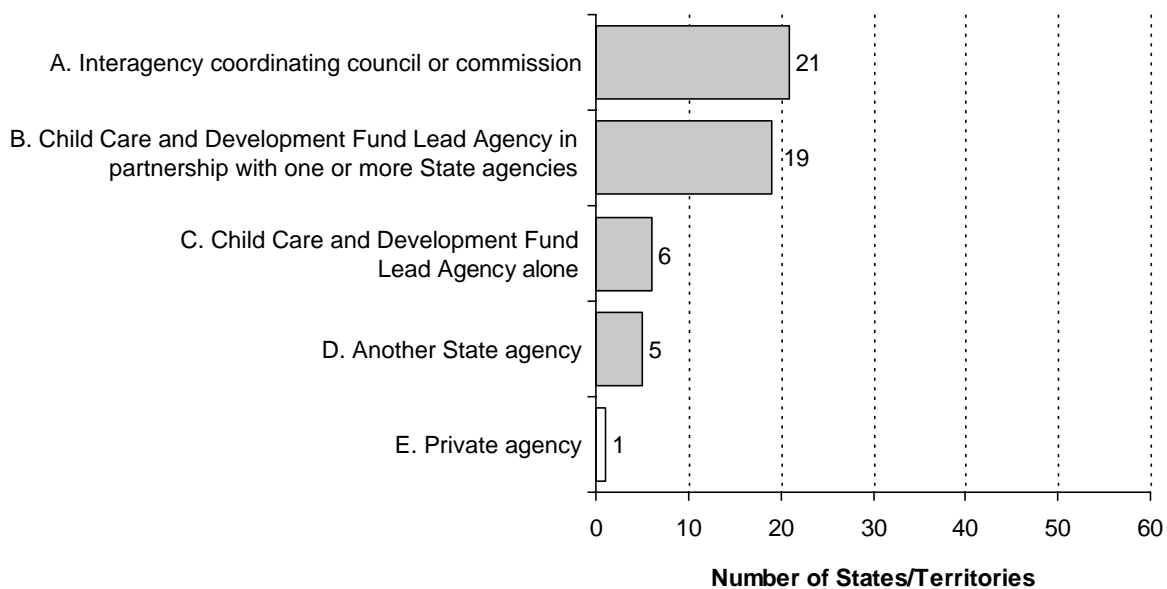
Twelve States (AR, DC, IL, KS, MN, MS, NH, OH, SC, TX, VT, WA) and one Territory (GU) identify progress on initiatives related to school readiness and early learning guidelines development or implementation.

Responsible Entity

Indicate whether there is an entity that is responsible for ensuring that such coordination occurs.

As shown in Chart 2.1.2-B, a variety of entities are responsible for ensuring early childhood program coordination.

CHART 2.1.2-B
Entity Responsible for Ensuring Early Childhood Program Coordination



A	AR, AZ, CO, GU, IA, IL, KS, KY, LA, MA, MD, ME, MT, NC, NH, NM, OK, RI, TX, VT, WV
B	CA, CT, DC, IN, MI, MN, MO, NE, NJ, NV, NY, OH, PA, SD, TN, UT, VA, WI, WY
C	CNMI, FL, GA, ND, SC, WA
D	AL, DE, ID, MS, PR
E	HI

N=52 (Data are not available for AS, OR or VI; AK indicates that there is not one entity responsible for ensuring such coordination occurs, but coordination occurs at the policy level as well as at the program level in varying ways around the State. Data provided for MA are from the FY 2004-2005 CCDF Plan.)

Forty-nine States (AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, PA, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY) and three Territories (CNMI, GU, PR) indicate there is an entity responsible for ensuring such coordination occurs.

Twenty States (AR, AZ, CO, IA, IL, KS, KY, LA, MA, MD, ME, MT, NC, NH, NM, OK, RI, TX, VT, WV) and one Territory (GU) indicate the responsible entity is an interagency coordinating council or commission.

- In five States (AR, AZ, LA, NM, RI), the interagency body responsible for program coordination is associated with the Governor's Office.
- One State (IL) indicates the interagency commission or council is established by statute.

Nineteen States (CA, CT, DC, IN, MI, MN, MO, NE, NJ, NV, NY, OH, PA, SD, TN, UT, VA, WI, WY) identify the Child Care and Development Fund (CCDF) Lead Agency, in partnership with one or more other State agencies, as responsible for ensuring program coordination occurs.

Five States (FL, GA, ND, SC, WA) and one Territory (CNMI) identify the CCDF Lead Agency as the sole entity responsible for ensuring coordination across early childhood programs.

Four States (AL, DE, ID, MS) and one Territory (PR) indicate there is another State agency responsible for ensuring program coordination occurs.

One State (HI) indicates a private agency is responsible for ensuring coordination across early childhood programs.

Programs/Funding Streams Coordinated

Indicate the four or more early childhood programs and/or funding streams that are coordinated and describe the nature of the coordination.

As seen in Chart 2.1.2-C, a variety of organizations are partners in coordinating programs or funding streams.

Federal Funding Streams

Forty States (AK, AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, HI, ID, IL, IN, KS, LA, MA, ME, MN, MO, MS, MT, NC, ND, NJ, NV, NY, OH, OK, PA, RI, SC, SD, TN, TX, UT, VA, WA, WV) and two Territories (GU, PR) report coordinating with Head Start and Early Head Start.

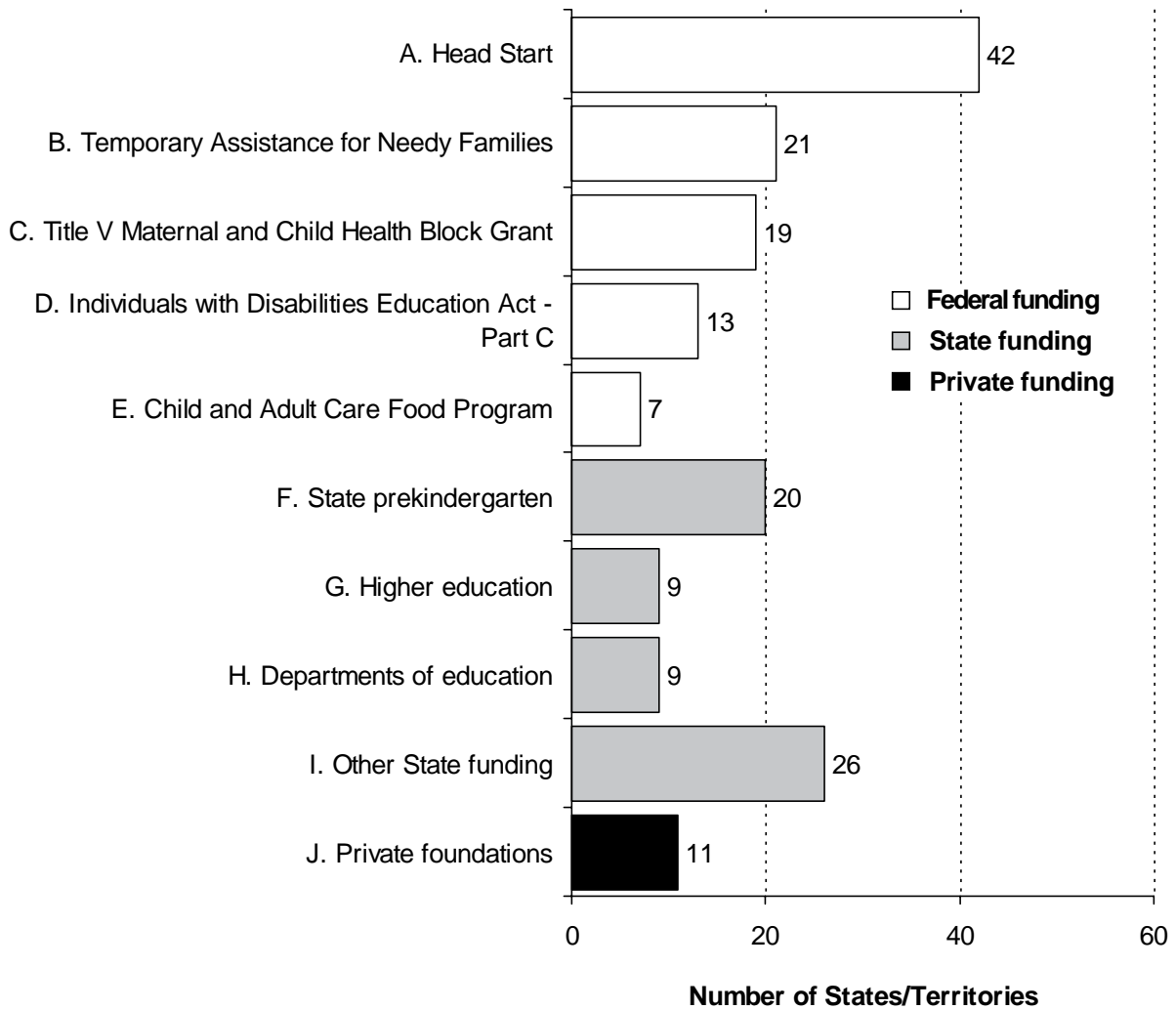
Nineteen States (AR, AZ, CA, DC, DE, KS, KY, LA, ME, MT, NJ, NY, OH, OK, PA, RI, SD, WV, WY) and two Territories (GU, PR) report coordination with TANF.

