

PART II – DEVELOPING THE CHILD CARE PROGRAM

Section 2.1 – Consultation and Coordination

2.1.1 – Consultation

Describe the consultation the Lead Agency held in developing this Plan and the results of that consultation. At a minimum, the description must include the following:

Representatives of local governments;

*Tribal organizations when such organizations exist within the boundaries of the State.
(658D(b)(2), §§98.12(b), 98.14(b))*

Lead Agencies reported consultation with numerous entities, in addition to representatives of local governments and Tribal organizations. Descriptions included both consultation specific to the development of State Plans, and consultation that occurs on a continuous basis, leading up to development of State Plans.

State and Territories consulted with the following entities:

- Advocacy organizations
- Business entities
- Child and Adult Care Food Programs
- Child care providers
- Child Care Resource and Referral Agencies (CCR&Rs)
- Community organizations
- Economic development entities
- Employment/workforce entities
- Faith-based programs
- Foundations/Trusts
- Head Start programs, associations, collaboration offices
- Healthy Child Care America
- Higher education
- Inclusive special needs programs
- Juvenile justice
- Local governments/agencies
- Mental health programs
- Nonprofit organizations
- Other State agencies
- Parents
- Pre-K
- School districts
- School-age programs
- State Education Departments
- State Health Departments
- Statewide and Territory-wide organizations
- Temporary Assistance for Needy Families (TANF) entities
- Tribal organizations
- United Way

The following identifies the number of States and Territories that consulted with the different types of entities and highlights State and Territory examples.

- Twenty-two States (AR, CO, CT, DE, DC, FL, HI, MA, MI, MN, NE, NV, NJ, NC, PA, PR, SC, TN, UT, WA, WI, WY) and one Territory (VI) reported consultations with State and Territory Education Departments.

- Twenty-one States (CO, DE, DC, GA, IL, IN, IA, MA, MI, NE, NJ, NM, PA, PR, SC, SD, TN, TX, UT, WA, WY) and three Territories (AS, GU, VI) reported consultations with other State and Territory agencies.
- Twenty-one States (AK, AZ, CA, DE, DC, IL, KY, MA, MN, NE, NJ, NM, NY, NC, OR, PA, SD, TN, VA, WA, WI) and one Territory (GU) reported consultations with local governments.

New York consults with local governments through a multi-year consolidated services plan process. Local county departments share best practices and concerns, and develop strategies on delivery of subsidy support programs. In 2002, the Lead Agency held over 200 regional information meetings attended by 2,408 child care providers where concerns, regulations, and policies related to the Quality Child Care and Protection Act were discussed.

Lead Agency Consultation

States reported Lead Agency consultations with 35 different types of entities in developing the Plan, including representatives of other Federal, State, local governments and Tribal organizations, as well as private agencies. The number of outside entities with which the Lead Agency consulted ranged between one and 14 entities.

- Twenty States (AR, CO, CT, DC, FL, IL, NM, NE, NV, NJ, NY, NC, PR, SC, TX, UT, VA, WI, WY) and two Territories (GU and VI) reported consultations with Head Start programs, Head Start Associations, and/or Head Start collaboration offices.
- Twenty States (AK, AZ, CA, CO, FL, LA, ME, MI, MN, NE, NY, NC, ND, OR, SC, SD, TX, UT, WI, WY) reported consultations with Tribal organizations.

In **Alaska**, 11 Tribal organizations were invited to participate in a teleconference resulting in increased communication through newsletters, regular teleconferences, closer alignment of systems, wider availability of State provider and subsidy applications in Tribal organizations, and work on increasing the number of licensed rural providers.

- Eighteen States (AZ, AR, CA, CO, DE, DC, FL, GA, IL, MA, MI, MN, MS, NJ, PA, TN, WA, WI) and one Territory (VI) reported consultations with child care providers.
- Eighteen States (AR, CO, CT, FL, GA, HI, IL, NE, NJ, NC, ND, PR, SC, TN, UT, WA, WI, WY) and two Territories (AS and VI) reported consultations with State and Territory health departments.
- Seventeen States (CA, CO, CT, IL, MA, MI, MN, MS, NE, NJ, NC, PA, TN, UT, WA, WI, WY) reported consultations with advocacy organizations.
- Sixteen States (AZ, AR, CA, CO, IL, KY, MA, MN, NE, NY, NC, ND, SC, UT, WI, WY) reported consultations with CCR&Rs.

In **Arizona**, CCR&Rs and the Lead Agency facilitate local involvement through community provider networks. Local child care needs are identified, as well as strategies and resources to improve the quality of child care.

- Twelve States (CA, CT, FL, HI, MT, NJ, MN, NY, NC, OH, SC, UT) and one Territory (GU) reported consultations with Statewide and Territory-wide organizations.
- Eleven States (AZ, AR, AS, CA, CO, DC, HI, MT, NE, NC, PR) and one Territory (GU) reported consultations with higher education.

The University of **Guam** will assist the Lead Agency in facilitating a stakeholder process to create a vision to support and enhance overall development and school readiness of children. The university will assist in developing early learning guidelines and a professional development plan.

- Eight States (CA, CO, DE, MA, MS, NE, UT, WY) reported consultations with parents.
- Seven States (CO, DC, FL, MN, NE, NC, SC) reported consultations with inclusive special needs programs.
- Six States (GA, HI, NV, NY, NC, TX) reported consultations with pre-K.
- Five States (AR, CO, NJ, ND, PA) and one Territory (VI) reported consultations with TANF entities.
- Five States (AZ, CT, DC, UT, VA) reported consultations with community organizations.
- In one State (PA), the TANF entity updated TANF-related sections of the State Plan, and worked together with the Department of Education on the *Good Start, Grow Smart* section of the Plan.
- Four States each reported consultations with school districts (CO, NE, NV, NY); and school-age programs (MA, MN, SC, UT). Three States (SC, UT, WI) and one Territory (VI) reported consultations with employment/workforce entities. Three States (DC, IN, WY) reported consultations with business. Two States each reported consultations with faith-based entities (NC and SC); economic development entities (ME and NY); foundations/trusts (IN and UT); nonprofit organizations (SD and WA); and the United Way (SC and UT). One State each reported consultation with local agencies (CA); the Child and Adult Care Food Program (NM); juvenile justice (SC); mental health (SD); and Healthy Child Care America (WY).

Examples of Other Types of Consultations

In **California**, a Statewide stakeholder meeting was held in the fall of 2002. As a result of the meeting, quality improvement activities were reviewed and a school readiness and articulation project was added to facilitate the transition of preschoolers to kindergarten.

In **Delaware**, communities were contacted to determine child care needs and resources, provide input on effectiveness of local programs, and make recommendations on the use of child care funding to address budget shortages. Staff from the Department of Education and the Lead Agency collaborated on activities that led up to the completion of the State Plan.

Florida formed a workgroup, made up of 11 entities, to ensure that the Plan reflected coordination and collaboration across all entities involved in school readiness services.

Iowa's Consumer Advisory Team is working in partnership with the Lead Agency in advocating for increased funding and policy improvements to increase access to child care. This project is funded by the Joyce Foundation and coordinated with the Child and Family Policy Center, Ecumenical Ministries of Iowa, and Move the Mountain Leadership Center. The membership is comprised of low-income families.

Missouri began developing and consulting with entities on the State Plan beginning in March 2002. Thirty-eight focus groups were conducted, which included parents, child care providers, and local county staff. The recommendations resulted in increased focus on the early years and on establishing a cohesive early learning system. In addition, the Office of Early Childhood was established and Child Care and Development Fund administration was transferred into this new office. An advisory committee was formed to make recommendations for systems improvements in the subsidy payment process.

New Mexico held nine town meetings to receive input on child care licensing and registered home provider regulations and subsidy program regulations. Written input was also solicited from child care providers, associations, food sponsors, and other advocates. A second example of consultation includes two Early Care Summits. Numerous stakeholders provided input on compensation and funding, professional development, quality, and systems development. A third example of consultation is related to the development of the next Market Rate Survey. Child care providers and advocates work with the Lead Agency in developing the Market Rate Survey.

Rhode Island developed its Plan through a facilitated process, as part of the Advisory Committee on Child Care and Development. This process began in September 2002 and ended in June 2003.

The Alliance for Children in **South Dakota** was formed in July 2002 to develop a three-year strategic plan for the State. Issues such as workforce turnover, public awareness, professional development for family home providers, funding, school-age care, early learning standards, and infant/toddler care are addressed by the Alliance for Children. As a result of recommendations identified by the Mental Health Task Force, a planning session on social/emotional needs of children, and work of the Alliance for Children, mental health services for children will be available. A second example of consultation is related to Tribal infant/toddler coordinators. Ongoing consultations occur to improve the quality and availability of care on reservations.

Utah held 10 town meetings. Community input was documented and used to create the State Plan. Attendees included government agencies, State legislators, local government,

advocacy representatives, child development representatives, child care providers, parents, and community members.

Virginia received input on the Plan from 121 local departments of social services, Head Start organizations, and other State and local organizations. As a result of the input, the Lead Agency will continue to allocate funds to local departments for the expansion and improvement of child care; is investigating regional maximum reimbursable rates; is assessing the possibility of returning to the 75th percentile reimbursement rates; is investigating the feasibility of a tiered system of reimbursement; and is convening a work group to review use of CCDF funds for children in protective services.

Commissions, Advisory Councils, and Boards

Many States report that State-level commissions, advisory councils, task forces, or boards play a key role in contributing to the development of State Plans. Numerous organizations are represented on these State-level entities as seen in Table 2.1-A.

- Thirty-five States (AK, AZ, CA, CO, CT, DC, GA, HI, ID, IL, IN, IA, KS, KY, ME, MD, MA, MI, MO, MT, NE, NV, NJ, NM, OH, OR, PA, RI, SC, SD, TX, WA, WV, WI, WY) indicated State-level commissions, advisory councils, task forces, or boards are involved in State Plan consultation.

In **Idaho**, development of the State Plan has been ongoing during the past two years. The Idaho Child Care Advisory Panel was involved in creating the new IdahoSTARS Professional Development and Resource and Referral contract. IdahoSTARS will establish a career lattice, incentive payments, and a provider registry.

In **Illinois**, the Child Care and Development Advisory Council developed a five-year blueprint for the Child Care Assistance Program. This council is made up of representatives from local government, advocacy organizations, profit and nonprofit child care centers, family child care homes, research institutions, Head Start, philanthropy, churches, local health departments, colleges, CCR&Rs, and other State agencies.

