

# Activities and Services to Improve the Quality and Availability of Child Care

In Part 5, States and Territories describe their activities to improve the quality and availability of child care. States and Territories also describe their efforts toward meeting the goals of the President's *Good Start, Grow Smart* initiative, which seeks to strengthen early learning for young children through the development of voluntary early learning guidelines, professional development plans, and early childhood program coordination.<sup>1</sup>

## Section 5.1 - Quality Earmarks and Set-Asides

Federal law requires States and Territories to spend a minimum of 4 percent of Child Care and Development Fund (CCDF) monies on activities designed to increase the quality and availability of care. Quality funds can be used for a variety of purposes, including such activities as providing comprehensive consumer education to parents and supporting parental choice, offering grants and loans for provider equipment, and supporting professional development activities. In addition, portions of CCDF funds are targeted for quality improvement activities.

### 5.1.1 - Quality Earmarks

*The Child Care and Development Fund provides earmarks for infant and toddler care and school-age care and resource and referral services as well as the special earmark for quality activities. The following describes the activities; identifies the entities providing the activities; describes the expected results of the activities and, if the activities have been ongoing, the actual results of the activities.*

Federal appropriations law has targeted portions of CCDF for quality improvement as well as services for infants and toddlers, child care resource and referral (CCR&R) services, and school-age child care.

#### Infant and Toddler Care

Quality infant and toddler care is characterized by choices available to parents, continuity of care throughout early care settings, and nurturing relationships among children and caregivers. With additional funding available to States and Territories to increase the supply of quality care for infants and toddlers, Lead Agencies target specific activities for this age group (the maximum age of a toddler for purposes of infant and toddler targeted funds is 36 months).

---

<sup>1</sup> Additional information about the President's *Good Start, Grow Smart* initiative is available at [www.acf.hhs.gov/programs/ccb/initiatives/gsgs/gsgs\\_guide/guide.htm](http://www.acf.hhs.gov/programs/ccb/initiatives/gsgs/gsgs_guide/guide.htm).

Table 5.1-A shows that 52 States and Territories use the targeted funds for infant and toddler care to provide specialized training to infant and toddler caregivers. In addition, 34 Lead Agencies use these targeted funds to provide technical assistance to infant and toddler programs and providers. Twenty-six grant financial incentives for programs to improve their quality. Other activities include funds for infant and toddler specialists, support related to the use of the Infant/Toddler Environment Rating Scale, Revised Edition (ITERS-R) to assess program quality, and grants to providers for program start-up, expansion, or quality improvement.<sup>2</sup> Six States contract directly with providers to increase the number of child care slots available to parents with infants and toddlers.

**TABLE 5.1-A**  
**Infant and Toddler Targeted Funds**

<b>Activity</b>	<b>Number of States/Territories</b>	<b>State/Territory</b>
Provides specialized training for infant and toddler caregivers	52	AK, AL, AR, AS, AZ, CA, CNMI, CO, DC, DE, FL, GA, GU, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MT, NC, ND, NE, NH, NJ, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VI, VT, WA, WI, WV, WY
Provides technical assistance to infant and toddler programs and providers	34	AK, AL, AR, AS, AZ, CA, CNMI, CO, DC, FL, GA, GU, IA, ID, IL, KS, KY, MA, ME, MI, NC, NE, NJ, NM, NV, NY, PA, PR, RI, SC, TN, VA, WA, WV
Grants financial incentives for quality improvement	26	AR, FL, IA, ID, IL, LA, MA, MD, MI, MN, MO, MT, NC, NE, NM, NV, OR, PA, SD, TX, VA, VI, VT, WA, WI, WV
Funds infant and toddler specialist or health consultant positions	21	CA, CO, FL, IA, KS, KY, MA, MI, NC, ND, NE, NJ, OK, PA, SD, TN, UT, VA, VI, WA, WV
Supports use of ITERS-R to assess program quality	21	AK, AL, CNMI, DE, FL, GA, ID, IN, KY, MA, NC, ND, NE, NJ, OK, PA, SD, TN, UT, VA, WV
Provides grants for quality improvement	20	AK, AR, CA, FL, GA, GU, IL, MA, MN, MT, NH, NV, NY, PR, RI, SC, SD, UT, VI, VT
Engages in planning efforts related to infant and toddler care	14	AR, CA, DC, FL, KS, ME, NE, NH, OK, OR, RI, TN, WA, WV
Offers train-the-trainer sessions	12	AR, CA, CO, HI, MT, NC, ND, OR, SD, TN, WV, WY
Funds infant and toddler initiatives	12	AR, CA, CO, KS, LA, MD, NJ, NY, RI, SD, UT, VA
Provides grants to support start-up or expansion of infant and toddler care	9	AR, FL, MN, NV, PR, RI, UT, VA, VT
Contracts directly with programs to provide infant and toddler care	6	AZ, CT, HI, MA, MS, NY

<sup>2</sup> Information about the ITERS-R environment rating scale is available on the Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill Web site at [www.fpg.unc.edu/~ecers](http://www.fpg.unc.edu/~ecers).

## CCR&R Services

CCR&R services include assisting families in finding, selecting, and paying for child care and work with child care providers and community agencies. Targeted funds for CCR&R services are used for activities such as program planning and evaluation, contracting for consumer education and referrals for parents, training and education services for child care providers, and collecting data on the supply of child care in communities.

Table 5.1-B shows that 42 States contract with public or private entities to provide CCR&R services for families served by CCDF as well as for all other families. Seven States and Territories report that the Lead Agency contracts with public or private entities and provides CCR&R services itself. One Territory reports that only the Lead Agency provides CCR&R services directly.

<b>Activity</b>	<b>Number of States/ Territories</b>	<b>State/Territory</b>
Lead Agency contracts with public or private entity to provide CCR&R services	42	AK, AL, AR, AZ, CA, CO, CT, DC, GA, IA, ID, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MT, NC, NE, NH, NM, NY, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VA, WA, WI, WV, WY
Combination of Lead Agency and contracted entity provides CCR&R services	7	AR, AS, DE, FL, HI, MS, ND
Lead Agency provides CCR&R services	1	GU

As shown in Table 5.1-C, the most common uses of these targeted funds are offering training and professional development opportunities to child care providers. Lead Agencies also report that CCR&R agencies are involved in activities to recruit new child care providers and expand existing child care slots; train and/or counsel parents; and support family, friend, and neighbor care providers and providers caring for children with special needs.

<b>Activity</b>	<b>Number of States/ Territories</b>	<b>State/Territory</b>
Provides training and professional development opportunities	41	AK, AL, AR, AZ, CA, CO, FL, GA, ID, IL, KS, KY, LA, MA, MD, MN, MO, MT, NC, ND, NE, NH, NJ, NM, NY, OH, OK, OR, PR, RI, SC, SD, TN, UT, VA, VI, VT, WA, WI, WV, WY
Recruits child care providers/helps expand supply of child care	15	AK, AZ, CA, CO, CT, IA, ID, KS, KY, MN, ND, NH, OH, UT, VT
Trains and/or counsels parents	10	AR, MA, MD, MN, MO, NC, PR, RI, SD, TN

**TABLE 5.1-C, con.  
CCR&R Targeted Funds**

<b>Activity</b>	<b>Number of States/Territories</b>	<b>State/Territory</b>
Provides health consultant services	7	CO, ID, ND, OK, SD, TN, WI
Expands referrals and/or support to family, friend, and neighbor providers	6	AL, AZ, IL, MA, MN, NY
Expands referrals and/or support to providers serving special needs populations	3	AK, CO, MN

## School-Age Care

Table 5.1-D illustrates that 41 Lead Agencies use school-age care targeted funds to provide specialized training for school-age care providers. Other funded activities include planning related to school-age care; technical assistance for providers; grants for program start-up, expansion, and quality improvement; support for providers seeking accreditation; and support for the use of the School-Age Care Environment Rating Scale (SACERS) to assess quality in school-age care programs.<sup>3</sup>

**TABLE 5.1-D  
School-Age Targeted Funds**

<b>Activity</b>	<b>Number of States/Territories</b>	<b>State/Territory</b>
Provides specialized training for school-age caregivers	41	AK, AR, CA, CO, DE, FL, GA, IA, ID, IL, IN, KY, MA, MD, ME, MI, MN, MO, MT, NC, ND, NE, NH, NJ, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, VA, VI, VT, WA, WI
Engages in planning related to school-age care	25	AR, AZ, CO, DC, FL, GU, KS, MA, ME, MI, MN, MT, NE, NH, NJ, OK, RI, SC, SD, TN, UT, VT, WA, WV, WY
Provides technical assistance to school-age care programs and providers	17	AK, AR, FL, GA, ID, IL, KY, NC, ND, NE, NH, NJ, OK, PA, SD, TN, WA
Provides grants for quality improvement	15	AK, AL, AR, CA, GA, GU, IA, IL, MA, MN, MO, NJ, VA, VI, WA
Supports providers seeking accreditation	10	AR, FL, GA, MN, MO, NJ, NV, NY, OK, SD
Provides financial incentives for school-age care providers	8	CA, DE, ID, MA, MI, NM, PA, TX

<sup>3</sup> Information about SACERS is available on the Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill Web site at [www.fpg.unc.edu/~ccers](http://www.fpg.unc.edu/~ccers).

TABLE 5.1-D, con.  
School-Age Targeted Funds

Activity	Number of States/Territories	State/Territory
Provides grants to support start-up or expansion of school-age care	8	AL, MA, NH, SD, UT, VA, VI, VT
Supports use of SACERS to assess program quality	7	AK, DE, ID, KY, OH, PA, UT
Funds school-age specialist positions	6	NC, RI, SD, TN, UT, VT
Funds school-age care initiatives	4	AR, FL, GA, NY
Offers train-the-trainer sessions	3	AR, CA, NY
Contracts directly with programs to provide school-age care	3	CT, GU, MS

### 5.1.2 – Quality Set-Asides

*The law requires that not less than 4% of the CCDF be set aside for quality activities. (658E(c)(3)(B), 658G, §§98.13(a), 98.16(h), 98.51). The Lead Agency estimates that the following amount and percentage will be used for the quality activities (not including earmarked funds) during the 1-year period: October 1, 2007 through September 30, 2008.*

At the time of submission, States and Territories reported estimated funding amounts prior to appropriation. Since these estimates are provided for information purposes, they cover only the first fiscal year (FY) of the plan period (i.e., October 1, 2007, through September 30, 2008). They are not subject to compliance actions, nor are funds distributed based on these estimates. Actual figures are not included in this report. For the most up-to-date CCDF allocation information, refer to the CCDF allocation tables at [www.acf.hhs.gov/programs/ccb/law/allocations/state.htm](http://www.acf.hhs.gov/programs/ccb/law/allocations/state.htm).