Nineteen States (AL, AR, AZ, CO, DC, ID, IN, KS, MO, MT, NC, ND, NJ, NY, RI, UT, VA, WI, WY) report coordinating with State Early Childhood Comprehensive Systems grants, funded by the Maternal and Child Health Bureau through Title V.

Thirteen States (AR, CO, DC, FL, IN, MN, MO, ND, NV, PA, RI, TX, UT) report coordination with Individuals with Disabilities Education Improvement Act (IDEA) of 2004 Part C programs, and four States (AR, MN, ND, TX) report coordination with IDEA Part B programs.

Seven States (AK, AR, AZ, GA, KS, MT, WV) report coordination with the Child and Adult Care Food Program.

CHART 2.1.2-C
Most Common Program Coordination Partners



A	AK, AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, GU, HI, ID, IL, IN, IA, LA, MA, ME, MN, MO, MS, MT, NC, ND, NJ, NV, NY, OH, OK, PA, PR, RI, SC, SD, TN, TX, UT, VA, WA, WV
B	AR, AZ, CA, DC, DE, GU, KS, KY, LA, ME, MT, NJ, NY, OH, OK, PA, PR, RI, SD, WV, WY
C	AL, AR, AZ, CO, DC, ID, IN, KS, MO, MT, NC, ND, NJ, NY, RI, UT, VA, WI, WY
D	AR, CO, DC, FL, IN, MN, MO, ND, NV, PA, RI, TX, UT
E	AK, AR, AZ, GA, KS, MT, WV
F	AL, AR, CO, DC, DE, GA, IL, MA, ME, MO, NC, NJ, NV, NY, OH, OK, TX, VA, WA, WV
G	AR, CA, HI, MN, MS, MT, NC, NY, WV
H	AR, CA, ID, LA, MN, MO, MS, NJ, PR
I	AR, AZ, CA, CT, DC, DE, FL, GA, HI, ID, IN, KS, KY, MN, MO, MT, NC, NY, OK, SC, SD, TN, UT, VA, WA, WV
J	AR, AZ, DC, ID, IN, KS, MO, MT, ND, PA, VA

Data provided for MA are from the FY 2004-2005 CCDF Plan.

State Funding Streams

Twenty States (AL, AR, CO, DC, DE, GA, IL, MA, ME, MO, NC, NJ, NV, NY, OH, OK, TX, VA, WA, WV) report coordinating with State prekindergarten.

Nine States (AR, CA, HI, MN, MS, MT, NC, NY, WV) coordinate with higher education.

Eight States (AR, CA, ID, LA, MN, MO, MS, NJ) and one Territory (PR) coordinate with State departments of education.

Twenty-six States (AR, AZ, CA, CT, DC, DE, FL, GA, HI, ID, IN, KS, KY, MN, MO, MT, NC, NY, OK, SC, SD, TN, UT, VA, WA, WV) report coordinating with other State funding. Of these, five States (MO, OK, SD, TN, UT) report coordination with State mental health departments and programs on social-emotional initiatives and three States (DC, MO, MT) report coordination with State child welfare or child protective services.

Other Funding Streams

Eleven States (AR, AZ, DC, ID, IN, KS, MO, MT, ND, PA, VA) coordinate with private foundations. Other partners coordinating funds with CCDF include local governments (AR, MI, MS, SD), Tribes (AK, MN, ND), the Build Initiative¹³ (NJ, PA) and other entities (DC, DE, GA, ID, KS, NC).

Program Coordination Expected Results

Describe the results or expected results of this coordination. Discuss how these results relate to the development and implementation of the State's early learning guidelines, plans for professional development, and outcomes for children.

Ten States (AZ, CT, HI, IA, ID, KS, KY, MA, MT, NE) report progress toward the development of a strategic plan for early childhood services as a result or expected result of coordination.

In **Hawaii**, development of a statewide strategic plan will prompt improvement in the early childhood system. Established services and service gaps will be identified so connections can be made and services coordinated to enhance outcomes for young children.

The **Kansas** Early Childhood Program Coordination Plan will present a vision for the development and implementation of a system infrastructure for a continuum of services for all Kansas children. Plan implementation will be guided by the Governor's priorities to expand programs serving 4-year-old children, teacher training for programs serving 4-year-old children, evaluation of existing programs and health insurance coverage for 40,000 to 60,000 young children.

¹³ The Build Initiative, created by the Early Childhood Funders' Collaborative, is a multi-state partnership that helps States construct a coordinated system of programs, policies and services to ensure children are safe, healthy and ready for school. For more information about Build, visit <http://www.buildinitiative.org>.

School Readiness Results

Thirty-three States (AK, AL, AR, AZ, CA, DE, FL, GA, IL, KY, LA, ME, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NY, OH, OK, PA, RI, SC, SD, TN, WI, WV, WY) and one Territory (GU) identify developing or implementing early learning guidelines as a result or expected result of coordination.

In **Alaska**, adoption of early learning guidelines will be the foundation for outcomes for all early childhood programs and will be incorporated into their standards and regulations as feasible.

The Lead Agency in **California** is developing prekindergarten content standards in language and literacy and mathematics. Prekindergarten content standards in science and history and social science are scheduled to be completed in 2006.

Georgia's Early Learning Standards provide guidelines that promote the cognitive, physical and social-emotional development of children from birth through 3 years old. The standards link to prekindergarten standards, Head Start standards and Georgia Performance Standards for K–12th grade.

In **Illinois**, training on the Early Learning Standards will be part of the Illinois Trainers Network administered through the Illinois Network of Child Care Resource and Referral Agencies.

In **Maine**, expected results of coordination include implementation of early learning guidelines across programs, training and guidelines on the use of the guidelines and specific training on literacy and numeracy available throughout the State.

In **Nebraska**, additional training on each domain of the early learning guidelines will be developed as well as a draft of guidelines for children ages 0–3. Also, developing parent components or companion pieces for the guidelines are identified for upcoming work.

In **Ohio**, coordination is expected to align the Early Learning Content Standards to curriculum planning and ongoing child assessment across Head Start, child care and public prekindergarten settings.

In **South Carolina**, the work of the *Good Start, Grow Smart* Task Force is expected to generate development of early learning guidelines for 3-year-olds. A draft has been completed for language and literacy, numeracy, approaches to learning, physical development and social-emotional development.

