

Early Childhood State Advisory Councils

Status
Report
April 2013

ADMINISTRATION FOR
CHILDREN & FAMILIES





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“Brain scientists tell us that the early years are when critical cognitive development takes place. Social scientists tell us that the investments we make in early childhood programs can have a huge payoff down the road.”

Kathleen Sebelius, U.S. Secretary of Health and Human Services

Early childhood education is a national priority. Evidence shows that children who are afforded a safe, nurturing environment and participate in high quality early learning experiences are better equipped to achieve in school and succeed in the workforce. Research indicates that the early years present an unparalleled opportunity for learning and skill development because the young growing brain is receptive. Early skills, which help children think critically, express themselves, build confidence, and problem solve, are the basis for the development of academic skills, such as reading, writing, and math.

The State Advisory Councils on Early Childhood Education and Care grant has provided an unprecedented opportunity. This grant enables states to lead the development and enhancement of high-quality, comprehensive early childhood systems that optimize childhood service delivery so that children arrive at school ready to learn and prepared to excel. With grant funds, states have invested in improving statewide coordination and collaboration among the wide range of early childhood programs and services. The efforts streamline early childhood infrastructure, eliminate silos, reduce duplication, and increase the availability and efficient delivery of early childhood services.

The State Advisory Council (SAC) grant was authorized by P.L. 110-134, the Improving Head Start Readiness Act of 2007¹, and funded through P.L. 111-5, the American Recovery and Reinvestment Act (ARRA) of 2009 for the period between 2010 and 2013. ARRA provided three-year, one-time funds in the amount of \$100 million for implementation of the State Advisory Councils

(the “Councils” or “SACs”). Governors receiving these federal funds were required to designate or establish a SAC in the state/territory to address the needs of children from birth to the age of school entry.

The SAC grant mandates seven required activities. All Councils are expected to complete these activities by the end of the grant period. These requirements are:

1. Conducting periodic statewide needs assessments on quality and the availability of high quality care;
2. Identifying opportunities for, and barriers to, collaboration and coordination among federally-funded and state-funded early childhood programs and services;
3. Increasing participation of children in early care and education programs, including outreach to underrepresented and special populations;
4. Establishing recommendations for developing a unified data collection system;
5. Establishing recommendations for creating or enhancing a statewide professional development system and career ladder;
6. Assessing the capacity and effectiveness of 2- and 4-year institutions of higher education to support the career development of early childhood educators; and
7. Making recommendations for improvements in state early learning standards and undertaking efforts to develop high-quality comprehensive early learning standards, as appropriate.

¹ Section 642B(B)(b)(1)(A)(i)

Organization of the Report

This report covers the period from the award of grants through February 2013. It contains four sections:

- I. *Background.*** A description of the Councils including SAC grant allocation amounts, match requirements, Council membership, and background information on Council formation.
- II. *Update on Required Grant Activities.*** Highlights of the Councils' progress on each of the seven required activities.
- III. *Advancing Early Childhood Systems Beyond Grant Requirements.*** Information on how the Councils have used the SAC grant to advance their early childhood systems beyond the seven grant requirements.
- IV. *Individual State and Territory Profiles.*** Profiles of the Council of each state or territory that highlight its accomplishments.





I. BACKGROUND

In 2009-10, the Administration for Children and Families (ACF) U.S. Department of Health and Human Services (HHS) had available \$100 million to award in SAC grants. In the first round of funding, \$92.8 million was awarded in SAC grants to 45 states, American Samoa, the District of Columbia, Guam, Puerto Rico, and the U.S. Virgin Islands.² Because some states and territories did not apply, and not all applicants requested the full amount available to them, the remaining \$7.2 million was pooled and became available for a

² All 50 States plus U.S. Territories were eligible to receive the federal grant. Those that did not apply for funding or were unable to meet all the application requirements to receive the grant were Alaska, Idaho, Indiana, North Dakota, South Dakota, Palau, and the Commonwealth of Northern Mariana Islands.

supplemental round of funding.³ Interested states were eligible to receive supplemental funds through the submission of an addendum application and the ability to meet a required 70 percent state match. Subsequently, supplemental funds of \$164,277 were awarded in equal amounts to 44 of the 50 states and territories that received funds in the original round of grant funding.

ACF used a state funding allocation to determine the maximum amount available for each state.

³ The states and territories that received SAC funds through the original round of funding but did not apply for supplemental funding were Arkansas, Nebraska, Puerto Rico, Texas, Utah, and Wyoming.