### 5.1.3 – Improving the Availability and Quality of Child Care

*Check each activity the Lead Agency will undertake to improve the availability and quality of child care (include activities funded through the 4% quality set-aside as well as the special earmark for quality activities). (658D(b)(1)(D), 658E(c)(3)(B), §§98.13(a), 98.16(h))*

- *Comprehensive consumer education*
- *Grants or loans to providers to assist in meeting State and local standards*
- *Monitoring compliance with licensing and regulatory requirements*
- *Professional development, including training, education, and technical assistance*
- *Improving salaries and other compensation for child care providers*

- *Activities in support of early language, literacy, pre-reading, and early math concepts development*
- *Activities to promote inclusive child care*
- *Healthy Child Care America and other health activities including those designed to promote the social and emotional development of children*
- *Other quality activities that increase parental choice, and improve the quality and availability of child care. (§98.51(a)(1) and (2))*

Under the CCDF regulations, each State and Territory is able to set its own goals and priorities for the quality targeted funds. A wide range of activities can be funded, including professional development, grants, and loans to help providers meet requirements, and for quality improvement, licensing and monitoring, improving provider compensation, and support for providers who care for children with special needs.

Table 5.1-E summarizes the variety of activities States and Territories carry out to improve the availability and quality of child care. It is not an exhaustive list of all quality activities that meet CCDF requirements.

<b>Activity</b>	<b>Number of States/ Territories</b>	<b>State/Territory</b>
Provides comprehensive consumer education	56	AK, AL, AR, AS, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VI, VT, WA, WI, WV, WY
Offers providers grants or loans to help them meet local standards	47	AK, AL, AR, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, IA, IL, IN, KS, KY, LA, MA, MD, ME, MN, MO, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OR, PA, PR, RI, SC, SD, UT, VA, VI, VT, WA, WI, WV
Monitors compliance with licensing and regulatory requirements	53	AK, AL, AR, AS, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IA, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VI, VT, WA, WI, WV, WY
Provides professional development activities, including training, education, and technical assistance	56	AK, AL, AR, AS, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VI, VT, WA, WI, WV, WY
Improves salaries and other compensation for child care providers	50	AK, AL, AR, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MT, NC, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TX, UT, VA, VT, WA, WI, WV, WY

**TABLE 5.1-E, con.**  
**Lead Agency Activities to Improve the Availability and Quality of Child Care**

<b>Activity</b>	<b>Number of States/Territories</b>	<b>State/Territory</b>
Supports early language, literacy, prereading, and math concepts development	55	AK, AL, AR, AS, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VI, VT, WA, WI, WV, WY
Promotes inclusive child care	55	AK, AL, AR, AS, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VI, VT, WA, WI, WV
Implements Healthy Child Care America and other health activities, including those designed to promote the social-emotional development of children	54	AK, AL, AR, AS, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VI, VT, WA, WI, WV
Implements activities that increase parental choice	50	AK, AL, AR, AS, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IA, IL, IN, KS, KY, MA, MD, ME, MI, MN, MO, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VI, VT, WA, WI, WY
Implements other activities that improve the quality of child care	48	AK, AL, AR, AS, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IA, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OK, OR, PA, PR, RI, SC, SD, TN, TX, VI, VT, WI
Implements other activities that improve the availability of child care	41	AK, AL, AR, AS, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IL, KS, KY, MA, MD, ME, MI, MN, MO, MT, NC, ND, NE, NJ, NV, NY, PR, RI, SC, SD, TX, VA, VI, VT, WA, WI

### Summary of Quality Activities

All States and Territories indicate they engage in some or all of the activities to improve the availability and quality of child care that are listed in the CCDF Plan Preprint, as shown in Table 5.1-E. The most common quality improvement activities that States and Territories report are efforts to educate consumers; further professional development of providers/teachers; support children’s early language, literacy, prereading, and math concepts development; and promote inclusive child care.

## Quality Activity: Comprehensive Consumer Education

All States and Territories indicate that they use CCDF funds to educate child care consumers about the availability and quality of care. As shown in Table 5.1-F, 49 States and Territories use public awareness campaigns targeted to parents.

<b>Activity</b>	<b>Number of States/Territories</b>	<b>State/Territory</b>
Provides comprehensive consumer education	56	AK, AL, AR, AS, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VI, VT, WA, WI, WV, WY
Engages in a public awareness campaign	49	AL, AR, AZ, CA, CO, CT, DC, DE, FL, GU, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MS, MT, NC, ND, NE, NH, NJ, NM, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VI, VT, WA, WI, WV, WY
Plans or implements a quality rating system <sup>4</sup>	9	FL, IN, MN, NC, ND, NM, PA, SD, TN
Translates outreach/education materials into other languages	8	DC, MA, MD, MI, MN, NC, RI, VA

## Quality Activity: Grants or Loans to Help Providers Meet State and Local Standards

Table 5.1-G shows that 47 States and Territories report that they use CCDF funds to award grants and loans to providers. States and Territories award grants to providers for quality improvement, to help them comply with health and safety standards, and for start-up and expansion. Lead Agencies also offer funds to help providers pursue accreditation.

<sup>4</sup> A quality rating system is a method to assess, improve, and communicate the level of quality in early and school-age care settings. Similar to rating systems for restaurants and hotels, these systems award quality ratings to early and school-age care programs that meet a set of defined program standards.



**TABLE 5.1-G  
Grant or Loan Activities**

<b>Activity</b>	<b>Number of States/Territories</b>	<b>State/Territory</b>
Offers providers grants or loans to help providers meet local standards	47	AK, AL, AR, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, IA, IL, IN, KS, KY, LA, MA, MD, ME, MN, MO, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OR, PA, PR, RI, SC, SD, UT, VA, VI, VT, WA, WI, WV
Awards grants for child care quality improvement	26	AL, AR, CA, DC, FL, GA, GU, IL, KY, LA, MA, MD, MN, MO, MT, NC, NE, NM, PA, PR, RI, SC, SD, VA, VT, WV
Awards grants to help providers comply with health and safety standards	14	AL, AR, CA, DC, FL, MD, NE, NH, NY, PR, SD, VI, VT, WV
Awards grants for child care program start-up or expansion of services	12	DE, FL, GA, MT, NE, NH, NY, PR, SD, UT, VI, WA
Provides loans for child care program start-up or expansion of services	10	AR, CT, IA, KS, NC, NJ, NM, RI, VA, WA
Offers funds to providers pursuing accreditation	8	AL, AR, DC, IN, KY, MA, ME, UT

### Quality Activity: Monitoring Compliance With Licensing and Regulatory Requirements

CCDF funds are an important source of support for monitoring compliance with State and Territory child care licensing and regulatory requirements. As shown in Table 5.1-H, Lead Agencies use CCDF funds for licensing staff, training for licensing staff, and automation of data systems to eliminate paperwork and streamline the licensing process.

**TABLE 5.1-H  
Licensing and Regulatory Monitoring Activities**

<b>Activity</b>	<b>Number of States/Territories</b>	<b>State/Territory</b>
Monitors compliance with licensing and regulatory requirements	53	AK, AL, AR, AS, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IA, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VI, VT, WA, WI, WV, WY
Funds licensing staff	28	AL, AZ, CA, CT, DE, FL, GU, IN, KS, MA, MD, ME, MI, MN, NC, NE, NJ, NY, OH, PA, PR, SC, SD, TN, WA, WI, WV, WY
Supports training for licensing staff	12	AR, FL, KY, MI, MN, ND, PR, RI, SC, SD, WA, WV
Funds data system automation	5	AR, FL, MA, RI, SC

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

Table 5.1-I shows that all States and Territories report that they use CCDF quality funds to support professional development activities for early and school-age care providers. These activities are targeted to administrators and staff in center-based programs; operators of group homes and family child care providers; and family, friend, and neighbor caregivers. The many activities funded by Lead Agencies support a comprehensive professional development system. These systems are accessible to providers and based on a clearly articulated framework with core knowledge and/or competencies that define what providers need to know and be able to do. Professional development systems also include a continuum of training and ongoing supports; define pathways that are tied to licensure and lead to qualifications and credentials; and address the needs of individual adult learners. Additional information about professional development plans is available in Section 5.2.5.

<b>Activity</b>	<b>Number of States/Territories</b>	<b>State/Territory</b>
Provides professional development activities, including training, education, and technical assistance	56	AK, AL, AR, AS, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VI, VT, WA, WI, WV, WY
Implements training, career lattice, credentials, and articulation agreements	54	AL, AR, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VI, VT, WA, WI, WV, WY
Implements personnel/training registry, mentoring, training calendar, distance learning, and career advising	52	AL, AR, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY
Provides scholarships, monetary bonus/awards for completing training, free training, and tiered reimbursement	46	AL, AR, AZ, CA, CT, DC, DE, FL, GA, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, UT, VA, VI, VT, WA, WI, WV
Implements training/trainer approval and evaluation of training	46	AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, GU, HI, IA, ID, IL, KS, KY, MA, MD, ME, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VT, WA, WI, WV
Provides technical assistance	43	AR, AZ, CA, CO, CT, DC, DE, FL, GA, GU, IA, ID, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NY, OH, OK, OR, PA, RI, SC, SD, TN, VA, WA, WI, WV
Builds or supports a professional development system	37	AR, AZ, CA, CO, CT, DC, DE, GA, GU, HI, IA, ID, IL, KY, MA, MD, ME, MN, MO, NC, NE, NH, NJ, NV, OH, OK, OR, PA, RI, SC, SD, TN, UT, VT, WA, WI, WV
Implements core knowledge and/or core competencies	35	AR, AZ, CO, DE, GA, GU, IA, IL, KS, MA, MD, ME, MI, MN, MO, MT, ND, NE, NH, NJ, NM, NV, NY, OH, OR, PA, SC, SD, TN, UT, VA, VT, WA, WI, WV

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

As shown in Table 5.1-J, 50 States and Territories indicate that they use CCDF funds to support the improvement of salaries and other compensation for child care providers. Bonuses or merit pay for the completion of training, apprenticeship programs, and initiatives to improve benefits for providers are some of the activities Lead Agencies fund with CCDF.

<b>Activity</b>	<b>Number of States/ Territories</b>	<b>State/Territory</b>
Improves salaries and other compensation for child care providers	50	AK, AL, AR, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MT, NC, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TX, UT, VA, VT, WA, WI, WV, WY
Awards monetary bonuses for completion of training	13	AL, AR, DC, FL, GA, KY, MT, OK, PA, SC, TX, VT, WV
Offers an apprenticeship program (with salary increase requirements)	9	AR, CT, DC, DE, KS, MT, SD, WV, WY
Develops other wage supplements or initiatives	35	AR, AZ, CA, CO, CT, DC, DE, HI, IA, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, NC, NE, NH, NM, OH, OR, PA, RI, SC, SD, UT, VA, VT, WA, WI

## Quality Activity: Supporting Children’s Early Language, Literacy, Prereading, and Math Concepts Development

Table 5.1-K shows that 55 States and Territories indicate that CCDF quality funds are used for activities that support young children’s early language, literacy, prereading, and math concepts development. The table also shows that 38 States and Territories offer training to providers, and 33 States conduct activities that relate to the use of early learning guidelines. Other common activities include developing specific curricula related to these developmental domains, administering child assessments, and implementing family literacy projects.