Indiana consults with the Indiana Child Care Fund Board. The purpose of the board is to turn contributions into investments in the future of child care in Indiana. Members include representatives from business, education, foundations, the Departments of Workforce Development and Health, the professional child care field, and local government representatives. Collaboration between the board and the Lead Agency has resulted in the implementation of initiatives to increase the professional development of child care providers, including T.E.A.C.H Early Childhood® Indiana.

In **Kansas**, the Statewide Child Care and Early Education Advisory Committee serves as the organizing entity for State Plan development. Local government provides input on the State Plan to the committee. One example of coordination resulting from this committee is the

TABLE 2.1-A
ORGANIZATIONS REPRESENTED on STATE-LEVEL COMMISSIONS, ADVISORY COUNCILS, TASK FORCES, and BOARDS USED IN CONSULTATION AND COORDINATION

Type of Entity	Number of States and Territories
Child care providers	27
Head Start programs, associations, and/or collaboration offices	26
Education	26
Health	24
Other State agencies	21
Higher education	21
Resource and referral	20
Parents	20
Advocacy organizations	19
Business	14
Tribes	13
Statewide organizations/associations	13
Local government	13
Employment/workforce agencies	8
Legislators	7
School districts	6
Foundations, trusts	6
Office of the Governor	5
Mental health	5
Medical	5
Faith-based organizations	5
Community organizations	5
United Way	4
School-age programs	4
Early care and education trainers	4
Local agencies	3
Inclusive special needs programs	3
Child and Adult Care Food Program	3
Economic development entities	2
Chambers of Commerce	2
TANF	1
Pre-K	1
Nonprofit organizations	1
Healthy Child Care America	1
Empowerment boards	1

Source: Information compiled from State CCDF Plans, FY 2004-2005.

relationship between the Lead Crime Agency and the Juvenile Justice Authority, which coordinates funding to communities for prevention and/or school-age activities. The Lead Agency also conducts quarterly meetings with a Tribal organization, to ensure that dual eligibility requirements of CCDF are met.

The Child Care Advisory Council in **Maine** developed and distributed a questionnaire to their members to solicit input on the use of quality funds. Eighty-five surveys were returned and results from the survey were used to inform the professional development section of the State Plan.

Maryland's Child Care Administration Advisory Council made recommendations to the State Plan. Membership includes advocates, child care providers, parents, representatives of local and State public agencies, community-based organizations, Head Start, local departments of social services, resource and referral and the Maryland Senate. A sub-committee was established to review past accomplishments and make recommendations to the new Plan.

In **Montana**, the Montana Early Childhood Advisory Council is instrumental in producing outcomes in child care programs. Through this council:

- Changes were made to Head Start/child care eligibility in order to streamline subsidy program processes for child care providers and families;
- Resource and referral funds were targeted to employer/business outreach and the creation of a tool to help measure the impact of child care on local economies;
- The Career Development System was created; and
- The new computer system to accommodate the Tribal TANF families was developed.

In **Ohio**, Ohio Family and Children First is a partnership of government agencies and community organizations committed to improving the well-being of children and families. The recently developed Commitments to Child Well-Being will help develop policy and align program efforts and resources to enable every child to succeed.

2.1.2 – Coordination

Lead Agencies are required to coordinate with other Federal, State, local, Tribal (if applicable), and private agencies providing child care and early childhood development services. Check any of the following services provided by agencies with which the Lead Agency coordinates. In each case identify the agency providing the service and describe the coordination and expected results:

Lead Agency Coordination

State Lead Agencies coordinate with 20 different types of entities, including representatives of other Federal, State, and local governments and Tribal organizations, as well as private agencies in providing child care and early childhood development services. States reported coordinating with between six to 19 entities.

Coordination with Public Health Programs

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

California's Lead Agency and the Department of Health work together to increase immunization rates. The percentage of children immunized upon enrollment in child care centers has increased from 91.8 percent in 2001 to 94.3 percent in 2002.

The **District of Columbia** shares a staff position with the Maternal and Family Health Administration and has a Memorandum of Understanding for joint complaint documentation and resolution, a licensing specialist, and professional development.

Hawaii coordinated with public health on a lead poisoning public campaign to inform parents on how to safeguard their children.

Idaho's Lead Agency contracts with seven regional district health offices to monitor licensing health and safety standards. County Commissioners' Boards have authority over the health offices, resulting in increased local involvement on child care issues.

In **Minnesota**, the Lead Agency, the Departments of Health and Education, Head Start Collaboration, and CCR&Rs are coordinating to develop a framework for health and developmental screening in early childhood. Quality indicators are being developed to assess outcomes, progress and improvement measures, and to promote community-wide planning.

In **Missouri**, the Departments of Health, Mental Health, and the Lead Agency are identifying Statewide indicators for school readiness, including physical, social, and emotional well-being outcomes indicators.

New York is working with the Department of Health to develop a comprehensive grant package for health care facilities such as hospitals, nursing homes, and other health related facilities. This project will allow facilities to have a comprehensive recruitment and training strategy, including competitive benefits, on-site child care, and child care subsidy for staff. Funding also is available to start-up and expand child care programs.

North Carolina collaborates with the Department of Health in a healthy weight initiative pilot to promote healthy nutrition and activities for preschool children. In another pilot project, medically fragile children receive care in high-quality child care facilities.

In **Pennsylvania**, child care facilities must submit annual immunization reports to the Health Department on all enrolled children.

The Lead Agency in **South Dakota** collaborates with the Department of Health, the medical community, and CCR&Rs in an early literacy initiative—Reach Out & Read. Healthy Child Care nurse consultants, Department of Health nurses, and the CCR&Rs work together to

coordinate early literacy activities with the medical community. Doctors will distribute information on selecting child care during well-baby visits.

Coordination with Healthy Child Care America

- Forty-two States (AL, AZ, AR, CA, CO, CT, DE, DC, GA, ID, IL, IN, IA, KY, ME, MD, MA, MI, MN, MS, MT, NE, NV, NH, NJ, NY, NC, ND, NV, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, WA, WI, WY) reported coordination with Healthy Child Care America programs.

Alabama uses eight nurse consultants in 45 counties. Expected results include decreases in injury, illness, and death, and improved integration of health concepts in child care settings. Identified infants and toddlers are referred to the Early Intervention System.

In **Arizona**, the Healthy Child Care project is administered by the American Academy of Pediatrics (AAP). The project's goals include:

- Link child care providers with health care consultants;
- Link families with children's health insurance;
- Enhance health and safety standards through the recommendations in *Caring for Our Children* (2002), 2nd ed., by American Academy of Pediatrics, American Public Health Association, and Health Resources and Services Administration; and
- The Lead Agency plays an active role on the Statewide advisory council to ensure effective linkages and coordination are made.

Delaware's project includes numerous stakeholders—child care licensing, early intervention services, Medicaid, the Delaware Healthy Children Program, Head Start, the Family and Workplace Connection, Wesley College, and Wilmington College School of Nursing. Through a Robert Wood Johnson grant, health consultant services will continue to be free.

Georgia has expanded nurse consultant training to professionals in the Lead Agency, resource and referral, Cooperative Extension Service staff, military child care programs, early care and education instructors from technical colleges, and private child care training organizations. Child care providers benefit from increased technical assistance and training from multiple sources.

In **Iowa**, health consultant services are coordinated among the Department of Health, Head Start, the CCR&Rs, and Empowerment Areas. This expanded network includes 19 Head Start health specialists and, by 2005, a 0.5 full time equivalent in each one of the 26 Child Health Clinics.

Massachusetts coordinates with the Healthy Child Care America in Public Health to distribute potassium iodide to providers in 18 communities surrounding nuclear power plants.

Minnesota's Healthy Child Care America grant focuses on children with special medical, emotional, and behavioral needs. This program coordinates with Project Exceptional and

includes resource and referral, the Children’s Defense Fund, the Fraser School, the Minnesota Association for the Education of Young Children, the AAP, and Head Start.

In **Nevada**, the University of Nevada Cooperative Extension coordinates activities under Healthy Child Care. Three initiatives are coordinated under this project—health consultation, the National Health and Safety Performance Standards for Out of Home Child Care, and training and promotion of the Children’s Health Insurance Program. Self-study training modules are distributed to providers, making training more accessible to providers, particularly in the rural areas.

The project in **New Jersey** is a collaborative effort between the American Academy of Pediatrics, the Department of Health and Senior Services, and the Lead Agency. Through this effort, a health and safety survey of providers was conducted to determine training and consultation needs; the Universal Child Health Form was finalized and is being piloted in collaboration with the Office of Licensing; and a safety-oriented newsletter, the *Early Childhood Health Link*, was developed to link children, parents, caregivers, and health professionals with health-related topics.

Coordination with Mental Health Programs

- Nineteen States (AK, AR, CA, DC, KS, KY, ME, MD, MA, MI, MN, NE, NV, NM, ND, OH, OK, SD, VT) reported coordination with mental health programs.

Alaska coordinates with Head Start and a nonprofit organization, Stone Soup, to develop and deliver positive behavioral training for child care workers and educators working with children with behavioral or disability challenges.

A collaborative workgroup has been established in **Arkansas** on children’s mental health issues. Members include the Head Start Collaborative, Department of Education, Division of Mental Health Services, Division of Developmental Disabilities, Division of Medical Services/Children’s Services, and private and public children’s mental health providers. The workgroup recommended implementing four pilots with a continuum of services for families and child care providers.

California’s Lead Agency coordinates with the Infant, Preschool and Family Mental Health Initiative through the Beginning Together Project that is administered by Sonoma State University. Every year outreach sessions are conducted in 10 to 20 areas of the State to discuss how to improve services for children birth to 3 years old with disabilities or other special needs. Representatives from the Mental Health Initiative are included in the meetings.

Maine created a Task Force that focuses on development of a system of support for child care providers working with children with behavioral issues. Representatives include the Department of Behavioral and Developmental Services, the Maine Association of Infant Mental Health, Child Development Services (early intervention), the Center for Community Inclusion, Head Start, and the Department of Education.

Massachusetts coordinates with mental health to fund 16 supportive child care programs. Clinicians are located onsite at child care facilities to provide a broad range of training and support to children, families, and child care staff.

Michigan's mental health child care consultation services are provided through an interagency agreement with the Department of Community Health. Expected results included training for 450 child care providers and implementation of services that will positively impact 10,000 children.

The Lead Agency in **Oklahoma** and the Department of Mental Health and Substance Abuse jointly funded community-based mental health professionals who work with child care providers.

