

ACTIVITIES AND SERVICES TO IMPROVE THE QUALITY AND AVAILABILITY OF CHILD CARE

States and Territories continue to improve child care services for children and families, focusing specifically on efforts to improve child care quality, affordability and availability. Expenditures for quality activities include congressionally mandated earmarks and the 4 percent quality funds, which have been set aside by States and Territories for specific purposes. These funds not only help States and Territories improve services, but also are used to support President Bush's *Good Start, Grow Smart* initiative. The Child Care and Development Fund (CCDF) Lead Agencies are partnering with agencies and organizations in their respective jurisdictions to develop early learning guidelines and plan and implement related professional development activities.¹

Section 5.1 – Quality Earmarks and Set-Asides

Expenditures for quality activities include congressionally mandated earmarks for infant and toddler care, child care resource and referral services and school-age care. States and Territories also set aside a portion of their federally allocated child care funds to administer child care and quality improvement activities.

Section 5.1.1 – Quality Earmarks

*The Child Care and Development Fund provides earmarks for infant and toddler care and school-age care and resource and referral services as well as the special earmark for quality activities. The following describes the activities, identifies the entities providing the activities, and describes the expected results of the activities. For the infant and toddler earmark, the State must note in its description of the activities what is the maximum age of a child who may be served with such earmarked funds.*²

Congress has earmarked funds for specific quality and access activities. The infant and toddler earmark requires the expenditure of funds to increase the supply of quality child care for infants and toddlers. The earmark for resource and referral activities and child care services for school-age children provides funds for activities to plan, establish, operate, expand, develop and improve resource and referral activities and for school-age activities.³ States and Territories engage in a variety of quality activities using these earmarks. The CCDF Plan Preprint requests separate descriptions of Lead Agency activities and services to improve the quality of care for infants and toddlers, as well as resource and referral services and school-age activities.⁴

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

² Child Care and Development Fund (CCDF) Plan Preprint text appears in italics throughout this report. References to relevant laws and regulations appear in bold.

³ Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. (1999, May). *Child Care and Development Fund program instruction*. Retrieved April 30, 2006, from <http://www.acf.hhs.gov/programs/ccb/policy1/current/pi9905/pi9905.htm>.

⁴ 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 25, 2006, from http://www.acf.hhs.gov/programs/ccb/policy1/current/ACF118/preprint_2006_final.htm.

Infant and Toddler Care

Quality infant and toddler care is characterized by parental choice of child care arrangement, continuity of care with a primary caregiver and across early education settings and care that both nurtures relationships and stimulates early learning. With additional funding available to States and Territories to increase the supply of quality care for infants and toddlers, States and Territories have targeted specific activities for infants and toddlers. Activities include coordinated, systematic planning of activities; providing training and education, technical assistance and evaluation to child care providers; increasing reimbursement rates and compensation; expanding the supply of care and providing consumer education and child care referrals. Most States set the maximum age of a child who may be served with such earmark funds at 36 months.

Forty-five States (AK, AL, AR, AZ, CA, DC, DE, FL, GA, HI, IA, ID, IN, KS, KY, LA, MA, MD, ME, MN, MS, 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 four Territories (CNMI, GU, PR, VI) report that they offer specialized training for providers caring for infants and toddlers.

Florida's Lead Agency developed early learning guidelines for infants and toddlers and training and technical assistance regarding the guidelines through the Quality Initiative. A specialized training initiative, Learning in Everyday Moments, is under development through the Florida State University Center for Prevention and Early Intervention Policy that integrates the Birth to Three Early Learning Guidelines into daily routines. The Center for Prevention and Early Intervention Policy also developed the Ten Components of Quality Infant/Toddler Care and delivers this training around the State.

The **Texas** Department of Family and Protective Services collaborates with Local Workforce Development Boards to provide required training on preventing Shaken Baby Syndrome, preventing Sudden Infant Death Syndrome and understanding early childhood brain development. Some Boards offer the Program for Infant and Toddler Caregivers training, Ages and Stages Questionnaires training, Center for Improving the Readiness of Children for Learning and Education language and literacy training or training on the High Scope Infant and Toddler Approach. Further, some Boards coordinate resources in the community to offer scholarships to child care providers seeking training on infant and toddler care.

Twenty-four States (AL, AR, CA, DC, DE, FL, GA, ID, KS, KY, MD, ME, NC, ND, NJ, NM, NV, NY, OK, PA, RI, TN, WA, WV) and two Territories (GU, PR) report they fund technical assistance services for infant and toddler providers.

Kansas funds Excellent Care for Early Learning, a project that offers a limited number of child care providers at least eight technical assistance visits a year. These visits result in a written technical assistance plan as well as customized professional development opportunities and group meetings for practitioners who work with infants and toddlers.

Twenty-three States (AK, AL, DC, DE, FL, GA, ID, IN, KS, KY, MA, ME, NC, ND, NJ, OH, OK, PA, RI, SD, TN, UT, WV) indicate they use the Infant/Toddler Environment Rating Scale as part of their infant and toddler initiatives.

The **Georgia** Standards of Care program offers free training to address the learning needs of infants and toddlers, with sessions based on the Infant/Toddler Environment Rating Scale-Revised. A baseline observation using the scale is conducted, followed by an infant and toddler quality enhancement grant. Centers that complete the program and meet scoring requirements (as measured by the scale) earn the Center of Distinction or Center of Recognition designation.

The Lead Agency in **Ohio** assessed 915 infant and toddler environments and randomly assigned them to one of three intervention groups. One group received an environment rating scale summary report, while another received the environment rating scale summary report and access to community-based Program for Infant/Toddler Caregivers training. The third group received a complete environment rating scale report, access to community-based Program for Infant/Toddler Caregivers training, coordination with Healthy Child Care Ohio nurses and onsite mentoring from infant and toddler specialists. Pre- and post-tests were conducted to determine which intervention generated the greatest change.

Twenty-five States (AL, AK, AR, CA, DE, FL, IA, IL, KY, MN, MT, NC, NH, NM, NV, NY, PA, OR, RI, SC, SD, TX, VT, WI, WV) and one Territory (VI) report that the Lead Agency provides financial incentives such as stipends, scholarships, bonuses, wage supplements or higher reimbursement rates to help programs that serve infants and toddlers.

North Carolina supports a salary initiative, called WAGE\$, as well as T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® Health Insurance Benefits, which helps child care employers pay for insurance for infant and toddler caregivers. To participate, regulated child care centers or family child care homes must show their staff members have, or are working toward, early childhood/child development degrees.

West Virginia continues to fund its One Step at a Time Infant and Toddler Training Program, which is a 45-hour class taught by training specialists employed by the six child care resource and referral agencies. A bonus of \$400 is paid to participants upon completion.

Twenty-one States (AK, AR, AZ, CA, DE, GA, IL, MA, ME, MN, MT, NC, NH, NV, NY, RI, SC, SD, UT, VT, WV) and two Territories (PR, VI) report that they make quality improvement grants for equipment and supplies available to programs that serve infants and toddlers.

Montana's Best Beginnings Infant Toddler Mini Grant Program is designed to cover the cost of infant and toddler training, infant and toddler developmentally appropriate equipment, supplies and/or costs associated with meeting infant and toddler regulatory requirements. The goal of the grant is to improve the quality of care available for infants and toddlers. Maximum awards are \$1,500 for licensed child care centers and \$1,000 for registered group and family child care homes.

Puerto Rico uses infant and toddler earmark funds to implement mini grants for minor remodeling, equipment and educational materials, training, curriculum development, technical assistance, specialized support personnel and payment of necessary staff to maintain appropriate staff-child ratios. These funds help ensure quality infant and toddler care, adequate health and safety practices, appropriate ratios, early intervention, individualized care based on children's needs and professional development.

Nineteen States (CA, CO, FL, IA, IL, KS, KY, MA, MD, ME, MI, NC, ND, NE, OH, OK, TN, WA, WV) and two Territories (AS, VI) reference infant and toddler specialists or health consultants when asked to report on the use of infant and toddler set-aside funds. Infant and toddler specialists support professionals and caregivers who provide early care and education to infants and toddlers.⁵ Health consultants address issues such as increasing immunization rates, using safe sleeping practices and increasing the number of children with medical homes (primary physicians) and health insurance.

Illinois child care resource and referral agencies, in partnership with local health departments, provide Healthy Child Care Illinois services for children with a focus on those age birth through 2 years. Child care nurse consultants, employed by county health departments, are located at each child care resource and referral agency. Nurse consultants provide technical assistance, training and referrals for child care providers and parents. The goal of the program is to connect public health and child care systems to support healthy child care environments and outcomes for children.

The **Iowa** Program for Infant/Toddler Caregivers supports development of an infant and toddler specialist network. Regional infant and toddler specialists, located in the five child care resource and referral agencies and regional offices, coordinate free, community-based training across the State.

Fifteen States (AR, CA, CO, KS, KY, MT, NC, OR, SC, SD, TN, VA, WA, WV, WY) report that they offer train-the-trainer sessions on working with infants and toddlers.

California's Program for Infant/Toddler Caregivers is a comprehensive multimedia training program for trainers of infant and toddler caregivers, presented in four modules offered in intensive institutes (two modules per institute) for approximately 60 participants per module. Institutes cover social-emotional development, quality group care, cognitive and language development and cultural and family issues.

The Lead Agency in **South Carolina** supports infant and toddler services from an infrastructure development perspective, using staff from colleges and universities, State agencies, Head Start, South Carolina First Steps and child care resource and referral agencies statewide. The organizations are encouraged to work together in regions so a variety of skills and expertise are available to child care programs throughout the State.

⁵ The National Infant & Toddler Child Care Initiative, Child Care Bureau, U.S. Department of Health and Human Services. (2004). *Keys to high quality child care for babies and toddlers: Infant/Toddler specialists*. Retrieved December 30, 2005, from <http://www.nccic.org/itcc/PDFdocs/Tabloid-ITSpec.pdf>.

Thirteen States (AR, DC, IA, MT, NV, NY, RI, SC, SD, TN, UT, WI, WY) indicate that they established or continue to support providers who pursue an infant and toddler credential.

Wisconsin developed an Infant/Toddler Credential to provide appropriate and effective training to infant and toddler caregivers. The credential begins with 12 credits of required coursework. Following the completion of the first three courses, students engage in their own culminating experience and are responsible for developing a personal infant/toddler portfolio. Upon completion, students request their portfolio be reviewed by the Registry Credential Commission and are eligible to receive the Infant/Toddler Credential.

Ten States (AR, AZ, CO, DC, IA, IN, MA, OK, TN, VA) report they were engaged in planning focused on infant and toddler care.

Indiana's Infant/Toddler Professional Development Network brings together infant and toddler caregivers from Head Start, child care, First Steps and other organizations to identify needs and plan training, including an Infant/Toddler Credential that is recognized by Indiana's institutions of higher education.

Tennessee's Lead Agency created a team of representatives from providers, faith-based and other child-serving agencies to help incorporate infant and toddler services into all systems. Key goals include improving environment rating scale scores for programs serving infants and toddlers and increasing affordability and availability of care.

Ten States (AK, AL, AR, CA MA, MS, NE, OH, SC, VA) report that they administer infant and toddler training using distance-learning strategies.

Nebraska's First Connections is a training project designed to provide those caring for infants and toddlers with technology-based options for extending their knowledge of child development and effective ways of working with very young children, including those with disabilities. Participants can access training via the Internet, which is augmented with a compact disc and supported with a web site. The curriculum is based on Child Development Associate credential competencies, and participants who complete the course are eligible for 3 hours of college credit through any of the State's community colleges.

Eight States (AK, CA, HI, MA, NE, NV, VA, VT) focus some infant and toddler training on encouraging and supporting early care and education practitioners who serve children with special needs.

The **Nevada** Early Intervention Services-Rural Services Agency offers a host of supports, including training to child care centers, Early Head Start centers, parents and others who care for developmentally delayed infants and toddlers.

Eight States (AR, DC, IL, MN, NY, RI, UT, VT) offer start-up or expansion grants for programs that establish new child care slots for infants and toddlers.

The **New York** State request for proposals for early childhood development programs includes an incentive for the creation of infant slots. The incentive provides up to \$6,000 for each infant slot created, nearly double the amount provided for other age groups. It also allows programs to receive up to \$250,000 in total child care start-up grant funds, \$50,000 more than programs without infant slots are eligible to receive.

Eight States (AR, CA, FL, KS, KY, ME, SD, VA) and two Territories (GU, VI) report that they use infant and toddler set-aside funds to support parent and consumer education initiatives.

Kansas health care providers 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. During routine well-baby visits, pediatricians give parents a mirror magnet, which features parental reminders from a baby's viewpoint, and use it as an opportunity to discuss early development and quality child care.

Seven States (DC, IA, KS, ME, MI, NE, NV) and one Territory (CNMI) report that they established infant and toddler initiatives in collaboration with Head Start or Early Head Start.

The Lead Agency in **Michigan** collaborates with the Head Start Association to provide Early Head Start services for families with children birth to 3, or with an unborn child with a sibling younger than age 5, who use informal care providers or are involved in the child welfare system (i.e., active protective services, prevention services or foster care). One hundred families are expected to receive services.

Seven States (AK, FL, IN, MD, MT, OR, WI) support mentoring projects for infant and toddler caregivers.

Alaska's First Steps Mentoring Program provides small incentives to providers who agree to become mentors for other infant and toddler caregivers. Protégés meet with mentors once a month and attend six workshops. Mentors attend special meetings and teach or co-teach a workshop. The Infant/Toddler Environment Rating Scale or the Family Day Care Rating Scale assessment tool is used to measure improvement in environment and caregiving factors.

Six States (CA, GA, MD, OH, OK, WV) use CCDF infant and toddler set-aside funds to support evaluation of initiatives that serve or target children between birth and 3 years of age.

The Lead Agency supports the **Oklahoma** Department of Human Service's Research Unit and child care resource and referral agencies' efforts to capture and evaluate data on infants and toddlers (children 0–3 years of age) and young children regarding supply of and demand for care.

Five States (CT, DC, KS, MA, VT) report they contract directly with programs to provide infant and toddler care.

Vermont established contracts or grants for infant and toddler care to promote quality care for this age group. To be eligible, providers must be accredited or participate in the Step Ahead Recognition System, participate in a child care network, maintain individual professional development plans for all staff and have a business plan. The contract or grant reimburses at a higher level to help ensure there are professional development opportunities and providers receive adequate compensation.

Four States (FL, HI, MA, OR) use infant and toddler set-aside funds to support child care initiatives that serve teen parents.

In **Hawaii**, the Lead Agency provides high-quality infant care at certain high schools, which allows teen students to complete their high school education.

Three States (AR, CA, DC) report that they use infant and toddler set-aside funds to support family child care associations, networks or satellite services.

In **California**, the Family Child Care Association Development Project supports the professional development of family child care associations. The project focuses on recruiting new associations in under-represented areas of the State, providing grants to the associations for professional development activities and training to assist them as necessary.

Two States (CA, UT) report that they use infant and toddler set-aside funds to support recruitment of new providers to serve infants and toddlers.

Utah's child care resource and referral agencies encourage recruitment of infant and toddler care providers by offering start-up grants for family child care providers.

Resource and Referral Services

Funding from the earmark that includes resource and referral services is used for activities such as program planning and evaluation, contracting for consumer education and referrals for parents, training and education services for child care providers and collecting data. All States contract with public or private entities to provide resource and referral services for families served by CCDF as well as for all other families. In all Territories, the Lead Agency provides resource and referral services. As reported in Section 1.6 on page 29, in 15 States (AR, DC, GA, HI, IA, KS, KY, MA, MS, NE, NM, OK, SC, TN, VA), the Lead Agency assists parents with locating child care in conjunction with contracted child care resource and referral agencies.

Child care resource and referral agencies assist families in funding, selecting and paying for child care and work with child care providers and community agencies. These agencies often help develop new child care slots and analyze and report on child care supply and demand. In some States, child care resource and referral agencies also partner with the Lead Agency to conduct the market rate survey, which is required by CCDF legislation, while in some States they provide training, technical assistance and quality improvement funds for child care professionals.

The following examples illustrate quality activities States undertake through contracts with child care resource and referral agencies.

In **Minnesota**, statewide services such as development of programs, translation of materials and compilation and analysis of child care data are provided by the child care resource and referral network in collaboration with the Lead Agency and other statewide entities.

In **Pennsylvania**, child care resource and referral agency staff from child care information service agencies created a statewide provider database to offer parents information about any regulated provider in the State, including days and hours of operation, education level of caregivers, location of facility, special services and accommodations, language capability, school districts served and availability of transportation for children, including public transportation. Information also is provided on the Keystone STARS (Standards, Training, Assistance, Resources, and Support) Quality Initiative.

The **Texas** Workforce Commission contracts with the Texas Health and Human Services Commission to provide child care information and referral services across the State through the Information and Referral Network 2-1-1 Texas system, which provides a single point of access for information on all government-subsidized child care and education services in local communities. The 2-1-1 Texas system integrates information from community- and faith-based organizations with information from State and local agencies. Further, the Department of Family and Protective Services maintains a State web site with information about child care, including type of setting, ages served, hours and days of operation, capacity, compliance and accreditation. Local Workforce Development Boards provide additional information to parents.

In **Washington**, child care resource and referral agencies provide licensed child care referrals, needs assessments, resource development, provider training, technical assistance and parent training and outreach. The statewide child care resource and referral network works with the Lead Agency to formulate statewide strategies for effective public-private partnerships. The statewide child care resource and referral network also provides training, creates standards of service and delivers general technical assistance to the 18 locally based child care resource and referral programs. In 2005, the child care resource and referral network coordinated regional cross-trainings for child care licensors, licensing health specialists, child care health consultants and local child care resource and referral staff.

Eleven States (AK, AR, DE, ID, NE, NH, NY, PA, TN, UT, WV) report that they use CCDF set-aside funds for establishing, maintaining or upgrading the automation/data collection systems used in providing child care resource and referral services.

The **Alaska** child care resource and referral network is converting to the National Association of Child Care Resource and Referral Agencies NACCRR*Aware* Internet Mask Module, which allows parents to access child care consumer information and online child care referrals at their convenience. This will improve parent access to child care while providing information about quality child care.

Three States (AK, CO, WV) report that they contract with child care resource and referral agencies to provide expanded referrals and supports for children with special needs.

The Lead Agency in **Colorado** contracts with the Qualistar Early Learning child care resource and referral service to offer expanded referral and support services to families who have children with special needs. Staff also works with families and providers to identify and address barriers to the inclusion of children with special needs in typical child care and school-age settings.

One State (OH) reports it is using child care resource and referral agencies to implement its new Quality Rating System.

In **Ohio**, child care resource and referral staff oversees submission of applications, administers environment rating scales, recommends quality improvement grants and provides technical assistance associated with the State's Quality Rating System, Step Up to Quality.

School-Age Care

Quality school-age care provides youth with safe and supportive environments that foster relationships between young people and caring adults, and creates opportunities for youth to develop knowledge and skills, pursue their interests and discover their strengths. Funding from the earmark that includes school-age child care is used to offer training and education, technical assistance and evaluation to child care providers; support program evaluation and accreditation; increase reimbursement rates and compensation; contract with other agencies to deliver services and expand the supply of care and provide consumer education and child care referrals.

Thirty States (AK, AR, CA, CO, DC, FL, IA, ID, IL, KY, MA, MD, MN, MT, ND, NE, NJ, NV, NY, OR, PA, RI, SC, SD, TN, UT, VT, WA, WI, WY) and two Territories (PR, VI) use school-age child care set-aside funds for practitioner training.

Maryland contracts with a variety of nonprofit and for-profit organizations to deliver training to providers operating before- and after-school programs for school-age children. Regional conferences and training help providers improve their skills in using the Core of Knowledge Curriculum approved by the State Credentialing Branch.

In **North Dakota**, CCDF funds support school-age child care trainings and workshops to build awareness of school-age child care, promote program development and provide consultation and technical assistance.

Oregon's School Age Care Enrichment and Recreation Program at Portland State University receives CCDF funds earmarked for school-age child care programs. The project supports community programs through training and technical assistance and improves coordination among local programs that provide before- and after-school activities.

Twenty-two States (AR, CA, FL, IL, KS, KY, MA, ME, MN, NC, ND, NE, NJ, NY, OK, OR, PA, SD, TN, VT, WA, WI) and one Territory (GU) fund technical assistance activities and/or grants for school-age child care programs.

North Carolina uses set-aside funds to support grants for school-age child care programs to become licensed or upgrade their license through the State's rated license system.

Fourteen States (AK, AR, CA, GA, IA, IL, MA, MO, NC, NJ, UT, VA, VT, WA) and one Territory (VI) use set-aside funds for grants to help improve the quality of school-age child care programs.

Georgia funds mini-grants (ranging from \$1,000 to \$4,000) to support start-up, quality improvement, expansion or State regulatory compliance. Each grantee receives technical and professional development assistance by a quality improvement coordinator employed by the local child care resource and referral agency.

Eleven States (AR, KY, ME, MI, MN, NE, NY, RI, UT, VT, WA) contract with school-age child care providers or organizations to assist with training, technical assistance and/or start-up.