<b>Activity</b>	<b>Number of States/Territories</b>	<b>State/Territory</b>
Supports early language, literacy, prereading, and math concepts development	55	AK, AL, AR, AS, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VI, VT, WA, WI, WV, WY
Offers training to providers	38	AL, AR, AZ, CA, DC, FL, GA, GU, IA, ID, IL, KS, LA, MA, MD, MI, MN, MO, MS, MT, ND, NE, NH, NM, NY, OK, OR, PA, PR, RI, SD, TN, TX, UT, VA, VT, WI, WV
Conducts activities that relate to early learning guidelines	33	AR, CA, CT, DE, FL, GA, IA, ID, IL, IN, KS, KY, LA, MA, MN, MO, MT, NC, NE, NH, NM, NY, OH, OR, PA, RI, SC, SD, TN, UT, VA, WI, WV
Develops curriculum	9	AR, CA, DE, GA, LA, MA, OK, TN, TX
Implements family literacy projects	9	AR, CA, DC, FL, MA, MI, RI, TX, WA
Partners with Head Start/Early Head Start	9	AR, MA, MI, MT, NE, NY, OH, TX, VA
Provides technical assistance	8	DC, GA, GU, MI, MS, NE, TN, VA
Distributes materials to providers	8	AL, DC, FL, IN, KS, MA, PA, SD
Administers child assessments	7	GA, KS, KY, MA, NM, PA, TX
Collaborates with public television	6	CA, KS, OH, OK, SD, TN
Partners with libraries	5	AR, DC, FL, MI, OK

## Quality Activity: Promoting Inclusive Child Care

As shown in Table 5.1-L, 55 States and Territories indicate that they use CCDF funds to promote inclusive child care by strengthening the capacity of early and school-age care programs to serve children with special needs. The most common activities Lead Agencies carry out include offering training and technical assistance for providers to help them include children with special needs in their programs, and participating in planning and coordination with a variety of stakeholders from early and school-age care sectors to improve services for children with special needs. Other activities include awarding grants to providers specifically to support efforts toward inclusive child care, providing hotlines or information lines for parents and providers, and offering train-the-trainer sessions.

<b>Activity</b>	<b>Number of States/Territories</b>	<b>State/Territory</b>
Promotes inclusive child care	55	AK, AL, AR, AS, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VI, VT, WA, WI, WV
Offers training to providers	41	AL, AR, AZ, CA, CT, DE, FL, GA, GU, HI, IA, IL, IN, KS, LA, MA, MD, MI, MN, MO, MS, NC, ND, NE, NH, NM, NY, OK, OR, PA, PR, RI, SC, SD, TN, UT, VA, VT, WA, WI, WV
Provides technical assistance	27	AL, AR, AZ, CO, FL, GA, GU, HI, IL, IN, KY, LA, MD, ME, MO, MS, NC, NE, NH, NM, OK, OR, RI, SC, SD, TN, WV
Participates in cross-system planning/coordination	25	AR, CA, DC, FL, GA, HI, IA, ID, IN, KS, MA, MD, ME, MN, MT, NE, NH, NM, NY, OH, PA, RI, TN, VA, WA
Funds inclusion specialist positions	12	CO, FL, GA, MA, ME, MO, MT, NC, NM, SD, TN, WV
Develops resource materials	11	AR, AZ, CA, DE, GA, MN, NH, SC, SD, WA, WI
Funds health/mental health/nurse consultant positions	9	IL, KY, MA, ND, NH, OK, VT, WA, WV
Revises payment system	8	CT, IL, KY, MO, OH, TX, WA, WI
Provides adaptive equipment	5	AL, MA, PR, TN, WV
Other activities	7	CO, FL, MA, ME, OK, OR, VT

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

Table 5.1-M shows that 54 States and Territories indicate that they use CCDF funds to support activities related to the Healthy Child Care America initiative and other health activities.<sup>5</sup> Offering training to providers is the most common activity. Other activities related to the health of young children include planning and coordination with a variety of stakeholders from early and school-age care sectors, funds for nurses and health consultants to work with early and school-age care programs, and the development of resource materials about health-related issues. Additional activities include offering train-the-trainer sessions, maintaining hotlines or information lines for parents and providers, updating regulations, developing curricula, and administering child assessments.

**TABLE 5.1-M**  
Healthy Child Care America and Other Health Activities

Activity	Number of States/Territories	State/Territory
Implements Healthy Child Care America and other health activities, including those designed to promote children’s social-emotional development	54	AK, AL, AR, AS, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VI, VT, WA, WI, WV
Offers training for providers	31	AL, AR, AZ, CA, DE, FL, GA, ID, IL, IN, KS, KY, LA, MA, MD, MI, MN, MO, MS, NC, ND, NE, NH, NM, NY, OH, PA, PR, RI, VA, WI
Participates in cross-system planning/coordination	24	AR, CT, DC, DE, FL, IA, IN, KS, MA, MN, NC, ND, NE, NM, NY, OR, SC, SD, TN, TX, VA, VT, WI, WV
Funds nurse/health consultant positions	20	AL, AZ, DE, FL, GA, IA, ID, IN, KY, LA, MO, ND, OH, OK, OR, SD, TN, TX, VT, WV
Develops resource materials	16	AR, CA, DE, FL, GA, IA, IL, KS, MN, MS, NC, NE, NY, PR, WI, WV
Provides technical assistance	13	AL, DE, FL, GA, IN, MA, MO, ND, NE, OK, RI, TN, TX
Educates parents	8	AR, DE, FL, GA, KS, MI, RI, VA
Other activities	10	CA, DE, GA, ID, NE, NH, NY, OH, PA, PR

<sup>5</sup> Healthy Child Care America provides technical assistance to help States, Territories, Tribes, and communities develop and strengthen linkages between child care providers, health professionals, and families. These partnerships ensure that children are cared for in healthy and nurturing environments and have access to medical homes that enable them to receive necessary immunizations, health screenings, and other health and social services. It is sponsored by the U.S. Department of Health and Human Services’ Child Care Bureau and Maternal and Child Health Bureau and is coordinated in partnership with the American Academy of Pediatrics. Additional information is available at <http://nccic.acf.hhs.gov/hcca/>.

## Quality Activity: Increasing Parental Choice and Improving the Quality and Availability of Child Care

States and Territories report a wide range of additional activities to increase parental choice and improve the quality and availability of child care. As shown in Table 5.1-N, the most common activity is the development or implementation of a quality rating system or other system to increase the reimbursement rates of providers who improve their quality level. States and Territories also indicate that they reach out to legally exempt family, friend, and neighbor care providers in order to help them provide quality care. Methods for reaching them include providing technical assistance and resources. In addition States and Territories coordinate with other agencies, improve their licensing systems, support accreditation efforts, and provide materials for parents and providers. Other activities include engaging in research on the quality of the child care supply and developing systems to assess the quality of family, friend, and neighbor caregivers.

**TABLE 5.1-N**  
**Activities That Increase Parental Choice, Quality, and Availability**

Activity	Number of States/Territories	State/Territory
Implements activities that increase parental choice	50	AK, AL, AR, AS, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IA, IL, IN, KS, KY, MA, MD, ME, MI, MN, MO, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VI, VT, WA, WI, WY
Implements other activities that improve the quality of child care	48	AK, AL, AR, AS, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IA, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OK, OR, PA, PR, RI, SC, SD, TN, TX, VI, VT, WI
Implements other activities that improve the availability of child care	41	AK, AL, AR, AS, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IL, KS, KY, MA, MD, ME, MI, MN, MO, MT, NC, ND, NE, NJ, NV, NY, PR, RI, SC, SD, TX, VA, VI, VT, WA, WI
Develops or implements a quality rating system and/or tiered reimbursement system	21	CO, FL, IA, IN, KS, KY, LA, MA, ME, MO, NH, PA, RI, SC, SD, TN, TX, VA, WA, WI, WY
Coordinates/plans with other agencies	12	CA, IA, IL, MI, MN, MO, PA, PR, RI, SD, VT, WI
Reaches out and/or provides technical assistance to family, friend, and neighbor providers	10	AL, DE, KS, MA, MD, MN, MO, NE, NY, WI
Supports/enhances accreditation	7	AL, AZ, MI, MO, NH, NV, VI
Improves the licensing system	6	CO, DE, GU, NC, NV, VA
Supports comprehensive services	5	IL, MA, NH, RI, WI

**TABLE 5.1-N, con.**  
**Activities That Increase Parental Choice, Quality, and Availability**

<b>Activity</b>	<b>Number of States/Territories</b>	<b>State/Territory</b>
Educates parents	5	AL, DC, GU, KS, SD
Provides bi- or multilingual services and resources	5	MD, MN, MO, NC, OR
Other activities	8	AL, DC, GA, IL, KS, MA, MI, NY

### Other Government and Nongovernmental Entities

Table 5.1-O shows that 44 States and Territories report that the CCDF Lead Agency partners with other government entities to implement quality activities. Entities working with the Lead Agency on quality activities include State and local government agencies, CCR&R agencies, universities and colleges, professional associations, foundations, private for-profit vendors, and other nongovernmental agencies.

**TABLE 5.1-O**  
**Other Entities Implementing Quality Activities in Partnership With the CCDF Lead Agency**

<b>Type of Entity</b>	<b>Number of States/Territories</b>	<b>State/Territory</b>
Other government agencies	44	AK, AL, AR, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IA, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MT, NE, NH, NJ, NV, NY, PR, RI, SC, SD, TN, TX, UT, VA, VT, WA, WV, WI
CCR&R agencies	39	AK, AL, AR, AZ, CA, CO, DC, DE, GA, HI, IA, ID, IL, IN, KS, KY, LA, MA, ME, MI, MN, MO, MT, NC, ND, NH, NJ, NV, NY, RI, SC, SD, UT, VA, VT, WA, WI, WV, WY
Other nongovernmental organizations	32	AR, AZ, CA, CT, DC, DE, FL, HI, IA, IN, KS, KY, LA, MA, MI, MN, MO, MS, MT, NH, NJ, NY, PA, RI, TX, UT, VA, VT, WA, WI, WV, WY
Universities/community colleges	24	AL, AR, AZ, CA, CO, CT, DC, HI, IA, ID, KS, LA, ME, MN, MO, MS, MT, NJ, SC, SD, TN, WA, WI, WV
Professional organizations/associations	10	HI, IA, ID, MO, NJ, NV, SD, TN, WA, WI
Private for-profit organizations/vendors	6	AR, AZ, DC, HI, MT, WI
Foundations/charitable organizations	6	CA, CT, DC, DE, MS, VA



---

## 5.1.4 – Results and Evaluation of Quality Activities

*For each activity checked, describe the expected results of the activity. If you have conducted an evaluation of this activity, describe the results. If you have not conducted an evaluation, describe how you will evaluate the activities.*

States and Territories vary in the results they expect for each quality activity, but there are some commonalities. Some Lead Agencies expect their efforts regarding consumer education to result in an increase in parental knowledge about child care choices, child care quality, and the development of young children. By supporting efforts to improve child care licensing and monitoring systems, States and Territories expect to increase the number of licensed providers, increase the level of compliance with standards, and enhance enforcement and monitoring systems. Lead Agencies also expect that children are in safe and healthy environments. Through professional development activities and opportunities for early and school-age care providers, Lead Agencies expect that providers will gain training and access to higher education. Ultimately, States and Territories expect these activities to raise provider skill and knowledge levels and improve the quality of care given to children. School readiness and other child outcomes are results expected by many States and Territories from their activities to support early language, literacy, prereading, and math concepts development.