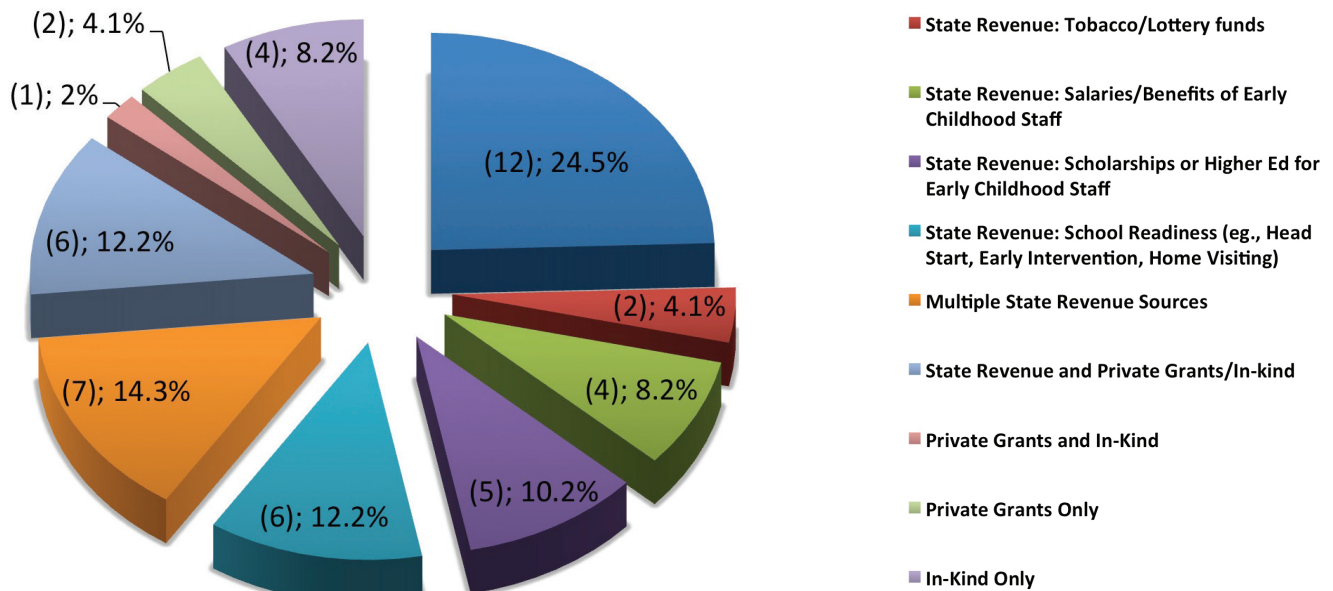
State Advisory Council Award List

| State or Territory | Applicant Name | Amount Approved | Supplement | Total | Application Type |
|--------------------|--|-----------------|------------|--------------|-----------------------|
| Alabama | Alabama Department of Children Affairs | \$1,797,985 | \$164,277 | \$1,962,262 | Original + Supplement |
| American Samoa | American Samoa Government | \$500,000 | \$164,277 | \$664,277 | Original + Supplement |
| Arizona | Arizona Early Childhood Development and Health Board | \$2,325,469 | \$164,277 | \$2,489,746 | Original + Supplement |
| Arkansas | Arkansas Department of Human Services | \$1,174,518 | N/A | \$1,174,518 | Original |
| California | California Dept. of Education | \$10,653,958 | \$164,277 | \$10,818,235 | Original + Supplement |
| Colorado | State of Colorado | \$1,329,635 | \$164,277 | \$1,493,912 | Original + Supplement |
| Connecticut | Connecticut State Department of Education | \$582,974 | \$164,277 | \$747,251 | Original + Supplement |
| DC | DC Office of the State Superintendent of Education | \$500,000 | \$164,277 | \$664,277 | Original + Supplement |
| Delaware | State of Delaware | \$500,000 | \$164,277 | \$664,277 | Original + Supplement |
| Florida | Agency for Workforce Innovation | \$4,818,802 | \$164,277 | \$4,983,079 | Original + Supplement |
| Georgia | Georgia Dept. of Early Care and Learning | \$3,476,312 | \$164,277 | \$3,640,589 | Original + Supplement |
| Guam | University of Guam | \$500,000 | \$164,277 | \$664,277 | Original + Supplement |
| Hawaii | State of Hawaii | \$500,000 | \$164,277 | \$664,277 | Original + Supplement |
| Illinois | State of Illinois | \$3,584,080 | \$164,277 | \$3,748,357 | Original + Supplement |
| Iowa | Iowa Department of Management | \$705,525 | \$164,277 | \$869,802 | Original + Supplement |
| Kansas | Kansas Dept. of Social and Rehabilitation Services | \$811,043 | \$164,277 | \$975,320 | Original + Supplement |
| Kentucky | Kentucky Education and Workforce Development Cabinet, KY | \$1,565,631 | \$164,277 | \$1,729,908 | Original + Supplement |
| Louisiana | Louisiana State Dept. of Children and Family Services | \$2,000,023 | \$164,277 | \$2,164,300 | Original + Supplement |
| Maine | Maine State Department of Health and Human Services | \$500,000 | \$164,277 | \$664,277 | Original + Supplement |
| Maryland | Maryland State Department of Education | \$895,886 | \$164,277 | \$1,060,163 | Original + Supplement |
| Massachusetts | Massachusetts Department of Early Education and Care | \$1,137,560 | \$164,277 | \$1,301,837 | Original + Supplement |
| Michigan | The Michigan Early Childhood Investment Corporation | \$2,893,552 | \$164,277 | \$3,057,829 | Original + Supplement |
| Minnesota | Minnesota Department of Education | \$1,046,290 | \$164,277 | \$1,210,567 | Original + Supplement |
| Mississippi | Mississippi Department of Human Services | \$1,521,067 | \$164,277 | \$1,685,344 | Original + Supplement |
| Missouri | Coordinating Board for Early Childhood | \$778,834 | \$109,690 | \$888,524 | Original + Supplement |
| Montana | Montana Department of Public Health and Human Services | \$500,000 | \$164,277 | \$664,277 | Original + Supplement |
| Nebraska | Nebraska Department of Education | \$500,000 | N/A | \$500,000 | Original |
| Nevada | Nevada State Department of Health and Human Services | \$623,467 | \$164,277 | \$787,744 | Original + Supplement |
| New Hampshire | New Hampshire Dept. of Health and Human Services | \$500,000 | \$164,277 | \$664,277 | Original + Supplement |
| New Jersey | State of New Jersey Department of Education | \$1,594,234 | \$164,277 | \$1,758,511 | Original + Supplement |
| New Mexico | New Mexico Early Systems | \$857,642 | \$164,277 | \$1,021,919 | Original + Supplement |