Coordination with Employment, Workforce, and Apprenticeship Programs

- Forty-one States (AK, AZ, AR, CA, CT, DC, FL, GA, IN, IA, KS, KY, LA, ME, MD, MA, MI, MN, MO, MT, NH, NJ, NM, NY, NC, ND, OH, OK, OR, PA, RI, SC, SD, TX, UT, VT, VA, WA, WV, WI, WY) and three Territories (AS, GU, VI) reported coordination with employment/workforce programs. A number of States report coordination efforts in the area of apprenticeship programs.

Maine's coordination with the Department of Labor combines apprenticeship grant funding and a National Quality Child Care Initiative to fund family child care apprenticeships. Providers benefit from tuition-free training and in-home mentors for support.

The Lead Agency in **Massachusetts**, together with the Division of Apprenticeship Training, is piloting an apprenticeship program. An advisory group guides the development and sustainability of the initiative. The Advisory group consists of State agencies, provider groups, CCR&Rs, labor unions, and State colleges.

New York's Consortium for Worker Education is a collaboration with both the State Department of Labor and the U.S. Department of Labor to develop a "Satellite Day Care" program. TANF recipients are recruited and trained to provide family child care in a model where the family home provider is an employee of a supervising entity.

In **Pennsylvania**, a major goal of the CCR&Rs is to support TANF families in their transition from welfare to work. CCR&R staff work directly with local TANF offices and Careerlink staff on co-location activities. TANF clients receive extensive child care search assistance if they are unable to locate necessary or appropriate child care in order to work.

In **Rhode Island**, the Lead Agency works closely with the Rite Works Employment and Retention Services, which is a multiple-level partnership that develops employment opportunities. The Lead Agency and Rite Works staff work together to ensure child care issues are not barriers for TANF clients to fully participate in the workforce.

Vermont's coordination with the Department of Employment and Training is to ensure that the workforce is prepared for careers in child care. The main focus of this collaboration is

the apprenticeship program and supporting Vermont Technical Centers to work with high school students interested in child care careers.

Coordination with Public Education

- Forty-nine States (AL, AK, AZ, AR, CA, CO, CT, DC, FL, GA, HI, ID, IL, IN, IA, KS, KY, LA, ME, MD, MA, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VT, VA, WV, WI, WY) and four Territories (AS, CNMI, GU, VI) reported coordination with public education.

In **Colorado**, the Lead Agency works closely with the Department of Education on several initiatives—the Consolidated Child Care Pilots and the Learning Clusters. Through statute, the 17 Pilots have the ability to shape policy issues in order to support comprehensive services to families and children. The Learning Clusters, jointly funded by the Lead Agency and Department of Education, meet local professional training needs in 35 communities.

An intra-bureau Early Learning Team in **Iowa** provides leadership in developing an assessment for school readiness efforts. It convenes a Natural Allies interagency workgroup, and is a key contributor to data and system planning toward the governor’s 90/90 agenda—to make quality preschool services available to 90 percent of Iowa’s children, and to ensure 90 percent of all Iowans complete at least two years of post-secondary education.

Maine’s coordination with the Department of Education and Head Start resulted in a Statewide conference on after-school programs and the development of guidelines for the 21st Century Community Learning Centers grant. The expected result is to increase the number of after-school programs, particularly for children of working parents.

The Lead Agency in **Massachusetts** and the Department of Education are collaborating on the mutual use of the Lead Agency’s Electronic Child Care Information Management System to coordinate services on preschool slots for 3- and 4-year-old children. This will meet families’ needs in facilitating smooth transitions between funding streams.

North Carolina’s Lead Agency partners with the Public School Forum of NC, the Department of Public Instruction, the Department of Juvenile Justice, and the Department of 4-H Youth Development to establish a Statewide after-school network—the North Carolina Center for Afterschool Programs. The Mott Foundation and the Z. Smith Reynolds Foundation also support the project.

In **Pennsylvania**, the Lead Agency is working with the Department of Education on *Good Start, Grow Smart* and revisions to the Early Learning Guidelines. In a second initiative with the Department of Education’s Bureau of Adult Basic Literacy Education, a family literacy consortium meeting resulted in a number of cross-system activities:

- State librarians are applying to the Pathways Trainer Quality Assurance System for approval to teach early literacy to child care providers;
- A two and a half day parent educator training was held in June 2003; and

- The development of a family literacy Web site that provides parents, teachers, and children with literacy resources (<http://www.pabook.libraries.psu.edu/famlit2.html>).

In **Puerto Rico**, the Lead Agency coordinates with the Department of Education on the early learning guidelines and development of the Professional Development Plan. The Lead Agency administers preschool service centers and the Department of Education administers the Child and Adult Care Food Program. Through this coordination, 1,046 children received nutritional services, and training and equipment purchases funding was provided for the personnel.

The Lead Agency in **Tennessee** partners with the Department of Education, the Department of Health, the Head Start Collaboration, the Head Start Association, local governments in two counties, and other nonprofit organizations to print and distribute *SMART FROM THE START*, a calendar-like flip chart that guides parents and caregivers through a child's development from 3 months to age 5.

Virginia's coordination with the Department of Education focuses on preschool and school-age programs. In The Partnership for Achieving Successful Schools initiative, expanded hours in at-risk schools provide parents with wrap-around child care services. In addition, the Lead Agency will provide expansion and/or start-up grants for school-age programs in at-risk schools.

Coordination with TANF Programs

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

In **Arkansas**, the Lead Agency works closely with the Transitional Employment Assistance Board, which oversees TANF programs. The Lead Agency updates the board with child care need projections, and in the past two years the board has approved \$12 million in transfers for child care subsidies.

In **Kansas**, coordination between the Lead Agency and TANF has resulted in a combined application for TANF cash, medical, child care, and Food Stamp benefits. Whenever possible, child care reviews are completed in conjunction with TANF, Food Stamp, and medical reviews. Head Start and Early Head Start programs receive quarterly lists of children whose families receive TANF as a Head Start recruitment strategy.

North Carolina continues to work on the North Carolina Families Accessing Services through Technology Project to provide a comprehensive connected system of human services with multiple points of entry. TANF, Medicaid, Children's Health Insurance Program, Food Stamps, and Child Care, with links to child support, child welfare, and adult and family services are included in the project. Another coordination involves TANF transfers—in State Fiscal Year (SFY) 2002-2003 over \$72 million was transferred into CCDF and an additional \$26 million blended with other funds for child care.

Wyoming's TANF program is co-located with child care. Benefit specialists determined eligibility for TANF, food stamps, child care, and medical programs. This results in families working with the same staff person for all programs.

Coordination with Pre-K Programs

- Thirty-nine States (AL, AZ, AR, CA, CO, CT, DE, DC, FL, GA, HI, IL, IA, KS, KY, LA, ME, MA, MI, MN, MO, NE, NV, NH, NJ, NY, NC, OH, OK, OR, PA, SC, TN, TX, VT, VA, WA, WV, WI) and one Territory (GU) reported coordination with pre-K programs.

In **Arkansas**, numerous entities administer the pre-K program named Better Chance. These include: local school districts, regional educational service cooperatives, Head Start grantees, community-based nonprofit organizations, universities, the Housing Authority, community development corporations, hospitals, and the Economic Opportunity Corporation.

The pre-K school programs in **Delaware**, under the Early Childhood Assistance Program, use Head Start revised performance standards as the foundation for structuring and providing services.

In **Hawaii**, the Lead Agency leads the Pre-Plus Program, which provides pre-K services for low-income children. Collaborative partners include Head Start, the Good Beginnings Alliance, Hawaii Association for the Education of Young Children, the Departments of Education and Health, and the Lieutenant Governor's Office.

Louisiana provides TANF funding to support the Department of Education's pre-K and Starting Points programs. TANF funding also is used for nonpublic pre-K programs.

In **Minnesota**, local School Readiness Programs must develop a comprehensive plan to coordinate existing social service programs for families with young children, health referral services, and community-based staff and resources, and to conduct community outreach.

Nebraska received a grant to implement the Nebraska Early Language and Literacy Learning Collaboration. This model engages partners from higher education, early childhood programs, community members, and families to improve children's early language and literacy experiences. Community partners include three Tribal reservations.

Coordination with Head Start Programs, Associations, and Collaboration Offices

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

In **Alaska**, collaboration with Head Start has resulted in eligibility criteria clarification to increase Head Start families' access to in wrap-around child care programs; an expansion of

Head Start's positive child development practices into other child care programs; and increased enrollment by modifying enrollment and attendance billing practices.

In **Arizona**, the Lead Agency transfers State funds to provide the required match for the Head Start Collaboration Project.

As a result of coordination with the Head Start Association in **California**, the State Collaboration Office will publish and disseminate a side-by-side comparison of the State and Federal program monitoring process. This will be used to prepare for monitoring reviews by both entities.

In **Illinois**, the Lead Agency invests \$10 million for Head Start–child care collaborations that serve more than 2,000 children. The Partners in Care and Education program enables children to remain at one site all day and receive comprehensive early care and education services.

Maine's collaboration with Head Start has resulted in full-day, full-year Head Start programs that are available in most counties. Maine also funds Head Start programs through Tobacco Settlement Funds.

In **Massachusetts**, some of the Head Start STEP Training literacy and mentoring strategies will be applied in non–Head Start child care programs.

Through **Michigan's** collaboration with Head Start, WestEd infant/toddler quality improvement training was presented to 800 child care providers. The Family Literacy Partnership Project collaborates with libraries to prepare children and trains parents.

In **Nebraska**, the Lead Agency coordinates with Head Start programs at the local and State levels. The Lead Agency also funds Early Head Start grantees through infant/toddler CCDF earmarks.

Nevada's Head Start Collaboration Office is planning a series of inclusive meetings to bring State and community partners together to coordinate funding streams.

In **North Dakota's** collaborative partnership with Head Start, many Head Start programs participate in the Lead Agency's Carecheck program—a voluntary background check registry that includes checks for child abuse and neglect, and checks through the State Crime Bureau, and Federal Bureau of Investigation.

Through **Ohio's** coordination with Head Start, the Head Start Plus program is being developed for implementation in 2004/2005. Head Start Plus utilizes TANF funding to meet the child care needs of poverty-level working families and to assist at-risk children enter kindergarten ready for success.

Pennsylvania's Lead Agency coordinates with the Head Start Collaboration Office in supporting the Heads Up! Reading Initiative. This initiative focuses on strengthening early childhood literacy skills through a 14 week, 44-hour course for educators and parents of

young children. In 2001-2002, HeadsUp! Reading sites trained 261 individuals who completed the entire course.