The **Nebraska** Department of Education and the Early Childhood Training Center will provide technical assistance to the Nebraska School Age Care Alliance and the Community Learning Network to establish a network of school-age care providers in the State. The Early Childhood Training Center will continue to provide resources and technical assistance for school-age care professional development.

Eleven States (AR, CO, GA, IA, IL, MA, MN, NE, UT, VA, VT) and one Territory (VI) report they use set-aside funds for grants to help start or expand school-age child care programs.

In **Virginia**, grants are awarded to organizations through competitive bids to help communities plan, develop, establish, expand and/or improve existing before- and after-school child care programs. Fiscal Year 2006 grantees must demonstrate that funding is used for programs that provide a variety of enrichment activities (indoors and outdoors), serve children 5–12 years old, are licensed, have additional funding and use no more than 25 percent of the award for staff salaries, unless the program exceeds licensing standards.

Nine States (AL, HI, KS, KY, MO, OH, SC, SD, TX) and two Territories (CNMI, GU) use school-age child care set-aside funds to assist school districts in providing school-age services.

In **Hawaii**, the Department of Education runs an after-school program called A+, which is available to all elementary school-age children in the State public school system, regardless of income level. To facilitate participation of low-income families, the Lead Agency has an agreement with the Department of Education to provide subsidies for after-school child care services to elementary school-age children who are eligible for free or reduced price lunch at public elementary schools statewide. The Department of Education currently provides \$70 per month, per child. Children from higher-income families pay the fee to the Department of Education.

The **Kentucky** Division of Child Care and the Kentucky Department of Education cooperate to promote quality after-school and summer programs in select Appalachian counties with high rates of poverty and participation in the Temporary Assistance for Needy Families program. The after-school and summer programs allow children to receive help with homework and individualized attention from trained and caring adults, practice reading skills and participate in supervised activities including art, music and field trips.

Eight States (AK, DC, DE, FL, IN, ME, NY, SD) report they use set-aside funds to support staff pursuing a school-age child care credential.

Alaska worked with the University of Alaska Anchorage Recreation Department to create a school-age child care certificate program, a 12–14 credit-hour program that has been authorized by the State university.

Six States (DE, KY, MA, OK, PA, TN) report that they use the School-Age Care Environment Rating Scale to measure improvement in the quality of school-age child care programs.

Oklahoma provides trained consultants, through the Center for Early Childhood Professional Development, who assess school-age environments in child care facilities using the School-Age Care Environment Rating Scale.

Six States (FL, NE, NJ, NY, RI, SD) provide grants or targeted assistance to help school-age child care programs attain accreditation.

The Lead Agency in **New Jersey** makes mini-grants available to school-age programs interested in improving quality and moving toward accreditation.

Five States (OH, OK, RI, TN, VT) use set-aside funds to support State school-age child care specialists and/or community-based school-age child care specialists.

In **Ohio**, child care resource and referral agencies funded by the Lead Agency will have a school-age consultant to provide technical assistance to school districts and providers regarding school-age issues. There will be stronger linkages with the 21st Century Community of Learners, and the State has received the Mott Foundation Grant.

Three States (DC, MT, NV) and three Territories (GU, PR, VI) use school-age child care set-aside funds for parent and consumer education.

In **Montana**, the statewide child care resource and referral network coordinates with the Montana Afterschool Network to support public outreach and awareness activities and an after-school web site, as well as a host of training and technical assistance activities for school-age programs.

Two States (CA, NY) report that they use the set-aside to invest in train-the-trainer initiatives focused on school-age child care.

The **New York** Lead Agency sponsors an annual Quality Advisor Training by the National Institute on Out-of-School Time so regional out-of-school time specialists will be trained as accreditation endorsers.

Two States (LA, NM) use school-age child care set-aside funds to help support a school-age child care reimbursement rate increase.

In **Louisiana**, the school-age earmark money is used to fund a provider rate increase designed to enhance the quality of school-age care.

In **New Mexico**, the school-age child care earmark funds the higher reimbursement rates that are paid for this age group, which are due to both an increased training requirement for providers and greater parental need for this type of care. The expected result is an increase in provider capacity for serving school-age children.

Section 5.1.2 – Quality Set-Asides

The law requires that not less than 4% of the CCDF be set aside for quality activities. (658E(c)(3)(B), 658G, §§98.13(a), 98.16(h), 98.51) The Lead Agency estimates that the following amount and percentage will be used for the quality activities (not including earmarked funds).

Quality set-aside funds support activities designed to improve the quality and availability of child care and increase parental choice. Federal law requires States and Territories to use a minimum of 4 percent of Federal child care funds on quality activities.⁶ Table 5.1.2 shows the estimated dollar amount and estimated percentage of the CCDF allocation State and Territory Lead Agencies plan to use for quality activities. On average, CCDF Lead Agencies estimate 7.5 percent of their CCDF allocation will be set aside for quality activities.

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

TABLE 5.1.2
Estimated CCDF Set-Aside for Quality Activities

State/Territory	Estimated Dollar Amount	Estimated Percentage
Alabama	\$4,415,249	4.00%
Alaska	\$7,500,000	26.68%
American Samoa*	\$105,846	4.00%
Arizona	\$4,574,633	4.00%
Arkansas	\$2,987,637	6.00%
California	\$74,262,854	6.82%
Colorado	\$4,400,000	4.00%
Commonwealth of the Northern Mariana Islands	\$68,695	4.00%
Connecticut	\$1,246,092	4.00%
Delaware	\$696,659	4.00%
District of Columbia	\$3,167,754	11.00%
Florida	\$24,247,172	5.40%
Georgia	\$9,330,000	4.00%
Guam	\$164,199	4.00%
Hawaii	\$4,212,272	8.80%
Idaho	\$1,300,000	4.00%
Illinois	\$11,000,000	4.00%
Indiana	\$8,124,787	6.00%
Iowa	\$14,745,524	20.00%
Kansas	\$10,317,420	14.20%
Kentucky	\$13,493,637	8.07%
Louisiana	\$5,100,000	4.00%
Maine	\$4,095,315	17.20%
Maryland	\$4,242,608	4.00%
Massachusetts*	\$11,521,866	5.10%
Michigan	\$15,500,000	8.90%
Minnesota	\$5,869,373	4.40%
Mississippi	\$2,752,738	4.00%
Missouri	\$6,233,907	4.80%
Montana	\$876,801	4.00%
Nebraska	\$3,018,082	5.80%
Nevada	\$2,545,300	6.40%
New Hampshire	\$1,167,906	4.00%

TABLE 5.1.2
Estimated CCDF Set-Aside for Quality Activities

State/Territory	Estimated Dollar Amount	Estimated Percentage
New Jersey	\$14,100,000	4.00%
New Mexico	\$1,520,294	4.00%
New York	\$82,000,000	20.00%
North Carolina	\$11,322,222	4.00%
North Dakota	\$859,638	8.00%
Ohio	\$19,317,021	4.00%
Oklahoma	\$10,800,000	6.70%
Oregon	\$5,305,000	4.75%
Pennsylvania	\$35,663,551	16.20%
Puerto Rico	\$1,545,652	4.00%
Rhode Island	\$2,750,000	7.80%
South Carolina	\$3,028,537	4.00%
South Dakota	\$3,923,847	18.90%
Tennessee	\$9,300,000	6.00%
Texas	\$17,950,748	4.00%
Utah	\$5,029,000	12.98%
Vermont	\$2,352,928	11.00%
Virgin Islands*	\$83,782	4.00%
Virginia	\$5,555,141	4.00%
Washington	\$9,300,000	4.00%
West Virginia	\$1,319,755	4.00%
Wisconsin	\$9,003,500	8.99%
Wyoming	\$2,000,000	18.11%

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

Section 5.1.3 – Improving the Availability and Quality of Child Care

Check either “Yes” or “No” for each activity listed to indicate the activities the Lead Agency will undertake to improve the availability and quality of child care (include activities funded through the 4% quality set-aside as well as the special earmark for quality activities). (658D(b)(1)(D), 658E(c)(3)(B), §§98.13(a), 98.16(h))

- Comprehensive consumer education;
- Grants or loans to providers to assist in meeting State and local standards;
- Monitoring compliance with licensing and regulatory requirements;
- Professional development, including training, education, and technical assistance;
- Improving salaries and other compensation for child care providers;
- Activities in support of early language, literacy, pre-reading, and early math concepts development;
- Activities to promote inclusive child care;
- Healthy Child Care America and other health activities including those designed to promote the social and emotional development of children;
- Other quality activities that increase parental choice, and improve the quality and availability of child care. (§98.51(a)(1) and (2))

States and Territories continue to be involved in a variety of activities to improve the availability and quality of child care. Table 5.1.3 summarizes these activities, but is not an exhaustive list of all quality activities that meet the requirements of the Child Care and Development Fund (CCDF) Act.

Section 5.1.4 – Summary of Quality Activities

Describe each activity that is checked “Yes” above, identify the entity(ies) providing the activity, and describe the expected results of the activity.

All States and Territories indicate they will engage in some or all the activities to improve the availability and quality of child care that are listed in the Child Care and Development Fund (CCDF) Plan Preprint. Activities to further professional development of providers/teachers and to support early language, literacy, pre-reading and early math concepts were the quality improvement activities States and Territories ranked highest among those they plan to conduct.

Quality Activity: Comprehensive Consumer Education

Most States and Territories report they will undertake comprehensive consumer education activities to improve child care quality. A growing number of States use Quality Rating Systems and web sites to educate consumers about the quality and supply of early childhood programs.

TABLE 5.1.3
Lead Agency Activities to Improve
the Availability and Quality of Child Care*

Activity	Number of States/Territories	State/Territory Names
Comprehensive consumer education	54	AK, AL, AR, AS, AZ, CA, CO, CT, DC, DE, FL, GA, GU, 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, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VI, VT, WA, WI, WV, WY
Grants or loans to providers to assist in meeting State or local standards	46	AK, AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, GU, IA, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MT, NC, NE, NH, NJ, NM, NV, NY, OH, OR, PA, PR, RI, SC, SD, UT, VA, VI, VT, WA, WI, WV
Monitoring compliance with licensing and regulatory requirements	51	AK, AL, AR, AS, AZ, CA, CO, CT, DC, DE, FL, GA, GU, HI, IA, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, VA, VI, VT, WA, WI, WV, WY
Professional development, including training, education and technical assistance	56	AK, AL, AR, AS, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, 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, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VI, VT, WA, WI, WV, WY
Improving salaries and other compensation for child care providers	48	AK, AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MT, NC, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TX, UT, VA, VT, WA, WI, WV, WY
Activities in support of early language, literacy, pre-reading and early math concepts development	55	AK, AL, AR, AS, AZ, CA, CNMI, CT, DC, DE, FL, GA, GU, 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, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VI, VT, WA, WI, WV, WY
Activities to promote inclusive child care	53	AK, AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, GU, 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, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VI, VT, WA, WI, WV
Healthy Child Care America and other health activities, including those designed to promote the social-emotional development of children	52	AK, AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, GU, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, VA, VI, VT, WA, WI, WV, WY
Other quality activities that increase parental choice and improve the quality and availability of child care	51	AK, AL, AR, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, HI, IA, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, TN, TX, UT, VA, VI, VT, WA, WI, 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 Fiscal Year 2004-2005 CCDF Plans.

Forty-two States (AK, AL, AR, CO, CT, DC, FL, GA, HI, IA, ID, IL, IN, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NM, NV, NY, OH, OR, PA, RI, SC, SD, TN, TX, UT, VA, WA, WI) and three Territories (AS, GU, PR) use CCDF funds to support preparation of parent information packets or other consumer education materials on choosing child care.

Child care resource and referral agencies in **Alaska** receive funding from the Lead Agency to develop booklets explaining what to look for in child care. Child care resource and referral agencies present consumer education information to various groups, including recipients of Temporary Assistance for Needy Families, local businesses and parent groups. They also develop and distribute radio public service announcements and posters explaining the importance of quality child care.

The Lead Agency in **Maine** developed parent packets that feature fact sheets on the cost of child care, Maine's new enhanced State Dependent Care Tax Credit for Providers with Quality Certificates, quality care for infants, choosing child care and the Maine Care health insurance program.

Twenty-four States (AK, AZ, DC, DE, FL, GA, ID, IL, KS, KY, MA, MT, NE, NJ, NY, OH, OR, TN, TX, UT, VT, WA, WI, WY) and three Territories (AS, PR, VI) report they are involved in a public awareness campaign to promote early care and education.

Each child care resource and referral agency in **Illinois** has a Quality Counts van for outreach to parents, providers and the community. The vans are equipped with consumer education materials, literacy packets, health and safety information and supplies, child development information and lending library resources. Outreach at community events helps educate parents and the public about legal and quality child care, the Child Care Assistance Program, Kid Care (state-subsidized health care), child development and early literacy. Site visits to child care programs provide one-on-one training and technical assistance to help improve quality of care with an emphasis on literacy.

The Lead Agency in **Oregon** developed a public information campaign to inform employers about the importance of child care to the workforce and how Oregon's employer tax credits can help offset expenses.

Seventeen States (IN, MA, MD, MN, MT, NC, NH, NM, NY, OH, PA, SC, TN, UT, VA, WA, WV) include information about a consumer education web site or web page.

As part of a new information management system, the **South Carolina** Lead Agency will develop a web site as a forum for disseminating information and receiving complaints.

The Lead Agency in **Utah** created a comprehensive web-based presentation for parents applying for child care subsidies. The presentation provides information about subsidies, selecting child care and indicators of high-quality child care settings. The presentation is expected to assist parents with the child care application process and educate them about high-quality child care.

Twelve States (AR, AZ, CA, DC, HI, IL, IN, MA, NE, NY, PA, SD) report parent education activities in this section of the Fiscal Year (FY) 2006-2007 CCDF Plan.

Indiana partners with public broadcasting stations to implement the Parenting Counts initiative.

The Lead Agency in **South Dakota** supports the Bright Start Update, an initiative that provides monthly mail or electronic updates to parents of newborn children. Topics include child health and development, choosing child care, working with a child care provider and others.

Ten States (DC, FL, IL, MA, MN, NC, NY, RI, TX, VA) and one Territory (AS) indicate that they translate outreach and education materials into other languages.

Minnesota partners with the Cultural Resource Center to support activities designed to reach families and providers from immigrant communities. Trainers were recruited from Hmong, Guatemalan, Colombian and other communities.

Seven States (CO, MT, NC, NM, OK, SD, TN) indicate they developed, or plan to develop, a child care Quality Rating System as a consumer education strategy.

Montana contracts with Banik Creative Group to coordinate, develop and manage an early childhood consumer education campaign that focuses on the importance and benefits of choosing quality child care. Banik Creative Group designed the Star Quality and BLOCKS logos that are displayed by one-star and two-star quality licensed/registered providers throughout the State, helping inform parents about the quality of child care services.

North Carolina supports a five-star rated license through contracts with the North Carolina Rated License Assessment Project and monitoring by Lead Agency licensing consultants. The system affords consumers a tool for comparing the quality of child care programs.

Seven States (AK, AL, CT, HI, NE, RI, SC) report they developed videos to educate consumers about child care quality and/or child development issues.

In **Connecticut**, the statewide child care resource and referral agency, Child Care INFOLINE, distributes a host of materials about choosing child care, including videos for parents.

Three States (CO, ID, KS) report they use regional planning groups to develop or implement consumer education activities.

Colorado uses infant and toddler earmark funds for community efforts to encourage new methodologies for instituting long-term, systemic improvements in quality care practices for infants and toddlers. In Consolidated Child Care Pilot communities, faith-based organizations, private, local public and other nonprofit entities are part of a local consortium, and activities are embedded within the broader framework of early childhood systems development.

Quality Activity: Grants or Loans to Providers to Assist in Meeting State and Local Standards

States and Territories continue to support child care programs by awarding start-up grants and loans to providers, school districts, faith-based and community-based organizations.

Twenty-seven States (AK, AL, AR, CA, CO, FL, GA, IA, ID, IL, IN, KY, LA, MA, MD, MI, MN, MO, MT, NE, NH, OR, PA, SC, UT, VA, VT) and one Territory (GU) established child care quality improvement grant programs.

Louisiana offers repair and improvement grants to licensed or registered providers or those who have applied to become licensed or registered, assisting them in meeting State or local licensing and safety standards or helping them improve the quality of child care services. These grants are limited to providers who care for children receiving child care assistance.

Utah licensed and legally exempt child care providers have the opportunity to receive a Quality Improvement Grant every other year, based on an onsite assessment completed by a quality improvement consultant from the child care resource and referral agency.

Nineteen States (AR, CO, DE, FL, GA, IA, IL, KY, MA, MI, NC, NE, NH, OR, SD, VA, VT, WA, WI) and one Territory (VI) report that they use CCDF funds to support child care start-up or expansion grants.

Michigan gives start-up grants to providers opening new child care facilities (centers, family and group homes) who plan to provide care for low-income children.

Nebraska's Lead Agency, in collaboration with the Nebraska Department of Economic Development and Nebraska Department of Education, blends Community Development Block Grant, Head Start Collaboration or other funds administered by the Department of Education with CCDF to provide start-up grants for nonprofit, community-based child care centers in nonurban areas of the State that identified a need for center-based child care and other early childhood education programs (i.e., Early Head Start, Head Start or early childhood special education).

Sixteen States (AK, AR, AZ, CA, CO, GA, LA, MD, MT, NE, NV, NY, OH, SD, VT, WV) and one Territory (VI) established specific grant programs to assist child care providers in complying with State and local standards.

In **West Virginia**, each child care resource and referral agency receives an allocation to give small grants to family child care providers to assist them in meeting new regulatory requirements.

Fifteen States (AL, AR, AZ, DC, FL, IL, KY, LA, MA, ME, NE, NH, NV, UT, VT) report they established grant programs to help child care providers pursue accreditation.

The Lead Agency in **Alabama** collaborates with quality contractors to offer grants or stipends to center and home providers to assist them in achieving national accreditation. Additionally, the Auburn University/Family Child Care Partnerships Project offers equipment grants to home providers working toward National Association for Family Child Care accreditation. The Child Care Management Agency/Child Care Resource Center offers resource development grants, through the Employers' Child Care Alliance, to center providers working toward National Association for the Education of Young Children accreditation. Childcare Resources offers material stipends to centers participating in the Reaching Improvement through Self-Evaluation Assistance to Accreditation program to make quality improvements in their programs.

Thirteen States (AR, CO, CT, IA, KS, MD, NC, ND, NH, NJ, NY, RI, WA) and one Territory (PR) established child care loan programs.

Kansas partners with the Development Corporation for Children to plan, develop and finance early education businesses in low- and moderate-income communities. A Child Care Business Development Center will provide supports, and First Children's Finance will make low-interest business loans available to child care centers and child development homes.

Washington's Lead Agency works with the Department of Community, Trade and Economic Development to support the Child Care Advantages program, which offers grants, low-interest loans and technical assistance for child care facility development. A statewide Child Care Facility Fund provides grants and low-interest loans to employers and child care providers interested in opening or expanding child care centers. A Child Care Micro Loan program distributes funds to lending institutions that provide small, below market rate loans to child care providers to help them start or expand their businesses.

Seven States (CO, DC, MT, NC, NM, PA, SD) established grant programs to help early childhood programs improve their star or quality rating.

The Keystone STARS (Standards, Training, Assistance, Resources, and Support) Quality Improvement Initiative in **Pennsylvania** includes several financial supports and grants, such as assistance grants to improve providers' physical and learning environments, professional development educational opportunities for staff members as they work toward achieving a star designation, merit awards to providers who achieve a star designation and education and retention awards to assist programs in maintaining qualified staff.

Three States (CO, PA, VA) established flexible community planning grants to expand the supply and improve the quality of local child care programs.

Virginia awarded Early Childhood Development Partnership grants to three collaborations in the Fairfax, Hampton and Williamsburg child care communities. These 2-year grants allow the Lead Agency to pilot various elements of a comprehensive early care and education system on a local scale.

Quality Activity: Monitoring Compliance with Licensing and Regulatory Requirements

CCDF funds are an important source of support for monitoring compliance with State and Territory child care licensing and regulatory requirements.

Forty-one States (AK, AL, AR, AZ, CA, CO, CT, DC, DE, FL, IA, IN, KS, KY, MD, ME, MI, MN, MO, MS, NC, ND, NE, NH, NJ, NM, NV, NY, OK, OR, PA, RI, SC, SD, TN, VA, VT, WA, WI, WV, WY) and four Territories (AS, GU, PR, VI) report using CCDF funds to support licensing staff.

In **Guam**, CCDF funds are used to compensate three inspectors who monitor compliance with and enforcement of licensing and regulatory requirements.

Maryland funds positions in the Office of Licensing to perform mandated licensing and regulatory functions in a timely and thorough manner. Additional staff members may be added to improve the licensing staff/facility ratio and meet demands generated by new initiatives as funds are available.

An interagency agreement with the **Rhode Island** Department of Children, Youth and Families supports the Child Care Licensing Unit, which provides additional licensing staff and improved technology, including laptop computers for use in the field. Through this partnership, the licensing staff is better able to appropriately monitor existing programs, assist new applicants in becoming licensed and respond to complaints regarding potential regulatory violations.

Twelve States (AL, AR, FL, IA, KY, MN, MO, NM, NY, SC, SD, WA) mention a variety of planning and training initiatives to strengthen capacity to monitor compliance with regulatory standards.