| State or Territory | Applicant Name | Amount Approved | Supplement | Total | Application Type |
|--------------------|--|---------------------|--------------------|---------------------|-----------------------|
| New York | Children & Family Services, New York State Office | \$5,424,273 | \$164,277 | \$5,588,550 | Original + Supplement |
| North Carolina | North Carolina Office of the Governor | \$3,053,061 | \$164,277 | \$3,217,338 | Original + Supplement |
| Ohio | Ohio Department of Job and Family Services | \$3,511,771 | \$164,277 | \$3,676,048 | Original + Supplement |
| Oklahoma | Oklahoma Partnership for School Readiness Foundation | \$1,506,605 | \$164,277 | \$1,670,882 | Original + Supplement |
| Oregon | Oregon Department of Human Services | \$1,000,761 | \$164,277 | \$1,165,038 | Original + Supplement |
| Pennsylvania | Comm. Of Pennsylvania, Office of Child Dev. & Early Learning | \$3,020,281 | \$164,277 | \$3,184,558 | Original + Supplement |
| Puerto Rico | ACUDEN Admin. For Integral Child Care and Development | \$2,273,137 | N/A | \$2,273,137 | Original |
| Rhode Island | Rhode Island Dept. of Elementary and Secondary Education | \$500,000 | \$164,277 | \$664,277 | Original + Supplement |
| South Carolina* | South Carolina First Steps to School Readiness | \$1,628,299 | \$164,277 | \$1,792,576 | Original + Supplement |
| Tennessee | State of Tennessee | \$2,254,123 | \$164,277 | \$2,418,400 | Original + Supplement |
| Texas | University of Texas Health Science Center at Houston, TX | \$11,274,474 | N/A | \$11,274,474 | Original |
| Utah | State of Utah, Early Childhood Education & Care | \$695,884 | N/A | \$695,884 | Original |
| Vermont | State of Vermont | \$500,000 | \$164,277 | \$664,277 | Original + Supplement |
| Virgin Islands | Early Childhood Advisory Committee | \$500,000 | \$164,277 | \$664,277 | Original + Supplement |
| Virginia | Virginia Department of Social Services | \$1,052,613 | \$164,277 | \$1,216,890 | Original + Supplement |
| Washington | Washington State Department of Early Learning | \$1,542,064 | \$164,277 | \$1,706,341 | Original + Supplement |
| West Virginia | West Virginia Department of Education and the Arts | \$642,214 | \$164,277 | \$806,491 | Original + Supplement |
| Wisconsin | State of Wisconsin Department of Children and Families | \$1,272,323 | \$164,277 | \$1,436,600 | Original + Supplement |
| Wyoming | Wyoming Department of Family Services | \$500,000 | N/A | \$500,000 | Original |
| | TOTAL | \$92,826,370 | \$7,173,601 | \$99,999,971 | |

*South Carolina applied for and received a State Advisory Council grant in 2010, but returned the funds in 2011.

FIGURE 1 sources of State Match Used by Grantees to Meet the Non-Federal Share Requirement



NOTE: The numbers in parentheses refer to the number of states and territories. For example, the source of funds for 12 states and territories was state funds for pre-school and pre-k programs representing 24.5% of the total. The total of 49 states includes 44 states plus 5 territories.

Each state's funding allocation was based on the number of children under the age of five from families whose income was below the poverty line. Although states could apply for a portion of their allocation, the statutory minimum request for each applicant was \$500,000. SAC awards ranged from \$500,000 to \$11.2 million. All SAC funds were awarded by September 2010.⁴

State Advisory Council State Match Requirement

All applicants were required to provide a 70 percent match of grant funds and had the full three years of the grant to meet the required match. Permissible state revenue sources included: early childhood funds from state funded pre-kindergarten; designated tax resources (e.g., tobacco settlements); state teacher training and early care and education professional development programs; state child care licensing; monitoring and data maintenance; state home visiting programs; child care scholarships (through state child care subsidies); general fund or state revenues; in-kind donations; foundations and foundation-supported initiatives; and advocacy organizations. Some states combined sources in order to come up with the 70 percent match requirement, as shown in Figure 1.

Membership Representatives of the State Advisory Council

The SACs were required by law to include the following representatives as Council members:

- ◆ Representative of the state agency responsible for child care
- ◆ Representative of the state educational agency
- ◆ Representative of the local educational agency
- ◆ Representative of institutions of higher education in the state
- ◆ Representative of local providers of early childhood education and development services
- ◆ Representative from Head Start agencies located in the state, including Migrant and Seasonal Head Start programs, as well as American Indian and Alaska Native Head Start
- ◆ Director of the Head Start State Collaboration Office
- ◆ Representative of the state agency responsible for the programs under Part B, Section 619 or Part C of the Individuals with Disabilities Education Act

⁴ All SAC awards were granted in 2010, with the exception of Pennsylvania, which was awarded in December 2009.