Coordination to Promote Inclusive Special Needs Programs

- Fifty States (AL, AK, AZ, AR, CA, CO, CT, DC, FL, GA, HI, ID, IL, IN, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VT, WA, WV, WI, WY) and three Territories (AS, GU, VI) reported coordination with programs that promote inclusive special needs programs.

Alabama partners with United Cerebral Palsy of Huntsville and Tennessee Valley to provide training and supports to child care providers.

In **Alaska**, the Alaska Mental Health Trust funds a program that assesses children with disabilities and provides training to subsidized child care providers. These services are offered to Tribal organizations and children in rural areas.

Arkansas coordinates with Child Health Management Services to provide intensive medical early intervention care to children age 6 months to 4 years with special health care needs.

Indiana's Part C program, First Steps, is housed with the Lead Agency. Coordination with the Indiana Institute on Disability and Community–Early Childhood Center, and the Indiana Association of Resource and Referral increases options for inclusion through provider training and technical assistance.

In a partnership with Child Health Specialty Clinics, **Iowa's** Lead Agency and the Healthy Child Care program fund a position to focus on curriculum development, develop a proposal for a child care inclusive care specialist system, and coordinate and expand funding streams to support inclusive care.

Louisiana's Lead Agency has entered into a Memorandum of Understanding with the Department of Health and Hospitals to enhance the provision of child care for children with special needs. The Department of Health and Hospitals will provide training to families, child care providers, and other community professionals to enhance their understanding of supporting children with disabilities, and will refer children to the Lead Agency for child care eligibility determination.

Maine's Lead Agency and Head Start have a cooperative agreement with the University of Maine Center for Community Inclusion to provide technical assistance and flexible funding to assist providers who care for children with special needs.

In **Missouri**, the Departments of Mental Health, Health, and Senior Services, Elementary and Secondary Education, and Social Services collaborate in identifying Statewide indicators and supports for childhood well-being and early intervention for children with disabilities. Inclusion coordinators are on staff at the CCR&Rs to connect and provide services to families and child care providers.

Nebraska's CCR&R system's online services are connected to the Answers4Families Web site which is operated by the Center for Children, Families and the Law at University of Nebraska at Lincoln, and contains information and strategies to support families and their children with disabilities.

In **New Jersey**, the New Jersey Inclusive Child Care Training and Technical Assistance Project provides assistance to child care providers on developing inclusive programs, conducts training and networking for center, family, before- and after-school programs, CCR&Rs, parent groups, agencies, and professionals.

In **Rhode Island**, the Lead Agency coordinates with the Early Intervention Program and the Early Childhood Interagency Task Force. In a recently launched service, the Comprehensive Evaluation, Diagnosis, Assessment, Referral, and Re-evaluation (CEDARR) Family Center Initiative, certified child care providers who provide additional services in community child care settings will be supported by Medicaid funds.

In a new **South Dakota** collaborative initiative—Children with Advanced Special Needs—the Lead Agency collaborates with the Office of Developmental Disabilities, Department of Education, Part B & C, and the Office of Medical Services. This initiative targets families who have limited child care options and children who require services that exceed the child care reimbursement rates. The goal is to assist families with higher child care costs and keep children in the least restrictive child care settings.

Washington coordinates with the Infant Toddler Early Intervention Program and the Inclusive Child Care Committee in activities to promote cross referral of child care and early intervention services systems.

Coordination with Resource and Referral Programs

- Twenty-four States (AR, CO, DE, FL, GA, IL, IA, KY, ME, MD, MA, MN, MO, NE, NY, ND, OH, OK, OR, PA, SC, TN, WV, WI) reported coordination with resource and referral programs.

In **Illinois**, in a partnership with resource and referral, the T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® Project and a wage supplement program under Great START work together to increase professional development. An advisory committee oversees the initiatives, with representatives from child care providers, Head Start, higher education, and the Lead Agency.

In **Kentucky**, the CCR&Rs provide technical assistance to providers participating in the voluntary Quality Rating System.

In **Minnesota**, the Resource and Referral Network administers grants to center and family child care providers for program start-up and improvement.

Coordination with Higher Education

- Twenty-four States (AR, CA, CO, CT, DE, GA, ID, IL, IA, KS, KY, ME, MA, MI, MT, NE, NV, NY, NC, PA, RI, SC, WV, WY) reported coordination with higher education.

In **Connecticut**, the Board of Trustees for State Community and Technical Colleges is designated by the Lead Agency to coordinate the State's voluntary career development system. This project also oversees the accreditation project.

Iowa's Lead Agency coordinates with Iowa State University in the Midwest Child Care Research Consortium that conducts research on child care quality in Administration for Children and Families (ACF) Region VII. Community colleges have been instrumental in assisting with Statewide efforts in T.E.A.C.H. Early Childhood® Iowa, Iowa Apprenticeship, and Natural Allies and have coordinated with resource and referral in the delivery of Statewide training.

Michigan contracts with Michigan State University Extension to run the Better Kid Care Project. The project activities include satellite training to increase provider and low-income adult knowledge, skills, and quality of care provided. The expected result is that 1,600 providers in 60 counties and 100 low-income adults in six communities will participate.

Coordination with Other State Agencies

- Twenty-two States (AZ, AR, CA, CO, CT, DE, DC, GA, IN, IA, KY, ME, MA, MN, NV, NY, NC, OK, PA, RI, SC, SD) reported coordination with other State agencies.

In **Arkansas**, a partnership with the Department of Economic Development makes funding available for renovation and construction of child care facilities. Total funding through the Community Development Block Grant is \$1 million annually.

In the **District of Columbia**, Part IV-E funding for foster children is expected to be claimed toward child care reimbursement.

Massachusetts coordinates with the Massachusetts Emergency Management Agency in preparing an emergency preparedness manual for providers. Joint presentations for child care providers are offered an average of six times per year. The manual is available through NCCIC's Online Library at <http://nccic.org>.

Minnesota coordinates with the Department of Revenue and Resource and Referral to assist employers and increase the availability of pretax child care accounts. The Lead Agency also supports a software system used by Resource and Referral that tracks the type of information requested by employers. The information is reviewed every six months to identify what type of information is requested.

Coordination with School-Age Programs

- Fifteen States (AZ, CA, DC, KY, LA, ME, NJ, NY, OH, OK, PA, SC, SD, TN, VT) reported coordination with school-age programs.

California's After School Education and Safety Program provides constructive alternatives for students in kindergarten through 9th grade. Local planning and development collaborators include law enforcement, parents, youth, school and government representatives, community-based organizations, and the private sector.

In **Kentucky**, in-kind contributions for before- and after-school care come from numerous sources, including public and private schools, Family Resource Centers, Head Start programs, and other community resources such as YMCAs.

South Dakota's out-of-school programs were implemented in December 2000. In April 2003, 142 programs have been licensed and grants totaling \$5.8 million have been allocated, serving approximately 6,500 students in K–8th grades Statewide.

Coordination with Statewide Organizations and Associations

- Eight States (GA, HI, IN, KS, MA, MN, NC, VT) reported coordination with Statewide organizations/associations.

Vermont coordinates with the Vermont Association for the Education of Young Children and the Vermont Child Care Providers' Association to advance accreditation with home and center-based providers. As a result of these efforts, 23 percent of centers and 15 percent of home providers have been or are in the process of being accredited.

Coordination with Advocacy Organizations

- Seven States (AR, CO, CT, GA, HI, MA, MN) reported coordination with advocacy organizations.

In **Arkansas**, a partnership between the Arkansas Advocates for Children and Families and the Lead Agency is focusing on completing the School Readiness Indicators Initiative.

Coordination with Tribal Organizations

- Seven States (AZ, LA, NE, NM, ND, OK, WA) reported coordination with Tribal organizations.

The Lead Agency in **Arizona** participates in the Arizona Tribal Early Childhood Working Group. This group has adopted a set of guidelines to improve coordination and quality of child care.

The Tribal Consult Project in **North Dakota** is funded by the Lead Agency and Tribal organizations and contracted to a resource and referral agency.

Oklahoma's Lead Agency works cooperatively with the Indian Tribes in coordinating with licensing for acceptance of each other's monitoring visits. The Lead Agency also contracts with two Tribes to provide resource and referral services.

In **Washington**, field managers meet quarterly with local Tribal representatives on child care issues.

Coordination with Other Entities

- Six States (DC, FL, KY, NM, VT, WV) reported coordination with State Child and Adult Care Food Program offices.
- Five States (AK, DE, GA, NC, ND) reported coordination with foundations/trusts.

In **North Dakota**, the St. Paul Bush Foundation funds the North Dakota Professional Development Initiative and the Infant/Toddler Enrichment Program (Tribal and State).

- Five States (CT, GA, KY, MA, VA) reported coordination with United Way.

In **Connecticut**, the Child Care INFOLINE is a Statewide resource and referral service operated by the United Way of Connecticut.

In **Georgia**, Smart Start Georgia is a partnership between the Lead Agency, United Ways of Georgia, Georgia Chamber of Commerce, and the Joseph B. Whitehead Foundation. This effort is dedicated to improving the quality of early childhood education programs.

- Four States (CA, CO, MD, TN) reported coordination with local government.
- Four States (MI, NJ, NY, ND) reported coordination with infant/toddler programs.
- Three States (AR, MN, NE) reported coordination with local agencies.
- Three States (AK, CO, IA) reported coordination with nonprofit organizations.
- Three States (FL, HI, MD) reported coordination with the Governors' Offices.
- Two States (GA and LA) reported coordination with faith-based organizations.

Louisiana's Lead Agency contracts for child care initiatives with several faith-based organizations. Piloted services include parent centers and parent education.

- Two States each reported coordination with juvenile justice/law enforcement (AR and NC); business (KY and VT); community organizations (AR and KY); parents (NE and OK); and school districts (AR and CA).

Innovative Coordination Activities

States reported diverse approaches in the coordination of activities. The following examples highlight some of the unique State efforts.

Alabama partners with Alabama Public Television to implement the Ready-to-Learn Project. This project offers training supports and resources to trainers who conduct workshops in their community, and provides technical assistance and follow-up.

In **Colorado**, coordinated use of subsidy program funding streams is structured in a way that results in a seamless delivery system for families, county departments of social services, and child care providers. Title XX funds, all CCDF funding streams, and State and county funds are assigned at the State level.

In **New York**, the Lead Agency continues to expand its coordination with courts under the Children's Centers in the Courts initiative. Lead Agency funding establishes early childhood children's centers with services for children whose parents need to appear in courts. Center staff are trained in child care and early childhood development and they also provide parents with information and referrals to other needed services. A total of 32 centers have been established to date.