Many Lead Agencies report that they are in the process of evaluating, or have evaluated, the effectiveness of activities funded with CCDF quality funds. Table 5.1-P shows the States and Territories that report having an evaluation in process and/or an evaluation completed for one or more of the quality activities supported by CCDF. Some States and Territories appear in multiple columns. For example, they may be in the process of evaluating one of their professional development activities and already have completed the evaluation of another professional development activity. The approaches taken for evaluation vary widely among the States and Territories. Some Lead Agencies have large-scale evaluation projects underway that examine in depth one or more quality activities, while others conduct evaluations on a regular basis (e.g., annual consumer satisfaction surveys or evaluations at the end of training courses). The largest number of States report that they have evaluations in process for their professional development activities.

**TABLE 5.1-P  
Evaluation of Quality Activities**

Activity	Evaluation in Process		Evaluation Completed	
	Number of States/Territories	State/Territory	Number of States/Territories	State/Territory
Provides comprehensive consumer education	13	DC, GA, IL, ME, MN, MO, NC, ND, NE, NV, OR, TN, TX	8	CO, DC, DE, HI, ME, MN, TX, WY
Offers providers grants or loans to help them meet local standards	12	DE, IL, MD, ME, MN, MO, NC, NE, NV, OR, PR, WV	2	MN, PA
Monitors compliance with licensing and regulatory requirements	12	AR, CA, HI, MD, MO, ND, NE, NV, OH, TX, VT, WV	8	CO, HI, NC, NE, OH, OK, OR, TX
Provides professional development activities, including training, education, and technical assistance	21	AR, CA, CT, GA, HI, IL, KS, ME, MN, MO, MT, ND, NE, NV, OK, OR, RI, SC, TN, TX, VT	5	CA, KS, ND, OK, OR
Improves salaries and other compensation for child care providers	11	CA, CT, DE, ME, MT, NE, NV, PR, TX, VT, WI	8	CA, CO, GA, IL, ME, NE, TX, WA
Supports early language, literacy, prereading, and math concepts development	9	DC, IL, MD, ND, NE, NV, OR, TX, VT	7	AR, GA, MD, MI, MS, OK, OR
Promotes inclusive child care	13	AR, GA, HI, IL, ME, MI, MN, MT, ND, NV, OK, WA, WI	4	CO, IL, MS, OK
Implements Healthy Child Care America and other health activities, including those designed to promote the social-emotional development of children	7	GA, IL, MI, ND, NV, OK, TX	2	AR, CO
Implements activities that increase parental choice and improve the quality and availability of child care	14	AL, DC, GA, HI, IL, MA, MD, MN, ND, NE, NV, TN, TX, WA	4	AL, CO, HI, TX

---

## Section 5.2 – Good Start, Grow Smart Planning and Development

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

*Good Start, Grow Smart is President Bush’s initiative to help States, Territories, and local communities strengthen early learning for young children, in part by establishing guidelines or standards for young children’s learning to increase school readiness. In the CCDF Plans, Lead Agencies are asked to describe their progress on the following:*

- *Voluntary guidelines on early literacy, language, prereading, and math concepts development for children ages 3 to 5 that are in alignment with K–12 standards (see Section 5.2.1);*
- *A plan for the professional development and training of child care teachers, providers, and administrators to enable them to support young children’s school readiness (see Section 5.2.5); and*
- *A plan for coordination across early childhood programs and funding streams (see Section 2.1.2).*

### 5.2.1 – Status of Voluntary Early Learning Guidelines

*Indicate which of the following best describes the current status of the State’s efforts to develop, implement, or revise research-based early learning guidelines (content standards) for three to five year-olds.*

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

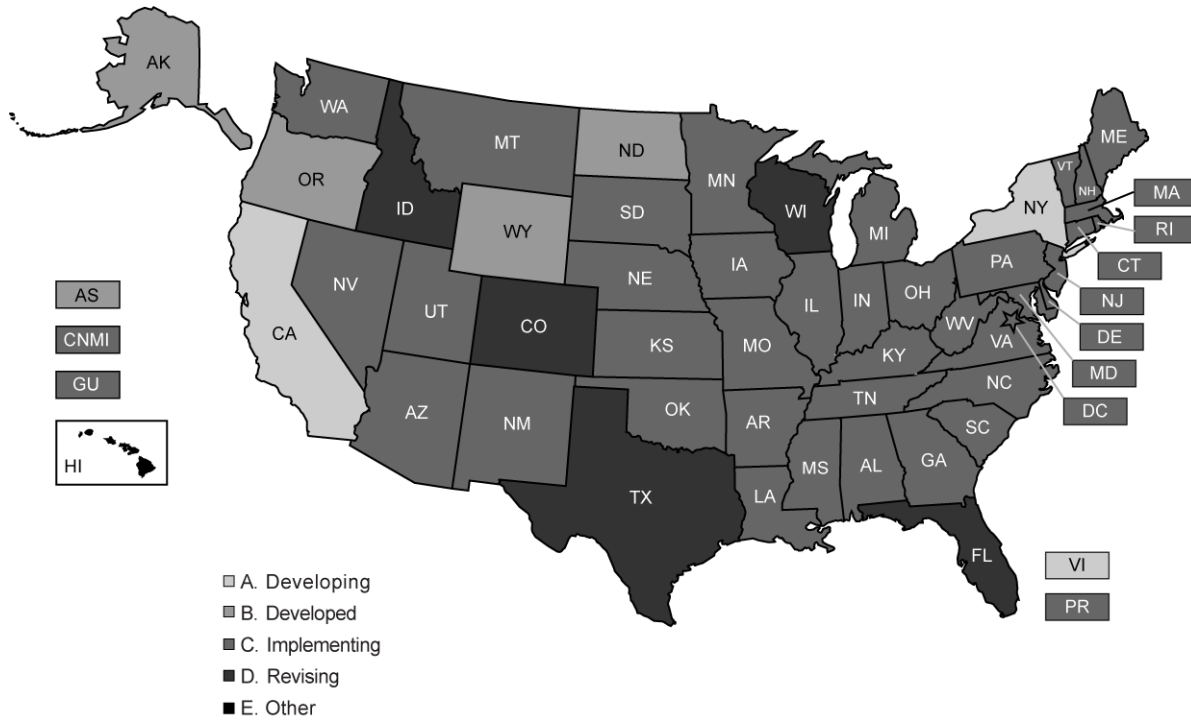
- 
- *Revising.* The State has previously developed early learning guidelines and is now revising those guidelines.
  - *Other (describe).*

Early learning guidelines are research-based, measurable expectations about what children should know (i.e., understand) and do (i.e., competencies and skills) in different domains of learning. While these guidelines may be voluntary in their implementation, they should be relevant without regard to child care setting, including parental care. Early learning guidelines differ from instructional guidelines, i.e., guidelines that identify the processes or practices that support development of children's knowledge, competencies, and skills.

States and Territories are at various stages in developing early learning guidelines, which has important implications for the work they do in connection with *Good Start, Grow Smart*. In the CCDF Plans, States and Territories describe their progress toward developing early learning guidelines, and in particular describe the progress made since the submission of the FY 2006–2007 CCDF Plan.

Figure 5.2-A shows that 42 States and Territories have embarked on implementation efforts with their early learning guidelines, such as dissemination, training, or embedding guidelines into professional development systems by aligning them with core knowledge and/or competencies (i.e., definitions of what providers need to know and be able to do). In the CCDF Plans, no States or Territories report that they are in the guidelines planning stage.

**FIGURE 5.2-A**  
**Status of Early Learning Guidelines\***



Category	State/Territory	Total
A	CA, NY, VI	3
B	AK, AS, ND, OR, WY	5
C	AL, AR, AZ, CNMI, CT, DC, DE, GA, GU, IA, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, NE, NH, NJ, NM,** NV, OH, OK, PA, PR, RI, SC, SD, TN, UT, VA, VT, WA, WV	42
D	CO, FL, ID, TX, WI	5
E	HI**	1

\*This figure represents data from all 56 States and Territories; categories are mutually exclusive.

\*\*New Mexico reports that it currently is developing early learning guidelines for 3-year-olds based on those already being implemented. Hawaii has developed early learning guidelines for 4-year-old children referred to as the Hawaii Preschool Content Standards. These guidelines have been approved by the School Readiness Task Force and have been implemented by centers on a voluntary basis.

---

## Developing Voluntary Early Learning Guidelines

*Describe the progress made by the State in developing, implementing, or revising early learning guidelines since the date of submission of the 2006-2007 State Plan.*

In the FY 2008–2009 CCDF Plans, 42 States and Territories report that they are implementing early learning guidelines. States and Territories moving from development of early learning guidelines to implementation report that they are engaged in activities to disseminate the guidelines to providers, align them with other content standards, and embed them in training. Lead Agencies that are revising their early learning guidelines are working to ensure that they include the latest research and are expanding them to include other age groups of children (e.g., infants and toddlers).

## Aligning Early Learning Guidelines With Other Standards and Curricula

*If developed, are the guidelines aligned with K–12 content standards or other standards (e.g., Head Start Child Outcomes, State Performance Standards)? If yes, name standards.*

*If developed, are the guidelines aligned with early childhood curricula? If yes, describe.*

The President's *Good Start, Grow Smart* initiative emphasizes the importance of aligning early learning guidelines with State and Territory K–12 standards to help ensure coherence and continuity of children's development from birth through formal schooling. States and Territories have assessed the types of knowledge, competencies, and skills that children are expected to develop once they enter school and have designed broad guidelines covering the desirable and general competencies and skills needed to support effective learning upon school entry.

As shown in Table 5.2-A, in addition to alignment with K–12 content standards, States and Territories align preschool early learning guidelines with other State/Territory standards and national standards, such as Head Start Child Outcome Standards and National Association for the Education of Young Children (NAEYC) accreditation standards. Also shown in Table 5.2-A, 40 States and Territories indicate that they align early learning guidelines with early childhood curricula, such as High Scope® and Creative Curriculum®.