- ◆ Representative of the state agency responsible for health or mental health

Most states exceeded the membership requirements of the law to include a wider scope of key state and community leaders. The percentage of representatives from other entities that serve in the Councils include:

- business representatives (67 percent)
- philanthropic organizations (65 percent)
- parents (70 percent)
- tribal and migrant representatives (27 percent and 20 percent respectively)
- health care providers (90 percent)
- home visiting representatives (73 percent)
- abuse and neglect prevention / child welfare representatives (53 percent)

Councils also had representation from governor's and state legislature's offices, as displayed in Figure 2:

- 37 Councils (65 percent) included representation from the Governor's Office
- 22 Councils (45 percent) included representatives from the State legislature

- 17 Councils (35 percent) included local government representation
- 6 Councils (12 percent) included judicial representation

The diverse areas of expertise represented by SAC members helped inform and shape the direction of early childhood policy in the states. For example, businessmen and women have helped Councils consider the investments necessary to ensure sustainability; non-appointed, career agency representatives have helped preserve historical knowledge of the state's early childhood initiatives and policy; and parents have brought invaluable perspectives regarding families' needs.

State Advisory Council Subcommittees and Workgroups

Most Councils formed subcommittees and workgroups to organize their areas of focus. These bodies often took responsibility for delving deeply into topics. They considered developing kindergarten readiness assessments, identifying gaps in early childhood health, and enhancing parent engagement. The subcommittees and

FIGURE 2
Types of Government Represented on the Councils (Not Required by Law)

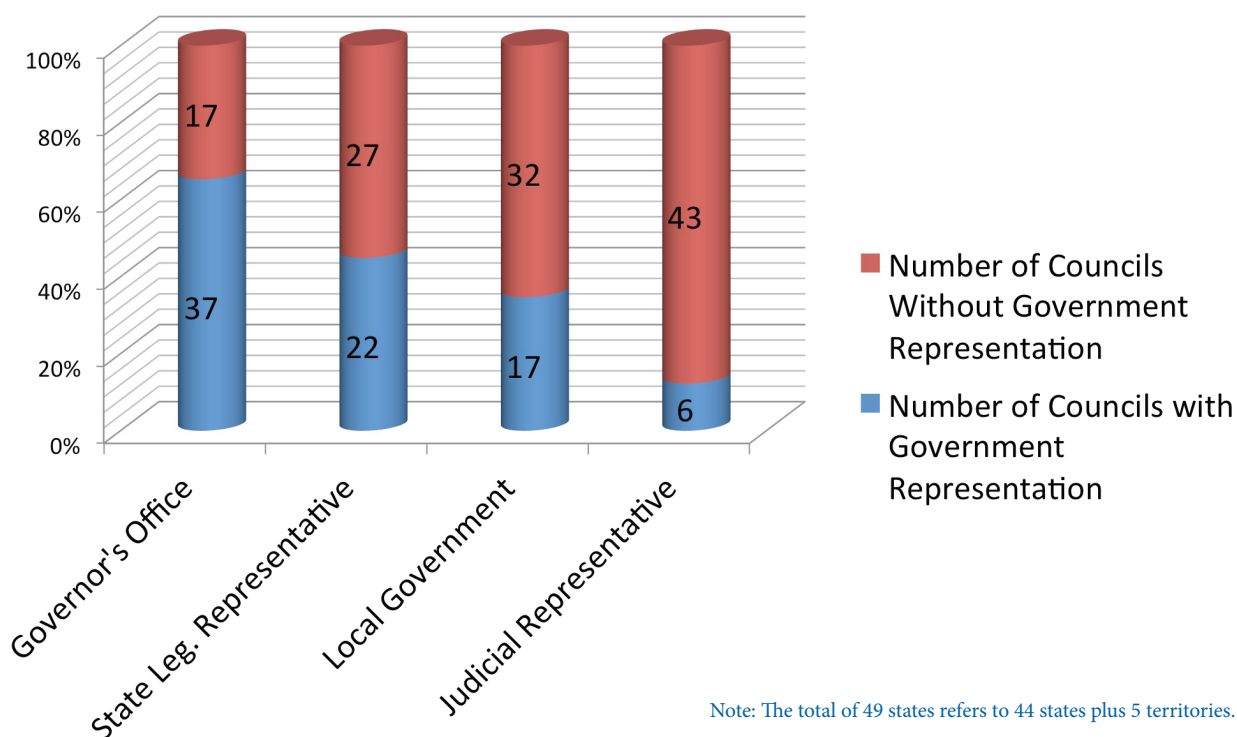
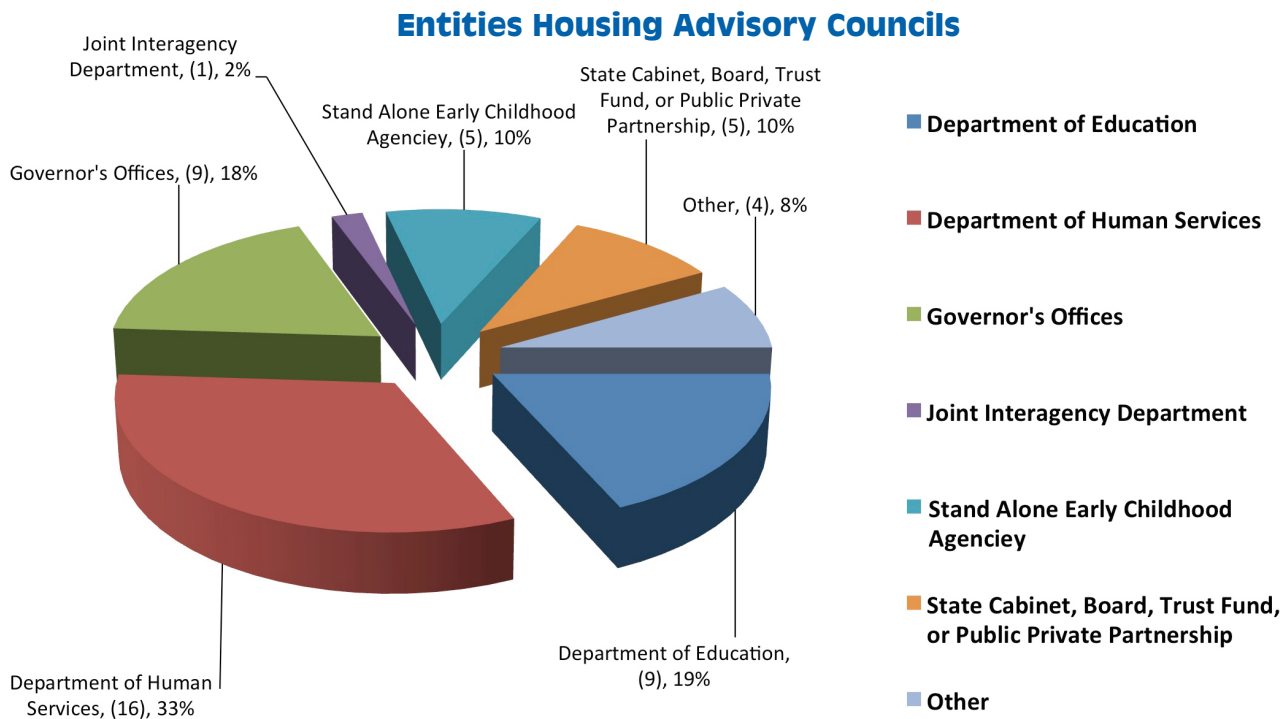