South Dakota's annual Dakota Fatherhood Summit includes collaboration between South Dakota State University, the Head Start Association, the Department of Education, the Community Development Institute, the South Dakota Coalition for Children, Even Start and Growing Up Together, and individual Head Start programs. The second annual summit included the governor and nationally known speakers from the National Fatherhood Initiative.

Washington's Braided Funding Think Tank is made up of Federal and local early childhood professionals who are addressing barriers and creating strategies for using multiple sources of funding for early childhood programs. The goal is to streamline funding streams and improve access for families.

Coordination with State-level Commissions, Advisory Councils, Task Forces, and Boards

Many States reported that State-level commissions, advisory councils, task forces or boards play a key role in early childhood program coordination. Numerous organizations are represented as these State-level entities as seen in Table 2.1-A.

- Nineteen States (AZ, CA, CO, CT, DC, GA, IA, KS, MD, MS, MO, NE, NV, OR, RI, SC, WV, WI, WY) coordinate with State-level commissions, advisory councils, task forces, and/or boards.

Colorado's Early Childhood State Systems Team is a State-level multiple stakeholder team that is developing a plan for an early childhood system. Five task forces, strategic planning, public engagement, funding and financing, organizational structure, and evaluation and

outcomes are building a plan incorporating the Colorado Child Care Commission’s Blueprint and technical assistance from North Carolina’s Smart Start Technical Assistance Team.

In **Georgia**, the Georgia Child Care Council sponsored the development of The Strategic Plan for Childhood Care and Education in Georgia: Charting the Journey to Access and Excellence. This comprehensive plan reflects coordinated efforts across all childhood care and education.

In **Maryland**, the State Early Care and Education Workgroup is a multi-agency/advocate/service provider group charged with establishing and coordinating services across programs for low-income families with young children. Services include child care, meeting physical and mental health needs, early education, inclusion of special needs children, and other family supports.

Oregon’s Child Care Education and Coordinating Council is instrumental in the development of the State Plan. These are 26 members from public and private agencies, a foundation, nonprofits, professional development entities, a Statewide organization, and advocacy agencies.

In **Wisconsin**, the Wisconsin Early Childhood Collaborating Partners has developed an Agenda for Early Childhood Education and Care stating that all young children and families will have access to a comprehensive system of high-quality care. Programs included are: child care, early intervention, special education, public school early education, Head Start, Even Start, preventive health services, CCR&Rs, parent education, home visitation, and family resource centers.

TABLE 2.1-B
NUMBER of STATES CONSULTING and COORDINATING by TYPE of ENTITY

Type of Entity	Number of States and Territories	
	Consultation	Coordination
Advocacy organizations	17	7
Business	3	2
Child and Adult Care Food Program	1	6
Community organizations	5	2
Economic development	2	0
Education	23	53
Employment/workforce	5	44
Faith-based organizations	2	2
Foundations/trusts	2	5
Head Start and Head Start Collaboration	22	55
Health	20	55

**TABLE 2.1-B
NUMBER of STATES CONSULTING and COORDINATING by TYPE of ENTITY**

Type of Entity	Number of States and Territories	
	Consultation	Coordination
Healthy Child Care America	1	42
Higher education	12	24
Inclusive programs for children with special needs	7	53
Infant/toddler programs	0	4
Juvenile justice	1	2
Local agencies	1	3
Local government	22	4
Mental health	1	19
Nonprofit organizations	2	3
Office of the Governor	0	3
Other State agencies	24	22
Parents	8	2
Prekindergarten	6	40
Providers	19	0
CCR&Rs	16	24
School-age programs	4	15
School districts	4	2
Statewide organizations/associations	13	8
TANF	6	52
Tribes	20	7
United Way	2	5
State commissions, advisory councils, task forces, and boards	35	20

Source: Information compiled from State CCDF Plans, FY 2004-2005

Section 2.2 – Public Hearing Process

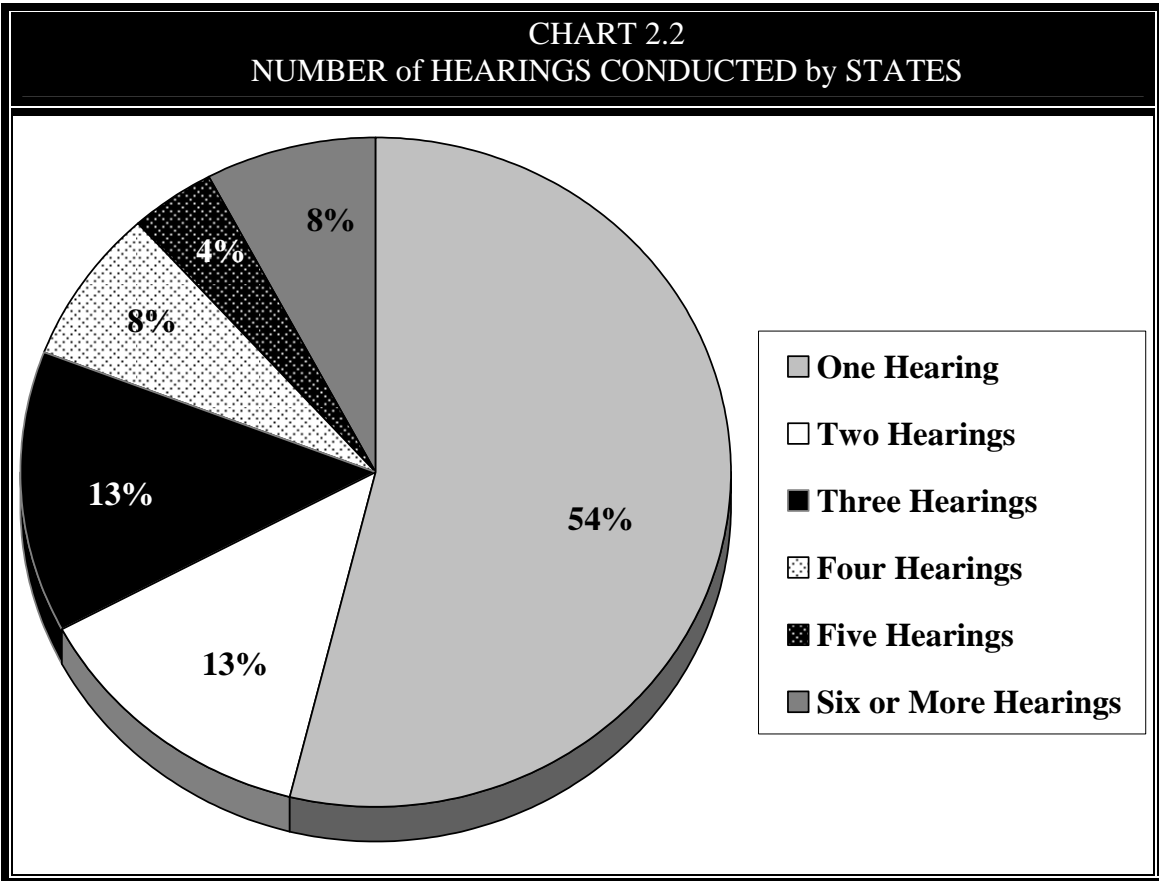
Describe the Statewide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan. At a minimum, the description must indicate: Date(s) of Statewide notice of public hearing, manner of notifying the public about the Statewide hearing, date(s) of public hearing(s), hearing site(s), how the content of the plan was made available to the public in advance of the public hearing(s.) (658D(b)(1)(C), §98.14(c))

Public Hearing Dates and Locations: Summary Information

States held an average of 2.4 public hearings, down from the 2.8 average reported by States in the FY 2002-2003 CCDF Plans. The average number of hearings held in Territories was 1.3.

In 2003, the earliest hearing reported by States was on April 14 and the latest was on June 30; the *earliest* date of the *last* public hearing was April 29 and the latest date was June 27. The earliest hearing in the Territories was on May 28, 2003, and the last hearing date was on June 26, 2004.

- Twenty-eight States (AL, AK, AR, FL, HI, ID, IA, KY, LA, MI, MT, NE, NV, NM, NC, ND, OH, OK, OR, PA, RI, SC, SD, TN, UT, WV, WI, WY) and two territories (AS and GU) held a single hearing.
- Twenty States (AZ, CA, CO, CT, DE, DC, IL, IN, KS, MD, ME, MN, MS, NJ, NY, PR, TX, VA, VT, WA) and one Territory (VI) held between two and five hearings.
- Four States (GA, MA, MO, NH) held six or more hearings.



Source: Information compiled from State CCDF Plans, FY 2004-2005.

States held hearings in an average of 3.6 locations. The average number of meeting locations has decreased from a high of 4.4 reported in the FY 2002-2003 State Plans to a low of 3.6 reported in the FY 2004-2005 State Plans (the average number of locations reported in the FY 2002-2003

State Plans was 4.2). Some States use video-conferencing technology to involve multiple locations at the same time.

Territories held hearings in an average of 1.25 locations.

- Twenty-one States (AL, FL, HI, ID, IL, KY, LA, MI, NE, NM, NC, OH, OK, OR, PA, RI, SC, TN, WV, WI, WY) and three Territories (AS, CNMI, GU) held hearings in one location.
- Five States (AZ, DE, DC, NV, WA) and one Territory (VI) held hearings in two locations.
- Seven States (IN, ME, MD, MS, NJ, NY, PR) held hearings in three locations.
- Five States (CA, CO, TX, UT, VA) held hearings in four locations.
- Nine States (AR, CT, GA, KS, MA, MN, MO, ND, VT) held hearings in five–nine locations.
- Five States (AK, IA, MT, NH, SD) held hearings in 10–18 locations.
- Ten States (AK, AR, IA, MN, MT, MV, ND, SD, UT, VT) used video-conferencing to increase the number of individuals participating in the public hearings.
- One State (AL) conducted one hearing with Statewide video-conferencing at 18 sites across the State.
- One State (DC) conducted two hearings. The hearings were devoted to testimonials from parents and children. In addition, 10 groups and organizations submitted comments and recommendations on the State Plan.
- One State (IA) held one public hearing with video-conferencing at 16 sites.
- In one State (MT), the public hearing was broadcasted via interactive video-conferencing to 12 sites across the State. The CCR&R hosted the meetings at local sites and mailed synopses of the Plan to all child care providers.

Notification of Public Hearings

States used three primary methods to inform the public of the upcoming public hearings: public notices in newspapers; postings to Web sites; and mailings.