**TABLE 5.2-A**  
**Alignment of Early Learning Guidelines**

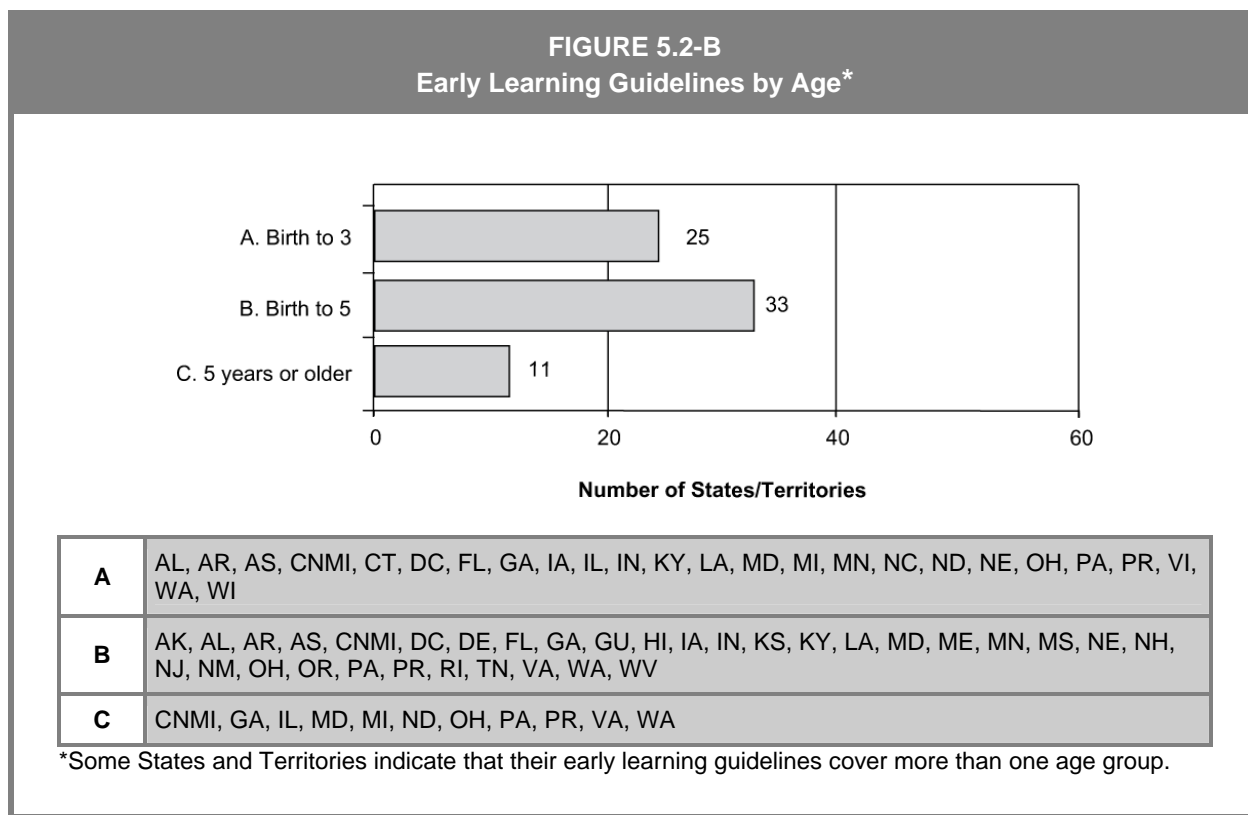
<b>Alignment</b>	<b>Number of States/Territories</b>	<b>State/Territory</b>
Align with K–12 content standards or other standards	53	AL, AR, AS, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY
State K–12 content standards	51	AL, AR, AS, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY
National Head Start Child Outcome Standards	28	AR, AZ, CNMI, CO, DC, DE, FL, GA, IL, KY, LA, ME, MI, MO, MT, NC, NE, NH, NV, OR, PA, RI, SD, VA, VT, WA, WV, WY
Other State/Territory standards	15	AL, AR, CNMI, CT, DC, DE, FL, GA, IA, NE, NH, PA, PR, SC, VA
NAEYC accreditation standards	3	LA, PA, VT
Other national standards	13	AL, CO, CT, GU, HI, IN, LA, MN, MT, OK, SC, TN, WA
Align with early childhood curricula	40	AL, AR, AS, AZ, CA, CNMI, CO, CT, DC, DE, GU, HI, IA, ID, IL, IN, KY, MA, MD, ME, MI, MS, MT, NC, NH, NJ, NM, OK, OR, PA, PR, RI, SC, TN, TX, UT, VA, VT, WI, WV
Creative Curriculum	18	AR, CNMI, CO, DC, GU, IA, IL, KY, ME, NC, OR, PA, RI, SC, TN, VT, WI, WV
High Scope	13	AR, CO, DC, IA, IL, KY, NC, PA, SC, TN, VT, WI, WV
Other curriculum	16	AR, CNMI, CT, DC, IA, ID, KY, MA, MD, OR, PA, SC, TN, VT, WI, WV

## Developing Guidelines for Different Age Groups

*Have guidelines been developed for children in the following age groups:*

- *Birth to three.*
- *Birth to five.*
- *Five years or older.*

*Good Start, Grow Smart* addresses knowledge and competencies for children ages 3 to 5 years. However, many States and Territories have developed, or are in the process of developing, early learning guidelines for children younger than 3. Figure 5.2-B shows that 33 Lead Agencies have early learning guidelines that were developed for children ages birth to 5 years. Twenty-five have guidelines for children ages birth to 3.



## 5.2.2 – Domains of Voluntary Early Learning Guidelines

*Do the guidelines for children three-to-five-years-old address language, literacy, pre-reading, and early math concepts?*

*Do the guidelines for children three-to-five-years-old address domains not specifically included in *Good Start, Grow Smart*, such as social/emotional, cognitive, physical, health, creative arts, or other domains? If yes, describe.*

*Good Start, Grow Smart* addresses knowledge and competencies for children ages 3 to 5 years in the domains of early language, literacy, prereading, and math concepts. However, many States and Territories developed, or are in the process of developing, early learning guidelines that address other learning domains.



Table 5.2-B shows that 55 States and Territories that are developing or have developed early learning guidelines address the domains specifically identified in *Good Start, Grow Smart*: early language, literacy, prereading, and math concepts development. States and Territories also address additional domains, such as social-emotional, cognitive, or physical development; health; creative arts; or other domains. Other domains include science or prewriting skills development or motor or foreign language development.

<b>Domain Addressed</b>	<b>Number of States/Territories</b>	<b>State/Territory</b>
Early language, literacy, prereading, and math concepts development	55	AK, AL, AR, AS, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY
Social-emotional development, physical development, creative arts, health, cognitive development, or other domains	51	AK, AL, AZ, CA, CO, CT, DC, DE, FL, GA, GU, HI, IA, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY
Social-emotional development	47	AK, AL, AZ, CA, CO, CT, DC, DE, FL, GA, GU, HI, IA, IL, KS, KY, LA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NV, NY, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY
Physical development	45	AK, AL, AZ, CO, CT, DE, FL, GA, GU, HI, IA, IL, IN, KS, KY, LA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NV, NY, OK, OR, PA, PR, RI, SC, SD, TN, UT, VA, VT, WA, WI, WV, WY
Creative arts	38	AZ, CO, CT, DE, GA, GU, HI, IA, IL, IN, KY, LA, MA, MD, ME, MI, MN, MO, MT, ND, NE, NH, NJ, NM, NV, OK, OR, PA, PR, RI, SD, TN, TX, UT, VA, VT, WV, WY
Health	35	AK, AZ, CO, DE, FL, GA, GU, IA, IN, KY, LA, MA, ME, MI, MO, MT, NC, ND, NE, NH, NJ, NM, OK, OR, PA, RI, SD, TX, UT, VA, VT, WA, WI, WV, WY
Cognitive development	33	AK, AL, CO, CA, DC, DE, FL, HI, IA, KY, LA, MD, ME, MI, MN, NC, ND, NE, NH, NM, NY, OK, OR, PA, PR, RI, SC, SD, VA, VT, WA, WI, WY
Other	33	AZ, CA, CO, DE, FL, GA, GU, IA, IL, IN, KY, MA, MD, ME, MI, MO, MT, ND, NE, NM, NV, NY, OH, OK, OR, PA, RI, SD, TN, TX, VT, WV, WY

---

### 5.2.3 – Implementation of Voluntary Early Learning Guidelines

*Indicate the strategies the State used or expects to use in implementing its early learning guidelines.*

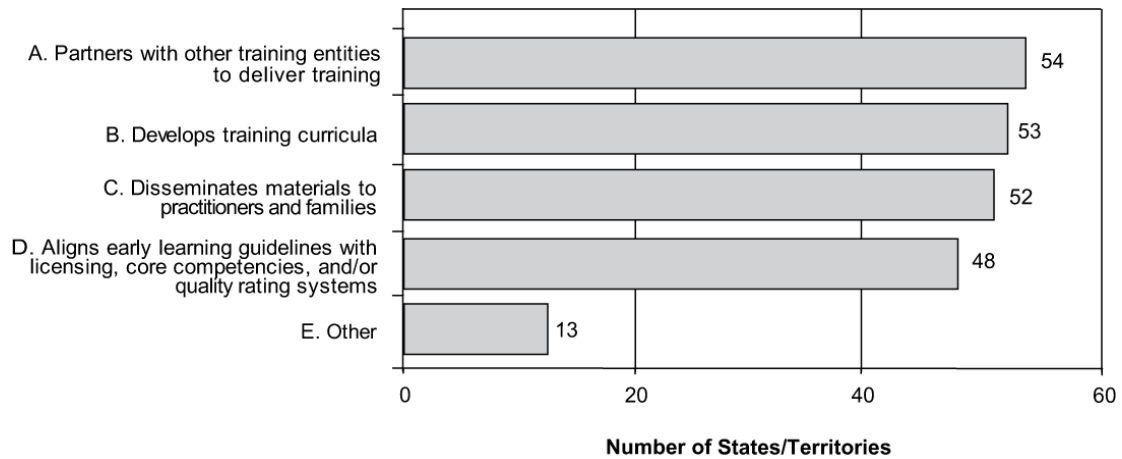
- *Disseminating materials to practitioners and families*
- *Developing training curricula*
- *Partnering with other training entities to deliver training*
- *Aligning early learning guidelines with licensing, core competencies, and/or quality rating systems*
- *Other. Describe:*

#### **Implementation Strategies for Early Learning Guidelines**

In order for guidelines to be implemented across diverse early care and education settings, information about the purpose, benefits, and appropriate implementation of the guidelines needs to be disseminated among all early childhood stakeholder groups. Implementation plans developed by States and Territories include a variety of methods to reach a wide range of providers. In some instances, dissemination and implementation have been facilitated by piloting the guidelines in select settings and providing training about promising practices to mentors, technical assistance specialists, and parents. In addition, some States and Territories tie implementation of early learning guidelines to systems of licensing and certification; require implementation in targeted settings in exchange for public funding; or support implementation through different types of incentives.

Figure 5.2-C shows that 54 States and Territories report that they link, or plan to link, with agencies and professional organizations that coordinate provider training to deliver training on the guidelines. In addition, Lead Agencies indicate that they develop, or plan to develop, training curricula on the guidelines and disseminate, or plan to disseminate, materials to providers and families. States and Territories also report that they are working to ensure providers have the knowledge and skills to support children's learning by aligning, or planning to align, early learning guidelines with licensing requirements, core knowledge and competencies, and/or quality rating systems.

**FIGURE 5.2-C**  
**Early Learning Guidelines Implementation Strategies**



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

## Stakeholders Involved in Early Learning Guidelines Implementation

*Indicate the stakeholders that are (or expect to be) actively supporting the implementation of early learning guidelines.*

Stakeholders representing Head Start, CCR&R services, and education most often are involved in the process of implementing early learning guidelines. As shown in Table 5.2-C, States and Territories also commonly report that representatives from higher education, child care, early intervention programs, and parents are involved or will be involved. The broad representation across early and school-age care stakeholder groups exemplifies one of the goals of *Good Start, Grow Smart*, which is to implement early learning guidelines that are applicable to a variety of care settings.