New Mexico uses an effective inter-agency monitoring strategy, offering grants to Food Sponsor Agencies that send food monitors to a 45-hour, entry-level course to learn more about child development and quality child care indicators. These monitors conduct visits to registered homes to monitor child care quality indicators and make referrals for technical assistance.

South Carolina partners with WestEd to support distance learning and team teaching. In addition to the credit course work offered by the University of South Carolina, the State's child care licensing workers receive 2 days of Program for Infant/Toddler Caregivers training. A library of video clips will be developed to assist staff in providing training and technical assistance to providers. The Lead Agency seeks to establish and maintain this core knowledge across agency lines.

Nine States (AR, CO, FL, HI, MA, RI, SC, VA, WV) use CCDF funds to support establishing a new, or upgrading an existing, automation system to maintain child care regulatory and/or complaint information.

The **Arkansas** licensing unit's Child Care Licensing Eligibility and Nutrition computer system allows staff to eliminate almost all paperwork related to the application process and documentation of minor visits and complaint investigations.

West Virginia's Lead Agency piloted an enhancement to its Families and Children Tracking System using personal digital assistants. Staff can download case files and record compliance information while onsite. Using a hot-synch function, compliance information can be transferred to the system. This process decreases the amount of time staff spends on data entry and allows more time for regulatory efforts.

Quality Activity: Professional Development, Including Training, Education and Technical Assistance

Building a professional development system for early care and education practitioners has emerged as a priority activity supported by CCDF quality funds. Forty-one States report using CCDF quality funds to help build or support a professional development system, up from 30 States and Territories reporting so in Fiscal Year (FY) 2004-2005 CCDF Plans.

Forty-one States (AK, AR, CA, CO, CT, DE, FL, IA, ID, IL, IN, KY, LA, MD, ME, MN, MO, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, UT, VA, VT, WA, WI, WV, WY) describe efforts to build or support an early care and education career development system.

The **Illinois** Gateways to Opportunity Early Care & Professional Development Network is the result of a collaborative effort of State government and non-governmental agencies, child care resource and referral agencies, child care providers and 2- and 4-year colleges. The system is administered by the Illinois Network of Child Care Resource and Referral Agencies. The Gateways to Opportunity web site contains information about the early care and education field, including contacts for career advisors; professional development opportunities, such as training and college courses; job postings; child care resource and referral services and links to other relevant web sites.

The **Wyoming** Lead Agency continues to fund the statewide Training and Resource System, a professional development system that includes trainer and training approval, a career lattice, the educational scholarship program and the Wyoming Apprenticeship program. The system is administered by the Wyoming Children's Action Alliance, a private nonprofit organization.

Thirty-six States (AL, AR, AZ, CA, CO, DC, FL, HI, IL, IN, KY, MA, MI, MN, MS, MT, NC, ND, NE, NH, NJ, NM, NY, OH, OK, OR, PA, RI, SC, TN, UT, VA, VT, WA, WI, WV) and one Territory (VI) describe partnerships with institutions of higher education. These partnerships are designed to enhance quality by improving teacher preparation, easing access to training and supporting articulation agreements that simplify transfer of credits between 2-year and 4-year institutions of higher education.

The **North Carolina** Lead Agency supports participation of the North Carolina Community College System in the National Association for the Education of Young Children Associate Degree Program Accreditation for Early Childhood Programs. This project will establish a standard of excellence in early childhood teacher preparation.

The **Oklahoma** Lead Agency contracts with the State Regents for Higher Education to administer the Scholars for Excellence in Child Care program. The program places scholar coordinators in 2-year colleges statewide to recruit and mentor child care providers seeking credentials and degrees in early childhood education. The program also includes scholarships that cover college tuition, books, fees and assessment fees for providers obtaining Child Development Associate and Certified Childcare Professional credentials.

Washington community and technical colleges and State universities, in partnership with the Head Start–State Collaboration Office, developed a common statewide Associate of Applied Science degree, which has been widely accepted. The new degree will provide the critical content early childhood education professionals need and will secure transfer opportunities between 2-year colleges and 4-year institutions.

Twenty-nine States (AK, AL, CA, CO, DC, DE, GA, IA, ID, IL, IN, MA, ME, MI, MN, MO, ND, NH, NJ, NM, NY, OR, PA, SD, TN, WA, WI, WV, WY) report they work with child care resource and referral agencies to implement and/or coordinate training.

North Dakota has six regional child care resource and referral offices, each with a local training advisory committee that includes representatives of county licensing, family and center-based child care, Head Start, parents, public health, early childhood trainers, food program sponsors, Tribal liaisons and others. Training is developed and delivered based on local input.

West Virginia child care resource and referral agencies submit an annual training plan for their service delivery region, linked to core knowledge and core competencies. The plan must be developed in collaboration with a training advisory council, which includes the training team, providers, regulators and other early childhood services in the region.

Twenty States (AL, CO, DE, FL, IA, IL, IN, MI, MN, MO, NC, NE, NM, NV, OH, PA, SC, VA, WA, WI) report that they are involved in implementation of the T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood Project.

The **Alabama** Partnership for Children, of which the Lead Agency is a member, administers the T.E.A.C.H. Early Childhood Alabama Project, which provides scholarship opportunities for directors and teachers employed in licensed centers and home providers who are pursuing a degree in child development/early care and education from an Alabama community college, or need assistance paying the Child Development Associate assessment fee.

In **Delaware**, the quality set-aside supports staffing and infrastructure for the T.E.A.C.H. licensee, Family and Workplace Connection, and helps ensure the Training for Early Care and Education curriculum is available, along with qualified trainers, for apprenticeship training through Vocational Education High School Adult Education. CCDF funds are used to train some of the Training for Early Care and Education instructors who will provide first year training. T.E.A.C.H. funds will be used for the second year of related instruction for apprentices.

Fifteen States (AK, AL, AR, CO, IL, MA, MI, MS, NE, NY, OK, PA, SC, WA, WI) indicate they support development and/or delivery of training initiatives that incorporate distance-learning techniques.

The Lead Agency in **Alaska** supports development of Distance Delivery Modules, and the Association for the Education of Young Children–Southeast Alaska Resource and Referral Agency is conducting an evaluation of them.

Mississippi State University/Cooperative Extension Services uses Web TV technology in family homes participating in the project to make training and technical assistance accessible. Progress is measured using the Family Day Care Rating Scale, the Caregiver Interaction Scale, the Preschool Language Scale and the Bracken Basic Concept Scale.

Twelve States (AL, CA, FL, GA, HI, MN, NH, NJ, NV, NY, RI, VT) use CCDF funds to support training for unregulated child care provided by family, friend and neighbor caregivers.

In **Nevada**, a cadre of trainers provides training in early literacy and language to licensed providers as well as informal care providers.

To improve the quality of care in informal subsidized child care settings in **New York**, the Lead Agency will restructure market rates for a higher reimbursement rate for informal child care providers who attend at least 10 hours of training annually and improve their skills.

Vermont's Community Child Care Support Agencies receive funds for a host of activities, including making training available to legally exempt child care providers.

Ten States (AR, CA, DC, FL, MT, PA, TN, VT, WI, WV) and one Territory (CNMI) report that they support mentoring projects for early care and education practitioners.

The Lead Agency in the **Commonwealth of the Northern Mariana Islands** developed a continuum of training opportunities linked to follow-up mentoring of child care providers and staff to assist them in implementing strategies and responding effectively to diverse groups of children.

Nine States (AK, CO, MA, NC, NE, RI, WA, WI, WV) indicate that they are engaged in cross-system training initiatives.

The **Alaska** Child Care Food Program, sponsored by the U.S. Department of Agriculture, offers training workshops, mentoring activities and technical assistance to approved and licensed providers. Child care and food program staff works closely in monitoring child care facilities, sharing information and holding joint training sessions.

Colorado's Lead Agency is involved in a cross-system effort to coordinate training, education and technical assistance statewide. This approach keeps information centralized, helps identify training gaps and enables providers to receive a listing of all available training. As part of this effort, the Division of Child Care contracts with the Colorado Department of Education to develop and support ongoing operation of a network of approximately 35 grassroots training and technical assistance units (early childhood learning clusters) across the State.

Seven States (CA, MA, MD, NC, NE, SD, TN) report that they fund the cost of training practitioners to administer environment rating scales.

The Lead Agency in **South Dakota** partners with the Bush Foundation and WestEd to support an initiative that will incorporate the new Program for Infant/Toddler Caregivers Assessment Rating Scale and provide additional information about the quality of interactions between caregivers and children.

Five States (CT, DC, RI, SD, WV) report that they support an accreditation facilitation project.

The **Rhode Island** Lead Agency supports a School-Age Accreditation Project, which works with the National After-School Association accreditation process. Additionally, accreditation facilitation is offered to preschool programs seeking National Association for the Education of Young Children or National Association for Family Child Care accreditation, in coordination with CHILDSPAN, the State's child development and education training system.

Four States (AR, CA, SD, TX) report that they support business training for child care providers.

Through the **Arkansas** Women's Business Development Center, a 23-county area in the Delta will have specialized training seminars and one-on-one sessions to support long- and short-term business counseling and guidance for starting a child care business.

Three States (CA, FL, NJ) describe efforts to support English as a second language.

The **California** Department of Education is updating the publication *Assessing and Fostering a First and a Second Language in Early Childhood*. In addition, a training manual and companion video using existing and updated materials will be developed. Statewide train-the-trainer sessions will support preschool teachers, teacher aides and regional program coordinators of English language learners who work with children. Materials that address the diverse early learning population will be revised to assist early educators in their work with an increasing number of English language learners.

Quality Activity: Improving Salaries and Other Compensation for Child Care Providers

States continue to use CCDF funds to plan or implement strategies to address practitioner compensation. States describe strategies such as wage supplements, one-time bonuses or quality awards and child care staff benefit initiatives.

Seventeen States (AK, CA, DC, GA, ID, IL, MN, MT, NC, NJ, OK, PA, SC, UT, VT, WI, WV) report they are involved in some type of child care practitioner wage initiative.

The **Alaska** Child Care Grant awards small monthly cash grants that may be used only on specific items, including staff salaries, substitute care providers, health and safety-related items, supplies and equipment for children in care and education and training related to child development. Providers are reimbursed at a base rate per child on a monthly basis. Approximately 46 percent of these grant funds are spent by providers on salaries for child care staff. Additionally, Alaska child care resource and referral agencies continue to offer Retaining Our Outstanding Teacher annual awards, which are based on completed training and continued employment in child care.

The **Pennsylvania** Keystone STARS Child Care Quality Improvement Initiative includes several program operating grants, including merit awards and education and retention funds. Linking staff retention grants to Keystone STARS is designed to reduce staff turnover, which will help sites meet higher performance standards and achieve higher star levels.

Utah operates a statewide Training and Longevity Wage Supplement Program, which offers individual caregivers working in licensed child care programs a yearly wage supplement of between \$100 and \$900. The amount of the supplement depends on a combination of the provider's level of Career Ladder certification and the number of years of continuous employment in the same child care program.

Four States (FL, NC, NY, RI) report they use CCDF funds to support child care staff benefit initiatives.

The **New York** Lead Agency works with the State Insurance Department on a pilot health insurance program for child care businesses that cannot afford health benefits. The pilot, which is linked to the State's Healthy NY subsidized health insurance program for low-wage workers, offers a \$50 per month insurance premium offset for individual coverage and \$100 per month for two adults or family premiums.

North Carolina's T.E.A.C.H. Early Childhood Health Insurance uses CCDF funds to help child care providers pay for health insurance for employees. To participate, regulated child care centers or family child care home operators must show staff has or is working toward early childhood or child development degrees.

Quality Activity: Support of Early Language, Literacy, Pre-Reading and Early Math Concepts Development

States and Territories support development of early language, literacy, pre-reading and early math concepts through activities that align State and Territory early learning guidelines with the professional development system core body of knowledge, Quality Rating Systems or other quality improvement efforts.

Forty-two States (AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, IA, ID, IL, KY, MA, MD, MI, MN, MO, MS, MT, NC, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, RI, SD, TN, TX, UT, VA, WA, WI, WV, WY) and four Territories (CNMI, GU, PR, VI) report that they support training initiatives to assist early care and education practitioner promotion of early language, literacy, pre-reading and numeracy.

The Lead Agency in **Nebraska** will develop training and web site information on the knowledge and skills needed to support young children's foundational needs in language and literacy development. This information and training will build on extensive resources developed over the past several years, including those developed as part of Nebraska's Early Language, Literacy, and Learning Connection, an early childhood professional development grant funded by the U.S. Department of Education.

Rhode Island's Early Learning Standards Professional Development Training reaches approximately 250 professionals each year. Participation in the courses is free, although there is a nominal charge for those earning credits from the University of Rhode Island. Three strands will be offered at least once each year. For program year 2005-2006, 12 Level II groups, one administrator's track and six Level I groups (four in English, two in Spanish) were planned.

The **Texas** State Center for Early Childhood Development provides early language, literacy and numeracy training to teachers participating in Texas Early Education Model pilots across the State. The State Center also offers Center for Improving the Readiness of Children for Learning and Education language and literacy training to Educational Service Centers, independent school districts, Head Start and Early Head Start grantees and child care programs.

Thirteen States (AK, AR, FL, HI, IA, IL, IN, MA, MI, PA, SD, TX, VT) are involved in family literacy projects.

Florida's Even Start Family Literacy Programs are school-community partnerships that integrate early childhood education, adult literacy and parenting education.

Eleven States (AR, CA, DC, MO, NE, NV, PA, SD, TN, WI, WV) and one Territory (PR) report they funded train-the-trainer initiatives to help early care and education trainers learn more about how to promote early language, literacy, pre-reading and numeracy development.

Puerto Rico will begin a train-the-trainer effort among contracted providers to expand social-emotional development training and the literacy-based Strategic Teacher Education Program initiated by the Head Start Bureau.

Wisconsin developed comprehensive training that is linked to the Wisconsin Model Early Learning Standards. In 2005, the effort produced 68 approved model trainers who represent every region of the State.

Ten States (CO, DC, DE, IL, IN, MS, NE, NJ, PA, RI) and one Territory (GU) report that they support technical assistance focused on helping early childhood programs promote language, literacy, pre-reading and numeracy development in young children.

Pennsylvania holds numerous trainings specifically designed to teach caregivers about early literacy and numeracy development. In addition, train-the-trainer programs help providers promote early literacy.

Eight States (AR, CA, DE, IA, NV, RI, WA, WV) support the creation of curricula to promote early language, literacy, pre-reading and numeracy development.

The Lead Agency in **Nevada** uses curriculum guides that support the State's prekindergarten standards in math, language and literacy, science, art, music, social-emotional development and physical development.

Seven States (CO, DC, GA, NC, NM, OH, TN) indicate that they use the statewide Quality Rating System to help promote language, literacy, pre-reading and numeracy development in young children.

Tennessee plans to include the State's early learning guidelines in the criteria for the Tennessee Report Card and Star Quality program.

Seven States (MA, MT, NE, NH, TN, TX, WI) report they work on literacy activities in partnership with Head Start/Early Head Start agencies.

The **New Hampshire** Head Start–State Collaboration Office implemented initiatives to transition parents and their children from early care and education programs to public schools. The goal of successful transition partnerships is to improve learning outcomes for children and reduce barriers to parent involvement in their children's school.

Wisconsin uses CCDF funds in conjunction with funding from other State agencies, including funding from the Department of Public Instruction and the Wisconsin Head Start Collaboration Office, to support six regional community collaboration coaches. The coaches

link programs and agencies by sharing information and training opportunities to support a comprehensive approach to the Wisconsin Model Early Learning Standards. Community collaborations among child care, Head Start, public school and other early education providers are encouraged to reduce the number of transitions a child makes during a day and to improve the quality of care.

Six States (DC, DE, GA, IN, MS, NE) report that they use classroom or program assessment to encourage strategies that promote language, literacy, pre-reading and numeracy development in young children.

Mississippi State University/Partners for Quality Child Care Program offers training and technical assistance to 25 new child care centers and 50 prior year participating centers. For centers that participate fully in technical assistance offered through the project, at least two-thirds are expected to show improvement of at least one indicator rating point from pre- to post-scores as measured by the Early Childhood Environment Rating Scale-Revised and the Infant/Toddler Environment Rating Scale-Revised assessment tools.

Nebraska implemented training on the Early Language and Literacy Classroom Observation instrument to increase awareness of classroom practices and environments related to children's language and literacy development. Trained observers use the instrument for program evaluation of the State Early Childhood Education Grant programs.

Five States (AL, IN, NJ, SD, VT) support distribution of books to young children and their families.

The Lead Agency in **Vermont** partners with the Vermont Center for the Book and the Humanities Council to support a variety of literacy, language and numeracy activities for home- and center-based providers, including book distribution.

Four States (AK, AL, CA, MS) describe working with their local public broadcasting station to promote early language, literacy, pre-reading and numeracy development.

Mississippi Public Broadcasting developed a multi-media approach that uses the Right from Birth/Going to School/Ready to Learn program to train child care professionals. Progress is evaluated using the Early Language and Literacy Classroom Observation assessment tool.

Four States (AR, DC, MA, SD) report they work in partnership with libraries to promote early language, literacy, pre-reading and numeracy development in young children.

South Dakota Child Care Services trained 25 early childhood professionals and librarians as "Mother Goose" trainers who are available to promote literacy in child care programs through various Mother Goose programs. The curriculum, an early childhood literacy program developed by the Vermont Center for the Book in cooperation with The Library of Congress, trains child care providers to share books with the children in their care. Trained providers receive a starter set of children's books for their facility.

Four States (KS, MN, NM, WA) report promoting child assessments to strengthen early language, literacy, pre-reading and numeracy development in young children.

During the initial year of prekindergarten learning outcomes implementation, **New Mexico** teachers will use the instrument Get It, Got It, Go! to document children's progress. The assessment will be given three times during the year and will measure some indicators for preliteracy. In addition, a prekindergarten Early Learning Outcome Observation Tool is available for staff to assess children on selected indicators from the learning outcomes. Teachers observe children and rate the indicators as not present, emerging or established.

In **Washington**, a multi-agency work group composed of representatives from Part B and Part C of the Individuals with Disabilities Education Improvement Act, Head Start, the Early Child Education Assistance Program (the state-funded preschool), Even Start, child care and the health community is writing a comprehensive early childhood assessment manual. The manual will provide early childhood communities with a common understanding of the use of screening, evaluation and ongoing assessment, the various roles each early childhood community plays in this process and resources and information for professional development.

Two States (NE, OR) indicate they use provider mentoring strategies to promote early language, literacy, pre-reading and numeracy development in young children.

Early language, literacy, pre-reading and numeracy components are included in **Oregon's** First by Five training as well as the statewide mentoring program for child care providers.

One State (DC) partners with faith-based organizations to promote early language, literacy, pre-reading and numeracy development.

The **District of Columbia** partners with the faith-based community, employees of State government agencies, a hotel association and other service and fraternal groups to provide volunteer readers for children in early care and education programs.

Quality Activity: Promoting Inclusive Child Care

States and Territories indicate they support training and technical assistance initiatives designed to encourage, and strengthen the capacity of, early care and education programs to serve children with special needs.

Thirty-five States (AK, AL, AR, AZ, CA, CT, DC, DE, GA, HI, IA, IL, IN, MA, MD, MI, MN, MS, NC, ND, NE, NH, NJ, NV, NY, OK, OR, PA, SD, TX, UT, VA, VT, WA, WV) and two Territories (GU, PR) report that they support training aimed at helping practitioners serve children with special needs.

The **Alabama** Lead Agency contracts with United Cerebral Palsy of Huntsville and Tennessee Valley to fund the Quality Enhancement with a Purpose Project, which promotes the inclusion of children with special needs in child care settings and trains providers in

establishing a quality inclusive child care environment. Five satellite United Cerebral Palsy agencies help to implement the project. United Cerebral Palsy also offers stipends for substitutes while providers participate in training.

Welcome the Children training and technical assistance in **Arkansas** is designed to help child care providers and educators understand cultural issues, learn strategies to support Latino children and make appropriate referrals for possible developmental delays.

Utah Career Ladder training includes 40 hours of provider training specific to including children with disabilities in child care programs. This training constitutes the Special Needs Endorsement for the Career Ladder Program.

Twenty-nine States (AK, AR, AZ, CO, DE, FL, GA, HI, IA, IN, MA, MD, ME, MN, MS, MT, NC, ND, NE, NH, NJ, NV, OH, OR, PA, SC, SD, TN, WV) and one Territory (GU) indicate that they support technical assistance or consultation for child care programs and practitioners to encourage and assist them in including children with special needs in their early childhood classrooms.

Each **West Virginia** child care resource and referral agency employs a behavior support specialist to assist child care providers in working with children with special needs or behavior problems. The behavior specialist provides onsite consultation, observation, technical assistance and training to caregivers upon request.

Sixteen States (AK, AR, CT, ID, IL, KS, KY, MO, NH, NY, OH, OK, TX, VA, WA, WI) offer higher rates or other enhanced financing opportunities to child care programs that serve children with special needs.

The **Alaska** child care assistance program offers a supplemental rate for the care of children with special needs to parents who meet the income eligibility standards for child care assistance and to providers who need additional support to care for these children.