The Lead Agency in **South Dakota**, in partnership with the Department of Education and the University of South Dakota, is developing early learning guidelines, which will be embedded in the Pathways to Professional Development and a Quality Rating System.

Sixteen States (AR, AZ, CA, CO, IN, MD, ME, MN, MO, NJ, NM, OH, OK, PA, RI, TX) report developing or improving school readiness indicators, assessment standards and outcomes as a result or expected result of coordination.

Arkansas was part of a 17 State project that developed school readiness indicators. The Arkansas School Readiness Initiative Report was released and indicators of school readiness for children, families, schools and communities will be tracked annually and used in making policy decisions.

Maryland conducts an annual assessment of children's readiness for school. Over the past 3 years, assessment results indicate the State's focus on early learning skills and activities generated a 4 percent statewide increase in the number of children who are fully ready for school, and this number is expected to grow with continued coordination and training.

In **Oklahoma**, outcomes for children will be monitored with the development and tracking of benchmarks by the Oklahoma Partnership for School Readiness.

Three States (IL, KS, NC) report expanded prekindergarten programs as a result or expected result of coordination.

North Carolina has implemented the More at Four Pre-Kindergarten Program, administered locally at the county's Smart Start partnership or the local education agency. More at Four classrooms are integrated into public schools, Head Start and private child care programs.

Three States (AL, DE, MN) identify school readiness initiatives as a result or expected result of coordination.

Minnesota has developed five child, family and community outcomes as a result of coordination. One of the outcomes, school readiness, will be tracked through collection of child outcomes data.

Two States (IL, NY) report implementing universal prekindergarten as a result or expected result of coordination.

The Early Learning Council in **Illinois** is developing plans for Preschool For All, a high-quality, voluntary, universal preschool model for children age birth to 5 years.

Provider and Program Results

Twenty-one States (AR, AZ, HI, IL, IN, KS, LA, MA, ME, MN, MO, MS, MT, NJ, NY, OK, RI, TN, WA, WI, WV) report improved qualifications of early childhood professionals as a result or expected result of coordination.

Through a more coordinated system for caregiver professionals, **Indiana** anticipates increased numbers of caregivers participating in a minimum of one training series or program and increased achievement of certification, credentials and/or degrees in early childhood.

The **New Jersey** Professional Development Center for Early Care and Education developed an online service, the New Jersey Registry for Childhood Professionals, which will keep track of professional development achievements.

Thirteen States (AR, DE, IL, IN, KS, MA, MD, ME, MT, NJ, NY, TN, WI) and two Territories (PR, VI) identify increased or improved training opportunities as a result or expected result of coordination.

In **Puerto Rico**, two videos will be produced on literacy in early childhood for Head Start and child care service providers, parents and early childhood college students.

Ten States (DE, MA, MT, NC, NE, PA, RI, SD, TN, WI) identify developing or implementing Quality Rating Systems as a result or expected result of coordination.

In **Pennsylvania**, the Keystone STARS quality program expanded participation to include more than 55 percent of certified centers and 14 percent of family day care homes.

In **Tennessee**, coordination across State, private and nonprofit organizations has enhanced resources to promote quality child care programs. The Tennessee Evaluation and Report Card Program shows a statistically significant increase between year one and year three in the number of child care programs with improved overall ratings.

In **Wisconsin**, as a result of the Lead Agency working with other State and child care organizations, a recommendation was made to establish a Quality Rating System.

Eight States (AL, AR, CO, IL, KY, ND, SD, VA) and two Territories (GU, PR) report implementation of a professional development plan as a result or expected result of coordination.

The **Arkansas** Early Childhood Professional Development System is fully operational and a steering committee oversees activities to strengthen professional development.

In **Colorado**, under the State Early Childhood Comprehensive Systems grant, the Professional and Workforce Development Task Force is planning for an Office of Professional Development to address systems issues related to professional development.

Eight States (IA, MI, MO, MT, NE, NY, WA, WY) identify improved or enhanced early childhood mental health services as a result or expected result of coordination.

In **Nebraska**, the Lead Agency and the Department of Education, in collaboration with the University of Nebraska Public Policy Center, launched a pilot project to develop integrated systems of care for young children.

In **Wyoming**, training for early childhood professionals will draw on Wyoming Early Childhood Readiness Standards to provide information on positive social-emotional development of young children.

Eight States (AZ, IA, KS, MI, MN, MT, NM, NY) cite initiatives to promote child health as a result or expected result of coordination.

Montana expects to improve nutrition information available to child care facilities using the Child and Adult Care Food Program's benchmarks and outcomes and measuring the number of centers that meet recommended dietary guidelines and offer nutrition-based training.

In **New Mexico**, the Children's Cabinet developed a Done by One campaign to encourage early immunizations.

Four States (CA, MO, NJ, NY) and one Territory (VI) anticipate increased services for children with special needs as a result or expected result of coordination.

Two States (MT, NY) identify expanded school-age initiatives as a result or expected result of coordination.

One State (MT) plans to address recruitment, retention and/or compensation of early childhood professionals as a result or expected result of coordination.

Delivery System Results

Eight States (AL, AZ, CO, IL, IN, LA, MA, NE) report developing or improving a coordinated, consistent and cost-efficient early care and education delivery system as a result or expected result of coordination.

The Lead Agency in **Alabama** reports its coordination efforts are expected to bring existing early childhood services into an effective system that optimizes healthy development and school readiness, and will guide the process of coordinating existing education and professional development systems for providers.

Eight States (AK, DE, LA, MA, MI, MO, MT, NM) and three Territories (GU, PR, VI) plan to increase availability and accessibility of quality child care as a result or expected result of coordination.

Montana sets benchmarks and expected outcomes that are updated annually. A recent benchmark is the increase in child care quality achieved by offering incentives that raise the number of providers who are engaged in early childhood training. The expected result is a 10 percent increase in the number of providers accredited by nationally recognized early childhood organizations. Another benchmark is greater affordability of child care for working low-income families. The expected result is a 7 percent increase in the number of working families receiving sliding fee child care services.

In **New Mexico**, the Governor set standards that include increasing the availability of child care to parents transitioning from public assistance to employment and removing administrative barriers to obtaining public assistance.

Seven States (AZ, IA, MN, MT, NE, TN, WY) and one Territory (VI) cite increased parent engagement as a result or expected result of coordination.

Nebraska issued a Public Awareness Report and Recommendations, leading to a Request for Proposal for creation of a public awareness campaign.

Four States (AR, MA, MT, UT) and one Territory (PR) report using State Early Childhood Comprehensive Systems grants to improve coordination of services for young children as a result or expected result of coordination.¹⁴

Three States (AZ, IL, MA) and one Territory (AS) plan to promote service integration across human services programs as a result or expected result of coordination.

One State (AZ) identifies greater systems oversight and accountability as results or expected results of coordination.

Future Plans for Program Coordination

Describe how the State's plan supports or will support continued coordination among the programs. Are changes anticipated in the plan?

Seventeen States (AR, AZ, CA, DE, IA, IL, KS, KY, MD, MI, MT, NC, NH, NJ, SC, VT, WV) and one Territory (CNMI) report their coordinating entity is permanent and ongoing.

Five States (AR, CO, IA, ID, MI) report implementation of the State Early Childhood Comprehensive Systems grant as a future early childhood program coordination plan.

Two States (OH, PA) and one Territory (CNMI) identify implementing early learning guidelines in future early childhood program coordination plans.

Two States (GA, OH) identify implementing a professional development plan in future coordination.

¹⁴ State Early Childhood Comprehensive Systems grants are funded by the U.S. Department of Health and Human Services Maternal and Child Health Bureau to support State maternal and child health agencies and partner organizations in strengthening State early childhood systems of services for young children and their families. A list of project contacts for State Early Childhood Comprehensive Systems planning grants is at <http://nccic.acf.hhs.gov/statedata/dirs/plangrant.html>.