Type of Organization	Number of States/ Territories	State/Territory
Head Start	53	AK, AL, AR, AS, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IA, ID, IN, KS, KY, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY
CCR&R services	51	AK, AL, AR, AS, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, HI, IA, ID, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, VA, VT, WA, WI, WV, WY
Education/public prekindergarten	48	AK, AL, AR, AS, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IA, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, NE, NH, NJ, NM, NV, NY, OH, OK, OR, RI, SC, SD, TX, VA, VT, WA, WI, WV, WY
Higher education	48	AK, AL, AR, AS, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IA, IN, KY, LA, MA, MD, ME, MI, MN, MS, MT, NC, ND, NE, NH, NM, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, UT, VA, VT, WA, WI, WV, WY
Publicly funded (or subsidized) child care	42	AL, AS, AZ, CA, CNMI, CT, DC, DE, FL, GU, HI, IA, IN, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NJ, NV, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VT, WI, WV, WY
Early intervention	41	AK, AL, AR, AS, CA, CNMI, CT, DC, DE, GA, GU, IA, ID, IN, KS, KY, MA, MD, ME, MI, MN, MS, MT, NC, ND, NE, NH, NV, NY, OR, PA, PR, SC, SD, TN, UT, VA, VT, WI, WV, WY
Parent association	27	AL, CA, CNMI, CO, CT, DC, GA, GU, KS, MD, MI, MO, MS, MT, NC, ND, NH, OR, PA, RI, SC, SD, UT, VA, VT, WA, WI
Other	17	CA, DE, GU, IL, KS, LA, MD, MI, MN, MS, MT, NH, RI, SD, UT, WI, WV

## Programs Mandated to Use Early Learning Guidelines

*Indicate the programs that mandate or require the use of early learning guidelines.*

Table 5.2-D shows that 27 States and Territories report that public prekindergarten programs are required to use early learning guidelines. Publicly funded child care programs, Head Start programs, CCR&R agencies, early intervention programs, and higher education also are required to use early learning guidelines. Other programs include those participating in quality rating systems.

<b>Type of Program</b>	<b>Number of States/ Territories</b>	<b>State/Territory</b>
Education/public prekindergarten	27	AR, AZ, CNMI, CO, CT, DC, DE, FL, GA, IA, IL, LA, MI, MO, NJ, NM, NV, OH, OK, PR, SC, TN, TX, UT, VT, WV, WY
Publicly funded (or subsidized) child care	13	AS, CA, CNMI, CT, DC, DE, FL, MA, NJ, OH, PA, SC, VT
Head Start	10	AS, CNMI, CT, DC, DE, NJ, PA, PR, SC, VT
CCR&R agencies	10	AS, CNMI, CT, FL, LA, MN, MO, PR, UT, WV
Early intervention	5	CNMI, CT, GA, PR, VT
Higher education	2	CT, NM
Other	6	GU, MN, NC, NH, OH, WV

## Acknowledgment of Cultural, Linguistic, and Individual Variations in Early Learning Guidelines Implementation

*How are (or will) cultural, linguistic and individual variations (be) acknowledged in implementation?*

States and Territories report a variety of ways cultural, linguistic, and individual variations are acknowledged in the implementation of their early learning guidelines. Strategies States and Territories use include writing the guidelines broadly to be inclusive of all young children. They also indicate that these issues are embedded into the guiding principles for developing the guidelines. The guidelines also may include specific content on, for example, setting up multicultural classrooms, working with children who are English language learners, or making adaptations for children with special needs.

Training is a common strategy for implementation and informing providers about using the guidelines. States and Territories report that bilingual trainers are used and materials are provided in languages other than English. Translating the guidelines into other languages is another strategy. States and Territories also offer technical assistance to providers needing help implementing the guidelines with specific populations of children.

---

## Acknowledgment of Diversity of Child Care Settings in Early Learning Guidelines Implementation

*How are (or will) the diversity of child care settings (be) acknowledged in implementation?*

States and Territories report that they are implementing their early learning guidelines across the full spectrum of early and school-age care settings (i.e., center-based programs, family child care providers, Head Start programs, prekindergarten programs, and family, friend, and neighbor care) and for parents who care for their children at home. States and Territories indicate that they have written the guidelines to be useful in all settings and have included specific content to address setting diversity, such as incorporating illustrative examples from different settings. In implementing the guidelines, training and technical assistance are delivered to providers in all settings and adapted to meet providers' individual needs.

### 5.2.4 – Assessment of Voluntary Early Learning Guidelines

*As applicable, describe the State's plan for:*

- (a) Validating the content of the early learning guidelines*
- (b) Assessing the effectiveness and/or implementation of the guidelines*
- (c) Assessing the progress of children using measures aligned with the guidelines*
- (d) Aligning the guidelines with accountability initiatives*

A goal of *Good Start, Grow Smart* is to support research-based early childhood education strategies that will result in young children having the knowledge, competencies, skills, and dispositions they need to progress and succeed in school. In developing the component parts of the initiative, States and Territories are encouraged to consider what types of research and evaluation may be helpful in demonstrating the effects associated with development and implementation of the guidelines.

As shown in Table 5.2-E, Lead Agencies report that young children's progress will be evaluated based on the guidelines. While early learning guidelines are not assessment tools, they are intended to be aligned with curricula and assessment measures. Lead Agencies also report that they are assessing the effectiveness and/or implementation of the guidelines, aligning the guidelines with other accountability initiatives, and validating the content of early learning guidelines.

**TABLE 5.2-E  
Early Learning Assessment Activities**

<b>Activity</b>	<b>Number of States/Territories</b>	<b>State/Territory</b>
Assessing the progress of children using measures aligned with the guidelines	27	AK, AR, AZ, CA, CO, CT, DC, DE, FL, GA, IA, IL, IN, KY, LA, ME, MI, MN, MO, NJ, NM, OH, OR, PA, RI, VT, WV
Assessing the effectiveness and/or implementation of the guidelines	22	AR, CA, CNMI, CT, DC, FL, GA, IN, KY, LA, MD, ME, MT, NJ, NV, OH, PA, RI, SD, UT, VT, WI
Aligning the guidelines with accountability initiatives	22	AR, AZ, CA, CO, CT, DC, DE, FL, GA, IA, IN, LA, MA, MD, ME, MI, MN, NE, OR, RI, SD, VA
Validating the content of the guidelines	20	AK, AR, AZ, CA, CO, DC, DE, FL, GA, HI, IL, IN, ME, MI, OH, PA, SD, UT, VA, WV

### 5.2.5 – CCDF Plans for Professional Development

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

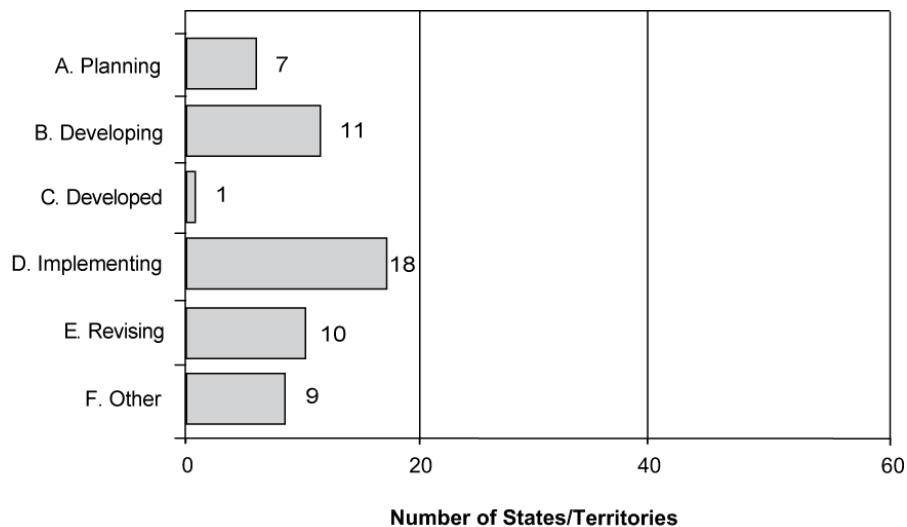
- *Planning. Indicate whether steps are under way to develop a plan. If so, describe the entities involved in the planning process, time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.*
- *Developing. A plan is being drafted.*
- *Developed. A plan has been written but has not yet been implemented.*
- *Implementing. A plan has been written and is now in the process of being implemented, or has been implemented.*
- *Revising. The State previously developed a professional development plan and is now revising that plan, or has revised it since submitting the 06-07 State Plan.*
- *Other (describe).*

*Describe the progress made by the State in planning, developing, implementing, or revising the professional development plan since the date of submission of the 2006-2007 State Plan.*

Professional development plans should address the competencies providers in different child care settings need to ensure that young children acquire the knowledge, skills, and abilities suggested by the State/Territory early learning guidelines. This in turn guides the implementation of specific provider education and training strategies and provides the basis for evaluating the effectiveness of strategies to achieve desired outcomes.

The Lead Agency often plays a key role in supporting the creation and implementation of the early childhood professional development plan. States and Territories are at different stages in the development and implementation of their professional development plans. As shown in Figure 5.2-D, 18 States and Territories report that their professional development plans are in the implementation phase.

**FIGURE 5.2-D**  
**Status of Professional Development Plans\***



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

\*This figure represents data from all 56 States and Territories; categories are mutually exclusive.

## Professional Development Plan Elements

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

- *Specific goals or desired outcomes*
- *A link to Early Learning Guidelines*
- *Continuum of training and education to form a career path*
- *Articulation from one type of training to the next*



- 
- *Quality assurance through approval of trainers*
  - *Quality assurance through approval of training content*
  - *A system to track practitioners' training*
  - *Assessment or evaluation of training effectiveness*
  - *State Credentials – State for which roles (e.g. infant and toddler credential, directors' credential, etc.)*
  - *Specialized strategies to reach family, friend and neighbor caregivers*

*For each Yes response, reference the page(s) in the plan and briefly describe. For each No response, indicate any plans the Lead Agency has to incorporate these components.*

In this section, professional development is defined as systems of training and instruction developed for the purpose of improving the preparation and ongoing development of child care providers. States and Territories are encouraged to develop systems of professional development in partnerships with key stakeholders that are comprehensive and aligned with other efforts to support early learning in children; built on a clearly articulated framework and core body of knowledge; tied in content and approach to the needs of the population served; oriented to providing a continuum of training opportunities, including a variety of formats and service delivery models (such as coaching and mentoring); and linked to a system of licensing, credentials, and/or certification.

### **Specific Goals or Desired Outcomes**

Articulated goals identify desired outcomes, providing a foundation for plan development, implementation, and revisions. They can contribute to decisionmaking, help determine the type and level of stakeholder involvement, and inform the standards for assessing effectiveness.

As shown in Table 5.2-F, Lead Agencies report a variety of desired outcomes, from improving the quality of early and school-age care programs to increasing the skills and knowledge of care providers. Lead Agencies also want to increase the number of providers participating in training. Additional goals or outcomes States and Territories report include the creation of a comprehensive professional development system; providers who are well prepared to work with a diverse population of young children; provider career mobility to other roles, positions, and levels; and provider access to a continuum of professional development opportunities.