The Lead Agency in **Idaho** is working to allow providers serving children with special needs to be compensated through Medicaid.

The **Virginia** Lead Agency partners with the State Department of Mental Health, Mental Retardation and Substance Abuse Services to provide child care subsidies for children with special needs.

Fourteen States (AR, CA, FL, HI, IA, MA, ME, MN, NE, NM, PA, RI, WI, WV) describe their involvement in cross-system planning and coordination to improve early care and education services for children with special needs.

Through the **Pennsylvania** Natural Allies Project, community colleges and universities review their early childhood curricula to help ensure content dealing with inclusion of children with special needs is integrated throughout program instruction and not only as a separate course.

Ten States (FL, GA, MA, ME, MO, MT, NJ, SD, TN, WV) report that they fund inclusion specialists or have health, mental health or nurse consultants who work with programs to promote inclusion. These individuals play a variety of roles to support children with special needs and their families.

The **Missouri** Child Care Resource and Referral Network supports child care services for families of children with special needs by staffing child care inclusion coordinators in each of its seven agencies. Key activities of the child care inclusion coordinators are to increase the number of regulated child care facilities able to care for children with special needs; provide technical assistance to child care providers pertaining to the care of children with special needs; assist families in finding and/or maintaining child care for children with special needs and develop training initiatives to prepare child care providers for addressing the needs of children with special needs and their families.

Nine States (AR, DE, FL, IL, MI, MN, NE, OR, PA) report that they support train-the-trainer initiatives designed to help early childhood practitioners serve children with special needs.

Florida's Transition Project for Infants, Young Children and Their Families assists local communities in establishing trained teams who work to develop a seamless system of transitioning between agencies providing services to young children with disabilities, birth to 6 years of age, and their families.

The **Illinois** Child Care Resource and Referral Network conducts voluntary Developmental Screening Training, a curriculum that emphasizes the importance of offering developmental screening in all types of child care settings. Training focuses on how to administer a user-friendly tool, the Ages & Stages Questionnaire, which is designed to collect parent and provider input, and share results and community referral resources. The curriculum was piloted in FY 2005 in selected areas of the State. A cadre of trainers is being trained to make the curriculum available statewide during the FY 2006-2007 CCDF Plan period.

Seven States (IL, IN, KY, ND, NV, VT, WA) report that they fund health/mental health nurse consultants.

Kentucky's early childhood initiative, KIDS NOW, is expanding and enhancing mental health services to young children and their families.

Six States (DE, IL, NC, OK, WA, WI) fund resource materials for child care programs that serve children with special needs.

Five States (AL, ME, TX, VT, WV) and one Territory (PR) report that they provide or fund the acquisition of adaptive equipment.

In partnership with **Alabama's** Lead Agency, United Cerebral Palsy and the Alabama Department of Public Health/Healthy Child Care Alabama purchase adaptive equipment that is loaned or given to providers to help them serve children with special needs.

Three States (MD, NC, VT) offer grants to child care providers to increase access to child care for children with special needs.

The **North Carolina** Lead Agency contracts with some Head Start grantees to extend Head Start into underserved areas and help improve the ability of Head Start programs to serve children with special needs.

Three States (AK, ME, VT) indicate they make funds available to support additional staff in programs that serve children with special needs.

Two States (FL, NE) report funding a warm line, which is a confidential telephone service with a trained person who can give support to callers, usually families and/or early care and education workers.

In **Florida**, a warm line operates through the child care resource and referral network and is available to all service providers through regional inclusion specialists who also offer training and technical assistance.

Quality Activity: Healthy Child Care America and Other Health Activities, Including Those Designed to Promote the Social-Emotional Development of Children

States and Territories use CCDF funds to support children's health, commonly by providing nursing or health consultant services. Five States report a new focus, using Healthy Child Care America resources to focus on childhood obesity prevention.

Twenty-eight States (AR, AZ, CA, DC, DE, GA, HI, IA, IL, IN, LA, MA, MD, MN, MO, MS, NC, NE, NH, NM, NY, OH, PA, TN, VA, VT, WI, WY) and one Territory (PR) report they developed or funded practitioner training as part of their Healthy Child Care America initiative.

The **Indiana** Lead Agency is a partner for the statewide Healthy Child Care Indiana Initiative to improve the quality of care by providing professional development, informing early care and education professionals about training opportunities and increasing inclusion of National Health and Safety Standards in licensing rules.

Twenty-six States (AL, AZ, CO, DC, DE, IA, ID, IL, IN, KY, LA, MA, MO, NC, ND, NE, NJ, NV, OR, PA, SD, TN, TX, VT, WA, WV) report that they developed a network of nurse or health consultants as part of their Healthy Child Care America initiative.

The Lead Agency in **North Carolina** partners with the Division of Public Health to support child care health consultation, and partners with the North Carolina Child Care Resource and Referral Council to provide technical assistance and consultation from infant and toddler specialists.

Twenty-one States (AK, AR, CT, DE, FL, ID, IL, LA, MA, MD, MI, MO, NE, NV, OR, PA, RI, VT, WI, WV, WY) and one Territory (GU) report they are engaged in cross-system planning focused on developing a coordinated children's services delivery system.

Together for Kids and Families is **Nebraska's** Comprehensive Early Childhood Strategic Planning Project, which is supported by the U.S. Maternal and Child Health State Early Childhood Comprehensive Systems grant, and has three cross-cutting teams focusing on family involvement, policy alignment and data needs.⁷

Ten States (AR, DE, FL, MA, MD, NC, NE, PA, SD, WV) report they provide technical assistance on a range of health, safety and child development issues to child care programs and providers as part of their Healthy Child Care America initiative.

The **South Dakota** Healthy Child Care Project is an ongoing program that now is supported in part by CCDF funding. Health consultant services are coordinated through child care resource and referral agencies and the licensing agency to avoid duplication of services. A joint powers agreement with the Department of Health ensures that community health nurses are available in each county for services, training and other technical assistance upon request.

Five States (DE, FL, IL, NC, NY) report that the Lead Agency is involved in activities that focus on childhood obesity prevention.

Delaware's Early Childhood Physical Activity and Healthy Eating Curricula for Child Care Centers will adapt existing curricula and design new developmentally appropriate teaching tools that promote physical activity and healthy nutrition. Materials will include provider/teacher manuals, activities and equipment to use with children, information for parents and implementation guidelines for child care center administrators. The Comprehensive Child Care Center Demonstration Project will work with selected child care centers. Centers will assess their environment and, based on the results, negotiate a contract with the Nemours Division of Health and Prevention Services to support changes in physical space, schedules, menus and food service, child and parent instruction or provider knowledge and behavior.

Four States (HI, NE, TN, WI) and one Territory (PR) support train-the-trainer initiatives to promote health and safety in child care settings.

Through the Healthy Child Care America grant, the Lead Agency in **Tennessee** provides training for health consultants, who are placed in each of the State's 11 child care resource and referral agencies.

⁷ 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 their partner organizations in collaborative efforts to strengthen State early childhood systems of services for young children and their families. Grantees 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>.

Four States (DE, IA, ID, OR) developed a curriculum to promote the physical and social-emotional health of young children.

The Healthy Child Care **Idaho** project has been incorporated into the IdahoSTARS (State Training And Registry System) project as one of the core training components, requiring a 60-hour curriculum module for consultants, regional and field mentors and others who work directly with child care programs on health and nutrition issues. The Head Start State Collaboration Council awarded additional funds to ensure this curriculum extends to Head Start Health Coordinators across the State. IdahoSTARS is producing an online child care health consultant training to increase access for those in rural areas.

Four States (CA, NJ, NM, PA) developed a special hotline to make information available to parents and child care providers on children's health and safety issues.

Pennsylvania's Early Childhood Education Linkage System provides health and safety information and assistance via a telephone help line and e-mail, responding to requests and questions from the Lead Agency's certification representatives, early childhood education professionals and the general public.

Three States (IA, NC, WV) prepare and distribute resource materials to families and providers as part of their Healthy Child Care America activities.

In **West Virginia**, the Child Well-Being Committee under the Partners Implementing an Early Care and Education System Advisory Council developed a county-by-county list of health resources for families and providers. The resources are used collaboratively by partners with the State Early Childhood Comprehensive Systems grants.

Three States (DC, NE, VA) describe parent education activities focused on health issues.

Nebraska's Lead Agency and Department of Education issued a request for proposals from private, nonprofit agencies with a statewide mission to promote healthy early childhood development for children 0–8 years.

Other Quality Activities That Increase Parental Choice and Improve the Quality and Availability of Child Care

States and Territories report a wide range of other activities to improve child care quality and availability, including development of a Quality Rating System, support for practitioner accreditation and enhanced coordination with Head Start, Early Head Start and Tribal child care.

Fourteen States (AK, AZ, CO, FL, IA, KY, MA, ME, NV, PA, SC, TN, TX, WA) mention they established a Quality Rating System or tiered reimbursement system as a strategy to increase parental choice and improve the quality of child care.

Alaska's Lead Agency proposed an enhanced child care assistance rate for licensed child care providers who meet certain quality measures beyond licensing standards. When implemented, the enhanced rate will increase choice for low-income parents and encourage child care providers to meet higher-quality standards.

Under the voluntary ABC Child Care Program, **South Carolina** established child care standards that are above the State's regulatory requirements. This program provides higher rates to participating providers.

Seven States (CA, NE, OH, OR, PA, VT, WI) report they were engaged in planning to improve the quality and availability of child care.

- In three of these States (NE, OR, PA), the focus was on interagency planning.
- In five of these States (CA, NE, OH, VT, WI), planning took place at the local level.

The **Wisconsin** Community Child Care Initiative developed 52 contracts with local government jurisdictions, which were responsible for certifying local child care expenditures as match to draw down additional CCDF funds. Collaborations and partnerships cover a range of permitted Federal activities, including certification and training programs, child care professionals' education, public health nursing services provided to child care programs, crisis/respite care, start-up of school-age and wraparound care, staff time and child care coordination and other supportive services.

Seven States (AR, MA, MI, NC, OR, RI, SC) report they funded or were helping to launch research to evaluate the quality, availability and affordability of early care and education services in their State.

The **Rhode Island** Lead Agency has worked with Rhode Island Kids Count and the Wellesley Child Care Policy Research Partnership to answer key questions about the impact of policy changes on parent choice and the dynamics of the subsidy program.

Six States (GA, MA, MD, MN, NV, NY) describe outreach and technical assistance initiatives to improve the quality of child care in legally exempt child care settings.

The **Georgia** Lead Agency facilitates criminal background checks on new informal providers. A child care services consultant visits each site to check basic health and safety requirements. A health and safety packet specifically designed for informal providers is delivered at the initial monitoring visit.

Six States (IL, KY, MA, NH, NV, OH) report that they sought to increase access to quality child care through coordination with Head Start and Early Head Start.

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

Three States (AK, MN, WA) indicate they strengthened coordination with Tribes.

Washington sponsors a Tribal State Child Care Work Group that includes Tribal child care directors, the Region X Tribal specialist and the Division of Child Care and Early Learning Tribal liaisons. The group meets to share information, learn about new programs, identify problem issues, prioritize group needs and facilitate cooperation and collaboration.

Three States (DC, LA, OH) report that parent education activities help increase parental choice.

Coordinating with the Head Start Collaboration Office, the **Ohio** Lead Agency launched and maintains the Ohio Parent Information Network web site.

Three States (MO, ND, VA) report they established a toll-free number to give consumers access to information on child care program licensing violations or file complaints.

Two States (AK, MA) report they have strengthened child care licensing policies.

Two States (NJ, RI) report they fund comprehensive services/family support initiatives to work in collaboration with early childhood programs.

New Jersey supports comprehensive services in child care programs that are part of the Abbott preschool initiative. Services include nursing, health screenings, immunizations, health education and onsite social workers.

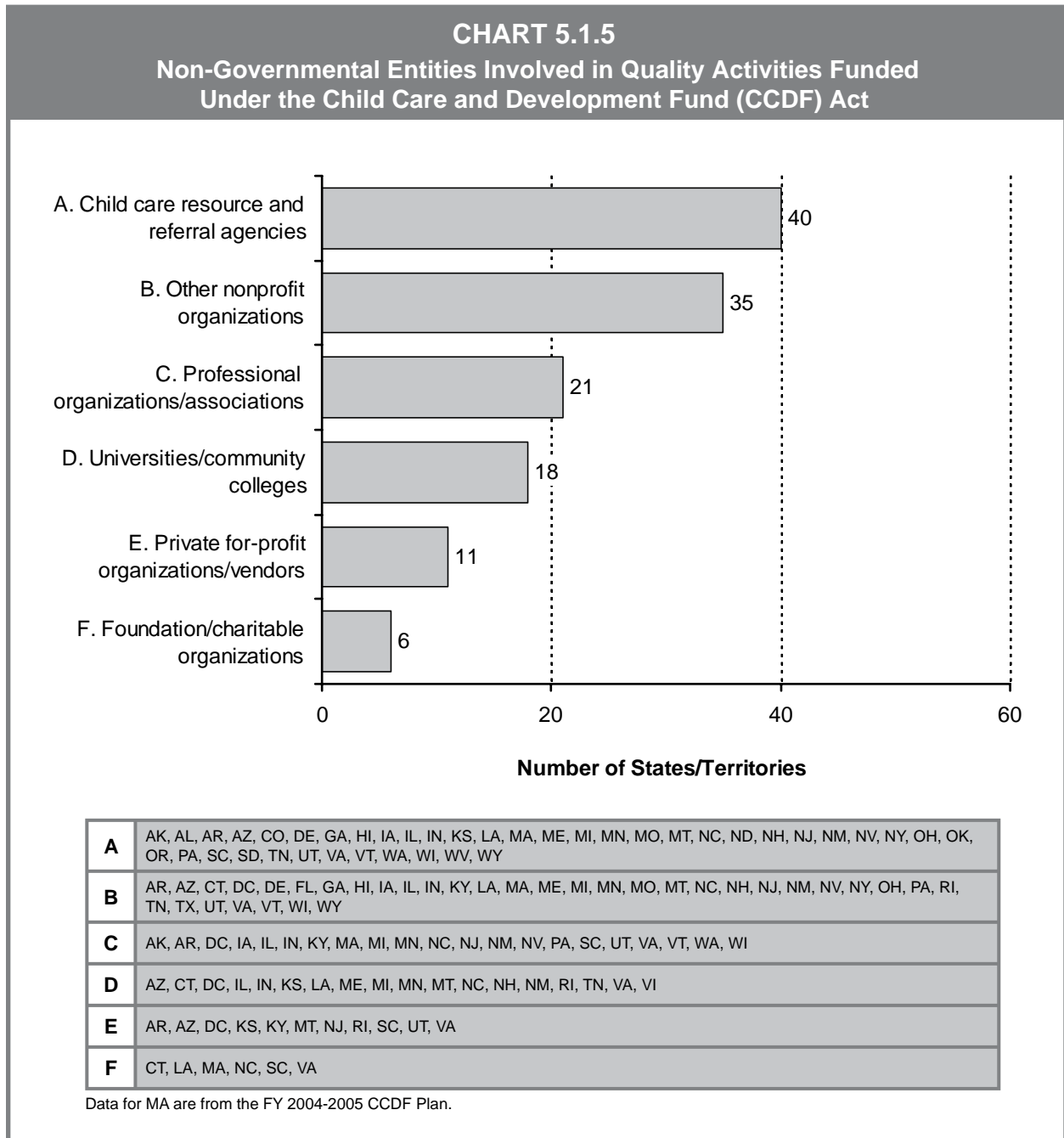
Two States (MA, NH) report they improved management information systems to make applying for assistance easier for families and more efficient for the Lead Agency.

The Lead Agency in **New Hampshire** designed and developed a child care billing Web application that allows child care providers to bill via the Web. Communication is improved, and providers have more information about invoice errors and their resolution as well as payment history and calculated rates. New Hampshire also supports an electronic resource for employers to place job announcements and for early childhood professionals to identify available positions.

Section 5.1.5 – Non-Governmental Entities

Is any entity identified in sections 5.1.1 or 5.1.4 a non-governmental entity?

As illustrated in Chart 5.1.5, most States and Territories report that the Lead Agency contracts with child care resource and referral agencies as well as other nonprofit organizations to improve the quality and availability of child care. In addition, States and Territories contract with professional entities, universities, private for-profit entities and foundations.



Forty-eight States (AK, AL, AR, AZ, CO, CT, DC, DE, FL, GA, HI, IA, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NH, NJ, NM, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY) and two Territories (PR, VI) indicate that some or all of the entities engaged in activities and services to improve the quality and availability of child care are non-governmental entities.

Section 5.2 – *Good Start, Grow Smart* Planning and Development⁸

This section of the plan relates to the President's Good Start, Grow Smart initiative which is envisioned as a Federal-State partnership that creates linkages between CCDF, including funds set-aside for quality, and State public and private efforts to promote early learning. In this section, each Lead Agency is asked to assess its State's progress toward developing voluntary guidelines on language, literacy, pre-reading, and early math concepts and a plan for the education and training of child care providers. The third component of the President's Good Start, Grow Smart initiative, planning for coordination across at least four early childhood programs and funding streams, is addressed in Section 2.1.2.

Section 5.2.1 – Status of Voluntary Guidelines for Early Learning

Indicate which of the following best describes the current status of the State's efforts to develop research-based early learning guidelines (content standards) regarding language, literacy, pre-reading, and early math concepts for three to five year-olds.

- *Planning. The State is planning for the development of early learning guidelines.*
- *Developing. The State is in the process of developing early learning guidelines.*
- *Developed. The State has approved the early learning guidelines, but has not yet developed or initiated an implementation plan.*
- *Implementing. In addition to having developed early learning guidelines, the State has embarked on implementation efforts which may include dissemination, training or embedding guidelines in the professional development system.*
- *Revising. The State has previously developed early learning guidelines and is now revising those guidelines.*
- *Other (describe).*

Good Start, Grow Smart is President Bush's initiative to help States, Territories and local communities strengthen early learning for young children, in part by establishing guidelines or standards for young children's learning to increase school readiness. States and Territories have made progress in developing, implementing and in some States revising, early learning guidelines to address learning and development goals in all care settings. Technical assistance provided by the Child Care Bureau, as well as State and Territory initiatives to enhance school readiness, have increased the focus on the importance of early care and education and children's readiness for school.

⁸ Massachusetts data in Section 5.2 are from the Fiscal Year 2006-2007 Child Care and Development Fund Plans.

Two Territories (AS, VI) are planning for the development of early learning guidelines.

Ten States (AK, AL, CA, GA, MA, ND, NH, NY, OR, SD) are in the process of developing early learning guidelines, the last of which is scheduled to be completed by December 2006.

Four States (HI, MS, UT, VA) have approved early learning guidelines, but have not yet developed or initiated an implementation plan.

Thirty-three States (AR, CO, CT, DC, DE, IA, ID, IL, IN, KS, KY, LA, MD, ME, MI, MN, MO, MT, NC, NE, NJ, NM, NV, OH, OK, PA, RI, TN, VT, WA, WI, WV, WY) and three Territories (CNMI, GU, PR) have embarked on implementation efforts, which may include dissemination, training or embedding guidelines in the professional development system.⁹

Four States (AZ, FL, SC,¹⁰ TX) previously had developed early learning guidelines and now are revising them.

The following examples reflect the progress States are making to develop, revise and implement early learning guidelines since the FY 2004-2005 CCDF Plan submission.

The **California** Department of Education initially viewed the Desired Results Developmental Profile measures as its early learning guidelines. However, the Department of Education began to develop prekindergarten content standards in language, literacy and mathematics for 3- and 4-year-olds. These will be required of all prekindergarten children in contracted programs in FY 2006. Work has begun on prekindergarten content standards in science and history-social science; a draft also will be available in FY 2006. These content standards will become the early learning guidelines. The Desired Results Developmental Profiles will be used to assess the achievement of those standards.

In **North Dakota**, an Early Learning Guidelines Committee was formed. A statewide Stakeholders Task Force convened to gain an understanding of early learning guidelines and create a vision to guide their development. A contractor is leading the planning process with significant input from the Stakeholders Task Force.