FIGURE 3 Designation of SACs: Where Are They Located?



NOTE: This chart is taken from an analysis completed by the National Governors Association in 2011, developed in partnership with the U.S. Department of Health and Human Services. The numbers in parentheses represent the number of states. For example, ten states have Advisory Councils in the State Department of Education representing 20 percent of the number of State Advisory Councils. The total of 49 states refers to 44 states plus 5 territories.

workgroups often included appointed Council members, as well as additional stakeholders who encompassed a much broader range of expertise that uniquely positioned them to share their knowledge and contribute to Council work and product development. The number of subcommittee and workgroup structures varied across the states, as did the topics they addressed. Some Councils had no subcommittees while a few had as many as ten.

Council Formation Preceding the State Advisory Councils

In many states, the idea and existence of state early childhood councils, committees, or initiatives preceded the 2009 SAC federal grant. For instance, the State of New York has operated an early childhood council since 1977. There are federal programs that began the work of streamlining state early childhood systems. These include the work of the Child Care and Development Fund (CCDF), Head Start State Collaboration Offices, the Early Childhood Comprehensive Systems (ECCS), and the Interagency Coordinating

Council for Early Intervention. Each has taken important steps toward shaping early childhood policy decisions, decreasing fragmentation, and integrating services for young children at the state level. Councils leveraged the momentum and progress of these programs and coordinating bodies. For instance, Councils were able to advance quality rating and improvement systems in child care through initial work created with CCDF investments. In some instances, the ECCS and SAC came together as one body to inform and advise each other's work.

Designation of the Councils

Governors were required to designate a state entity to oversee the overall responsibilities of the Council. Figure 3 indicates the state agencies that oversaw the SACs. Councils were usually placed in a Department of Education, Department of Human Services, or a Governor's Office. Some states had a standalone early childhood state agency charged with administering the state's early learning and development programs.

Challenges in Council Startup and Operations

Councils reported numerous challenges and barriers that delayed project implementation. These included gubernatorial transitions and the other items bulleted below:

- **Gubernatorial Transitions.** Shortly after receiving State Advisory Council grants, 26 states elected new governors. These Councils were tasked with creating transition plans for the new administrations. In some instances, Councils had to modify or completely redesign implementation plans, or discontinue the work chartered by the previous administration. A number of governors and state legislators took steps to solidify and make the Council official. In nearly 30 states and five territories, Governors passed executive orders, and 15 state legislatures passed laws to institutionalize the Council at the legislative level.^{5,6}

“Success in school and life starts well before a child’s first day in the classroom, but the fragmented approach we have now makes it difficult to ensure needs are being met... Coordinating these worthwhile programs through one office will help make sure children are best served and developmentally on track.”

~Gov. Rick Snyder, Michigan

- **State Legislative Budget Authority.** In order to draw down and spend federal ARRA funds, some Councils were required to seek budgetary authority from their state legislatures. In many instances, seeking this authority required a significant amount of time due to the nature and schedule of legislative sessions. For example, a Council that received a SAC award in Fall 2010 with a legislative session that had recently concluded had to delay implementation of its plan for up to one year. This allowed the legislature to grant final approval to spend funds.
- **Additional State Requirements.** Some Councils had to comply with additional state requirements that were unique to ARRA funds in order to receive spending authority.

5 States with executive orders passed: AL, AS, CA, DC, FL, GA, GU, ID, KS, KY, LA, MD, MI, MN, MS, MT, NC, NH, NJ, NV, NY, OH, OR, PA, PR, TN, TX, UT, VA, VI, WI, WV, and WY.

6 States with legislation passed: AR, AZ, CO, CT, DE, IA, IL, MA, MO, NE, NM, OK, SC, VT, and WA.

“Early education provides the foundation for the future success of our children...Meaningful education reform starts with improving how we approach early childhood learning.”