Indication of Future Changes, No Changes and Progress on Early Childhood Program Coordination Plans

Twenty-three States (CT, DC, DE, FL, GA, HI, KS, MA, MD, ME, MI, MN, MO, MT, NE, NH, NJ, NV, PA, VA, VT, WV, WY) and one Territory (PR) anticipate changes in early childhood coordination efforts.

Ten States (CO, ID, IN, LA, ND, RI, SC, TN, UT, WI) and one Territory (GU) do not anticipate changes to their early childhood program coordination plan.

Three States (AL, AK, LA) and one Territory (VI) indicate they will continue to progress in developing early childhood program coordination plans.

Section 2.2 – Public Hearing Process

Describe the Statewide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan. (658D(b)(1)(C), §98.14(c)) At a minimum, the description must provide:

- *Date(s) of Statewide notice of public hearing;*
- *Manner of notifying the public about the Statewide hearing;*
- *Date(s) of public hearing(s);*
- *Hearing site(s); and*
- *How the content of the plan was made available to the public in advance of the public hearing(s).*

Lead Agencies must hold at least one hearing to allow public comment on providing child care services under the Child Care and Development Fund (CCDF) Plan. At least 20 days of statewide public notice must be provided and the content of the proposed CCDF Plan must be made available to the public in advance of the hearing.¹⁵ The hearing must be held before the CCDF Plan is submitted to the Administration for Children and Families, but no earlier than 9 months before the effective date of the Plan, i.e., no earlier than January 1, 2005.

Notification of Public Hearings

Newspaper notices, web site postings and mailings are used most often by States and Territories to inform the public of upcoming hearings. Some States conduct video conferencing of public hearings to increase participation.

¹⁵ Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. (2005, July). *CCDF state and territories plan preprint guidance, FFY 2006-2007*. Retrieved April 13, 2006, from http://www.acf.hhs.gov/programs/ccb/policy1/current/ACF118/guidance_2006_final.htm.

Forty-five States (AL, AR, AZ, CO, CT, DC, DE, FL, GA, HI, IA, ID, IL, IN, KS, KY, LA, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NY, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VA, VT, WI, WV, WY) and three Territories (AS, CNMI, PR) inform the public of hearings through newspapers.

Thirty-seven States (AR, AZ, CA, CO, CT, DC, DE, FL, GA, IA, ID, IL, IN, LA, ME, MI, MN, MO, NC, NE, NH, NM, NY, OH, OK, OR, RI, SC, SD, TN, UT, VA, VT, WA, WI, WV, WY) inform the public by posting information on their web sites.

Sixteen States (AL, CA, DE, KS, MA, MD, MS, MT, NH, NJ, NM, NV, OK, RI, TN, WA) and one Territory (GU) mail information about hearings to organizations and stakeholders.

Seven States (DC, HI, KS, MD, NH, OK, WI) and one Territory (VI) inform stakeholders through personal contact at meetings.

Six States (AL, AR, AZ, GA, KS, NV) and one Territory (AS) provide informational flyers to stakeholders.

Nine States (AK, CO, CT, DC, DE, MO, RI, SD, TX) and three Territories (AS, GU, VI) use other methods to notify the public.

Public Hearing Dates and Locations

There has been little change from Fiscal Year (FY) 2004-2005 to FY 2006-2007 in the number of hearings States and Territories conduct, with the majority holding a single hearing.

As shown in Chart 2.2, the number of hearings conducted by States and Territories ranged from one to six or more.

Twenty-seven States (AK, AL, AR, FL, HI, IA, ID, IL, KY, LA, MI, MT, NC, ND, NE, NV, OH, OK, OR, PA, RI, SC, SD, UT, WI, WV, WY) and three Territories (AS, CNMI, GU) held a single hearing.

Six States (AZ, IN, MN, NM, VT, WA) and two Territories (PR, VI) held two hearings.

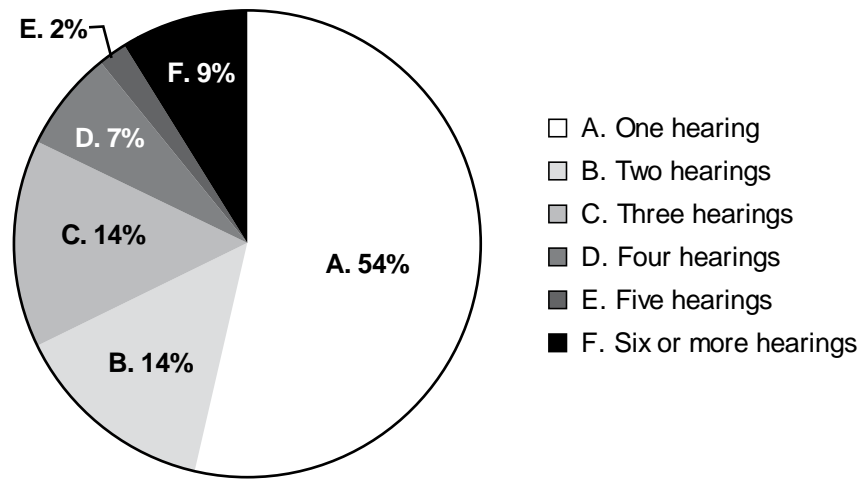
Eight States (DE, MD, ME, MS, NJ, NY, TN, VA,) held three hearings.

Four States (CA, CO, DC, TX) held four hearings.

One State (CT) held five hearings.

Five States (GA, KS, MA, MO, NH) held six or more hearings.

States and Territories held hearings in 1 to 15 locations.



A	AK, AL, AR, AS, CNMI, FL, GU, HI, IA, ID, IL, KY, LA, MI, MT, NC, ND, NE, NV, OH, OK, OR, PA, RI, SC, SD, UT, WI, WV, WY
B	AZ, IN, MN, NM, PR, VI, VT, WA
C	DE, MD, ME, MS, NJ, NY, TN, VA
D	CA, CO, DC, TX
E	CT
F	GA, KS, MA, MO, NH

N=55 (Data provided for AS, MA and VI are from the FY 2004-2005 CCDF Plans.)

Twenty-two States (AK, AL, AR, FL, HI, ID, IL, KY, LA, MI, NC, NE, NM, OH, OK, OR, PA, RI, SC, WI, WV, WY) and three Territories (AS, CNMI, GU) held hearings in one location.

Two States (AZ, WA) and two Territories (PR, VI) held hearings in two locations.

Seven States (DE, MD, ME, MS, NJ, NY, TN) held hearings in three locations.

Four States (CA, CO, DC, TX) held hearings in four locations.

Six States (CT, GA, KS, MA, MO, VA) held hearings in five to eight locations.

One State (NH) held hearings in 13 locations.

Eight States (IN, MN, MT, ND, NV, SD, UT, VT) used video conferencing to give from 2 to 15 locations across their States access to the public hearings.

How Content of Plan Was Made Available to the Public

States and Territories used public hearings, web sites, mailings and other agencies to make CCDF Plan contents available to the public in advance of hearings.

Forty-three States (AK, AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, IA, IL, IN, KS, KY, LA, MI, MN, MO, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, RI, SC, SD, TN, TX, UT, VT, WA, WI, WV, WY) made CCDF Plan content available on their web sites or by e-mail.

Twenty-eight States (AR, CT, DC, HI, IA, IL, IN, KS, MA, MD, ME, MN, MS, NC, ND, NE, NJ, NM, NV, NY, PA, RI, TN, TX, UT, VT, WV, WY) and one Territory (GU) mailed CCDF Plan contents to organizations and stakeholders.