The Office of Child Care partnered with the **Utah** State Office of Education and other stakeholders to create Utah's Early Learning Guidelines. Forty hours of training based on these guidelines are being developed for implementation throughout the State as a School Readiness Endorsement to the Career Ladder Program. In the FY 2006-2007 CCDF Plan

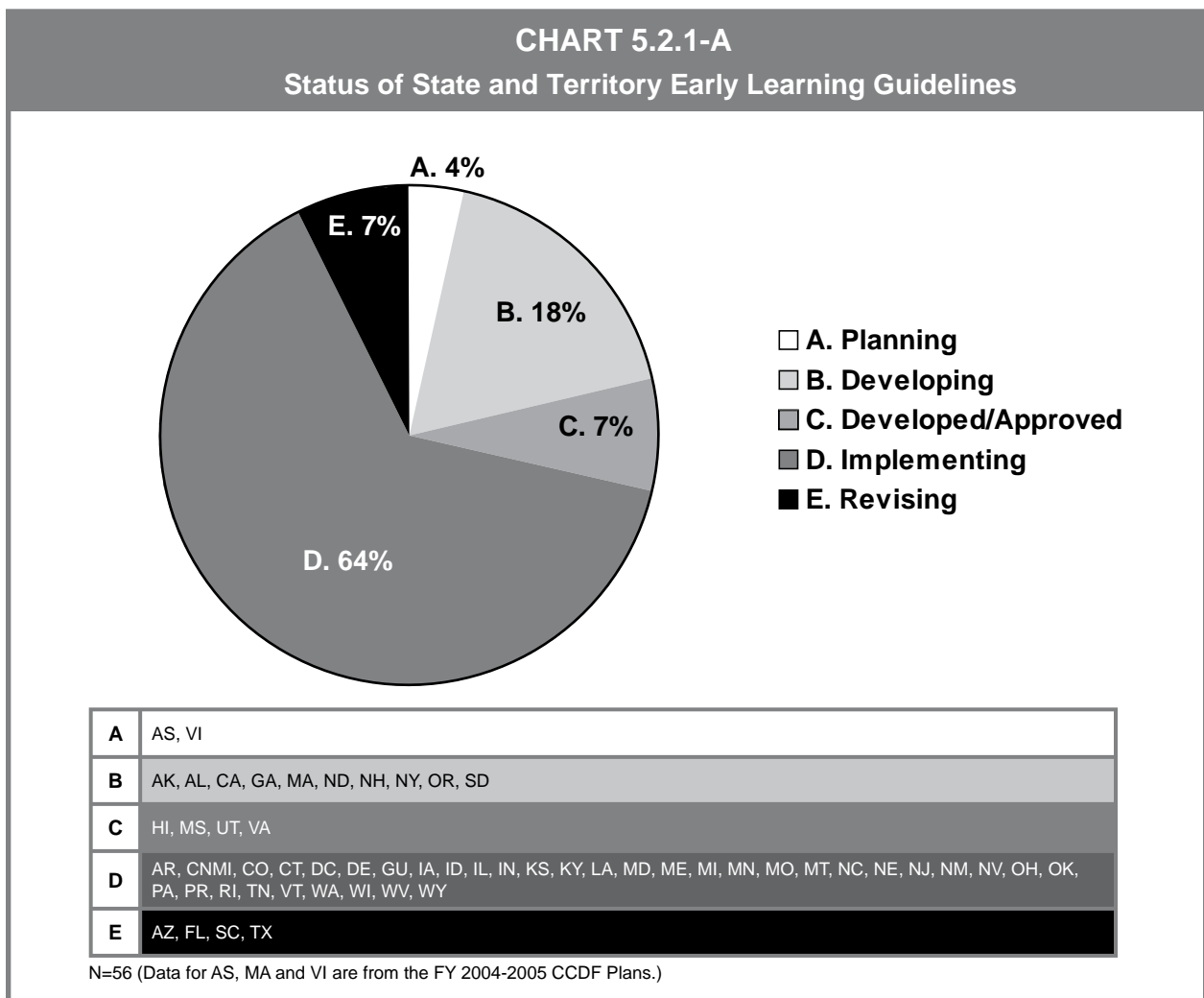
⁹ New Jersey reports it is conducting other tasks related to early learning guidelines, but text of the Fiscal Year (FY) 2006-2007 Child Care and Development Fund (CCDF) Plan indicates the State is implementing early learning guidelines. Pennsylvania, Puerto Rico and Washington report they have developed and are implementing early learning guidelines, but text of the FY 2006-2007 CCDF Plan indicates they have a plan for implementing early learning guidelines. Louisiana reports it is planning to develop in-home early learning guidelines, revising infant and toddler early learning guidelines and implementing 4-year-old prekindergarten guidelines. To avoid a duplicate count, Chart 5.2.1-A includes Louisiana, New Jersey, Pennsylvania, Puerto Rico and Washington in "implementing."

¹⁰ South Carolina reports it is both developing and revising early learning guidelines. The *Good Start, Grow Smart* Task Force is revising guidelines for 4- and 5-year-olds as well as developing guidelines for 3-year-olds. To avoid a duplicate count, Chart 5.2.1-A includes South Carolina in "revising."

period, Utah will launch a major public awareness initiative focused on disseminating the guidelines to parents, providers and the general public.

Washington Early Learning and Development Benchmarks were developed through a partnership between the Office of the Governor and the Office of the Superintendent of Public Instruction, guided by a Core State Interagency Team. The *Guide to the Formation of the Washington State Early Learning and Development Benchmarks* delineates a developmental process that drew on the expertise of those who use benchmarks in their work with children and families, families themselves and those who support the early care and education system. The governor and superintendent appointed a 35-member advisory panel to help refine the guiding principles and draft benchmarks, implementation plans and evaluation plans.

Chart 5.2.1-A indicates that a large percentage of States and Territories have an implementation plan or are actively implementing early learning guidelines.



Developing Voluntary Early Learning Guidelines

Describe the progress made by the State in developing voluntary guidelines for early learning since the date of submission of the 2004-2005 State Plan.

In 2004-2005 CCDF Plans, 17 States and Territories reported they were in the process of developing early learning guidelines. Two years later, all States and three Territories have advanced beyond the planning stage. Similar progress has been made in moving from developing guidelines to implementing them. In 2004-2005, 14 States reported implementation was in progress; in the 2006-2007 CCDF Plans, 31 States and three Territories report they have launched implementation efforts.

The following examples illustrate State progress in the development of voluntary early learning guidelines.

The Lead Agency in **Georgia** recommended in the 2004-2005 revised CCDF Plan that the agency now known as Bright from the Start: Georgia Department of Early Care and Learning assume leadership for aligning the State's early learning guidelines for 4-year-olds with its K-12 educational standards. Since then, this agency revised the learning goals for 4-year-olds enrolled in Georgia's prekindergarten program to align with the Georgia Department of Education's new performance standards for kindergarten children. The Georgia Department of Early Care and Learning also has assumed leadership for developing the voluntary Early Learning Standards for children birth through 3 years old. Georgia Department of Early Care and Learning representatives also participated in the development of the Georgia Performance Standards.

In **Maine**, early learning guidelines were pilot tested, revised, printed, distributed and a crosswalk was conducted to determine missing training components and develop a training plan to support guidelines implementation. The crosswalk evaluated professional development training offered by associate degree programs at community colleges, bachelor degree programs at universities, the Core Knowledge Training offered by the Early Care Development Career Development Center (Maine Roads to Quality) through Resource Development Centers, Head Start training, early intervention training and training for prekindergarten teachers.

Michigan revised the *Early Childhood Standards of Quality for Prekindergarten*, which includes Quality Program Standards for Preschool and Prekindergarten Programs and Early Learning Expectations for Three- and Four-Year-Old Children. The document aligns with grade level content expectations for kindergarten in English language arts and mathematics.

Rhode Island early learning standards already were developed when the 2004-2005 CCDF Plan was submitted. Since that time, Rhode Island transformed the final draft into a user-friendly document available in English and Spanish. The document and supporting materials, including a classroom poster and Family Fun Pack of information and activities for families, were disseminated widely across the State.

Aligning Early Learning Guidelines with Other Standards

If developed, are the guidelines aligned with K–12 content standards?

The President’s *Good Start, Grow Smart* initiative emphasizes the importance of aligning early learning guidelines with State and Territory K–12 standards to help ensure coherence and continuity of children’s development from birth through formal schooling. Some States and Territories use the same domain names of K–12 standards in their early learning guidelines, while identifying developmentally appropriate skills for the age range addressed in the guidelines. Others add additional domains appropriate for younger children (e.g., “approaches to learning” or “social-emotional development”) or provide explanatory language that links K–12 standards with the early learning guidelines. In addition to alignment with K–12 content standards, many States and Territories align preschool early learning guidelines with other State/Territory and national standards, as well as with birth to 3 early learning guidelines, if applicable.

Forty-six States (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, NE, NH, NJ, NM, NV, OH, OK, OR, PA, RI, SC, TN, TX, UT, VA, VT, WA, WI, WV, WY) and three Territories (CNMI, GU, PR) indicate that the early learning guidelines they developed or are developing for children ages 3 to 5 years are aligned with K–12 content standards.

Maryland’s early learning guidelines are aligned with K–12 content standards and birth to 3 standards. The Maryland Model for School Readiness outcomes and indicators are designed to frame the alignment of curriculum, assessment and early education pedagogy for the early childhood community.

Oregon Early Childhood Foundations are aligned with Kindergarten Foundations, grade 3 content standards and the Head Start Child Outcomes Framework.

A list of early learning guidelines that States have posted to the Web is available on the National Child Care Information Center web site at <http://nccic.acf.hhs.gov/pubs/goodstart/elg-implementres.pdf>. Several of the web sites listed feature materials the States developed, such as resources for parents and providers, training materials and tip sheets.

Stakeholders Involved in Developing or Implementing Early Learning Guidelines

Stakeholders representing child care, education and Head Start are most often involved in the process of developing early learning guidelines. States and Territories also commonly report significant involvement by representatives from special education, parents and other stakeholders, including higher education. The broad representation across early care and education stakeholder groups exemplifies one of the goals of *Good Start, Grow Smart*, to develop early learning guidelines applicable to a variety of care settings.

Forty-seven States (AK, AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, HI, IA, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NH, NJ, NM, NV, NY, OK, OR, PA, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY) and four Territories (AS, CNMI, GU, VI) report the child care community was involved in the process.

Forty-seven States (AK, AL, AR, CA, CO, DC, DE, FL, GA, HI, IA, IL, IN, KS, KY, MA, LA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY) and four Territories (AS, CNMI, GU, VI) report State departments of education were involved in the process.

Forty-four States (AK, AL, AR, AZ, CO, DC, DE, FL, GA, IA, ID, IN, KY, LA, MA, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OK, OR, PA, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY) and four Territories (AS, CNMI, GU, VI) report Head Start was involved in the process.

Thirty-one States (AR, CA, DC, DE, FL, IA, ID, IL, IN, KS, KY, MA, MI, MN, ND, NE, NH, NJ, NM, NV, OR, PA, RI, SD, TX, UT, VT, WA, WI, WV, WY) and two Territories (CNMI, VI) report special education was involved in the process.

Twenty-five States (AR, AZ, CO, DC, DE, FL, HI, IA, ID, IN, MD, ME, MI, MT, NC, ND, NE, NJ, NM, RI, SD, TX, UT, WA, WY) and two Territories (CNMI, GU) report parents were involved in the process.

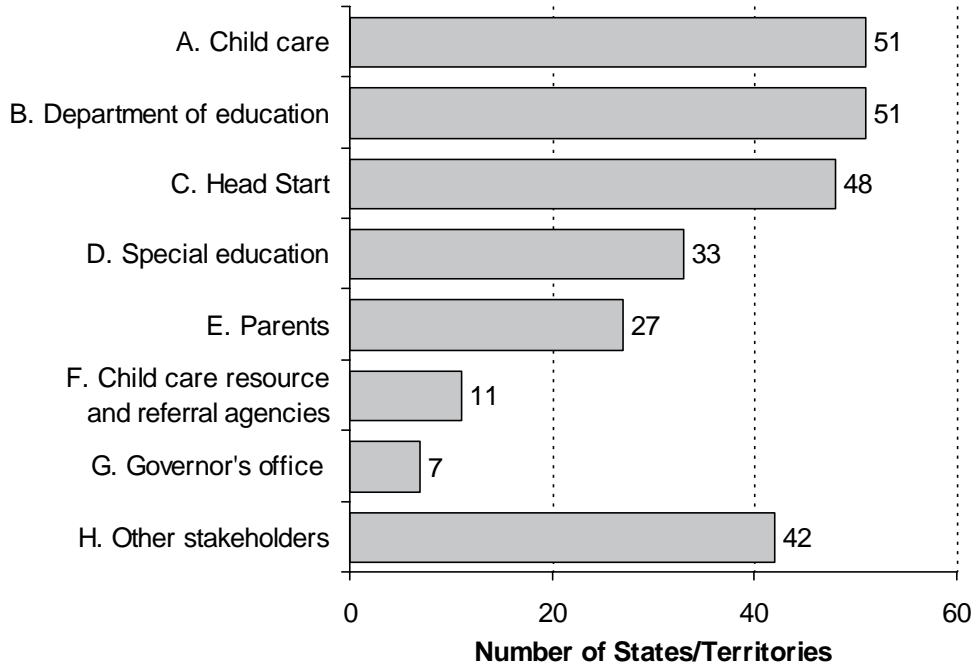
Eleven States (IA, IN, KS, KY, LA, MD, ND, NJ, PA, UT, WA) report State child care resource and referral agencies were involved in the process.

Seven States (AR, HI, IA, KY, NM, WA, WY) report the governor's office was involved in the process.

Forty States (AL, AR, AZ, CA, CT, DC, DE, FL, GA, HI, IA, ID, IN, KY, LA, MA, MD, ME, MI, MN, MO, MS, ND, NH, NJ, NM, NV, OK, OR, PA, RI, SD, TX, UT, VA, VT, WA, WI, WV, WY) and two Territories (AS, VI) report other stakeholders were involved in the process, including Tribes, businesses, county administrators, faith-based organizations and higher education.

Chart 5.2.1-B shows that States and Territories involve a variety of stakeholders in developing or implementing early learning guidelines.

CHART 5.2.1-B
Stakeholders Involved in Developing or Implementing Early Learning Guidelines



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

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

The following examples reflect the various approaches States and Territories are taking to involve a broad range of stakeholders in the process of developing early learning guidelines.

The **Arizona** Department of Education assembled a team of more than 50 early childhood practitioners and stakeholders to conduct a review and revision of Arizona Early Childhood Education Standards. Team members include representatives from all facets of Arizona's early childhood community, including State agencies, private child care providers, the State School Readiness Board, Head Start programs, Native American communities and public schools. Feedback was solicited from parents, teachers, administrators and community representatives both before the revision process began and after the draft revision was finalized. The revised standards were renamed the Arizona Early Learning Standards, presented to the State Board of Education for adoption in April 2005 and approved the following month.

Guam's Department of Health and Human Services took the lead in developing guidelines for young children ages 3- to 5-years-old by establishing the Early Childhood Care and Education Committee. Assistance came from local stakeholders, including institutions of higher learning, teachers, center- and family-based child care providers, lawmakers, child care licensing agencies, other public and private agencies and families. The team reviewed national standards, other State standards and current research to guide Guam's early learning guideline development process.

In **Kansas**, the Lead Agency and the State Department of Education co-chaired a committee to develop early learning guidelines. Committee members included kindergarten teachers, school superintendents, special education teachers, infant and toddler specialists, family child care providers, child care center directors, child care resource and referral personnel and other Department of Education and Social and Rehabilitative Services representatives. The group examined examples of early learning standards developed in other States, as well as K–12 standards used in Kansas. The resulting Kansas Early Learning Guidelines apply to all children from birth through 5 years. Indicators from the School Readiness Task Force were incorporated into the guidelines, and a brochure was developed for parents, legislators and early childhood professionals.

Framed by Legislation or Research

Research-based early learning guidelines outline expectations for children's learning based on studies of children's development. A growing number of States and Territories are developing early learning guidelines within the context of broader school readiness legislation.

The following examples illustrate how the development of early learning guidelines was framed by legislation and/or research.

The **Florida** School Readiness Performance Standards for 3-, 4-, and 5-Year-Old Children incorporate an analysis of research, a review of best practices and standards used across the nation, principles developed by the National Association for the Education of Young Children and input from early childhood practitioners and kindergarten teachers. The

standards represent a common vision for children in the State and lay the foundation for the accountability system, which was mandated in 1999 school readiness legislation.

In **New Mexico**, the governor determined that a focus on 4-year-olds should be the first step in system alignment. A Standing Committee of the Child Development Board created several task forces to accomplish the specific activities outlined in the various components of New Mexico's Early Learning Plan, one of which includes developing Learning Outcomes for Pre-Kindergarten children.

In September 2003, the **Texas** State Legislature charged the State Center for Early Childhood Development with promoting school readiness. The State Center for Early Childhood Development convened an advisory committee, which developed the Texas Early Education Model and designed the model pilot, a multifaceted technical assistance package for 11 Texas communities willing to integrate services for young children. Based on the pilot results, the State Center for Early Childhood Development is revising Texas prekindergarten guidelines and tailoring them for all early education and care settings.

Section 5.2.2 – Domains of Voluntary Guidelines for Early Learning¹¹

Early learning guidelines reflect expectations for children's development of knowledge, skills and competencies in various domains, which differ for infants, toddlers and preschoolers. The *Good Start, Grow Smart* initiative addresses knowledge and competencies for children ages 3 to 5 years in the domains of early language, literacy, pre-reading and early math concepts. However, many States and Territories developed, or are in the process of developing, early learning guidelines that address other domains of learning, as well as guidelines for children younger than 3 years.¹²

Guidelines for Children 3 to 5 Years

Good Start, Grow Smart Domains

Do the guidelines address language, literacy, pre-reading, and early math concepts?

All States and Territories that are developing or have developed early learning guidelines address the domains identified in *Good Start, Grow Smart*, and most States and Territories address additional development domains.

Fifty 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, OR, PA, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY) and three Territories (CNMI, GU, PR) address language, literacy, pre-reading and early math concepts in the guidelines.

¹¹ Data for Alaska are not available for sections 5.2.2–5.2.4.

¹² 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.

Additional Domains

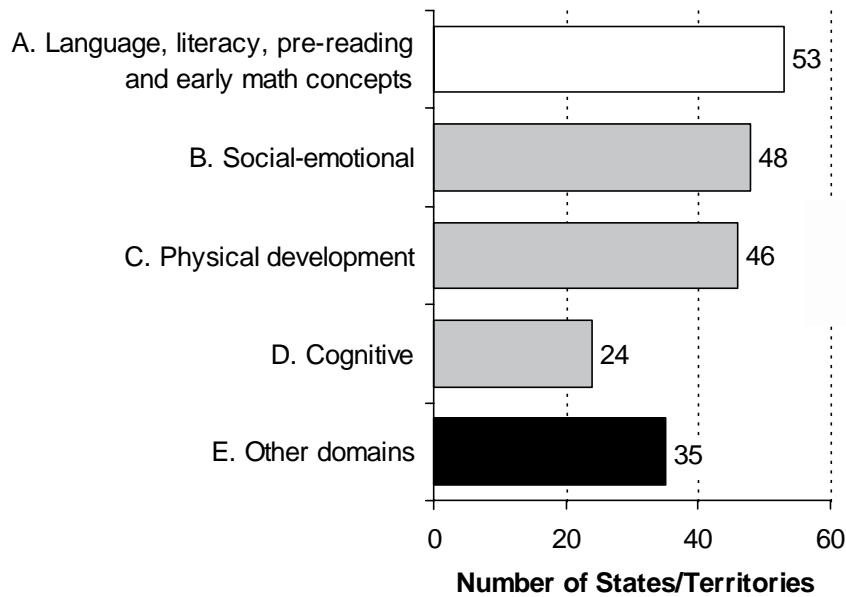
Do the guidelines address domains not specifically included in Good Start, Grow Smart, such as social/emotional, cognitive, physical, health, creative arts, or other domains?

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, OR, PA, RI, SC, SD, TN, TX, UT, VT, WA, WI, WV, WY) and three Territories (CNMI, GU, PR) report that they also address domains not specifically included in *Good Start, Grow Smart*, such as social-emotional development, cognitive development, physical, health or other domains.

- Forty-five States (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, NV, NY, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, WI, WV, WY) and three Territories (CNMI, GU, PR) address social-emotional development in early learning guidelines.
- Forty-four States (AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, HI, IA, ID, IL, IN, KS, KY, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OK, OR, PA, RI, SC, SD, TN, UT, VT, WI, WV, WY) and two Territories (GU, PR) address physical development in early learning guidelines.
- Twenty-two States (AL, AR, CA, CO, CT, DC, FL, HI, ID, KY, LA, MD, MI, MN, NC, ND, NH, NJ, NY, PA, SC, WI) and two Territories (GU, PR) address cognitive development in early learning guidelines.
- Thirty-three States (AR, CA, CO, CT, DC, DE, FL, GA, HI, IA, ID, IN, KY, ME, MI, MN, MO, MS, MT, ND, NE, NH, NM, NV, OH, OK, OR, PA, RI, TN, VT, WV, WY) and two Territories (GU, PR) address other domains in early learning guidelines, such as social studies, science, creative movement and drama and aesthetic appreciation approaches to learning.

Chart 5.2.2 illustrates the number of States and Territories that developed early learning guidelines in language, literacy and early math concepts as well as additional domains not specifically addressed in *Good Start, Grow Smart*.

CHART 5.2.2
Domains Addressed in Early Learning Guidelines



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

Data are not available for AS or VI.

Guidelines for Children Younger Than 3 Years

Have guidelines been developed for children in age groups not specifically included in Good Start, Grow Smart (children other than those aged three to five)?

Recognizing the importance of the earliest years in healthy development and school readiness, many States and Territories are developing early learning guidelines for children birth to 3 years. Some are developing companion documents to preschool guidelines for infants and toddlers. Others are developing guidelines for children birth through age 5.

Twenty-three States (AL, AR, CA, CT, DE, FL, GA, IA, IL, KS, KY, LA, MD, ME, MI, MN, ND, NE, NH, NY, OR, TN, WA) and two Territories (CNMI, PR) developed or are developing guidelines for children in age groups not specifically included in *Good Start, Grow Smart* (children other than those aged 3 to 5 years).