- Thirty-six States (AL, AR, CT, DE, DC, GA, HI, IA, IL, IN, KS, KY, LA, ME, MD, MI, MN, MS, MO, NE, NH, NJ, NM, NY, OK, OR, PA, PR, RI, SC, SD, UT, VT, VA, WI, WY) and one Territory (AS) informed the public of public hearings through newspapers.
- Thirty-three States (AK, AZ, AR, CA, CO, CT, DE, FL, GA, IL, IN, IA, KS, LA, MI, MN, MO, NJ, NY, NC, OH, OK, OR, RI, SC, TN, TX, UT, VT, WA, WV, WI, WY) informed the public by posting information on their Web sites.

- Twenty-three States (AL, AK, CA, CT, FL, GA, KS, MA, MI, MS, MO, MT, NV, NH, NJ, NC, OK, PA, PR, SD, TN, WA, WI) and one Territory (GU) mailed information about the public hearings to organizations and stakeholders.
- Seven States (IA, KS, MD, MN, NH, RI, VT) also informed stakeholders at meetings.
- Five States (AZ, NC, ND, TN, TX) issued press releases.
- Five States (AS, DC, KS, NV, UT) posted public hearing notifications in various locations.
- Three States (KY, NH, ND) informed stakeholders through newsletters.
- Two Territories (AS and VI) used radio stations to inform the public of the public hearings.

States used three primary methods to make the State Plan available to the public in advance of the public hearing(s): posting to Web sites; mailings; and via other agencies.

- Forty-three States (AK, AZ, AR, CA, CO, CT, DE, DC, FL, GA, ID, IL, IN, IA, KS, KY, LA, MA, MI, MN, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OK, OR, SC, SD, TN, TX, VT, VA, WA, WV, WI, WY) made the content of the Plan available on their Web sites. This method of making the content of State Plans available has increased since the FY 2002-2003 State Plans, when 35 States reported posting the Plan on their Web sites.
- Eighteen States (AL, AR, CA, DC, HI, IL, IA, KS, MN, MT, NE, NV, NM, NC, PA, RI, TN, TX) and one Territory (GU) mailed the content of the Plan to organizations and stakeholders.
- Three States (ME, MS, UT) informed the public that copies of the Plan were available at the Lead Agency.
- Eleven States (GA, HI, IL, IA, KS, MD, NJ, ND, OK, OR, SC) made the content of the Plan available through other agencies.

Georgia posted the Plan on three Web sites—the Lead Agency, the Georgia Child Care Council, and the Web site that child care providers use to submit invoices. Comments were received through e-mail. In addition, hard copies of the draft Plan were distributed to families by local child care offices and the CCR&Rs provided copies to clients and providers.

Oregon made the content of the Plan available to the public and constituents groups through members of the Child Care and Education Coordinating Council.

New York set up online registration for those who were interested in testifying at the public hearings.

Section 2.3 – Public-Private Partnerships

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

All States indicated that public-private partnerships are occurring in their States. These partnerships include a variety of approaches—from Statewide entities that develop and oversee partnership activities to focused initiatives that include partnerships in the development and implementation of projects.

Partnerships Focused on Professional Development

- Thirty-four States (AL, AK, AZ, CA, CO, CT, DC, FL, IL, IN, IA, ME, MA, MI, MN, MO, MT, NV, NH, NJ, NM, NY, NC, ND, OH, OR, PA, RI, SC, SD, UT, VA, WA, WI) are involved in professional development initiatives through public-private partnerships.

In **Connecticut**, the Lead Agency is working with the Child Health and Development Institute, a component of the private Children’s Fund foundation, to implement two training programs. The Training Program in Child Development and the Early Childhood DataCONnections Program have provided training to nearly 4,000 caregivers in basic child health development over the past four years.

In **Illinois**, the Lead Agency and the Department of Commerce and Community Affairs facilitated a local collaboration between a major employer and the YWCA resource and referral agency to offer training to family child care providers. Training includes a “Foundations of Family Child Care” course in Spanish and English, and training in business management skills. Over the past two years, three additional major employers have been recruited in Lake County. Plans are being developed to expand into another urban county. In a second professional development initiative—the apprenticeship project—the CCR&Rs administer a multi-collaborative project. The McCormick Foundation provides funding for a Professional Development Coordinator.

In **Maine**, a training titled *Family Child Care as a Business* was developed as a result of collaboration between the small Business Administration; the Lead Agency; Head Start; Women Work and Communities; and Coastal Enterprises, Inc. This 30-hour training will become part of the 180 hours of Core Knowledge Training.

In **Michigan**, the Lead Agency contracts with the Statewide 4C Association to provide comprehensive training for child care providers. Other funding sources include major foundations and private industry. Through this effort, it is anticipated that 15,537 providers will be trained in 2003 and 150 start-up and incentive awards will be granted to new providers in 2003.

In **Minnesota**, several foundations have each pledged over \$700,000 to match public funding to implement the T.E.A.C.H. Early Childhood® Project. The funding will be used for scholarships, retention grants, and career guidance and program operation. The expected results include increased retention of staff and increased levels of professional development.

North Dakota's Professional Development Initiative is a public-private collaboration between the Lead Agency, the Bush Foundation, Resource and Referral, Wheelock College, and the Professional Development Leadership Team.

Pennsylvania is involved in private-public partnerships at the State and local levels. At the State level, the T.E.A.C.H. Early Childhood® Project is funded by the Lead Agency at \$1.75 million and an additional \$343,000 is funded through private organizations: Child Care Matters, Focus on Our Future, Heinz Foundation, Terri Lynne Lokoff Foundation, Pennsylvania Home Based Provider Association, and Smart Start Centre County. In a regional partnership, the Early Childhood Initiative of Southeastern Pennsylvania consists of five advocacy groups to increase quality. The Child Care Matters initiative is funded in part by a three-year grant for over \$10 million from the William Penn Foundation and United Way.

South Dakota's Child Development Associate (CDA) training initiative is a partnership between the Lead Agency, the National Council for Professional Recognition, the Department of Education, National Institute on Out of School Time, and the SD Association for the Education of Young Children. Since its inception in 1998, 594 students have participated in the training. Evening and weekend classes are held to accommodate the schedules of early childhood practitioners.

Partnerships Focused on Business

- Twenty-four States (AR, CO, DC, ID, IL, IN, IA, KS, ME, MD, MA, MO, NJ, NY, NC, OH, OR, PA, RI, TN, VT, WA, WV, WI) reported business involvement in partnership activities.

Indiana's Lead Agency and the Indiana Association of Child Care Resource and Referral support local community efforts to increase the role of the private sector as leaders and investors in high-quality child care for their employees. The goal of this project is to establish a strong network of Business Partnership Specialists who will: consult with businesses; educate the community on work family issues; advise community organizations of local employer interests; and build a business mentoring network.

In **Montana**, the CCR&Rs have collaborated with local Chambers of Commerce in three communities to offer training called *Workforce 20-20*. The goals of the training include helping employers reduce turnover, increase profits, improve employee productivity, and develop non-conventional recruiting practices. In addition, the CCR&Rs have developed a menu of services for businesses across the State: employee child care needs assessment; business work-family self-assessments; community care resource assessments; employee child care cost-benefit analysis; review of employer child care options; information on employer tax benefits; referral services for employees; and payment assistance for low-income employees.

New York has two business involvement initiatives. Investments in Child Care is a partnership between the Lead Agency and the Superintendent of Banking to create linkages between the financial and child care communities. Banking institutions are encouraged to meet their Community Reinvestment Credits through investments in child care. The two

agencies are developing a financial technical assistance center in New York City for the child care industry. The second initiative, the Governor's Small Business Task Force, brings together State agencies with lobbying groups, Chambers of Commerce, and small businesses—including child care providers—to help promote an environment supportive to small business in the State.

In **Pennsylvania**, the Lead Agency contracts with Child Care Resource Developer agencies. These agencies help employers develop family friendly practices by providing information and technical assistance. The agencies maintain a database of business and community resources and publish a quarterly *Business Support* Newsletter. They also provide training and resources in business involvement efforts.

Tennessee's Lead Agency, through the Child Care Facilities Corporation, initiated a Corporate Initiative in 2000. The initiative includes educating communities and employers about bottom-line benefits connected to public and private child care assistance; facilitating collaborative initiatives that enable employers to share ideas and pool resources; providing technical assistance and marketing tax incentive information to communities and business; and disseminating the *Kids At Work* brochure to new and expanding companies, Chambers of Commerce, and others.

Partnerships Focused on Quality

- Twenty-four States (AL, AZ, AR, CA, CO, DC, FL, IL, IA, KS, MA, NE, NJ, NY, ND, OH, OR, PA, RI, SC, SD, TN, TX, WV) are involved in quality improvement through public-private partnerships.

In **Colorado**, Educare Colorado amplifies CCDF-funded efforts through quality ratings and quality improvement services. Funded primarily through foundations, Educare's services are implemented in some of Colorado's Consolidated Child Care Pilots.

The **Kansas** Resource and Referral network leverages CCDF funding with private funds. During the past several years, approximately \$5.3 million has been raised at the local levels from foundations and businesses.

Massachusetts has established the Child Care Quality Fund to hold revenues received from sales of Invest in Children automobile license plates. Quarterly grants are awarded to nonprofit organizations to improve the delivery of child care services. In November 2002, the fund exceeded \$1 million.

The Accreditation Facilitation Project of **New Jersey** increases the availability and access of high-quality early childhood programs by increasing the number of centers accredited by the National Association for the Education of Young Children (NAEYC). This unique public-private partnership formed by the New Jersey Professional Development Center for Early Care and Education collaborates with the Lead Agency, the Schumann Fund for New Jersey, Lucent Technologies Foundation, Johnson & Johnson, the Johanette Wallerstein Foundation, Fleet Bank, the Geraldine R. Dodge Foundation, AT&T Family Care Development Fund, and the Victoria Foundation.

Partnerships on School Readiness and Literacy

- Eighteen States (AZ, AR, CA, DE, DC, FL, IL, IA, ME, MA, MI, MN, NM, OH, OK, RI, UT, WI) are involved in school readiness and/or literacy public-private initiatives.

Arkansas is one of 16 States involved in the School Readiness Indicators Initiative, which is funded by four national foundations. The project is managed by the Arkansas Advocates for Children and Families and the Lead Agency. Representatives in this initiative include: Department of Education, Department of Health, Head Start, Arkansas Children's Hospital, University of Arkansas Children's Data Center, early childhood professionals, parents, teachers, and school administrators. The major focus is on indicators of readiness for children, families, communities, and schools.