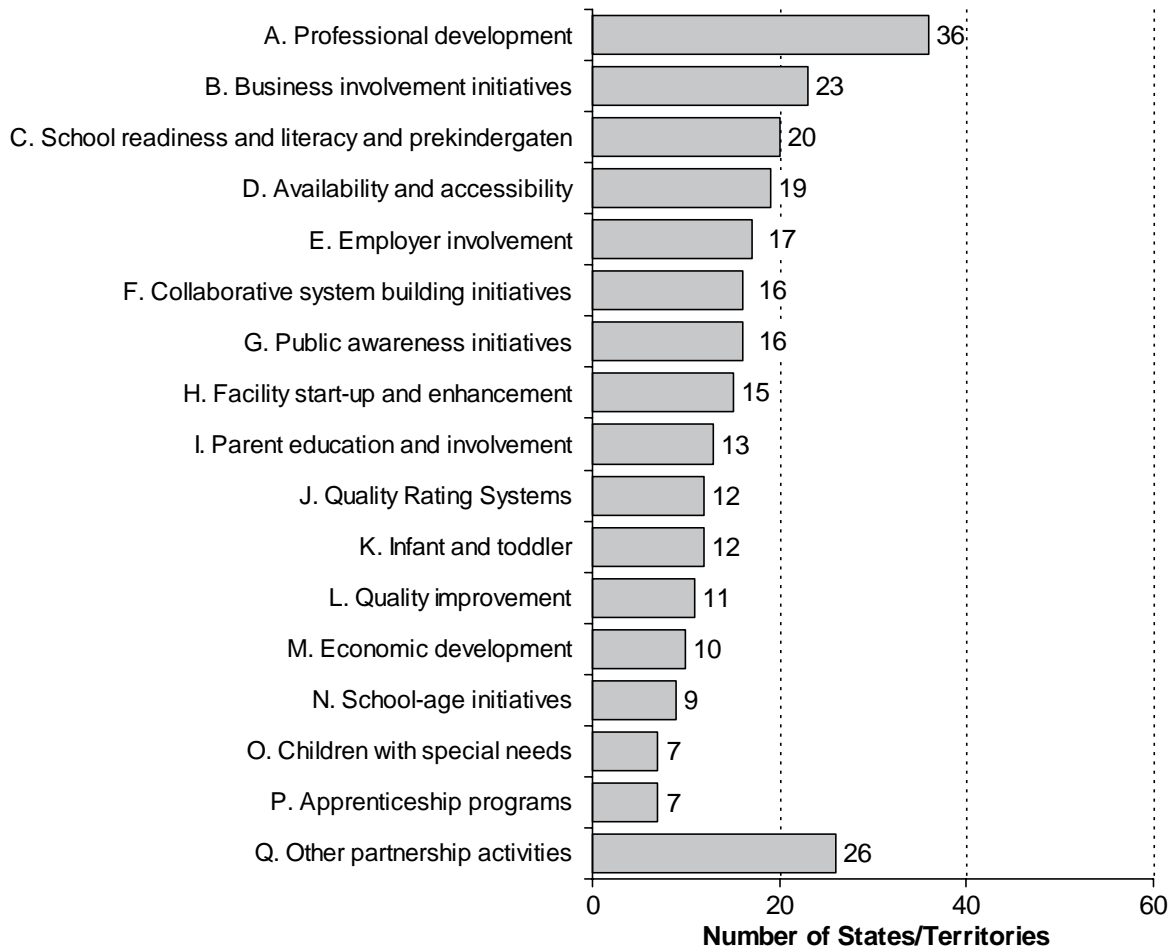
Seventeen States (AL, AZ, DC, FL, HI, ID, IL, KY, MD, MO, MT, NC, NH, NJ, OK, OR, SC) and four Territories (AS, CNMI, GU, VI) made CCDF Plan contents available through other agencies.

Section 2.3 – Public-Private Partnerships

Describe (1) the activities, including planned activities, to encourage public-private partnerships that promote private-sector involvement in meeting child care needs, and (2) the results or expected results of these activities. (658D(b)(1), §98.16(d))

All States and Territories indicate that public-private partnerships are underway and feature a variety of initiatives and approaches. Some partnerships result in statewide initiatives, while others are project specific, and some are among multiple entities, while others involve two entities. As Chart 2.3 shows, States and Territories engage in a variety of public-private partnership activities. While States and Territories continue to focus on certain activities such as business involvement, there is increased emphasis on child care availability and accessibility, employer involvement and parent education. More States also are involved in quality activities through development and implementation of Quality Rating Systems.

CHART 2.3
State and Territory Public-Private Partnership Activities



A	AK, AL, AR, CA, CNMI, CO, CT, DC, DE, FL, GU, IA, ID, IL, IN, KS, MA, ME, MI, MN, MO, MT, NC, ND, NH, NJ, NV, OH, OK, PA, RI, SC, SD, UT, VA, WA
B	AK, AL, AR, DC, DE, FL, GA, IA, IL, KY, MA, MO, MT, NJ, NM, OH, PA, RI, SC, TN, UT, VT, WV
C	AK, AR, AZ, DC, DE, FL, GA, IL, MA, ME, MI, NM, OH, OK, PA, SD, TN, WA, WI, WV
D	AR, AZ, CA, CO, DC, DE, FL, HI, MA, MI, MN, MS, MT, NC, NV, OH, RI, SC, WI
E	AR, AS, CT, GA, IA, ID, IN, MA, ME, NE, NJ, NY, PA, PR, RI, SC, TN
F	AR, AZ, IA, IL, KS, MI, NC, NE, OH, OK, OR, PA, RI, VA, WA, WI
G	AR, AZ, DC, DE, IA, ID, IL, LA, MD, ME, NC, NE, SC, VA, WA, WI
H	AR, CT, DC, DE, GA, IA, IL, MI, MN, NC, ND, NJ, RI, SD, TX
I	AZ, CNMI, DC, DE, ID, IL, KS, NM, OR, RI, SC, SD, WA
J	AZ, CO, FL, KS, ME, MN, OH, OR, RI, VT, WA, WI
K	CA, CO, DC, IA, KS, ME, MN, ND, OH, OR, SC, SD
L	AL, AZ, DE, FL, HI, IL, MA, NC, NE, OR, TN
M	AZ, CT, IA, IL, IN, NJ, OH, OR, VT, WV
N	DC, IL, MA, NE, NH, NV, OH, RI, SD
O	AL, DC, FL, IL, NV, OR, SC
P	AR, CA, IA, KS, MT, ND, NY
Q	AZ, CT, DC, DE, IA, KS, LA, MA, MD, ME, MI, MN, MS, NV, NY, OH, OR, PA, RI, SD, TN, VA, VI, VT, WA, WI

Data provided for AS and MA are from the FY 2004-2005 CCDF Plans.

Partnerships Focused on Professional Development

Thirty-four States (AK, AL, AR, CA, CO, CT, DC, DE, FL, IA, ID, IL, IN, KS, MA, ME, MI, MN, MO, MT, NC, ND, NH, NJ, NV, OH, OK, PA, RI, SC, SD, UT, VA, WA) and two Territories (CNMI, GU) report public-private partnerships focused on professional development.

Colorado's Lead Agency partners with Qualistar Early Learning, which administers the T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® program that provides educational scholarship opportunities for child care professionals. Program costs are shared by the sponsoring child care program, the participant and T.E.A.C.H. Scholarship recipients commit to one year of employment at the sponsoring child care program upon completion of the certificate. Some corporations and counties also participate in supporting scholarships for child care providers in their areas.

In **Kansas**, the Lead Agency funds the Kansas Association of Child Care Resource and Referral Services. The association received funding from Social and Rehabilitation Services and the Kauffman Foundation to design a Kansas Business Development Center for Child Care in partnership with the Development Corporation for Children, which will offer business training and pursue economic development for the child care industry. A business plan for developing the center will be completed in 2006. Expected results include child care professionals trained in business practices, business partners recruited for child care in Kansas and recognition that child care is a vital industry that requires economic development.