-
- Nine of those States (AL, KS, KY, ND, NH, NY, OR, TN, WA) and one Territory (PR) developed or are developing early learning guidelines for children birth through 4 or 5 years.

In **Connecticut**, the Lead Agency coordinated the work of early childhood providers, parents, researchers and field experts to develop early learning guidelines for infants and toddlers. This work complements the guidance presented in the Preschool Curriculum Framework and Benchmarks for Children in Preschool Programs. The process was designed to coordinate literature review and analysis and expert testimony on the importance of supporting the development of children from birth to age 3 years. Draft versions were critiqued by focus groups of early childhood educators, parents, child advocates, public and independent school staff, community child care and education programs, professional associations, regional educational service centers and other State agencies.

In **Georgia**, the Department of Early Care and Learning led development of the voluntary Early Learning Standards for children birth through 3 years. These standards address what children this age should be able to do, and are intended to guide teachers and parents in offering meaningful educational opportunities for children from birth through 3 years.

The **Minnesota** Department of Human Services leads planning to develop early learning guidelines for children birth to 3 years with support and technical assistance from a Child Care Bureau–funded grant.¹³ Similar to Minnesota’s indicators of progress for 3- to 5-year-olds, these guidelines will communicate a common set of developmentally appropriate expectations for children in this age group. They will be used to enhance and support the development of infants and toddlers and to promote high-quality care and education.

Section 5.2.3 – Implementation of Voluntary Guidelines for Early Learning

Describe the process the State used or expects to use in implementing its early learning guidelines.

Implementation plans developed by States and Territories include a variety of methods to reach a wide range of practitioners. States and Territories facilitate access to training on early learning guidelines, link with agencies and professional organizations that coordinate provider education and training initiatives and include dissemination strategies. States and Territories also work with institutions of higher education to help ensure practitioners have the core competencies to support children’s learning and pilot training initiatives that support the goals of the implementation plan. In addition, States and Territories report on the applicability of the guidelines to different early care and education settings.

¹³ The Child Care Bureau funds the National Infant & Toddler Child Care Initiative to work collaboratively with Child Care and Development Fund State Child Care Administrators to help advance system improvements in infant and toddler child care. Information is available on the Initiative’s web site at <http://nccic.acf.hhs.gov/itcc>.

Thirty-eight States (AR, AZ, CA, CO, CT, DC, DE, FL, ID, IL, IN, KS, KY, LA, MD, ME, MN, MO, MT, NC, NE, NH, NJ, NM, NV, OH, OK, PA, RI, SC, SD, TN, TX, VA, VT, WI, WV, WY) and two Territories (CNMI, PR) report that the implementation plan includes training in guideline use.

In **West Virginia**, a work group of the Professional Development Committee revised the Core Knowledge and Core Competencies for Early Care and Education Professionals. To promote the link between what adults need to know and be able to do to optimize children's learning and development, the early learning standards are aligned with related core knowledge content areas. Implementation strategies include linkages to community provider training sessions through child care resource and referral agencies, the Apprenticeship for Child Development Specialist program and the coaching/mentoring program for home-based Head Start models and other home-based education models. The design targets family providers as well as parents who use the early learning standards in a home setting.

Thirty-one States (AR, CO, CT, DC, DE, FL, ID, IL, IN, KY, LA, MN, MO, MT, ND, NE, NH, NJ, NM, OH, PA, RI, SD, TN, TX, UT, VT, WA, WI, WV, WY) and one Territory (AS) report that linkages with other provider education and training initiatives are included in the implementation plan.

Missouri's prekindergarten standards are embedded in various areas of training and professional development. The standards currently are being incorporated into the State's core competencies for child care practitioners through the professional development network. In addition, the Department of Health and Senior Services Child Care Orientation Training provides a vehicle to train child care providers on the standards. Educare (now Qualistar), a resource for child care providers, provides training and technical assistance in the use of the standards for all child care settings, with a focus on providers serving subsidized children.

Twenty-eight States (AR, CA, CO, FL, HI, IA, IL, KS, KY, LA, ME, MI, MN, MO, MS, MT, NE, NH, NJ, OH, PA, TN, TX, UT, VA, WI, WV, WY) and two Territories (GU, PR) report dissemination strategies are included in the implementation plan.

Kentucky's early learning guidelines document, *Early Childhood Standards, Building a Strong Foundation for School Success*, is distributed across the State at regional meetings and in sessions where early childhood professionals review the appropriate use of the material. Preschool teachers, early care and education teachers, Head Start teachers, early childhood administrators and family child care home providers are invited to the sessions. A parent guide for children from birth to 3 years of age and a parent guide for children 3 to 4 years of age were prepared and disseminated statewide. The standards also are addressed in the professional development plan, *Early Childhood Professional Development: Creating a Framework for Kentucky*.

Eighteen States (AR, AZ, DE, ID, IL, KS, KY, ME, MN, MO, MT, NH, NM, OH, PA, RI, TN, WV) report that linkages with community colleges or universities are included in the implementation plan.

Ohio's Early Learning Content Standards, although voluntary, are being disseminated across all early care and education settings. Literacy specialists have been hired and are located within institutions of higher learning to facilitate embedding the standards within college curricula. The specialists provide Literacy Tool Kit training to center-based child care, public prekindergarten and Head Start teachers.

Eight States (AR, CA, ME, ND, NY, RI, SC, TX) and two Territories (GU, PR) report that piloting training is included in the implementation plan.

Maine piloted a training curriculum for early learning guidelines in two phases. The first pilot focused on a select group of providers from Head Start, child care centers, family child care homes, nursery schools and public prekindergarten programs in three areas of the State. A second pilot of training to implement the early learning guidelines was conducted with a broader range of providers. Evaluations of both pilots informed revision of the training for all providers.

Thirty-one States (AR, AZ, CO, DC, DE, FL, IL, IN, KS, KY, MD, ME, MI, MN, MS, MT, NC, NE, NJ, NM, NV, OH, OK, PA, RI, SD, TN, UT, VT, WI, WV) and two Territories (CNMI, PR) report that other processes are included in the implementation plan, such as developing tool kits, providing technical assistance and train-the-trainer modules, linking grants to participation in initiatives, tying training to environmental assessment and providing parents with resources.

Applicability of Early Learning Guidelines to a Variety of Settings

Good Start, Grow Smart encourages States and Territories to recognize that young children spend time in a variety of care settings before entering formal schooling and to develop applicable voluntary early learning guidelines. As reported in Fiscal Year (FY) 2006-2007 Child Care and Development Fund Plans, most States and Territories developed or are developing early learning guidelines that can be applied voluntarily in various early care and education settings, including school-based programs, Head Start programs, special education/early intervention programs, child care centers and family child care.

The following examples illustrate how State early learning guidelines are applicable to a variety of settings.

Arizona Early Learning Standards were developed for use by parents, educators and child care providers in all types of early care and education settings. A revised document contains specific information addressing use of the Standards with English Language Learners and children with special needs.

All preschool programs and family child care home education networks funded by the Lead Agency in **California** will be required to teach children the prekindergarten content standards. These standards will be voluntary for any other type of preschool programs. First 5 school readiness grant programs, new universal preschool programs, Head Start programs, Even Start and private programs are expected to adopt these standards.

In **Michigan**, Early Learning Expectations and associated Quality Program Standards are required in state-funded prekindergarten programs and are recommended highly for all other classroom-based early care and education programs. Staff in the Office of Early Childhood Education and Family Services plans to require early childhood special education programs to use the standards in FY 2006 as the basis of their work on early childhood outcomes.

Minnesota's early learning guidelines can be used by those working in school-based, family and early childhood special education; center and family child care settings; Head Start and public and private preschools.

In **Utah**, guidelines assist a variety of caregivers and are intended to be global and address early childhood development not only in formal educational settings, but also in a diverse and broad array of settings.

Addressing Diversity in Implementation

How are (or will) community, cultural, linguistic and individual variations, as well as the diversity of child care settings (be) acknowledged in implementation?

Young children have a wide range of needs and developmental pathways, which must be considered in the implementation of early learning guidelines. The early care and education workforce also is diverse—in educational background, experience, learning styles, language and culture. States and Territories recognize that while early learning guidelines set standards for all young children, delivery mechanisms of training and strategies for implementation must be varied to meet the individual needs of children, families and practitioners.

Thirty-seven States (AR, AZ, CA, CO, CT, DC, DE, HI, IA, IN, KS, LA, MA, ME, MN, MT, NC, ND, NE, NH, NJ, NM, NV, OH, OK, PA, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV) and two Territories (CNMI, PR) report strategies in implementation plans to address the diversity of children and families as well as strategies that acknowledge the diversity of child care settings.

In **Nebraska**, feedback from diverse populations, communities and viewpoints was solicited throughout the guidelines development and drafting process. Stakeholder input at the community level will lay the groundwork for developing implementation strategies conducive to positive outcomes for children and for meeting special needs.

In crafting the **North Carolina** Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success, the Early Learning Standards Task Force was sensitive to the cultural, linguistic and individual differences of children, and each domain was reviewed by work groups with these variances in mind. The cover letter, which introduces the standards to the public, states that the task force worked to create standards that provide a common vision for early care and education programs and reflect children's diversity. The guiding principles, which were used in developing the domains, include an emphasis on the uniqueness of each child, the culture into which each child was born, the family setting and experiences and the community in which the child lives.

Implementation of early learning standards in **Rhode Island** focuses primarily on professional development for child care providers and support for the engagement of families as children's first teachers. Each course is taught to a cohort of diverse providers, usually from the same community. Community groups are encouraged to include diverse provider types, such as Head Start agencies, community Early Care and Education Centers, public and private preschool programs, family child care providers and family support professionals. Support is given to bilingual providers who participate in Level II courses. Level I was developed to address the needs of less experienced providers and is offered in both English and Spanish. The Spanish course is taught by a highly qualified bilingual Early Learning Standards certified trainer consultant.

Wisconsin Model Early Learning Standards honor the cultural identity and background of children and families. Guiding principles inform the development and implementation of the standards and specifically recognize that children's development reflects the ethnic, cultural and linguistic diversity of their families and communities. The early learning standards were designed to support adaptation and individualization of learning experiences to provide every child with a responsive learning environment.

Ten States (FL, GA, IL, KY, MD, MI, MO, MS, NY, WY) and one Territory (GU) report strategies in implementation plans to acknowledge the diversity of child care settings.

One State (ID) reports strategies in implementation plans to address the diversity of children and families.

Section 5.2.4 – Assessment of Voluntary Guidelines for Early Learning

As applicable, describe the State's plan for assessing the effectiveness and/or implementation of the guidelines.

Comprehensive plans for implementing early learning guidelines include strategies for assessing implementation effectiveness. States and Territories report two distinct assessment focuses—impact on programs and benefit to individual children.

Assessing Effectiveness and/or Implementation of Early Learning Guidelines

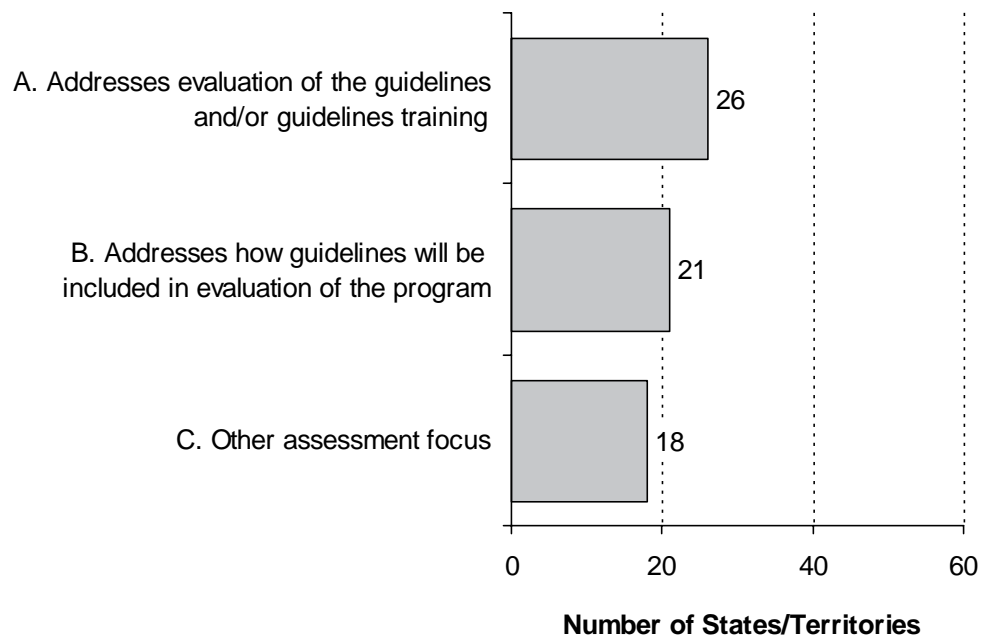
As indicated in Chart 5.2.4, more than half of the States and Territories that have early learning guidelines examine their effectiveness and/or use guidelines in program evaluations.

Twenty-four States (AR, CA, CT, IA, KS, LA, MD, ME, MO, MT, ND, NE, NH, NJ, NY, OH, PA, RI, TN, TX, UT, VT, WA, WI) and two Territories (GU, PR) have a plan that addresses the evaluation of early learning guidelines and/or guidelines training.

Twenty-one States (AR, AZ, CT, DC, FL, IA, KS, KY, LA, MI, MN, MO, MT, NE, NJ, NY, OR, RI, SC, TX, VT) have a plan that addresses how guidelines are included in program evaluations.

Seventeen States (AR, CA, CT, GA, IA, ID, IL, IN, MD, MO, MT, NJ, OH, RI, SD, VT, WA) and one Territory (CNMI) indicate another related assessment focus, including validating assessment tools, monitoring and accountability and piloting assessment systems.

CHART 5.2.4
State and Territory Plans for Assessment



A	AR, CA, CT, GU, IA, KS, LA, MD, ME, MO, MT, ND, NE, NH, NJ, NY, OH, PA, PR, RI, TN, TX, UT, VT, WA, WI
B	AR, AZ, CT, DC, FL, IA, KS, KY, LA, MI, MN, MO, MT, NE, NJ, NY, OR, RI, SC, TX, VT
C	AR, CA, CNMI, CT, GA, IA, ID, IL, IN, MD, MO, MT, NJ, OH, RI, SD, VT, WA

Plans to Evaluate Children’s Progress Based on Guidelines

Early learning guidelines are not assessment tools, but are intended to be aligned with curricula and assessment measures. States and Territories increasingly are monitoring the progress of children based on the guidelines.

Twenty-seven States (AR, AZ, CA, DC, FL, GA, IA, IL, IN, KY, LA, MO, ND, NJ, NM, NY, NV, OH, OR, PA, RI, SC, SD, TN, TX, VT, WV, WY) and two Territories (GU, PR) report that young children’s progress will be evaluated based on the guidelines.

The **Arkansas** Early Childhood Curriculum Framework includes a developmental rating scale that identifies benchmarks for achievement. These assessments are used to establish program goals to help ensure children’s continuing development. The programmatic assessment uses the State’s Early Childhood Quality Approval/Accreditation system and annual visits incorporate an environment rating scale appropriate to the type of care provided. Training in the use of the Arnett Caregiver Interaction Scale and the Early Language and Literacy Classroom Observation has been conducted, and these tools are used in the assessment processes.

Iowa undertook a massive baseline data gathering effort under the Department of Education's Kindergarten Teacher Perception Survey, which measured teachers' perceptions of their kindergarten classes in the areas of communication, cognition, motor, self-management and social-emotional skills. During the past year, the State was charged with implementing an individual child assessment focused on literacy and pre-reading skills. The comprehensive assessment system will be aligned with early learning guidelines and provide information about community efforts to achieve results outlined in the State's goals for early care, health and education.

Wyoming Early Childhood Readiness Standards include child performance indicators. The standards recommend appropriate early childhood assessment including observation, developmental checklists linked to curricula, portfolios and parent interviews. When training is delivered to child care providers, they also are given information on appropriate early childhood assessment methods.

Section 5.2.5 – State Plans for Professional Development¹⁴

Indicate which of the following best describes the current status of the State's efforts to develop a professional development plan for early childhood providers that includes all the primary sectors: child care, Head Start, and public education.

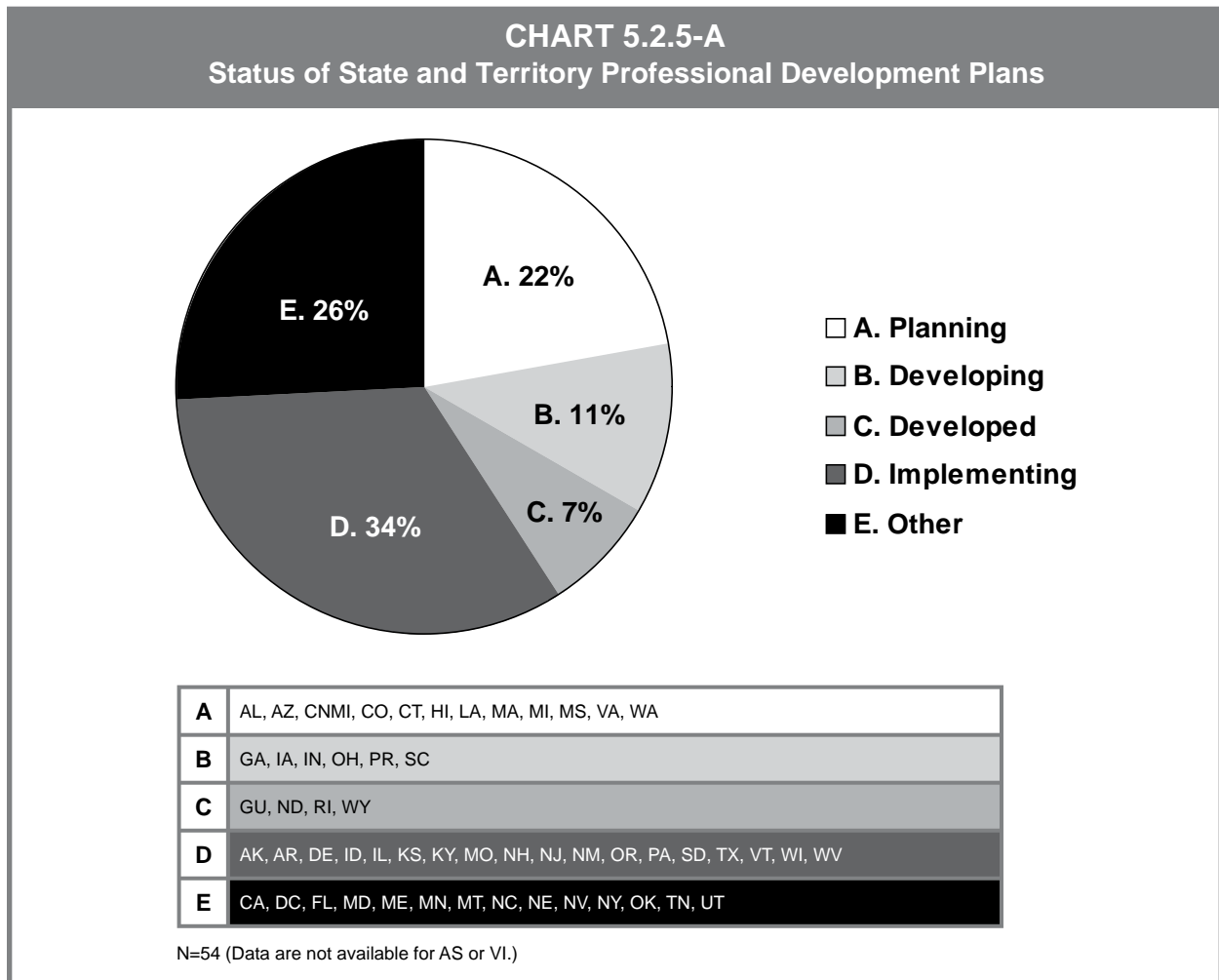
- *Planning. Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.*
- *Developing. A plan is being drafted.*
- *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).*

Describe the progress made by the State in a plan for professional development since the date of submission of the 2004-2005 State Plan.

All States and Territories engage in efforts to support and increase the skills and knowledge of adults who work with young children. Efforts have long been underway to meet the needs of the early care and education workforce. Because a professional development system continually evolves, in Child Care and Development Fund (CCDF) Plans even States with well-developed systems cite ongoing refinements to meet current needs of the populations served. In Fiscal Year (FY) 2006-2007, all States and Territories are conducting some activities to plan, develop, implement or refine their professional development plans. Eighteen States report that their plan is in the implementation phase. In all instances, the Lead Agency plays a key role in supporting State or Territory early childhood professional development.

¹⁴ American Samoa or Virgin Islands data are not available for Section 5.2.5.

Chart 5.2.5-A illustrates the status of professional development plans and shows that most States and Territories report they are implementing them.



Eleven States (AL, AZ, CO, CT, HI, LA, MA, MI, MS, VA, WA) and one Territory (CNMI) expect to develop a plan for professional development.