In **California**, eight public television stations provide training for family child care providers and parents via the Public Broadcasting Preschool Education Project, California's Ready to Learn Partnership. Information is provided on how to use television appropriately in the education of young children. The national PBS Ready to Learn initiative and various First 5/Children and Families county commissions fund this project.

In **Florida**, the Redlands Christian Migrant Association partners with local businesses to promote literacy in English and provide resources in Spanish. Books are provided to over 4,000 migrant children three times a year and *novelas* in Spanish provide information on abuse prevention and behavioral management.

The **Maine** Public Broadcasting System provides training and books to child care programs to expand caregivers' skills in literacy development. Through a train-the-trainer model, literacy programs have been expanded to Head Start and child care programs throughout the State. PBS provides videos and books for the trainers.

Massachusetts has three public-private initiatives in school readiness and literacy. Computer Technology in the Early Childhood Environment is a partnership between the Lead Agency and IBM to provide computer technology grants to early childhood programs. Nonprofit child care programs receive customized computers and software programs designed for young children to maximize learning. In the Literacy Initiative, WGBH, a television station, has collaborated with 12 child care programs to participate in a theme-based literacy program that utilizes television programming and additional literacy activities to develop children's literacy skills. In the Book Distribution initiative, the Lead Agency solicited donations from the Houghton/Mifflin Company, which donated 3,000 books in September 2002.

Michigan's Early Childhood Comprehensive System and Be Their Hero from Age Zero campaign initiatives' goals are to ensure that all children enter kindergarten ready to succeed in school and in life. Representatives from State and local governments, corporate and small business, the faith community, law enforcement, educators, parents, providers, and experts in early childhood lead these efforts.

The **Oklahoma** Partnership for School Readiness, a public-private initiative, will implement four strategies with financial and technical assistance from the Smart Start National Technical Assistance Center, the Lucent Universal Preschool Initiative, and the Bank of America/United Way of America Success by 6. The four strategies of this initiative include:

- 1) Enacting a strong public policy promoting early childhood care and education;
- 2) Creating a Statewide public-private early childhood partnership;
- 3) Mobilizing communities to provide environments that support children and families;
and
- 4) Implementing a comprehensive public engagement campaign.

In **Utah**, the National Children's Foundation is a newly created initiative collaborating with the Utah Family Center and the Utah PTA. The purpose of this effort is to provide information to providers and educate parents and others regarding the importance of early literacy.

Partnerships for Facility Start-up and Enhancement

- Seventeen States (AR, CA, CT, DE, DC, IL, IA, MA, MI, MN, MO, NY, NC, RI, SC, SD, WA) developed public-private partnerships for facility start-up and enhancement initiatives.

The Lead Agency in **Arkansas** partners with the Department of Economic Development in distributing \$1 million in Community Development Block Grant funds for renovation/construction of child care facilities. The State-local planning stage of assessing child care capacity needs involves local businesses.

In **Connecticut**, the Lead Agency partnered with the Connecticut Health and Educational Facilities Authority, seven private banks, and a community investment corporation to provide loan opportunities to child care providers. In a collaboration with a community development organization, technical assistance is provided to child care providers participating in financing projects.

In **Delaware's** Capacity Building Program, the Statewide Resource and Referral Agency refers providers in need of capital funds to the Working Capital (sponsored by the YWCA) or First State Community Loan Fund for low-cost loans.

In the **District of Columbia**, the Facility Start-Up and Enhancement project is a public-private endeavor involving a CareBuilders matching grant; collaboration is with the DC Bar Pro Bono Project, the DC Downtown Child Care Partnership, and child care in DC government worksites.

Illinois partners with the Illinois Facilities Fund on training and technical assistance to nonprofit providers seeking capital funds for construction, renovation, and start-up of programs in high-need areas of the State. The Lead Agency expanded the project by contributing Matching Funds and works with the CCR&Rs to identify communities and providers that would benefit from training and technical assistance. The project has resulted in: a presentation of Child Care Facilities Planning and Financing workshops throughout the

State; direct assistance for expansion of space and services to approximately 10 programs; and collaborative work in three high-need communities to establish community resource centers. Also, the Lead Agency provided funding to the Illinois Facilities Fund to produce a State Child Care Needs Assessment report in 2003 with supply and demand data specific to ages 0–5 for every county and urban area with populations over 30,000.

Iowa will be partnering with the Development Corporation for Children to plan, develop, and finance early education businesses in low- and moderate-income communities. Below-market rate financing will be made available to businesses seeking to purchase a facility, make capital improvements, correct code violations, purchase equipment, or obtain small amounts of working capital. Iowa's infrastructure of the Resource and Referral network, the Empowerment initiative, and the interest of the banking community contributed to Iowa being selected for this project.

In the Growing Your Child Care Business initiative in **Massachusetts**, a partnership with Senator John Kerry's office, the U.S. Small Business Administration, and others, addresses the need for resources that help child care providers open and expand successful programs. The public-private advisory committee's efforts resulted in a resource guide and training that will be offered to child care providers across the State.

In **Minnesota**, the Legislature established a grant and loan program to enhance and expand child care sites. The Lead Agency administers the program through the Development Corporation for Children. Contributions from banks and foundations have resulted in over 101 loans, impacting 2,408 child care spaces. The Lead Agency has raised over \$2.2 million in foundation and corporate grants in this endeavor.

A multi-funded initiative in **Rhode Island**, the Rhode Island Child Care Facilities Fund, includes the Lead Agency, the Rhode Island Foundation, United Way, the Housing and Mortgage Finance Corporation, the Alan Shawn Feinstein Family Fund, Hasbro Charitable Children's Trust, the U.S. Department of Education, and the U.S. Department of Health and Human Services. Funding priorities include child care subsidy families, expansion of child care capacity in underserved areas, increased infant/toddler capacity, participation in accreditation or other quality improvement activities, and projects that include high-quality environments.

In **South Carolina**, a partnership was established with the University of South Carolina, foundations, Gateway Academy, South Carolina Educational Television, and the Lead Agency to construct and equip a child care center with NAEYC accreditation, which will serve as a model private-public partnership. The center will also serve as a research center for university researchers.

The Lead Agency in **Washington** has contracted with the State's Department of Community Trade and Economic Development to manage a Child Care Facility Fund that provides low interest loans and grants to employers and child care providers to develop a new business or expand existing businesses.

Partnerships to Promote Public Awareness

- Fourteen States (AZ, AR, DC, FL, HI, IN, IA, MD, OR, UT, VT, WA, WV, WI) conducted public awareness campaigns.

Maryland educates and encourages eligible families to apply for the Federal and Maryland Earned Income Credit through a campaign—the Maryland Earned Income Credit Awareness Campaign. A partnership of over 30 nonprofit organizations, businesses, and State and local public agencies conducts the campaign using direct mail, the United Way telephone hotline, public service announcements, advertisements, and bus posters to reach as many families as possible.

In **Oregon**, an education campaign—Oregon’s Child: Everyone’s Business—focuses on brain research. It involves more than a dozen public and private partners and offers free resource information in English and Spanish for parents, caregivers, businesses, and organizations.

Care About Child Care is **Utah’s** first public awareness/media campaign intended to make the public aware of the role quality child care plays in early childhood development. It emphasizes quality care and how parents can find and evaluate child care.

Partnerships to Increase Availability and Accessibility

- Nine States (CA, FL, IN, KY, LA, MA, MS, MT, NY) targeted availability and accessibility through public-private partnerships.

In **Florida**, the governor’s appointed Child Care Executive Partnership Board, comprised of business leaders throughout the State, links the funding commitment of businesses with early childhood programs. During 2002-2003, \$19 million in business donations leveraged CCDF funding to double the number of children served in child care.

In **Mississippi**, availability and accessibility of child care for low-income working parents is addressed under the Child Care Partnership Grant Program. This initiative encourages local community-generated financial resources to match Federal funds.

In a social purpose business venture, **New York’s** Non-Profit Assistance Corporation is developing the Community Child Care Assurance project. It will provide licensed, affordable, quality, emergency, back-up child care to low-wage, disadvantaged workers and/or welfare-to-work participants when primary child care arrangements have been disrupted or are unable to accommodate fluctuating work schedules, school vacations, and holidays.

Partnerships Focused on Infant/Toddler Initiatives

- Eight States (CA, CO, DC, IN, IA, MN, ND, SD) conducted infant/toddler public-private initiatives.

North Dakota's Infant/Toddler Intensive Project is a partnership between the Lead Agency, the Bush Foundation, Resource and Referral, four Tribal reservations, the Trenton Indian Service Area, and the United Tribal Technical College. WestEd training is used with on-site consulting services.

Since 1997, **South Dakota** has been awarded \$4.6 million from the Bush Foundation to improve the quality of infant/toddler care. Over 130 people have been trained in the WestEd curriculum. Since 1998, over 1,177 infant/toddler training sessions have been conducted, reaching over 2,938 child care providers.

Partnerships Focusing on Employer Involvement

- Eight States (AZ, GA, IL, IA, MD, MA, MT, NJ) participated in employer involvement partnerships.

In **Massachusetts**, all businesses with 50 or more employees that contract with the Lead Agency must provide their employees with on-site, nearby, or subsidized child care, or the option to participate in a dependent care assistance program.

In **New Jersey**, employer-supported child care centers have grown from seven in 1982 to 153 in 2003. The Lead Agency works with the New Jersey Department of Community Affairs to promote and expand these centers through technical assistance, a comprehensive packet of informational resource materials, and consultation to advocacy organizations.

Partnerships on School-Age Initiatives

- Seven States (DC, FL, IL, MA, RI, SD, WY) focused on school-age initiatives.

In the Keeping Kids on Track initiative, the **Massachusetts** Lead Agency, United Way of Massachusetts Bay, and Department of Education partnered in a research collaboration to support the case for expanding quality after-school programs throughout the State. The partners will build on established and more recent after-school research by using existing data from the partners and include data from after-school program staff, school teachers, parents, students, and schools.

In **Rhode Island**, the Community Schools Rhode Island Initiative includes the following funding partners: the Lead Agency, United Way of Rhode Island, Nellie-Mae Foundation, and the DeWitt-Wallace Foundation. Grants and technical assistance are available to five urban communities to begin high-quality after-school programs in middle schools. Additional services and inputs include: establishing a Statewide learning network for after-school programs, offering high-quality training, convening and coordinating the Rhode Island Out-of-School Time Alliance, developing and implementing strategies to gather input and data, and advancing a public information agenda to build public support for middle school after-school programs.