The Accreditation Facilitation Project of **New Jersey** was established to enhance availability of and access to high-quality early childhood programs by increasing the number of centers accredited by the National Association for the Education of Young Children. The statewide accreditation project is a public-private partnership of the New Jersey Professional Development Center for Early Care and Education in collaboration with the Lead Agency, the Schumann Fund for New Jersey, Lucent Technologies Foundation, Johnson & Johnson, the Johanne W. Wallerstein Foundation, Fleet Bank, the Geraldine R. Dodge Foundation, AT&T Family Care Development Fund and the Victoria Foundation.

In **South Dakota**, the Mentor Project began in June 2003 as a joint venture between the Lead Agency, the South Dakota Family Child Care Association and the Minnesota Licensed Family Child Care Association, which delivers an intensive 2-day training session for family providers in South Dakota. Training covers development of mentorship skills, communication, the process of mentoring, rights and responsibilities of providers and diversity and special needs mentoring.

Partnerships Focused on Business Involvement

Twenty-three States (AK, AL, AR, DC, DE, FL, GA, IA, IL, KY, MA, MO, MT, NJ, NM, OH, PA, RI, SC, TN, UT, VT, WV) report public-private partnerships focused on business involvement.

The Lead Agency in **Alaska** funds the child care resource and referral agencies to promote private-sector involvement in child care. Staff from child care resource and referral agencies speak at public forums such as Chambers of Commerce and Rotary Clubs, work with Small Business Development Centers to coordinate training for child care providers, work with United Way and local banks to promote individual savings plan agreements for child care providers and recognize businesses that support families with young children by issuing Family Friendly Awards.

In **Arkansas**, State statute allows for establishment of an Early Care and Education Trust Fund that will incorporate donations from businesses and private entities with matching funds from the Lead Agency. Funds will be available within local communities to expand and support early care and education programming. Rules and regulations for operating this fund will be developed.

The Lead Agency in **Utah** is involved in the Best Companies to Work for Award, a partnership initiative launched in 1998 to recognize Utah businesses that excel in creating and offering work/life programs for employees. The award is designed to honor those companies that exceed basic requirements to create sustainable workplace cultures that provide meaningful support to employees, their families and their communities. The award also promotes an educational community of practice, which allows companies to learn from the award process and to share best practices.

Partnerships Focused on School Readiness and Literacy and Prekindergarten

Twenty States (AK, AR, AZ, DC, DE, FL, GA, IL, MA, ME, MI, NM, OH, OK, PA, SD, TN, WA, WI, WV) report public-private partnerships focused on school readiness and literacy and prekindergarten.

The **Maine** Humanities Council, in partnership with the Office of Child Care and Head Start and the Retired Seniors Volunteers Program, offers the Born to Read Program, a literacy initiative that provides books and trained readers to child care providers around the State.

In **Michigan**, the Lead Agency partners with a preschool initiative. The Joyce Foundation awarded a 2-year grant to the Council of Michigan Foundations, in conjunction with a partnership of early childhood advocates and experts, to work to ensure all 3- and 4-year-old children in Michigan have access to high-quality preschool programs, beginning with low-income children and those most at-risk of school failure. The project also is designed to ensure preschool programs meet professional standards, are staffed by prepared professionals and are located in a range of public and private settings. Additionally, the project builds public will for policies and investments that will expand access to high-quality preschool programs. Michigan agreed to use grant funds to leverage private funds from local and national sources.

The **Wisconsin** School Readiness Indicators Initiative presented a comprehensive approach to defining and monitoring school readiness. The initiative defined school readiness as a process with three components: responsiveness of families and communities to children, receptiveness of schools as they serve children and resources children bring to school. The Department of Workforce Development was the Lead Agency for this project whose partners included State government, public school districts, Wisconsin Early Childhood Association, Parents Plus of Wisconsin, University of Wisconsin-Madison School of Education, Wisconsin Head Start Collaboration Project and Wisconsin Council on Children and Families.

Partnerships Focused on Availability and Accessibility

Nineteen States (AR, AZ, CA, CO, DC, DE, FL, HI, MA, MI, MN, MS, MT, NC, NV, OH, RI, SC, WI) report public-private partnerships focused on increasing availability and accessibility of child care.

The Lead Agency in **Arizona** partners with the Valley of the Sun United Way Partners for Arizona's Children, a partnership with representatives from the business, government, philanthropy, nonprofit, faith, education, early care and advocacy communities. Partners contribute to United Way Success By 6® efforts, providing time, knowledge, networking, expertise, funding, technology and influence. The broad-based, statewide Success By 6 partnership's long-term objectives are to increase public will to invest in children ages 0–6 years through research-driven public awareness and increase access to services by supporting, replicating and augmenting quality early care in the community.

Social Venture Partners **Delaware**, a partnership project with the State's Lead Agency, provides multi-year funding to child care and kindergarten programs that serve children in poverty in Wilmington. The project also provides support to programs for budgeting, marketing, leadership development, parental involvement and training in the social-emotional needs of children, and participates in policy development for the child care system.

The **South Carolina** Lead Agency, in conjunction with United Way Association of South Carolina, encourages employers to create partnerships to support United Way Success By 6, child care resource and referral agencies and other programs that build community resources to help low-income working families access affordable child care. Employers are urged to educate upper management about the importance of early care and education and their implications for economic development. In addition, they are encouraged to lead a statewide business alliance to address early care and education issues, and subcontract with local partners to provide training and consultation to improve the affordability, availability and quality of child care and meet South Carolina child care licensing regulations.

Partnerships Focused on Employer Involvement

Fifteen States (AR, CT, GA, IA, ID, IN, MA, ME, NE, NJ, NY, PA, RI, SC, TN) and two Territories (AS, PR) report public-private partnerships focused on employer involvement.

The **Arkansas** Corporate Champions for Children Task Force recommendation spurred the Governor's Family Friendly Employer Initiative and State Wide Awards to recognize employers who demonstrate a commitment to policies and practices that address work-life balance. The Lead Agency funds and implements the initiative through an agreement with Arkansas State University with employers selected annually for gold, silver and bronze awards.

In **New Jersey**, where the Lead Agency promotes development of employer-supported child care, the number of employer-supported centers grew to 147 as of February 2005. A comprehensive packet of resource materials is provided for employers interested in developing onsite or other family supportive benefits.

Puerto Rico plans to provide orientation and advice to managers of private entities, such as banks, pharmaceutical companies and department stores, to identify child care needs and explore the possibility of establishing partnerships to provide services during nontraditional hours.

Partnerships Focused on Promoting Collaborative System Building Initiatives

Sixteen States (AR, AZ, IA, IL, KS, MI, NC, NE, OH, OK, OR, PA, RI, VA, WA, WI) report using public-private partnerships to establish or maintain collaborative system building initiatives.

The **Arkansas** Strengthening Families collaborative initiative numbers 23 partner organizations and State agencies from the child welfare, child abuse prevention and early childhood fields as well as parents and community leaders. Along with the Arkansas State Early Childhood Comprehensive Systems Initiative, the initiative leads a team conducting a systemic effort to increase the quality of care for Arkansas children by building a State network of early care and education programs that do not focus on risk factors but focus on protective factors and strengthening families to prevent child abuse and neglect. From January 2005 to December 2006, partners are laying the foundation for self-sustaining and institutionalized work across systems.

In **Illinois**, the Child Care Collaboration Program, administered by the Lead Agency, encourages collaboration and blending funds for improved coordination of services among child care, Head Start and State prekindergarten programs. The program modifies the Child Care Assistance Program policy for approved collaboration providers, allowing differences among child care, Head Start and State prekindergarten programs to be bridged, helping to ensure that children and families receive seamless services and increased access to quality child care.