Alabama is in the early stages of preparing a professional development plan for early care and education. The Steering Committee for Alabama’s Professional Development Team met in April 2005 and agreed to serve as the core group while drawing on the knowledge and expertise of others in the early childhood community. Alabama’s team includes representatives of stakeholder groups in the early care and education community: Head Start, the Alabama Department of Education, Office of School Readiness/Pre-K, Poarch Band of Creek Indians, 2-year colleges, 4-year colleges, center directors, family child care providers, faith-based child care providers, school-age child care providers, statewide professional organizations, the Department of Human Resources County Directors Association, the Alabama Department of Postsecondary Education, the Alabama Commission on Higher Education and the Alabama Department of Rehabilitation Services/Early Intervention.

In **Colorado**, planning for a professional development system for early childhood providers is led by the Colorado Department of Public Health through the State Early Childhood Comprehensive Systems grant, Early Childhood State System Team's Professional and Workforce Development Task Force. The work is ongoing, with expectations that an office of professional development will be created.

Five States (GA, IA, IN,¹⁵ OH, SC) and one Territory (PR) report they are developing a State or Territory plan for professional development.

In November 2004, the **Ohio** Bureau of Child Care & Development, in collaboration with the Head Start Collaboration Office, the Ohio Child Care Resource and Referral Association, Build Ohio and the National Child Care Information Center, convened an institute on professional development. The purpose of the institute was to advance systems thinking on professional development; continue mapping Ohio's professional development activities and identify overlaps, gaps and barriers, as well as opportunities for further coordination and collaboration. A leadership team and four subcommittees addressed articulation, core competencies, training and trainer approval and wages and compensation. A draft State professional development plan is being prepared and a final document is expected in 2006.

Since submission of the FY 2004-2005 CCDF Plan, **Puerto Rico** established a Professional Development Committee composed of professionals from different child care sectors, expanded the professional development plan framework, identified core knowledge areas and developed the vision, mission, goals and values of the committee.

Three States (ND, RI, WY) and one Territory (GU) developed a State or Territory professional development plan that has not yet been implemented.

Guam's Plan for Professional Development identifies five levels of essential topic areas providers must obtain in the Framework of Areas of Knowledge (core knowledge areas) and the number of required training hours or credits to advance within the levels.

Eighteen States (AK, AR, DE, ID, IL, KS, KY, MO, NH, NJ, NM, OR, PA, SD, TX, VT, WI, WV) are implementing a State professional development plan.

Since submission of the FY 2004-2005 CCDF Plan, IdahoSTARS, the **Idaho** State Training and Registry System, implemented and accomplished the following: a Professional Development Career Lattice; a single office for child care resource and referral services and provider enrollment functions for the entire State; regional offices to coordinate and provide training for parents and providers; an incentive and scholarship payment system and an annual statewide teleconference for the coordination of child care services throughout Idaho.

Since submission of its FY 2004-2005 CCDF Plan, **Illinois** developed core competencies/core knowledge in seven content areas that align with National Association for the Education

¹⁵ Indiana reports it is both planning and developing a State professional development plan. From 1999–2001, Indiana had a functioning professional development system that was unable to sustain itself as a stand-alone organization. The materials developed by the Indiana Professional Development System are being reviewed, and in some cases revived, to build on advances made by the earlier initiative.

of Young Children Teacher Standards, Illinois Teacher Standards and Illinois Early Learning Standards; developed the Level 1 Credential and Curriculum for entry-level child care center staff, child care home providers, students, family, friend and neighbor caregivers and others and trained professional development advisors to assist practitioners in selecting coursework, developing career goals and plans, finding financial assistance and completing credential portfolios. The Illinois Career Lattice and Information System Project was branded as Gateways to Opportunity: The Illinois Early Care & Professional Development Network; and aligned with the Illinois Director Credential program competencies.

Fourteen States (CA, DC, FL, MD, ME, MN, MT, NC, NE, NV, NY, OK, TN, UT) report their State professional development plan is in another stage of development or implementation; specifically, plans are fully implemented or they do not have a discrete State professional development plan. States that report the latter typically report professional development activities or goals embedded in other early childhood system planning documents.

Nevada is revising its State Plan for Professional Development, which was originally developed in 2002. The programs in the original plan all have been developed and implemented. The same committee that developed the first plan, and the agencies and staff that are implementing the system components, are reviewing their progress and developing a new 5-year professional development plan.

Maine's professional development system, in place since 2000, includes training, provider registry, trainer registry and an accreditation facilitation project. The 180 hours of core knowledge training are articulated to community colleges for nine credits with submission of an acceptable portfolio. The training is developed by Maine Roads to Quality, the Career Development System, and delivered by Child Care Resource Development Centers statewide.

Professional Development Plan Elements

If your State has developed a plan for professional development, does the plan include:

- *A link to Early Learning Guidelines*
- *Continuum of training and education to form a career path*
- *Articulation from one type of training to the next*
- *Quality assurance through approval of trainers*
- *Quality assurance through approval of training content*
- *A system to track practitioners' training*
- *Assessment or evaluation of training effectiveness*
- *State Credentials – Please state for which roles (e.g. infant and toddler credential, directors' credential, etc.)*
- *Specialized strategies to reach family, friend and neighbor caregivers*

For each Yes response, reference the page(s) in the plan and briefly describe the Lead Agency's efforts. For each No response, indicate whether the Lead Agency intends to incorporate these components.

Link to Early Learning Guidelines

Thirty-two States and Territories report their professional development efforts include a specific link to early learning guidelines. Frequently, States and Territories describe alignment of early learning guidelines with practitioner core knowledge areas and competencies as a step toward ensuring integration. Core knowledge areas and competencies define what adults who work with children need to know, understand and be able to do to support children's development and school readiness.

Thirty States (AR, CA, DC, FL, GA, ID, IL, KS, KY, ME, MN, MO, MT, NC, NH, NJ, NM, NV, OH, OK, PA, RI, SC, TN, TX, UT, VT, WI, WV, WY) and two Territories (GU, PR) specify that their professional development plans link to their early learning guidelines.

Guam's professional development plan includes five core areas of knowledge that are the basis for the fundamental skills early childhood personnel should acquire. The Guam Early Learning Guidelines for Children Three to Five Years are used in classes for center-based and home-based child care providers. Training is conducted by the University of Guam, Center for Excellence on Developmental Disabilities Education, Research and Services, and participants who successfully complete the requirements receive continuing education credits from the University of Guam's Professional Development and Lifelong Learning Center.

The **Minnesota** Department of Human Services funds the Child Care Resource and Referral Network to develop and implement training throughout the State to raise awareness of the natural integration of practitioner core competencies, Minnesota's early learning guidelines and tools for assessing the quality of early childhood and school-age care environments. The curriculum is entitled Not By Chance: Child Care That Supports School Readiness. In addition, all approved trainings delivered through the child care resource and referral system are indexed to the Practitioner Core Competencies, which support Minnesota's early learning guidelines.

Oklahoma has an Alignment Committee and an Implementation Committee to address dissemination of and training on early learning guidelines. The Alignment Committee is developing core competencies and a system for embedding the guidelines in trainings and linking guidelines to courses offered at higher education institutions and the Career Technology system. The Implementation Committee is determining the best vehicle to present new guideline training to providers.

West Virginia's newly revised Core Knowledge and Core Competencies provide linkages for each content area to the West Virginia Early Learning Standards Framework. The framework (early learning standards for children ages 3 to 5 years, with birth to 3 years under development) is a guideline for what children should know, understand and be able to do. This alignment can support practitioners in attaining education that enhances their ability to plan and implement quality early care and education environments and experiences. Related

framework standards are identified throughout the Core Knowledge and Core Competencies, illustrating this critical connection. Core competency areas are organized into three tiers that establish a continuum of learning from entry-level skills to an advanced level of academic preparation and varied experience. Each tier encompasses the knowledge and competencies of the previous level, and practitioner progress from one tier to another through formal study and experience.

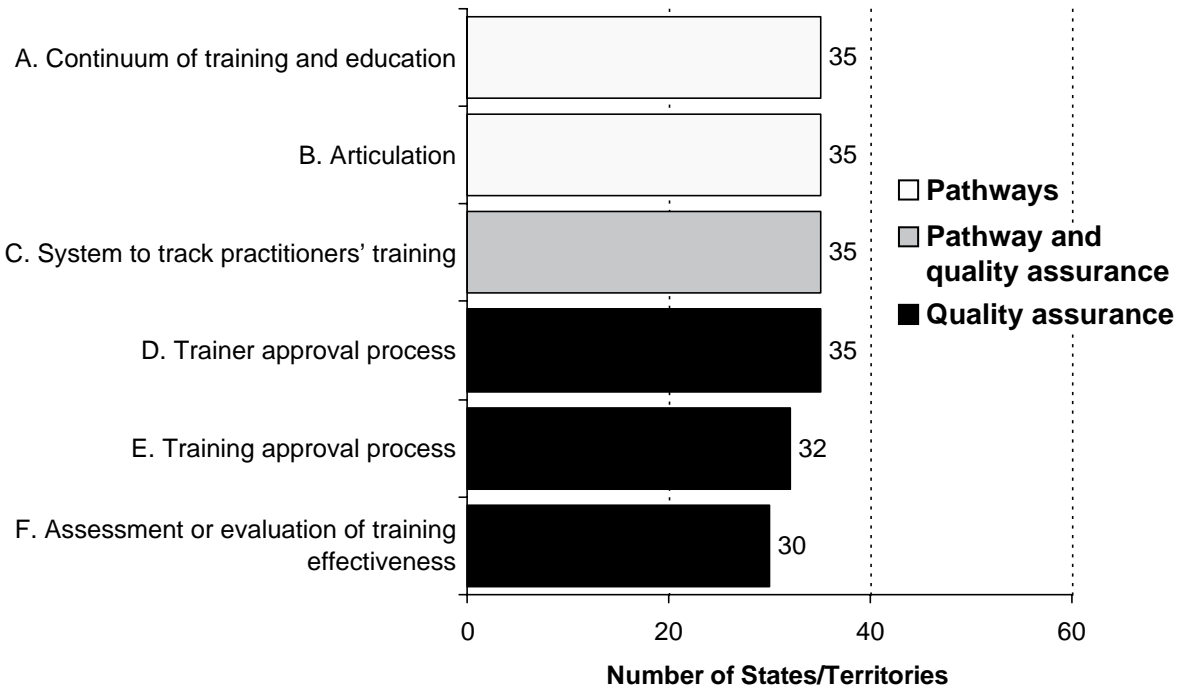
Pathways and Quality Assurance

Professional development systems provide a continuum of activities and supports that engage adult learners in appropriate personal and professional growth. Pathways leading toward qualification and credentials are an essential component of such systems. State and Territory efforts to support workforce pathways include identification and application of a career ladder, lattice or framework; development of career and professional development guides; practitioner, trainer and training registries; use of career advisors; articulation agreements among levels of education; promoting methods for granting credit for prior learning and offering credit-bearing training workshops and sequences.

As States and Territories work to provide multiple entry points and career progression for the early childhood workforce, they also strive to ensure professional development is of consistent quality. Therefore, quality assurance processes are a typical part of early childhood professional development systems. In addition, approval of training and trainers helps ensure appropriate and meaningful professional development activities occur and coincide with the philosophical framework and direction of the professional development system. Trainer and training registries are another method States and Territories cite for quality assurance and pathway creation and support. They also report their capacity to assess the effectiveness of training and that professional development requires further planning and development.

Chart 5.2.5-B shows the elements of State and Territory professional development pathways and quality assurance activities.

CHART 5.2.5-B
Professional Development Pathways and Quality Assurance



A	AK, AR, CA, DC, DE, GA, GU, ID, IL, KS, KY, MD, ME, MN, MO, MT, NC, NH, NJ, NM, NV, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, VT, WI, WV, WY
B	AK, AR, CA, DC, DE, GA, ID, IL, KS, KY, MD, ME, MN, MO, MT, NC, NH, NJ, NM, NV, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VT, WI, WV, WY
C	AK, AR, CA, DC, DE, GA, GU, ID, IL, KS, KY, MD, ME, MN, MO, MT, NC, NH, NJ, NV, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VT, WI, WV, WY
D	AK, AR, CA, DC, GA, GU, ID, IL, KS, KY, MD, ME, MN, MO, MT, NC, NH, NJ, NM, NV, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VT, WI, WV, WY
E	AR, CA, DE, FL, GA, GU, ID, IL, KS, KY, MD, ME, MN, MT, NC, NH, NJ, NV, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VT, WI, WY
F	AK, AR, CA, FL, GA, GU, ID, IL, KS, KY, ME, MN, MT, NC, NH, NJ, NV, OH, OK, OR, PA, PR, RI, SC, SD, TN, UT, VT, WI, WV

Thirty-three States (AK, AR, CA, DC, DE, GA, ID, IL, KS, KY, MD, ME, MN, MO, MT, NC, NH, NJ, NM, NV, OH, OK, OR, PA, RI, SC, SD, TN, TX, VT, WI, WV, WY) and two Territories (GU, PR) indicate their professional development plan includes a continuum of training and education that forms a career path.

Montana's plan is inclusive of all types of early childhood practitioners in all types of settings, and features a Career Path with nine levels from pre-professional to a doctorate degree with an early childhood emphasis. The Pre-Professional Level brings beginning caregivers and even high school students onto the path with minimal training and experience. Practitioners who complete the Child Care Development Specialist Apprenticeship Program

are placed at Level 4, which affords extra benefits and the ability to apply for Best Beginnings grant programs. A Child Development Associate credential earned through college credit places practitioners at Level 4, while a Child Development Associate earned without college credit places them at Level 3.

Incorporating extensive feedback from practitioners, the **Pennsylvania** report, *Building an Early Childhood and Care Professional Development System*, recommended steps to create a career lattice for staff, with a focus on more credit-bearing training, and prompted a complete reorganization of the State's quality improvement and professional development system for child care.

Thirty-four States (AK, AR, CA, DC, DE, GA, ID, IL, KS, KY, MD, ME, MN, MO, MT, NC, NH, NJ, NM, NV, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, WI, WV, WY) and one Territory (PR) state they have or are planning some type of articulation from one type of training to the next.

Articulation between educational institutions has been in place in **Delaware** for several years. There is 2-year to 4-year articulation across the State and technical preparation programs. Nineteen comprehensive high schools offer an early care and education pathway, and each can negotiate technical preparation program agreements with 2-year colleges. Articulation of community-based training for college credit continues to be available on an individual basis using assessment by prior learning, which may vary from institution to institution.

The **Kansas** Lead Agency funds articulation efforts to bring together 4- and 2-year college early childhood coursework. Additionally, the Kansas Department of Social and Rehabilitation Services facilitates linkages between State agencies and organizations to promote articulation. In the past 2 years, 4-year college faculty teaching early childhood courses met regularly to develop team-designed classes offered on the Internet. Two-year college faculty meet regularly to develop course work that will articulate laterally. Long-term plans are to increase horizontal articulation between community colleges and universities.

In **Maryland**, an articulation agreement allows those completing an Associate of Arts in Teaching degree at a 2-year community college to fully articulate the credits to a 4-year institution without further review. Policies also are in place to offer students portfolio review and test-out options for prior learning experience.

Thirty-three States (AK, AR, CA, DC, GA, ID, IL, KS, KY, MD, ME, MN, MO, MT, NC, NH, NJ, NM, NV, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, WI, WV, WY) and two Territories (GU, PR) indicate that their professional development plan includes quality assurance through approval of trainers.

Thirty States (AR, CA, DE, FL, GA, ID, IL, KS, KY, MD, ME, MN, MT, NC, NH, NJ, NV, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, WI, WY) and two Territories (GU, PR) report that they approve training content to help ensure quality professional development activities.

Thirty-three States (AK, AR, CA, DC, DE, GA, ID, IL, KS, KY, MD, ME, MN, MO, MT, NC, NH, NJ, NV, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, WI, WV, WY) and two Territories (GU, PR) indicate that their professional development plan includes a system to track practitioner training.

The **Arkansas** Early Childhood Professional Development System verifies trainers, approves training and tracks practitioner training. Early childhood practitioners record their professional development experiences through the Practitioner Registry, which is used to document hours needed to meet licensing requirements and help practitioners develop a personal career path in early care and education. The Trainer Registry verifies trainer qualifications and documents an individual trainer's education, training and experience in the competency areas or other identified areas of expertise. The Training Registry lists all approved training opportunities in the State, summarizes training content and identifies the practitioner competency areas addressed in the training. Through the Training Registry, supervisors and trainers can identify training topics and geographic areas of the State that need more training opportunities.

The Professional Achievement & Recognition System acknowledges the critical service teachers and directors provide to **Missouri's** young children. Participation is open to any professional who works with children birth through school-age in center-based (profit or nonprofit), community-based, faith-based or license-exempt, Head Start, home-based, school-based (before- and after-school) or unregulated settings. Missouri's Trainer Registry collects and verifies trainer education and experience, and assists in developing trainer criteria for a trainer approval system through the Missouri Department of Health and Senior Services. The Opportunities in a Professional Education Network administers work on the recognition system and the Trainer Registry, core competencies and finance and compensation.

In 1998, the **Oklahoma** Center for Early Childhood Professional Development, through the University of Oklahoma College of Continuing Education, was established to provide a one-stop training information center for child care providers. The center houses the Oklahoma Registry, which recognizes the professional development of individuals working in early care and education, including the staff of full- and part-day programs, family child care home providers, school-age child care providers, Head Start staff, trainers, college faculty, consultants and agency staff of professional child care organizations.

South Dakota's Pathways to Professional Development project is a statewide effort to promote recognition of those who work in child care, preschool, Head Start, out-of-school time and other programs that serve the needs of children and families. The Pathways to Professional Development trainer registry supports development of a network of trainers committed to providing adult learning experiences that promote quality care for children. The Registry's three levels—registered trainers, validated trainers and master educators—recognize those with work experiences and specialized training that enhance quality adult learning. Pathways to Professional Development trainers can complete a self-validation of their training skills and attend training in the 15 Pathways Core Competencies to receive additional compensation and recognition.

The **Wyoming** professional development system maintains a comprehensive database to track practitioner training. Training is identified by core knowledge area, and information on the training record is communicated directly into the Career Advancement Scale.

Twenty-eight States (AK, AR, CA, FL, GA, ID, IL, KS, KY, ME, MN, MT, NC, NH, NJ, NV, OH, OK, OR, PA, RI, SC, SD, TN, UT, VT, WI, WV) and two Territories (GU, PR) describe plans or methods to assess or evaluate training effectiveness.

In **Utah**, providers who attend training complete a survey after each course to give input on the training's value in their day-to-day work with children. Provider input is used to make periodic revisions to training. Trainer supervisors at each child care resource and referral agency periodically visit Career Ladder classes to evaluate the effectiveness of the trainer. In addition, periodic observations of Career Ladder trainers will be conducted through the Child Care Professional Development Institute in FY 2006 and FY 2007, and the institute will implement a training program for Career Ladder trainers based on needs identified in past trainer observations.

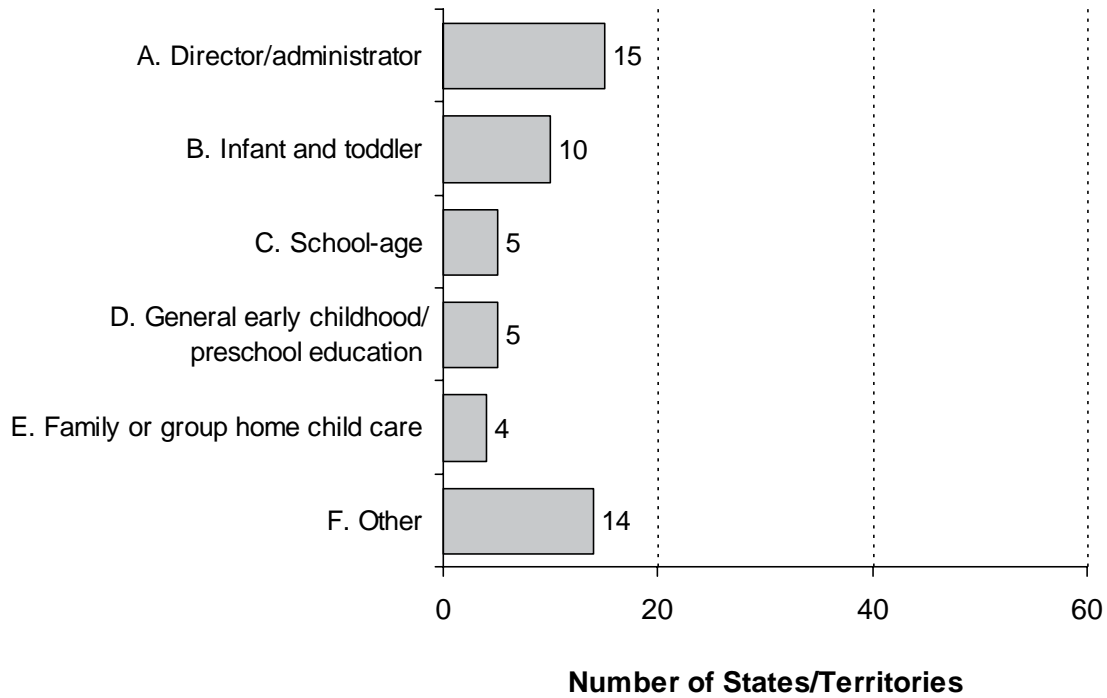
Vermont's Lead Agency works with community child care resource development specialists, the Northern Lights Career Development Center and the Professional Development Committee of the Early Childhood Work Group to strengthen accountability measures including developing a more consistent approach to measuring the effectiveness of training. This includes moving toward a mentoring model to assess provider ability to apply what is taught to the early childhood environment.