~Gov. Dannel P. Malloy, Connecticut

- **State Procurement Procedures.** The need for Councils to get state procurement clarification regarding the use of ARRA funds affected activity implementation in some cases. General state procurement procedures proved to be lengthy in the context of the grant’s three-year time frame. State fiscal procedures had to be met and delayed Councils’ abilities to quickly execute contracts to carry out SAC projects (i.e., development and approval of Requests for Proposals, bidding, and winner selection).
- **State Approval to Hire Staff.** Most states reported that they needed state approval to hire staff for the Council. Hiring freezes in many states prevented some Councils from hiring critical leadership positions (e.g., Director, Project Manager, or Coordinator). In states where hiring freezes persisted, Councils eventually brought on needed staff through contracts. This often took more time than expected and postponed several Year 1 activities to Year 2.
- **Restructuring of Government and SACs.** In states that welcomed new administrations, new governors often performed some restructuring of government (e.g., in the Children’s Cabinet or Human Services Department), as well as Council membership. Such staffing changes also contributed to Year 1 implementation delays of Council projects and activities.
- **Stakeholder Engagement.** Most Councils spent time at the beginning of the grant in thoughtful stakeholder engagement before starting their work. The core of their work required collaboration and coordination of stakeholders.
- **Technology and Administrative Challenges in Data Systems Development.** As Councils began their work on developing recommendations for a unified early childhood data system, many Councils reported challenges in the following areas: gathering data when data sets were stored manually at various sites; linking a child across systems without adequate identifying data on the child; and obtaining permission to access data in a timely

manner from system owners. These hurdles required broad stakeholder engagement and, in some cases, legal expertise.

The Councils will complete their development of recommendations. However, their implementation has fallen outside the purview of the grant.





II. UPDATE ON REQUIRED GRANT ACTIVITIES

Prior to receiving the SAC funds, some states had a history of investing in early childhood coordination and collaboration work. They were able to add to an existing infrastructure. Other states had little history and fewer early childhood resources. SAC funds allowed Councils to develop in areas where the state had made modest accomplishments and expand in those areas where significant progress was underway.

Councils have made significant progress on the seven required activities, as described in the following section. The federal grant concludes in 2013.⁷

SAC Legislative Requirement 1

Conducting periodic statewide needs assessments on the quality and availability of high-quality care.

HIGHLIGHTS

Conducting needs assessments has allowed states to document the current supply of public and private early childhood programs and services. As a result, Councils have been able to identify gaps, conduct comprehensive planning, develop priorities and make data-driven decisions on how to provide early childhood services in the state. One state had not conducted a comprehensive, statewide needs assessment on the quality and availability of care in more than 40 years (although smaller scale assessments had been conducted at the local level). Overall, the Councils' needs assessments revealed new information that helped to provide a statewide picture of the specific needs of families raising young children.

As Councils complete their needs assessments, they are distributing the report findings to many early childhood stakeholders, including policymakers, local public health agencies, philanthropic organizations, and non-profit and state agencies. These efforts will help to inform the next

steps they take in improving early childhood programs and services. The varied ways Councils approached the required needs assessment are highlighted below:

- **Qualitative Data.** Councils provided descriptive data on the number of children birth through age five and their families who are eligible for early childhood services (all states).
- **Geographic/Community Assessment.** Councils identified "at-risk" or high-need communities according to geographic areas, rather than at the individual child level. For example, these Councils used geo-mapping (New Mexico) or a tool such as the Early Development Instrument (Texas) to determine communities of greatest need for early learning services. After completing the needs assessment, the Illinois Council created an index to rank all municipalities in the state according to early childhood service needs. In addition to conducting a state needs assessment, Montana supported local council coalitions in their own needs assessments.

"We are responsible for shaping the future of our keiki... Our administration has made early childhood a priority...[so] that all children get the chance to reach their full potential."

~Gov. Neil Abercrombie, Hawaii

- **Prevalence of Risk Factors Assessment.** Councils identified the prevalence of certain risk factors that are known to negatively impact child outcomes, such as poverty, homelessness, unemployment, teen parents with low educational attainment, and child abuse and neglect (Connecticut, Vermont).
- **Perspectives from Families and Early Childhood Professionals.** Some states gathered

⁷ Pennsylvania's grant concluded in November 2012. All other grants will conclude in 2013.

additional layers of information to make the needs assessment more robust and comprehensive. Massachusetts sent a survey to families and early childhood educators. The survey yielded data on the groups' perceptions about how well child care settings are equipped to care for special needs children and dual language learners.

"When our students can read, they can more easily achieve, and by monitoring our students' progress at an early age, we can step in and help those who are struggling so that every New Mexico child can read proficiently before entering 4th grade."

~Gov. Susana Martinez, New Mexico

SAC Legislative Requirement 2

Identifying opportunities for, and barriers to, collaboration and coordination among federally-funded and state-funded early childhood programs and services.

HIGHLIGHTS

Councils have been collaborating and coordinating among the various early childhood sectors and settings in their states to permit a more unified and efficient approach to help children get ready for school. These efforts have fostered joint discussions and better use of federal and state resources. Councils have seized the following opportunities:

- **Advisory Group Combination.** Some Councils combined with other advisory groups involved in early childhood in the state (Kansas, Utah, California), such as a council on families and children or a council on mental health. Previously, these groups met separately and often with uncoordinated agendas.
- **Local Collaboration Models.** A few Councils have built an early childhood infrastructure through local program collaboration models. The Oklahoma Council has used funds to provide public awareness activities to improve children's participation in quality early childhood programs and participated in coordinating local professional development opportunities for early childhood professionals. The Louisiana Council facilitated several diverse delivery pre-k model collaborations among child care centers, Head Start programs, and school districts.

Kentucky created community early childhood local councils that are working on issues like improving the quality of early childhood settings and increasing participation in the state's quality rating and improvement system.