**TABLE 5.2-F  
Professional Development Goals or Outcomes**

<b>Goal or Outcome</b>	<b>Number of States/Territories</b>	<b>State/Territory</b>
Professional development plan includes desired goals or outcomes	41	AL, AR, CA, CO, CT, DC, DE, FL, GA, GU, ID, IL, KS, KY, MA, MD, ME, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VT, WI, WV
Increase in program quality	6	ID, KY, MS, ND, NH, NM
Increase in provider skill	4	MN, NH, NM, UT
Increase in provider knowledge	3	MN, NH, UT
Increase in the number of training or credentialing hours completed	2	DE, MD
Increase in number of providers engaged in professional development	2	MD, MN
Decrease in staff turnover	1	OH
Increase in staff wages	1	NH
Increase in degrees awarded	1	DE
Other	22	CA, CO, DC, DE, GA, GU, ID, KS, MA, MT, NC, NH, NM, OH, OK, OR, PA, RI, SC, TX, VT, WV

### Link to Early Learning Guidelines

Forty-one States and Territories (AL, AR, CA, CT, DC, DE, FL, GA, GU, ID, IL, KS, KY, MA, MD, ME, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VT, WI, WV) report their professional development efforts include a specific link to early learning guidelines. Frequently, States and Territories describe alignment of early learning guidelines with core knowledge areas and competencies as a step toward ensuring integration. Core knowledge areas and competencies define what adults who work with children need to know, understand, and be able to do to support children’s development and school readiness.

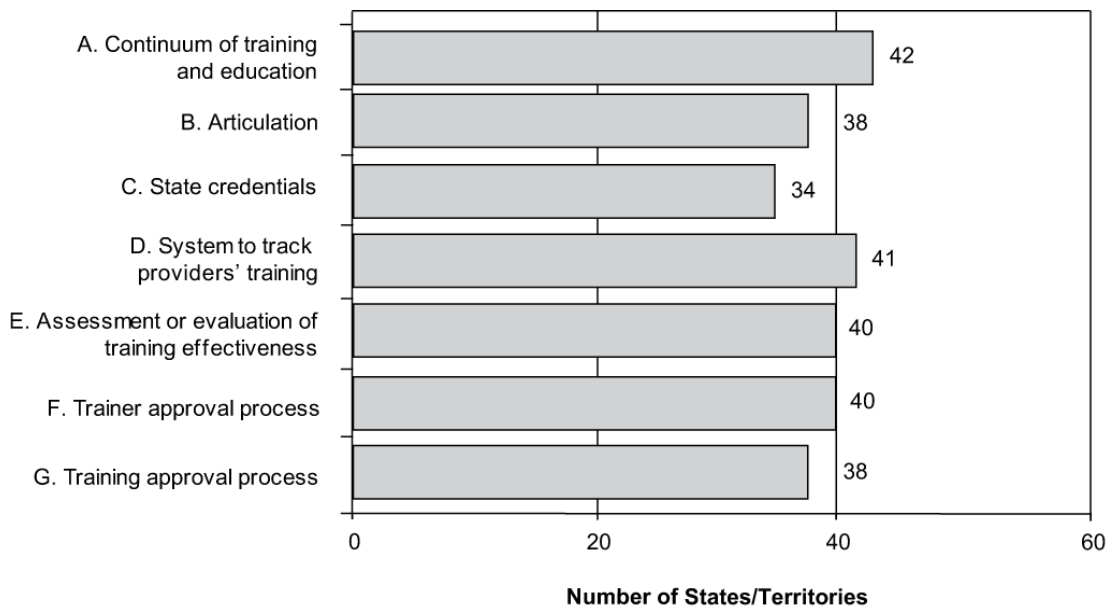
### Qualifications, Pathways, and Credentials and Quality Assurance

Professional development systems provide a continuum of activities and supports that engage adult learners in appropriate personal and professional growth. States and Territories can establish qualifications and credentials for the workforce by developing a continuum of preservice and

ongoing training and education, and licensing and program requirements. States and Territories can help the workforce obtain qualifications and credentials by developing multiple strategies for achieving them, also known as pathways.

As shown in Figure 5.2-E, typical components or strategies that States or Territories report as part of their professional development systems include a continuum of training and education (e.g., career lattices) that outline how to achieve a progression of roles; articulation of training and education from one level to the next; State credentials systems to track providers' completed education, training, and other experience and professional activities; evaluation of training effectiveness; and approval of training and trainers.

**FIGURE 5.2-E**  
**Elements of Professional Development Plans:**  
**Qualifications, Pathways, and Credentials and Quality Assurance**



<b>A</b>	AL, AR, CA, CO, CT, DC, DE, FL, GA, GU, ID, IL, KS, KY, MA, MD, ME, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, WI, WV, WY
<b>B</b>	AL, AR, CA, CT, DC, DE, FL, GA, ID, IL, KS, KY, MA, MD, ME, MN, MO, MT, NC, ND, NE, NH, NJ, NM, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, WI, WV, WY
<b>C</b>	AR, CA, CO, CT, DC, DE, FL, GA, GU, IL, KY, MA, MD, ME, MN, MS, MT, NC, ND, NH, NJ, NM, OH, OK, OR, PA, RI, SC, SD, TN, UT, VT, WI, WY
<b>D</b>	AL, AR, CA, CT, DC, DE, FL, GA, GU, ID, IL, KS, KY, MA, MD, ME, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, WI, WV, WY
<b>E</b>	AL, AR, CA, CT, DC, DE, FL, GA, GU, ID, IL, KS, KY, MA, MD, ME, MN, MS, MT, NC, ND, NE, NH, NJ, NM, NV, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VT, WI, WV
<b>F</b>	AL, AR, CA, CO, CT, DC, DE, FL, GA, GU, ID, IL, KS, KY, MA, MD, ME, MN, MO, MS, MT, NC, ND, NH, NJ, NM, NV, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, WI, WV
<b>G</b>	AL, AR, CA, CO, CT, DC, DE, FL, GA, GU, ID, IL, KS, KY, MA, MD, ME, MN, MO, MS, MT, NC, ND, NH, NJ, NV, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, WI

Credentials are documents certifying that an individual has met a defined set of requirements set forth by the grantor for the credential, usually related to skills and knowledge and possibly including demonstrations of competence. As shown in Table 5.2-G, States and Territories report they developed or plan to develop credentials such as role- and setting-specific credentials and credentials with a general early childhood focus.

**TABLE 5.2-G**  
**State and Territory Credentials\***

<b>Credential</b>	<b>Number of States/Territories</b>	<b>State/Territory</b>
Professional development plan includes State/Territory credentials	34	AR, CA, CO, CT, DC, DE, FL, GA, GU, IL, KY, MA, MD, ME, MN, MS, MT, NC, ND, NH, NJ, NM, OH, OK, OR, PA, RI, SC, SD, TN, UT, VT, WI, WY
Director/administrator	22	AR, CO, DC, DE, FL, GA, IL, KY, MD, MN, MS, NC, ND, NH, NM, OH, OK, OR, PA, UT, VT, WI
Infant and toddler	17	AR, CA, CO, DC, DE, IL, MN, MT, NC, ND, NM, OR, SC, SD, VT, WI, WY
General early childhood/preschool education	13	CA, CO, DC, DE, FL, GA, IL, KY, MD, MT, NC, NH, SC
School-age	11	AR, CA, DC, FL, GA, IL, NC, OR, PA, SC, SD
Family provider or group home child care	6	AR, FL, NC, NH, SC, UT
Other	16	CA, CO, FL, GA, GU, KY, MN, ND, NH, NJ, NM, OH, OR, SC, SD, UT

\*Kansas reports that planning is underway on a director credential and an infant and toddler credential. Missouri reports that planning is underway on a director credential.

### Specialized Strategies to Reach Family, Friend, and Neighbor Caregivers

Since family, friend, and neighbor caregivers, particularly relative caregivers, are responsible for the care of large numbers of children in the child care assistance program, a range of strategies that extend beyond formal professional development is employed to support them. Twenty-eight States and Territories (AL, CA, CT, DC, DE, GA, GU, IL, KS, KY, MD, ME, MN, MS, MT, NC, ND, NE, NH, NJ, NM, OH, OR, PA, SC, SD, TX, WI) report that their professional development plans include support, access, and outreach strategies that include family, friend, and neighbor caregivers. For example, CCR&R agencies in one State collaborate with county agencies to identify family, friend, and neighbor providers who receive child care subsidies through the child care assistance program. Newsletters and other materials about programs, services, and training are mailed to providers. CCR&R agencies also provide technical assistance and other support to help providers register with the State to operate a family day care home. Family, friend, and neighbor providers are supported in other States with training opportunities and written materials with information about health and safety, child development, and other relevant topics.

## Availability of Professional Development Opportunities

*Are the professional development opportunities described in the plan available:*

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

Table 5.2-H shows the availability of professional development opportunities to early and school-age care providers. Forty-two States and Territories indicate that professional development opportunities are available statewide/territory-wide and to center-based providers. Forty-one States and Territories report professional development opportunities are available to family child care providers. Thirty-four Lead Agencies report that professional development opportunities are available for providers who care for children in children's homes. States and Territories report making professional development opportunities available to others in the early and school-age care field, including, for example, CCR&R specialists, home visitors, parent educators, Head Start/Early Head Start staff, license-exempt providers (e.g., family, friend, and neighbor caregivers or relatives), and Department of Defense programs.

<b>Availability</b>	<b>Number of States/Territories</b>	<b>State/Territory</b>
Statewide/Territory-wide	42	AL, AR, AS, CA, CO, CT, DC, DE, FL, GA, GU, ID, IL, KY, MA, MD, ME, MN, MO, MS, MT, NC, NE, NH, NJ, NM, NV, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, WA, WI, WV, WY
Center-based child care providers	42	AL, AR, CA, CO, CT, DC, DE, FL, GA, GU, ID, IL, KY, MA, MD, ME, MN, MO, MS, MT, NC, NE, NH, NJ, NM, NV, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VT, WA, WI, WV, WY
Group home providers*	32	AL, CA, CO, CT, DE, FL, GA, GU, ID, IL, KY, MA, MN, MO, MS, MT, NE, NH, NM, NV, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, WV, WY
Family providers	41	AL, AR, CA, CO, CT, DC, DE, FL, GA, GU, ID, IL, KY, MA, MD, ME, MN, MO, MS, MT, NC, NE, NH, NJ, NM, NV, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, WA, WI, WV, WY

TABLE 5.2-H, con.  
Availability of Professional Development Opportunities

Availability	Number of States/Territories	State/Territory
In-home providers	34	AL, AR, CA, CO, CT, DC, FL, GA, GU, ID, IL, KY, MA, MD, ME, MN, MO, MT, NC, NE, NH, NJ, NM, OH, OK, PA, SC, SD, UT, VT, WA, WI, WV, WY
Other	15	AR, CA, CO, GA, ID, IL, KY, ME, MN, MT, NE, NJ, SC, SD, WA

\*The District of Columbia, Indiana, Louisiana, Maine, Maryland, New Jersey, North Carolina, Vermont, Virginia, Washington, and Wisconsin do not have group home care providers.