State Credentials

State and Territory professional development systems specify a set of qualifications and credentials, mandatory and/or voluntary, for the various system roles. Credentials can be defined as documents certifying an individual has met a defined set of requirements set forth by the grantor of the credential, usually related to skills and knowledge and possibly including demonstrations of competence. The Child Development Associate credential, the Child Care Professional credential and other national credentials typically are incorporated into State and Territory professional development systems. Additionally, States and Territories report they developed or plan to develop State and Territory credentials such as role- and setting-specific credentials and credentials with a general early childhood focus.

Chart 5.2.5-C shows the types of age group and role- and setting-specific credentials developed by States and Territories.

CHART 5.2.5-C
State and Territory Credentials



A	AR, CA, DC, GA, IL, KY, MD, MN, NC, NH, NM, OK, OR, PA, VT
B	AR, CA, ME, NC, NM, OR, SC, SD, VT
C	CA, ME, OR, SC, SD
D	CA, GA, KY, MD, SC
E	AR, NC, NH, SC
F	AR, CA, DC, IL, KY, ME, NC, NH, NV, OR, PR, SD, WI, WY

Twenty-six States (AR, CA, DC, FL, GA, IL, KS, KY, MD, ME, MN, MT, NC, NH, NJ, NM, NV, OK, OR, PA, RI, SC, SD, VT, WI, WY) and two Territories (GU, PR) indicate that their plan includes State credentials.¹⁶

More than 700 **Kentucky** early childhood trainers have been approved for the Kentucky Early Childhood Trainer’s Credential, which is issued at levels from one to five or specifically based on the trainer’s education and experience. All credentials (except a trainer level one credential that is not renewable) must be renewed every 3 years. A credentialed trainer

¹⁶ Although Florida, Guam, Kansas, Montana, New Jersey and Rhode Island report their State professional development plans include credentials, they do not provide details about credential types and, therefore, are not represented in Chart 5.2.5-C. New York does not specify its State professional development plan includes credentials; therefore, it is not included in this count. However, the Lead Agency outlines three existing credentials (Infant/Toddler, School-Age and Program Administrator) in response to related questions.

registry is maintained by the Cabinet's Division of Child Care. Credentialed trainers must train in one or more of the core content areas, and mandatory annual training for licensure or certification renewal must be obtained from a trainer holding a valid Kentucky Early Childhood Trainer's Credential.

New Hampshire's Professional Development System begins at the pre-credential level for 16-year-olds performing entry-level child care and camp counseling, and continues through the doctoral level. There are five State credentials, each with four levels. Sixteen Vocational Technical High School Early Childhood Education Programs prepare practitioners for the Child Care Assistant credential. Ten child care resource and referral programs offer basic workshops in all core knowledge areas defined by the professional development system, which are required for the Child Care Assistant credential. Eight Community Technical Colleges and several private 2-year colleges offer certificates and associate degrees in early childhood education to prepare students for the Associate Teacher, Lead Teacher and Director Credential. Six State and private colleges offer bachelor degrees, which satisfy the credential requirements for lead teachers, directors and trainer, mentor and faculty professionals. New Hampshire also offers a number of graduate programs.

Reaching Family, Friend and Neighbor Caregivers

Since family, friend and neighbor caregivers, particularly relative caregivers, may not consider themselves part of the early care and education profession, yet are responsible for the care of large numbers of children in the child care assistance program, a range of strategies that extend beyond formal professional development is employed to support them. Almost half of States and Territories report that their professional development plans include support, access and outreach strategies that include family, friend and neighbor caregivers.

Twenty-two States (CA, DC, DE, GA, ID, IL, KS, KY, ME, MN, MT, NC, NH, NJ, NM, NV, OR, PA, SC, SD, TX, WI) and two Territories (GU, PR) report that their professional development plan includes strategies to reach family, friend and neighbor caregivers.

The **Kansas** Lead Agency is piloting a project to train relative caregivers with a plan to provide information and incentives to relative caregivers that will support the children as well as the family.

All professional development system contract holders are required to work with **Minnesota's** Lead Agency to assess needs and develop and implement strategies to offer training to family, friend and neighbor caregivers.

In **South Dakota**, informal meetings are an avenue for reaching providers who might not participate in other training. The Pierre area uses Providers Connecting and Network Nights, the Sioux Falls area holds provider teas and Providers Night Out is offered in the Rapid City area. Tribal coordinators also schedule a variety of informal meetings to draw new providers and kith and kin providers who might not otherwise access training. Information about the South Dakota Pathways to Professional Development project is offered at all these meetings.

Availability of Training and Technical Assistance

Are the opportunities available:

- *Statewide*
- *To Center-based Child Care Providers*
- *To Group Home Providers*
- *To Family Home Providers*
- *To In-Home Providers*
- *Other (describe):*

Supporting the early care and education workforce means supporting caregivers in rural and urban locations, with multiple languages and literacy levels and with different professional (or nonprofessional) aspirations, among other differences. States and Territories are addressing these and other issues unique to their individual State or Territory context, including incorporating relevant cultural, linguistic and individual frameworks into professional development activities.

Thirty-seven States (AK, AR, CA, CT, DC, DE, FL, GA, ID, IL, KS, KY, MD, ME, MN, MO, MT, NC, NE, NH, NJ, NM, NV, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, WI, WV, WY) and two Territories (CNMI, GU) report that training and technical assistance activities are available throughout the State or Territory.

The same 37 States (AK, AR, CA, CT, DC, DE, FL, GA, ID, IL, KS, KY, MD, ME, MN, MO, MT, NC, NE, NH, NJ, NM, NV, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, WI, WV, WY) and two Territories (CNMI, GU) indicate that training and technical assistance are offered to center-based child care providers.

Thirty-one States (AK, CA, CT, DE, FL, GA, ID, IL, KS, KY, MD, MN, MO, MT, NC, NE, NH, NM, NV, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, WV, WY) and two Territories (CNMI, GU) report that they offer training and technical assistance opportunities to group home providers.¹⁷

Thirty-seven States (AK, AR, CA, CT, DC, DE, FL, GA, ID, IL, KS, KY, MD, ME, MN, MO, MT, NC, NE, NH, NJ, NM, NV, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, WI, WV, WY) and two Territories (CNMI, GU) state that training and technical assistance are available to family home providers.

Thirty-six States (AK, AR, CA, CT, DC, DE, FL, GA, ID, IL, KS, KY, MD, ME, MN, MO, MT, NC, NE, NH, NJ, NM, NV, OH, OK, OR, PA, RI, SC, SD, TX, UT, VT, WI, WV, WY) and two Territories (CNMI, GU) report that professional development opportunities are available to in-home providers.

¹⁷ Arkansas, the District of Columbia, Maine, New Jersey, Vermont and Wisconsin report that they do not have a category for group home child care providers.

Eleven States (CA, CT, DE, IL, MN, NE, NJ, OK, OR, SD, VT) also indicate that training and technical assistance are available or targeted to other adults who work with young children.

The following examples illustrate the scope of training and technical assistance offered by States.

The **New Jersey** Professional Development Center for Early Care and Education was established to implement a comprehensive, statewide system of coordinated and accessible professional development opportunities for early care and education providers, including those working with infants and toddlers, preschool children, children in kindergarten through 3rd grade and children up to 13 years in out-of-school time care. This statewide initiative established steps for implementing a system to enhance the preparation and continuing education of childhood and out-of-school time practitioners. The system helps ensure New Jersey's early childhood and school-age programs offer developmentally appropriate learning experiences led by professionals who consistently promote the highest levels of physical, emotional, social and intellectual well-being of the children they serve.

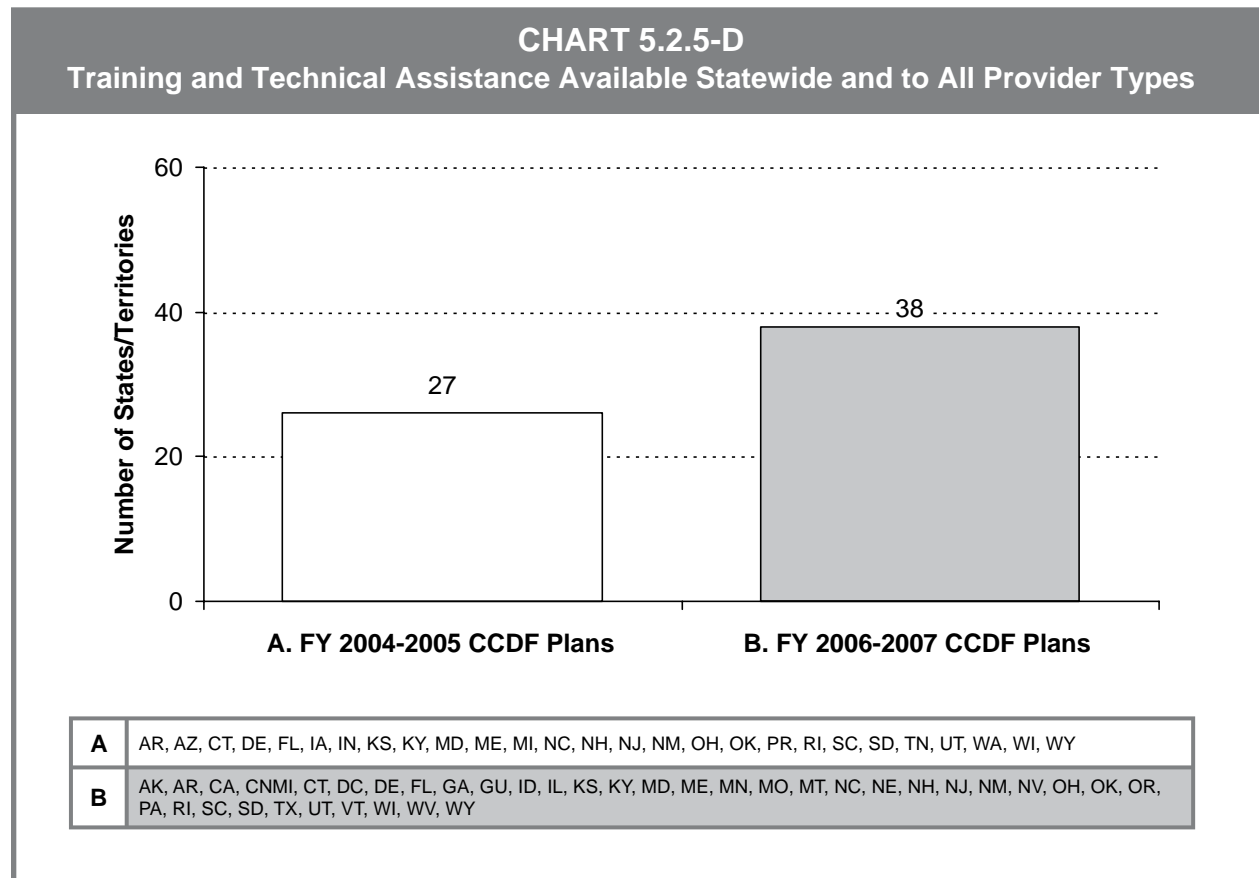
North Carolina supports the professional development of its early childhood workforce through the North Carolina Institute for Early Childhood Professional Development. Membership of the institute is diverse and representative of numerous fields that constitute the early childhood profession. *Planning for Professional Development in Child Care: A Guide to Best Practices and Resources* is available online to assist local agencies planning for professional development opportunities for the child care workforce in their communities. Early childhood teachers and administrators can access an interactive self-assessment and workbook to develop an action plan for their professional development. The workbooks are applicable to child care workers in any setting and at any stage of professional development.

Oregon's professional development system and plan broadly define the profession to include family child care, center-based care, school-age before- and after-school care, Head Start programs, kindergarten through 3rd grade programs, early intervention/early childhood special education programs, teen parent programs, child care resource and referral programs, community colleges and universities.

Access to **Wisconsin's** PI 34 Teacher Training and Professional Development Re-design is available through License Renewal Centers, child care resource and referral agencies, the State's Child Care Information Center and other training and technical assistance opportunities. Through connections to the Wisconsin Model Early Learning Standards Training, multiple avenues give access to additional resources that support training and technical assistance, including professional development planning.

Thirty-six States (AK, AR, CA, CT, DE, DC, FL, GA, ID, IL, KS, KY, ME, MD, MN, MO, MT, NE, NV, NH, NJ, NM, NC, OH, OK, OR, PA, RI, SC, SD, TX, UT, VT, WV, WI, WY) and two Territories (CNMI, GU) report that they make training and technical assistance available statewide and to all provider types, including center-based staff, group home child care providers, family child care providers and in-home providers.

The number of States and Territories that make training and technical assistance available statewide and to all provider types increased 26 percent from the FY 2004-2005 CCDF Plan period, as illustrated in Chart 5.2.5-D.



Early Language, Literacy, Pre-Reading and Early Math Concepts Development

Describe how the plan addresses early language, literacy, pre-reading, and early math concepts development.

In descriptions of how their plans address early language, literacy, pre-reading and early math concepts development, States and Territories link their efforts to their early learning guidelines. Frequently, States and Territories describe the inclusion of all child development domains in their core knowledge areas and how those areas serve as a foundation or framework for professional development efforts.

Thirty-eight States (AK, AR, CA, CT, DC, DE, FL, GA, HI, IL, IN, KS, KY, MD, ME, MN, MO, MS, MT, NC, NH, NM, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, WI, WV, WY) and two Territories (CNMI, PR) describe how their professional development plans address or will address early language, literacy, pre-reading and early math concepts.

In **Connecticut**, training on early language and literacy is completed through a grant to Connecticut Charts-a-Course from the State Department of Education's Early Childhood Educator Professional Development Grant. The training is targeted to child care providers enrolled in the Connecticut Charts-a-Course approved Training Program in Child Development.

In **Kentucky**, the core content portion of *Early Childhood Professional Development: Creating a Framework* for Kentucky covers seven areas. The learning environments and curriculum area addresses early language, literacy, pre-reading and early math concepts development and links directly to Kentucky's early learning standards. Indicator domains covered in the early learning standards include spoken and expressive language, listening and receptive language, phonological awareness, book knowledge, print awareness, early writing, understanding of numbers and counting, shapes and spatial relationships, comparisons and patterning and measures and use of standard and nonstandard units.

The professional development plan outlined by the **Maryland** Child Care Credential requires participants to complete a minimum of 45 hours of child development and 30 hours of curriculum training at the lower levels. Early language, literacy, pre-reading and early math concept development are part of the core knowledge requirement within the child development and curriculum components. Additional training opportunities are targeted specifically through training requests for proposals that offer child care providers training and materials for increasing children's language, literacy, pre-reading and math skills.

Program- and Provider-Level Incentives

Are program or provider-level incentives offered to encourage provider training and education? Describe, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts. If no, is there any plan to offer incentives to encourage provider training and education?

States and Territories describe how they employ program and provider incentives to encourage participation in professional development and quality improvement. Strategies include providing free or subsidized training, scholarships, wage supplement programs, compensation initiatives, materials, accreditation facilitation and equipment grants. They also explain the role of Quality Rating Systems in creating and managing incentives.

Forty-one States (AK, AR, AZ, CA, CT, DC, DE, FL, GA, IA, ID, IL, IN, KS, KY, MD, ME, MN, MO, MT, NC, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV) and two Territories (CNMI, GU) report that they offer program- or provider-level incentives to encourage provider training and education.

- Fourteen States (AR, DC, IA, KS, KY, ME, MT, NE, NJ, NY, OK, OR, SD, WI) report that they offer provider scholarships.
- Ten States (CA, IA, KY, MD, NV, SC, SD, TX, VT, WV) describe completion bonuses.

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- Eight States (DC, KS, KY, MO, NC, NM, OR, PA) describe the role of Quality Rating Systems in provider- and program-level incentives.

Montana promotes training and continuing education through merit pay awards of \$250 to \$700 for the completion of planned training hours and/or credentials and degrees, Child Development Associate Assessment Scholarships to help students pay the cost of Child Development Associate assessment and Best Beginnings Certified Infant Toddler Caregiver Stipend Program awards.

Participation in **New Mexico's** Reach for the Stars program, a five-level Quality Rating System for licensed homes and centers, allows higher reimbursement rates to providers. Reimbursement rates increase incrementally beginning at level two and continuing through level five, which is for accredited programs. Becoming more knowledgeable about ways to support children's development of pre-literacy and pre-numeracy skills leads to attainment of higher levels.

Oregon's tiered reimbursement system to subsidy providers, the Enhanced Rate Program, is incorporated within the Oregon Registry Steps and provides enhanced subsidy for documented training and education. Oregon Compensation and Retention Equal Stability programs also are linked to achieving steps on the Oregon Registry, and are available in seven counties. The programs also provide scholarships and wage stipends to support the professional development and retention of child care providers.

Project T.O.P.S.T.A.R. (**Tennessee's** Outstanding Providers Supported Through Available Resources), a program within the Tennessee Family Child Care Alliance, provides technical assistance and professional development to family child care providers. The program offers highly trained and motivated mentors to assist new providers or those who want to improve the quality of their care through hands-on, one-on-one support. Working as a team, the mentor guides the protégé to set three goals as the focus of their 20-hour commitment.

Outcomes

What are the expected outcomes of the State's professional development plan and efforts to improve the skills of child care providers? As applicable, how does (or will) the State assess the effectiveness of its plan and efforts? If so, how does (or will) the State use assessment to help shape its professional development plan and training/education for child care providers?

Systematic professional development plans often include a comprehensive evaluation approach designed to assess the system and participants. To evaluate their professional development efforts, States and Territories develop goals, outcomes and/or objectives. They report a variety of desired outcomes, from broad objectives such as program quality improvement, to specific workforce educational achievement or participation statistics. More than half of States and Territories describe specific goals, and some address how assessments will guide their planning, training, initiatives or systems.

Thirty-seven States (AK, AR, AZ, CA, FL, GA, IA, ID, IL, IN, KS, KY, MD, MN, MO, MT, NC, ND, NE, NH, NM, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VA, VT, WI, WV) and three Territories (CNMI, GU, PR) indicate that their professional development plan specifies outcomes.

- Nineteen States (CA, FL, GA, IA, ID, IL, KS, KY, MD, NC, ND, NE, NH, NM, OR, SD, TN, UT, VA) and one Territory (PR) identify higher levels of program quality as a common desired outcome.
- Twelve States (AK, IL, MD, MT, NC, NH, NV, OH, RI, SC, UT, WI) report higher staff wages and/or lower levels of staff turnover as common desired outcomes.
- Eleven States (AK, GA, IA, IL, MD, NC, NY, SC, VA, VT, WI) indicate that more providers engaged in professional development, more training or credentialing hours completed and/or more credentials or degrees awarded are common desired outcomes.
- Nine States (AZ, CA, KY, NH, NM, NV, PA, RI, SD) report improved provider knowledge and/or skills as common desired outcomes.

Alaska's expected outcomes include an increase in the number and percentage of early childhood providers who have professional degrees and certificates in early childhood education, a decrease in the percentage of child care provider turnover, an increase in the number and percentage of early childhood providers and teachers who advance to a higher level of professional development and certification, an increase in positive child outcome data for Head Start 4-year-olds and school readiness and an increase in the quality of early childhood training by establishing a System for Early Education and Development approved trainer application process.

Arizona plans to assess its professional development plan alignment with the following outcomes: continuation of stakeholder involvement and input from additional stakeholders where there is limited participation; ongoing continuum of training for all categories of child care and early education practitioners; continued participation in discussions relevant to articulation in the community; continued addressing of program quality via the statewide Child Care and Early Education Development System training and trainer registry system and ensuring that early learning standard developers, relevant professional associations and community stakeholders create multiple opportunities for discussion and exchange on integrating the standards into the professional development plan.

The **Commonwealth of the Northern Mariana Islands** will align expected outcomes of the Child Care Provider Professional Development Plan with what young children are expected to know and be able to do when they enter 1st grade. The Commonwealth anticipates using a test of knowledge of the early learning guidelines to assess child care provider progress and will observe these providers working with young children. Assessments will be used to tailor training sessions to meet the learning needs of Commonwealth child care providers.

Georgia's outcomes for its State professional development plan include all required State approved training leading to credentials, certifications and degrees in the field of early childhood education; the comprehensive State professional development system leading to more professional child care providers as evidenced by higher educational levels; improved quality of child care settings as evidenced by an increased number of child care learning centers and group or family child care homes achieving national accreditation, earning Center of Distinction, Center of Recognition, Home of Distinction or Homes of Merit designation for their qualifications and areas of expertise.

New York specifies several anticipated outcomes of its State professional development efforts, including continued professional development through scholarships for credit- and noncredit-bearing courses from the Educational Incentive Program for more than 7,500 child care providers. Additional outcomes include an estimated 80,000 providers participating in video conference training featuring best practices in early childhood; an estimated 100 candidates completing the School-Age Care Credential and an additional four host agencies providing the School-Age Credential to expand statewide coverage.