The Out-of-School Time (OST) initiative in **South Dakota** has developed a 10-module OST curriculum. A special incentive is included for those participants completing all modules. A

45–65 hour Training certificate is planned for 2004, which will articulate into the 120+ hour School-Age CDA (also planned for 2004/2005). In addition, the Lead Agency, with other partners, will apply to the Mott Foundation for funding to establish a Statewide after-school network to promote quality after-school programs.

Partnerships to Conduct Economic Impact Studies

- Six States (AZ, AR, CT, KS, MN, VT) developed public-private partnerships to conduct economic impact studies.

In **Arkansas**, Entergy, the State’s largest utility company, published *The Economics of Education*, a report which documents a study of Arkansas, Louisiana, Mississippi, and Texas. The report estimates a \$9 return for every \$1 invested in early childhood education.

Kansas released the Kansas Economic Impact study in 2003. Cornell University, the Mid-America Regional Council, and a private consultant completed the analysis. The purpose was to promote the concept of child care as a cornerstone for economic development in Kansas to business leaders and legislators.

In **Minnesota**, the National Economic Development and Law Center partnered with the Resource and Referral Network to identify the economic impact of licensed child care at the State level. The work was made possible by a grant from the Kellogg Foundation.

In **Vermont**, a Child Care Association in partnership with the Lead Agency and other agencies conducted an economic impact study of the child care industry. The study has been presented to businesses and legislative and community leaders. This has resulted in the Legislature requiring the State’s economic plan to include the development of child care to support employers and their employees.

Partnerships Focused on Public Recognition

- Five States (AR, NH, RI, UT, VT) reported involvement in public-private partnerships to conduct public recognition initiatives.

The **Arkansas** Early Childhood Commission sponsors the Outstanding Early Childhood Professional Awards each year. Professionals, parents, and the general public nominations are honored for their service to the State on behalf of young children.

The Lead Agency in **New Hampshire** has created three awards to increase recognition of early childhood professionals. The Cambridge Trust funds these awards—one recognizes commitment to the next generation of early childhood professionals, the second recognizes achievement and advancement in the credentialing system, and the third recognizes a family group child care provider.

The Work/Life Awards in **Utah** recognize Utah’s Top Ten Most Family-Friendly Companies. The project has been successful in educating and engaging the business community on the importance of forward-thinking work/life policies.

In **Vermont**, the Child Care Fund of Vermont sponsors the Child Care Counts Honor Roll with the Vermont Business Round Table. Businesses with family friendly practices are recognized.

Partnerships for Children with Special Needs

- Three States (AL, AK, OR) reported public-private partnerships for children with special needs.

The **Alaska** Mental Health Trust Authority funds the Alaska Inclusive Child Care Initiative. The project focuses on providing an enhanced referral system for children with special needs and offers individualized training to child care providers.

Partnerships Focused on Parent Education and Involvement

- Three States (DC, FL, OR) conduct parent education and involvement initiatives through public-private partnerships.

The **District of Columbia** provides parenting education through partnerships with the Washington Parent Education Collaborative and a matching grant for parent education classes.

In one county in **Florida**, parents participating in school readiness activities and parent education can redeem certificates in exchange for toys, books, and resources donated by church, civic, and business groups.

Partnerships to Promote Tax Credits

- Three States (CO, ME, TX) promote tax credits and benefits through public-private initiatives.

Texas has instituted a child care franchise tax credit for employers. Since its inception in 2000, 21 of the State's employers have submitted claims totaling \$4.5 million in tax credits.

Multi-Faceted Partnerships

In **Arizona**, the Bank of America and United Way of America's Success by 6 Initiative is operating in three areas. In one county, the strategies include a public awareness/social marketing campaign, economic modeling research, and a quality early learning pilot. In the second county, the project targets employer support for parents facing child care challenges, activities to increase demand for quality child care, and increasing the number of providers who provide a safe, healthy, and developmentally appropriate environment. In the third area, Child Care Summits bring professionals, law enforcement, the business community, and legislators to discuss child care and enhance community awareness and education on the importance of early care and learning.

In **Arkansas**, funding from private foundations enable the Lead Agency to promote home visiting programs through the Parents As Teachers Program. Also, the Winthrop Rockefeller

Foundation has provided a planning grant for development of a scientifically based research project to study the effects of early care and education interventions in the State.

The Quality Child Care Initiative in **California** is a collaborative effort of the San Francisco Bay Area Early Childhood Funders Group. The group is an informal affiliation of approximately 35 foundations, donors, and corporations with a common interest in funding projects that support young children and their families through efforts directed at availability and quality of child care.

In **Indiana**, the Lead Agency and the Indiana Child Care Fund Board formed a joint project, the Indiana Community Child Care Initiative, to improve and expand quality child care through public and private partnerships at the local level. The project focuses on infant and toddler care, special needs care, nontraditional hour care, consumer awareness and parent information, organized efforts to work with business, and professional development. An expected result of the project is providing \$1 from local community investments for every \$2 in public funding.

The Lead Agency in **Maine** has a cooperative project with the Maine Arts Commission to provide an Early STARTs program. Artists visit child care programs to share their art and teach skills.

The Lead Agency in **Oklahoma** contracted with the Oklahoma Institute for Child Advocacy to complete a community planning toolkit to be used by 14 designated Success by 6 communities. The toolkit will enable communities to identify and address local unmet needs of families and children.

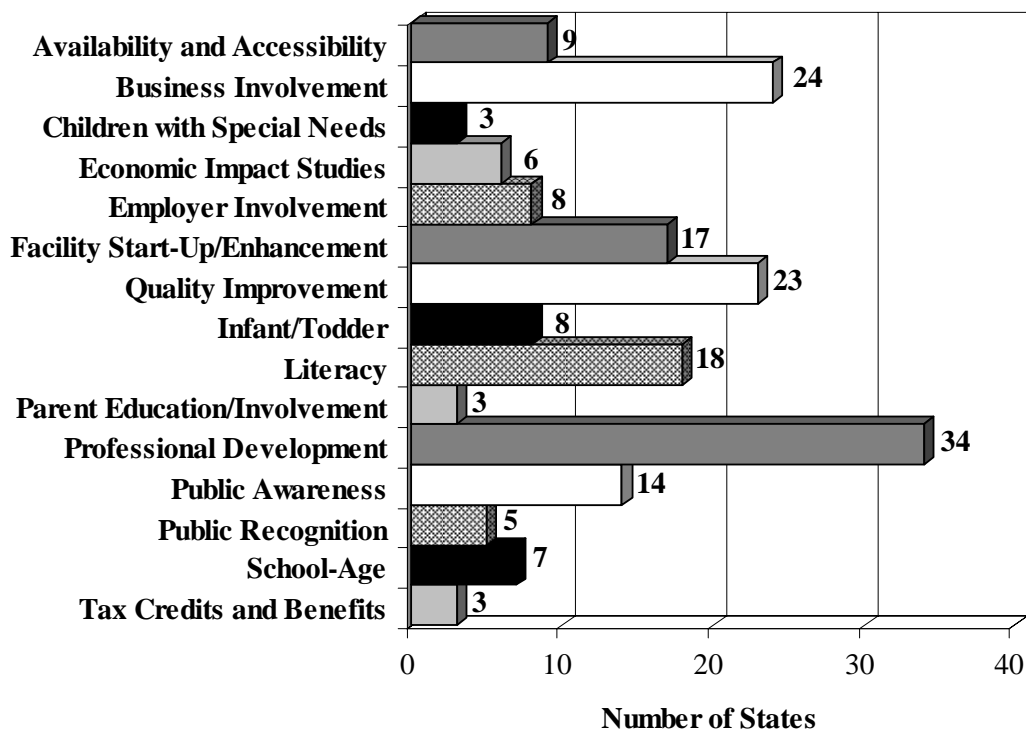
In **Oregon**, the Child Care/Health Links Project is a partnership between child care partners and the Oregon Pediatric Society aimed at developing a Statewide system of health consultation to providers.

In **Texas**, the Texas Workforce Network is a public-private partnership between the Network, the Workforce Development Boards, service providers, and other stakeholders. Boards contract with private companies or nonprofit organizations to operate one-stop Texas Workforce Centers. Boards develop agreements with public and private entities for donations of private funds that are used as State Match for CCDF Matching Funds.

The Lead Agency in **West Virginia** is collaborating with WV Kids Count, which is funded by the Claude Worthington Benedum Foundation, the Sisters of St. Joseph Charitable Fund, and CCDF funds to develop a three-year campaign that brings child care and business together to increase the quality and availability of early learning experiences for children.

In **Wyoming**, the Lead Agency has been working with local communities to facilitate public-private partnerships. In one community, business leaders are working with economic development agencies to consider building a child care center to meet the needs of businesses and to create additional nontraditional hour capacity.

**CHART 2.3
PUBLIC-PRIVATE PARTNERSHIP ACTIVITIES**



Source: Information compiled from State CCDF Plans, FY 2004-2005.

Partnerships Involving Statewide Commissions, Advisory Councils, Committees, Boards, and Task Forces

- In twenty-four States (AK, AR, CO, DC, FL, GA, HI, ID, KY, MA, MO, MT, NE, NM, NY, NC, OH, OR, SC, TX, UT, VA, WA, WI), public-private partnership activities are conducted through Statewide commissions, advisory councils, committees, boards, or task forces.

In the **District of Columbia**, the Children and Youth Interagency Action Team addresses universal school readiness and school-age collaborative initiatives. The team’s representatives include the Lead Agency, the Deputy Mayor for Children, Youth, Families, and Elders, the DC Agenda, public schools, the Children Youth Investment Trust Corporation, the Departments of Employment Services and Parks and Recreation, the public library, Foundation representatives, and community-based providers.

In **Florida**, the governor’s appointed Child Care Executive Partnership Board, which is comprised of business leaders, links business funding with early childhood programs. During 2002-2003, \$19 million in business donations leveraged CCDF funding to expand child care services, which doubled the number of children served.

The **Georgia** Child Care Council encourages partnerships by blending public and private funds to support Smart Start Georgia; promoting the State's corporate tax credit; funding the Statewide network of Child Care Resource and Referral Agencies; and conducting an award-winning consumer awareness campaign.

The **Idaho** Child Care Advisory Panel takes the lead in promoting public-private sector collaboration. A partnership among United Way, the Albertson Foundation, and the Department of Labor funds the T.E.A.C.H. Early Childhood® Project.

The Business Council in **Kentucky** involves the corporate community, county judges/executives, and mayors in supporting issues of importance to working families with young children. The council also collects and disseminates information on how businesses and local governments can become involved in supporting early childhood development.

In **Oregon**, the Child Care Financing Taskforce was mandated by the Legislature in 2001. The taskforce developed a report with specific strategies to finance quality child care.