## Early Language, Literacy, Prereading, and Math Concepts Development

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

In descriptions of how their plans address early language, literacy, prereading, and math concepts development, States and Territories often report that they link their efforts to their early learning guidelines. In addition, States and Territories describe the inclusion of all child development domains in their core knowledge and competency areas, which serve as a foundation or framework for professional development efforts. Training and technical assistance also are offered to providers to help them build their skills and improve their programs to work more effectively with young children as they develop in these domains.

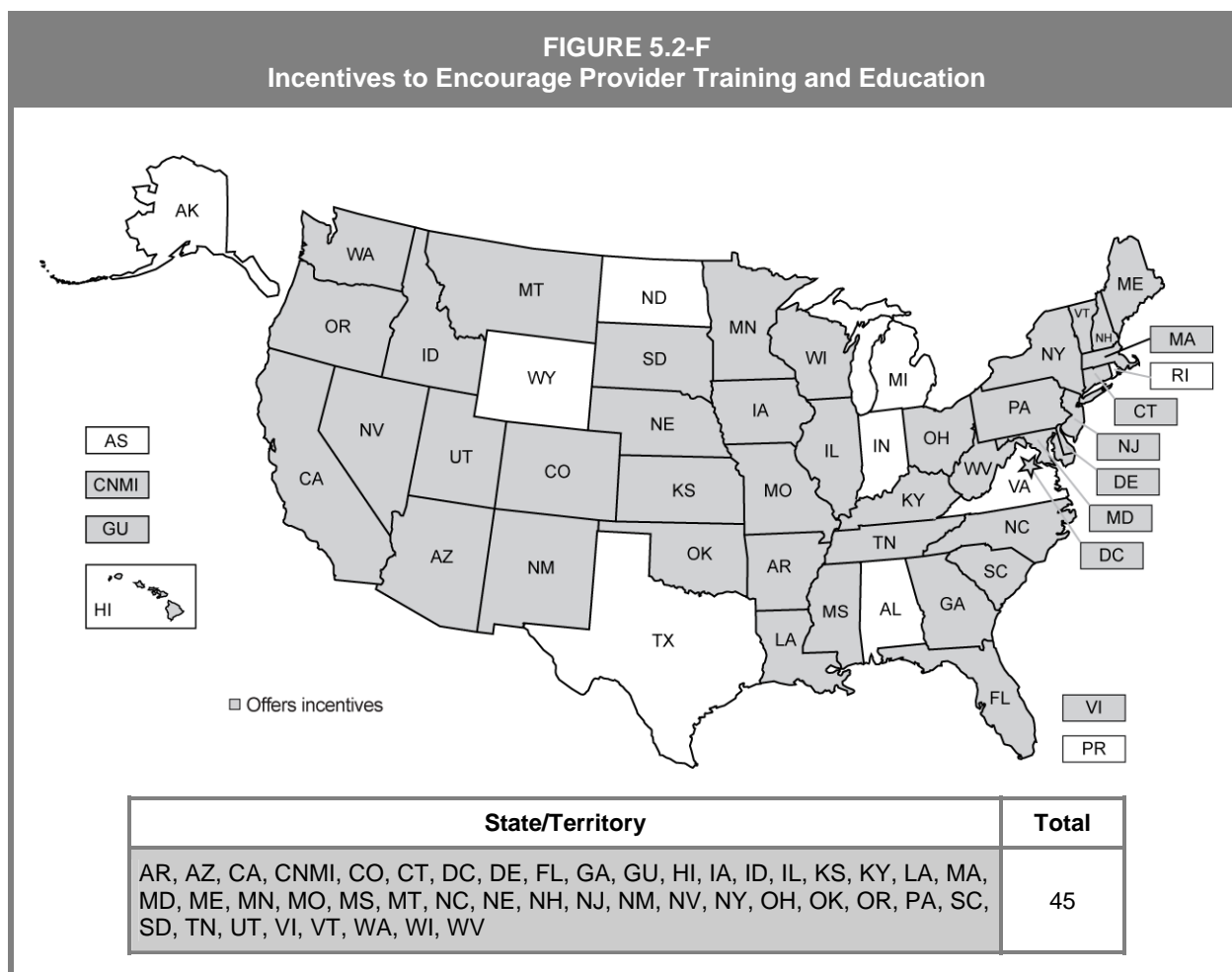
### Program- and Provider-Level Incentives

*Are program or provider-level incentives offered to encourage provider training and education?*

*If yes, describe, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts.*

*If no, describe any plans to offer incentives to encourage provider training and education, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts?*

States and Territories offer incentives to encourage provider training and education. As shown in Figure 5.2-F, 80 percent offer such incentives.



There are both provider- and program-level incentives. Provider-level incentives are those given directly to providers, such as merit awards or completion bonuses, wage enhancement initiatives, and credits for continuing education. Program-level incentives are provided to programs and can include tiered reimbursement, incentives tied to quality rating systems, and providing supplies and/or equipment.

Table 5.2-I provides an overview of State and Territory provider- and program-level incentives. Provider-level incentives include scholarships, implementation of the T.E.A.C.H. Early Childhood<sup>®</sup> Project, wage supplements, monetary bonuses for the completion of training, and apprenticeship programs. Program-level incentives include financial incentives from quality rating systems and tiered reimbursement as well as support for accreditation. Other incentives include books and other written resource materials, grants and scholarships to cover training costs, professional development plans, paid release time, and mentoring.

**TABLE 5.2-I  
Provider- and Program-Level Incentives**

<b>Incentive</b>	<b>Number of States/ Territories</b>	<b>State/Territory</b>
Scholarships or reimbursement for training expenses	23	AR, CA, DC, GA, LA, MA, MD, MN, MO, MT, NE, NH, NJ, NV, NY, OH, OK, OR, SC, SD, VI, WA, WV
Quality rating system incentives or tiered reimbursement	13	DC, DE, GU, MO, MS, NC, NJ, NM, OH, OK, OR, PA, TN
T.E.A.C.H. Early Childhood Project	11	FL, IA, IL, KS, MN, NC, NE, NV, OH, SC, WI
Monetary bonus for completion of training	11	CT, GA, KY, MD, MT, OK, OR, PA, SC, UT, VT
Wage supplements/initiatives	10	CA, IL, KS, MN, MO, NC, OK, OR, WA, WI
Apprenticeship programs	5	AR, DE, MT, NV, SD
Accreditation facilitation/support/grants	3	AR, NJ, NY
Other incentives	28	AR, AZ, CA, CNMI, CO, DC, DE, GU, HI, IA, IL, KS, KY, MD, ME, MN, MT, NC, NE, NH, OH, OR, SC, SD, TN, VT, WA, WV

### **Assessment of Professional Development Plans**

*As applicable, does the State assess the effectiveness of its professional development plan, including the achievement of any specified goals or desired outcomes?*

*If yes, describe how the professional development plan's effectiveness/goal is assessed.*

*If no, describe any plans to include assessments of the professional development plan's effectiveness/goal achievement.*

Professional development plans may include approaches or processes to assess achievement of articulated goals and/or desired outcomes of the overall plan, and to gauge effectiveness of outcomes of components of the plan. Some Lead Agencies determine how well a plan is being implemented, if the desired outcomes have been achieved, or if one component of the plan is more effective than another. Reports generated by automated tracking systems or developed by local training entities can be used to gauge participation levels, movement in professional achievement, retention rates, or increased wages.



As shown in Table 5.2-J, 29 States and Territories indicate that they are assessing or plan to assess the effectiveness of their professional development plans. Lead Agencies report that they are assessing their plans by using evaluations filled out by participants in training sessions and with data from personnel and training registries. Other assessment methods include the development of assessment tools and partnering with researchers.

<b>Activity</b>	<b>Number of States/Territories</b>	<b>State/Territory</b>
Assesses the effectiveness of the overall professional development plan	29	AR, CA, CNMI, CT, DC, DE, FL, ID, IL, KS, MD, ME, MS, MT, NC, NE, NH, NJ, NY, OH, OK, OR, PA, SC, SD, TN, UT, VT, WI
Participant evaluations	5	DC, ME, PA, TN, VT
Workforce data from registries	5	DE, IL, ME, SC, UT
Other	24	AR, CA, CNMI, CT, DC, DE, ID, IL, KS, MD, MS, MT, NC, NE, NH, NJ, NY, OH, OR, SD, TN, UT, VT, WI

### **Assessment of the Effectiveness of Professional Development Initiatives or Components**

*Does the State assess the effectiveness of specific professional development initiatives or components?*

*If yes, describe how specific professional development initiatives or components' effectiveness is assessed.*

*If no, describe any plans to include assessments of specific professional development initiatives or components' effectiveness.*

Table 5.2-K shows that 36 States and Territories are assessing the effectiveness of specific professional development initiatives or components, such as systems to track provider training, training and/or training approval processes, articulation agreements, career lattices, and other system elements. Lead Agencies report they are assessing their initiatives or components by using evaluations filled out by training session participants, data from personnel and training registries, or assessment tools and measures; partnering with researchers; and other methods.

**TABLE 5.2-K  
Assessment of Professional Development Initiatives or Components**

Activity	Number of States/Territories	State/Territory
Assesses the effectiveness of specific professional development initiatives or components	36	AR, AZ, CA, CNMI, CT, DC, DE, FL, GA, IL, KS, MD, ME, MN, MS, MT, NC, NE, NH, NJ, NV, NY, OH, OK, OR, PA, PR, SC, SD, TN, UT, VA, VT, WA, WI, WV
Participant evaluations	10	AZ, CNMI, DC, FL, IL, ME, NH, NY, PA, PR
Workforce data from registries	6	AR, AZ, GA, MN, OK, OR
Partnerships with researchers to evaluate	5	AR, DC, NE, OK, SC
Assessment tools/measures	5	AR, NV, OH, OK, TN
Other	29	AZ, CA, CNMI, CT, DC, DE, FL, GA, IL, KS, MD, MN, MS, MT, NC, NE, NH, NJ, NY, OH, OR, SD, TN, UT, VA, VT, WA, WI, WV

### Assessment Used to Revise Professional Development Plans

*As applicable, does (or will) the State use assessment to help shape or revise its professional development plan?*

*If yes, describe how assessment informs the professional development plan.*

*If no, describe any plans to include assessment to inform the professional development plan.*

Table 5.2-L shows that 41 States and Territories use, or will use, the assessments to revise their professional development plans.

<b>TABLE 5.2-L</b> <b>Assessment to Revise Professional Development Plans</b>		
<b>Activity</b>	<b>Number of States/Territories</b>	<b>State/Territory</b>
Uses or will use assessment to help shape or revise the professional development plan	41	AR, AS, CA, CNMI, CT, DC, DE, FL, GU, HI, ID, IL, KS, KY, LA, MA, MD, ME, MN, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, SC, SD, TN, UT, VA, VT, WA
Provides information for plan revisions and strategic planning processes	37	AR, AS, CA, CNMI, CT, DC, DE, GU, HI, ID, IL, KS, KY, LA, MA, MD, ME, MN, MT, NC, ND, NE, NH, NM, NV, OH, OK, OR, PA, PR, SC, SD, TN, UT, VA, VT, WA
Provides information to link with other plans/systems	7	CNMI, LA, NE, OH, PA, VT, WA
Provides information for funding decisions	2	NC, NJ
Other	2	MS, NY