- **Public and Stakeholder Engagement.** Most Councils are using public engagement to collaborate with stakeholders outside of the early childhood setting. The West Virginia Council held forums to educate and engage the State legislature about the importance of investing in quality early childhood programs. Wisconsin obtained public input on areas to be covered in the state's first early childhood annual report.
- **Leveraging Statewide Initiatives.** Some Councils joined early learning and development statewide initiatives. The Colorado Council participated in the statewide "Literacy Matters" listening tour through eight cities to inform policy and practice on early literacy.
- **Leveraging K-12 Initiatives.** Councils have leveraged K-12 initiatives to improve the quality of early childhood programs. The New York Council's partnership with the State Education Department (SED) led to the SED allocating \$4 million of its Race to the Top Phase Two grant funds to support implementation of QUALITYstarsNY (New York's Quality Rating and Improvement System). This partnership assisted more than 300 early learning and development programs in persistently low achieving public schools.⁸ The decision to use K-12 funds to support the early childhood infrastructure was made with the realization that investing early can help mitigate poor performance issues that may occur later.
- **Reprogramming State Funds.** Some Councils have reprogrammed state funds through state interagency relationships. The New Hampshire Council secured funds from the Bureau of Developmental Services for logo, branding, and the development of a website. The purpose was

⁸ New York's SED funds are from the state's Race to the Top (RTT) Phase 2 funds which were authorized under Sections 14005 and 14006 of the American Recovery and Reinvestment Act of 2009. The RTT grant encourages and rewards states implementing significant reforms in four education areas: enhancing standards and assessment; improving the collection and use of data; increasing teacher effectiveness and achieving equity in teacher distribution; and turning around struggling schools.

to promote communication with the public regarding the availability of early learning and development services and programs in the state.

SAC Legislative Requirement 3

Develop recommendations for increasing participation of children in early care and education programs, including outreach to underrepresented and special populations.

HIGHLIGHTS

Most Councils have begun implementing activities to make tangible participation gains. The list below includes examples of how Councils have approached this work.

- **Research.** All Councils are conducting some form of research through the required needs assessments. However, some Councils are conducting additional research to better understand the needs of and increase outreach to underrepresented and special populations, including dual language learners, homeless families, children with disabilities. The New Jersey Council completed a study that identified underserved infant and toddler populations, examined the reasons for this occurrence, and evaluated effective recruitment methods.
- **Grants.** Councils' approaches reach underrepresented and special populations. The Illinois Council provided "Hard to Reach" grants aimed at underserved communities by increasing access to high quality early learning and care programs. One approach included door-to-door family outreach and partnerships with health centers for family engagement. Councils also used funds to renovate or construct new early childhood facilities. They gave priority to communities with the greatest underserved populations of young children.
- **Home Visiting Expansion.** A number of Councils expanded home visiting services in underserved communities (New Hampshire, Louisiana).
- **Legislation.** In some states, legislation has been passed to expand early childhood education access. In Vermont, Act 62 is the state's public pre-k legislation that allows public education funds to be used to provide

early childhood education services to 3- and 4-year olds. Similarly, the U.S. Virgin Islands recently passed a bill to support the establishment of a pre-k program for the territory.

- **Committee Formation.** Several states and localities have formed special committees, task forces, and workgroups to understand and identify the needs of children from underrepresented and special populations. These jurisdictions include Illinois, Oklahoma, and Minnesota.

SAC Legislative Requirement 4

Establishing recommendations for developing a unified data collection system.

HIGHLIGHTS

Councils have been working toward establishing a unified data collection system with the goal of having timely, accurate information on early childhood program performance, the workforce, and children's progress. States have begun this work with the following activities:

- **Data Convenings.** All Councils have gathered expertise from key stakeholders. They organized data summit convenings, roundtables, and advisory groups on developing common data elements and data sharing methods and procedures.
- **Data Mapping and Gap Analysis.** Another important step taken by Councils was developing data systems by mapping a state's inventory of data sources and identifying gaps (Delaware, Minnesota, Colorado, New Jersey, Oregon).
- **Unique Identifiers Policy Development.** Councils have taken steps to develop unique identifiers to track the progress of each child longitudinally. In Oklahoma, the Council initiated discussions with state legislators and attorney generals regarding the development of a statewide system of unique identifiers.
- **Data Sharing.** Councils have found that state data sharing rules are complex. To navigate the rules, Vermont developed a data sharing prototype that serves as a road map. Wisconsin is conducting a data sharing pilot.

- **Design Questions Development.** All Councils are developing policy questions for the data system to address. The goal is to answer questions about the status of children, early childhood programs, and the workforce (Georgia, Texas, and Virginia).
- **Linkage to P-20 Systems.** A small group of states have explored how to incorporate Head Start and Early Head Start data into the P-20 system, an integrated education data system that extends from preschool through higher education. Arkansas, Connecticut, Delaware, Florida, Kansas, New Jersey, Ohio, Rhode Island, Vermont, and Washington State have been involved in this work.

“Minnesota’s future success depends upon building an education system that gives every child the chance to succeed. By starting early we can lay a strong foundation to ensure every learner has the tools to excel in the classroom, in our communities, and in life.”

~Gov. Mark Dayton, Minnesota

SAC Legislative Requirement 5

Establishing recommendations for creating or enhancing a statewide professional development system and career ladder.