Nebraska uses Together for Kids and Families, a strategic planning process through the State Early Childhood Comprehensive Systems grant, which involves a public and private partnership to enhance the early childhood system. Expected results include increasing services to children and families, improving children's physical and mental health, improving the quality of early care and education and increasing family involvement.

Washington's Build Initiative, led by the Foundation for Early Learning, works to develop a better coordinated and linked early childhood system to offer children and families more expedient, integrated and higher-quality services.

Partnerships Focused on Public Awareness

Sixteen States (AR, AZ, DC, DE, IA, ID, IL, LA, MD, ME, NC, NE, SC, VA, WA, WI) report public-private partnerships focused on public awareness.

The Lead Agency in **Arizona** partners on a social marketing initiative whose goals are to develop a statewide partnership to increase public will to invest in children and to create a comprehensive, statewide communications plan and campaign theme. The partnership conducted extensive research in markets throughout the country to determine best practices for developing the communications plan, and has begun work on collateral materials and a web site that incorporate the You're It campaign theme.

In **Maryland**, the Lead Agency is a partner in Countdown to Kindergarten: Learning Begins at Birth, a private/public initiative conducting a statewide public awareness campaign about early learning (ages birth to 5) and school readiness. The campaign features a strategic media campaign utilizing television, radio, print and the Internet as well as a grassroots outreach component. The campaign is funded by philanthropies, businesses and government with seed funding from the Harry and Jeanette Weinberg Foundation, Allfirst (now M&T Bank), Constellation Energy and the Governor's Office for Children. In addition, the National Governors Association has contributed to the campaign, and the Annie E. Casey Foundation is funding Countdown to Kindergarten in Baltimore City.

In **Washington**, the Lead Agency partners with the Talaris Institute, a research institute working to advance knowledge of early brain development. Public education and awareness campaigns offer information on effective techniques for parents and caregivers and enhanced parent-child relationships.

Partnerships Focused on Facility Start-Up and Enhancement

Fifteen States (AR, CT, DC, DE, GA, IA, IL, MI, MN, NC, ND, NJ, RI, SD, TX) report public-private partnerships focused on facility start-up and enhancement.

A **District of Columbia** partnership for facility start-up and enhancement includes a CareBuilders Matching Grant and collaboration with the Washington Area Community Investment Fund, the D.C. Bar Pro Bono Project, the D.C. Downtown Child Care Partnership, Child Care in D.C. Government Worksites and the Local Initiatives Support Corporation. The partnership expects to offer technical assistance to providers interested in start-up and expansion and increase slots for infants and toddlers.

The **Minnesota** State legislature established a grant and loan program to enhance and expand child care sites. The Lead Agency administers State funds that are granted to the

Development Corporation for Children, the agency responsible for the program. First Children's Finance is the revolving loan fund that provides financing and technical assistance for the development, improvement and expansion of child care and early education facilities and businesses. Since making its first loan in 1998, First Children's Finance has created or preserved more than 3,700 child care spaces through low-interest loans originated to 155 child care businesses totaling \$3.1 million of investment. Development Corporation for Children has raised \$6.3 million for the loan pool with grants and loans from public and private investors, including banks, corporations and private foundations.

The **Rhode Island** Child Care Facilities Fund, a partnership initiated in 2002, is funded by the Lead Agency, Local Initiatives Support Corporation, the Rhode Island Foundation, United Way of Rhode Island, Rhode Island Housing and Mortgage Finance Corporation, the Alan Shawn Feinstein Family Fund, Hasbro Charitable Children's Trust, U.S. Department of Education and U.S. Department of Health and Human Services. Activities and services include technical assistance for facility enhancement and loan management to all providers, low-interest loans for centers, grants for materials and home improvements to family child care homes, training and technical assistance to providers and training for architects and construction industry professionals on unique challenges in building, enhancing and expanding child care facilities.

In **Texas**, Local Workforce Development Boards pursue agreements with public and private entities for donation of private funds and transfer and certification of eligible public funds to be used as State match for CCDF Matching Funds. The Texas Workforce Commission anticipates the Boards will execute more than 200 local match agreements in FY 2006 and in FY 2007. These local agreements will produce approximately \$22.2 million annually in local matching funds, and will draw down approximately \$33 million annually in Federal matching funds, for a total of approximately \$55.2 million more each year that will be available for direct child care services and quality enhancements across the State.

Partnerships Focused on Parent Education and Involvement

Twelve States (AZ, DC, DE, ID, IL, KS, NM, OR, RI, SC, SD, WA) and one Territory (CNMI) report public-private partnerships focused on parent education and involvement.

In **Idaho**, the Lead Agency is involved in a partnership to increase parent education through incentive programs and partnering with Idaho Parents Unlimited for parent training.

Through the **Oregon** Child Care Quality Indicators Project—a public-private partnership of the Lead Agency, a local Commission on Children and Families, the Oregon Child Care Resource and Referral Network and private funders—parents can review quality indicator reports and select child care by comparing characteristics that are important to them and their child's development. The Child Care Information Partnership develops educational strategies including disseminating parent information such as *Five Steps to Finding Quality Child Care*.

The **Washington** Lead Agency is involved in a partnership project aimed at increasing parent education. Under the Build Initiative's project, lead by the Foundation for Early Learning, the goal is to provide parents, parents-to-be and caregivers with reliable information on how to encourage their babies and toddlers' ability to learn.

Partnerships Focused on Quality Rating Systems¹⁶

Twelve States (AZ, CO, FL, KS, ME, MN, OH, OR, RI, VT, WA, WI) report public-private partnerships focused on Quality Rating Systems.

In **Arizona**, the Governor's State School Readiness Board, the Lead Agency and the Department of Health Services work with United Way of Tucson and Southern Arizona through a \$1 million Early Learning Opportunities Act Discretionary Grant from the U.S. Department of Health and Human Services to phase in a Quality Rating System in 50 child care centers in Tucson and at least one child care center in Pinal County, Phoenix, Flagstaff and Mesa. The United Way of Tucson and Southern Arizona designed the grant to align local implementation with action steps in the Governor's School Readiness Plan and implement strategies designed by the Quality Rating Team.

In **Maine**, Mid Coast United Way Success By 6 supports work on a Quality Rating System for early care and education programs, and partners with the Maine Office of Child Care and Head Start, the Department of Education and the Bureau of Health in the Readiness Indicators Project funded by the Packard, Kauffman and Ford Foundations.

The **Rhode Island** Quality Rating System Partnership was initiated in 2005 to develop and implement a comprehensive Quality Rating System for regulated early care and education and after school plus programs by 2008. Partners include the Department of Human Services, which is the Lead Agency; the Advisory Board on Child Care and Development at the Department of Human Services; the Rhode Island Comprehensive Child Care Services Program; the Department of Health; Successful Start at the Department of Health; the Rhode Island Child Care Facilities Fund; Rhode Island Kids Count; Options for Working Parents; the Head Start Collaboration Office; the Department of Education; the Department of Children, Youth and Families; the National Child Care Information Center and the United Way of Rhode Island.

Partnerships Focused on Infant and Toddler Initiatives

Twelve States (CA, CO, DC, IA, KS, ME, MN, ND, OH, OR, SC, SD) report public-private partnerships focused on infant and toddler initiatives.

¹⁶ According to *Stair Steps to Quality: A Guide for States and Communities Developing Quality Rating Systems for Early Care and Education*, a Quality Rating System is a method to assess, improve and communicate the quality level in early care and education settings. These systems have the same basic five elements: standards, accountability, program and practitioner outreach and support, financing incentives and parent education. This resource is available at http://national.unitedway.org/files/pdf/sb6/StairStepstoQualityGuidebook_FINALforWEB.pdf.

The Lead Agency in **Kansas** partners with the Parent Education Project with Health Care Providers, which originated in 2003 with a grant from ZERO TO THREE to participate in the National Infant & Toddler Child Care Initiative to improve the quality of care for infants and toddlers. The team uses health care providers to educate parents on the importance of the early years and the need for high-quality child care. Two pediatricians from the University of Kansas Medical Center in Kansas City volunteered to pilot the project at their clinic where they conduct sick and well child visits for infants and toddlers. As a result of the project, pediatricians are expected to learn about available resources and research-based information and become more comfortable discussing child care and early childhood issues with parents in their practice.

In **Minnesota**, the Infant Toddler Training Initiative, which is carried out by the Lead Agency's child care program in coordination with the Bush Foundation, recruits and trains infant and toddler care providers. Through the initiative, training is available to centers, family child care providers and Head Start programs, and there is an increase in availability and quality of care for infants and toddlers.

The Lead Agency in **Oregon** participates in the Infant/Toddler Mental Health Certificate Program, a graduate level Certificate of Completion offered by Portland State University. The distance learning program gives multidisciplinary professionals working with children age 0 to 36 months and their families opportunities to learn about current research and interventions in infant mental health. A partner organization subsidizes several positions to allow child care providers to participate.

Partnerships Focused on Quality Improvement

Eleven States (AL, AZ, DE, FL, HI, IL, MA, NC, NE, OR, TN) are involved in quality improvement initiatives through public-private partnerships.

In **Alabama**, the Lead Agency has an ongoing relationship with the Employer's Child Care Alliance, which promotes increasing the number of corporate partners that support quality initiatives in child care. In addition, the Kids and Kin project, in partnership with the Family Guidance Center of Alabama, addresses the needs of children in relative care and advances strategies to enhance the quality of care provided by relatives.

Initiatives funded by the **Tennessee** Lead Agency include the Quality Child Care Initiative of Anderson County and the Nashville Supports Early Education Staff. The Anderson County initiative is a pilot program that partners with local businesses and organizations to provide information and services regarding the needs of children in child care, using community resources to bring early childhood training and information to all areas of the county. Local business resources are matched with funds through the Child Care Facilities Corporation. Nashville Supports Early Education Staff, managed by Tennessee Voices for Children, provides full-time substitute child care teachers in Nashville area Head Start programs, child care centers and family child care homes.

Partnerships Focused on Economic Development

Ten States (AZ, CT, IA, IL, IN, NJ, OH, OR, VT, WV) report public-private partnerships focused on economic development.

The Lead Agency in **Illinois** and several private organizations funded and released *The Economic Impact of the Early Care and Education Industry in Illinois*, an innovative report that highlights the financial importance of the child care industry and the need to ensure access to quality child care. The report will be used by the Lead Agency, government leaders and child care advocates to promote, develop and expand programs that affect the capacity and quality of care for children.

Indiana's Lead Agency and the Indiana Association for Child Care Resource and Referral devised the Indiana Work/Life project, an economic development initiative designed to increase private sector leadership in child care issues and investment in high-quality child care for employees. The project facilitates innovative work/life solutions that maximize employer return on investment and strengthen employee commitments to work and family. Activities are conducted by consultants who work with employers, including Indiana-based corporate headquarters, local government officials and Chamber of Commerce offices. These consultants also educate communities on work and family matters and advise community organizations about local employer interests.

Partnerships Focused on School-Age Initiatives

Nine States (DC, IL, MA, NE, NH, NV, OH, RI, SD) report public-private partnerships focused on school-age initiatives.

Nebraska's Community Learning Centers Network is a partnership of the Lead Agency, local 21st Century Learning Center grantees, after-school programs, community partners, schools, private funders, legislators and other key stakeholders. This developmental collaboration is supported through the Charles Stewart Mott Foundation. Expected results include construction of a sustainable structure of statewide, regional and local partnerships, particularly school-community partnerships focused on supporting policy development.

Partnerships Focused on Serving Children with Special Needs

Seven States (AL, DC, FL, IL, NV, OR, SC) report public-private partnerships focused on children with special needs.

Alabama's relationship with United Cerebral Palsy of Huntsville and Tennessee Valley allows the Lead Agency to effectively address child care issues of children with special needs.

The **Illinois** Trainers Network program of the Illinois Network of Child Care Resource and Referral Agencies offers SpecialCare outreach training statewide to increase child care practitioner knowledge and comfort level when caring for children with special needs.

SpecialCare training also helps providers meet Department of Children and Family Services licensing standards that require training on inclusive child care. In Fiscal Year 2004, approximately 1,700 child care providers attended more than 90 SpecialCare training sessions, which are coordinated locally by child care resource and referral agencies. Follow-up surveys of participants indicate the training increases provider confidence in caring for children with special needs.

Oregon's inclusive child care partnership with the Lead Agency is between State agencies and advocates for children with special needs to give child care providers the information, training and support they need to care for children with special needs, and develop subsidies for families based on the needs of the child.

Partnerships for Apprenticeship Programs

Seven States (AR, CA, IA, KS, MT, ND, NY) report having public-private partnerships related to apprenticeship programs.

In **New York**, the Lead Agency and the New York State Department of Labor received Federal funding through a U.S. Department of Labor demonstration project to craft a public-private partnership to enhance the career ladder within the child care field. They also are partnering with key private entities to attract child care centers into the apprenticeship program. Among the incentives are special supports for journey teachers and enhanced resources to support outside instruction for apprentices.

The **North Dakota** Apprenticeship Project is a public-private partnership that includes the Lead Agency; U.S. Department of Labor; North Dakota Child Care Resource & Referral Network and seven for-profit, nonprofit and Tribal child care facilities. The project provides intensive training and wage increases for apprentices; it includes 30 child care apprentices and 23 work site journey workers in seven operating apprenticeship sites.

Other Partnership Activities

Twenty-five States (AZ, CT, DC, DE, IA, KS, LA, MA, MD, ME, MI, MN, MS, NV, NY, OH, OR, PA, RI, SD, TN, VA, VT, WA, WI) and one Territory (VI) report other types of public-private partnerships.

The following examples illustrate the wide range of innovative partnership activities reported by States and Territories.

In **Delaware**, the Lead Agency partners in the Early Childhood Physical Activity and Healthy Eating Curricula for Child Care Centers project, which adapts curricula and designs developmentally appropriate tools to teach preschool children about physical activity and nutrition. The work will be carried out in conjunction with Children's Health Matters and the Sesame Workshop and will involve local partners such as the University of Delaware to help design, test and vet the curriculum before it is rolled out for wider testing and evaluation.

In **Minnesota**, the Lead Agency is conducting a study, supported by the McKnight Foundation, to determine characteristics, needs and challenges of family, friend and neighbor caregivers and the child care assistance families who use them. The study is being conducted with the Wilder Research Center, a member of the Minnesota Child Care Policy Research Partnership, and will shape development of a long-term, statewide initiative to support family, friend and neighbor caregivers and improve the quality of the care they provide.

Pennsylvania, a public-private partnership includes the Lead Agency's funding for Community Engagement grants for early care and education efforts across the State. Community Engagement grants are awarded competitively to county planning groups for collaborations working toward a more comprehensive learning system for young children. Grantees must commit to a 25 percent match to the amount requested, which is met in part through donations from private foundations, businesses, local government, charitable contributions and other civic groups.

The Methamphetamine Awareness and Prevention Project of **South Dakota** is being developed in the Rapid City and Brookings communities in partnership with the Lead Agency. The primary goal of the coalition is to educate the public, and particularly child care providers, on issues related to methamphetamine use. Partners in Rapid City include legislators, realtors, National Guard, Ellsworth Air Force Base, retailers, Neighborhood Watch, United Way and law enforcement. In Brookings, partners include a physician's assistant, law enforcement, the fire department, a dental assistant, private citizens, social services and mental health providers.