HIGHLIGHTS

Councils have implemented activities to create or enhance a professional development system and career ladder to provide learning opportunities and an upwardly mobile professional pathway for early childhood professionals. Councils have approached this task in numerous ways:

- **Scholarships.** Councils have created scholarships to assist early childhood professionals with resources for knowledge development. The Puerto Rico Council awarded scholarships to teachers, teacher assistants, and child care center staff. The Alabama and Rhode Island Councils both made T.E.A.C.H. scholarships available to early care and education professionals. The Illinois Council made the Gateways to Opportunity Scholarship available to early childhood educators, which was previously awarded to professionals in other sectors. American Samoa made needs based scholarships available for child care providers to enroll in accredited early childhood college courses. The scholarship covered tuition, registration fees, and college placement exams.
- **Developing Core Knowledge and Competencies Framework.** Councils have developed or revised their core knowledge and competencies frameworks to outline the expectations and intensity of training options for early childhood professionals (Connecticut, Delaware, Louisiana, New Hampshire, New York, Pennsylvania). In Minnesota, this work was aligned with the early learning standards.
- **Career Lattice.** Councils also have created career lattices for the advancement of early childhood professionals (Kansas and Texas).
- **Professional Development Registry.** The Michigan, Texas, and Oregon Councils have created professional development registries to allow early childhood educators to search, register for, and track completed workforce development opportunities. Mississippi created a voluntary registry specifically for family child care providers.
- **Resources for Trainers.** The Missouri Council developed a portal for trainer registration and qualifications, and professional recognition, and offered resources on available trainings, learning standards, and staff competencies.
- **Topical Trainings.** Councils have provided professional development training on specific topical areas:
 - working with young children with visual impairment (Guam)
 - supporting parent educators (Louisiana)
 - providing workshops to teachers and providers on early learning guidelines (Virgin Islands)
- **Alignment of Early Childhood Professional Development Plans.** The Iowa Council reviewed the SAC, ECCS, and CCDF state plans together. They updated each professional development implementation plan in alignment with the other state plans.

SAC Legislative Requirement 6

Develop recommendations for assessing the capacity and effectiveness of 2- and 4-year institutions of higher education to support the career development of early childhood educators.

HIGHLIGHTS

Councils have worked to align the education needs of early childhood professionals to the preparation programs offered by institutions of higher education. Examples of these efforts are listed below.

- **Assessing Higher Education Capacity.** Councils are assessing the extent to which higher education institutions can sufficiently prepare early childhood professionals. Next, Councils will work with the higher education institutions to close gaps and improve preparation.

The Alabama Council assessed early childhood graduates in higher education and found that the current workforce is sufficient to serve the current number of children in pre-k settings. However, there is not enough capacity to sustain growth.

West Virginia surveyed institutions of higher education to assess current knowledge of pre-

school early learning standards and infant-toddler learning standards.

- **Alignment of Coursework to the Early Learning System.** Councils are aligning coursework in higher education to the structures in the early learning system. For instance, Delaware reviewed a plan to align higher education coursework with early learning standards. The Louisiana Board of Regents created a taskforce to align early childhood college level courses with the core knowledge and competencies.
- **Innovation.** Massachusetts plans to roll out a workforce preparation data system. It will include a searchable database that contains information about 2- and 4-year institutions offering early childhood degree programs.
- **Agreements Established with Higher Education.** North Carolina's Council completed a Memorandum of Understanding (MOU) with the state's early education agency division. The MOU provides small grants to support up to twenty community colleges in their efforts to obtain national accreditation for their early childhood teacher preparation programs.



“...Our new early childhood literacy initiative, in particular, will have lasting effects on the lives of thousands of Iowa children and significantly improve their chances of future academic and career success.”

~Gov. Terry Branstad, Iowa

SAC Legislative Requirement 7

Making recommendations for improvements in state early learning standards and undertaking efforts to develop high-quality comprehensive early learning standards, as appropriate.

HIGHLIGHTS

Many states are working on developing or enhancing their early learning standards. States have worked in collaborative teams that include public and private education specialists, social workers, health professionals, higher education representatives, and others who are reviewing and revising the standards.

- ***Developed Infant and Toddler Standards.*** Some states are developing infant and toddler standards for the first time (Utah, Arizona, Colorado, Wyoming). Others are making enhancements to existing 3 – 5 or birth – 5 standards. (New York).
- ***Integrated Cultural and Linguistic Considerations.*** Hawaii has revised its early learning standards to ensure cultural and linguistic appropriateness.
- ***Used Standards for the Education of Early Childhood Professionals.*** Councils have embedded early learning standards in course syllabi, curricula, and training for providers. In Delaware and Louisiana, the early learning standards are the basis for the core knowledge and competency framework. Minnesota updated its core competencies for early childhood practitioners to better align with its early learning standards.
- ***Aligned Early Learning Standards Across Programs.*** Other states are working on aligning their early learning standards to the K-12 Common Core Standards. This alignment will ensure that the expectations about the knowledge and performance of children are correct.
- ***Adapted Early Learning Standards for Parent and Community Engagement.*** To ensure that parents and other familial caregivers are knowledgeable about what children ought to know and be able to do at each developmental stage, Minnesota has educated families and community members on the state’s early learning standards. The state developed a parent guide and communications plan.
- ***Expanded Early Learning Standards to Include Birth – Third Grade.*** The Washington State Council has expanded its Early Learning and Development Guidelines to include content on early childhood development through third grade.



III. ADVANCING EARLY CHILDHOOD SYSTEMS BEYOND SAC GRANT REQUIREMENTS

Although Councils were required to carry out seven activities, most identified additional areas for activity beyond the requirements in order to improve their early childhood systems comprehensively. Councils approached this work in a variety of ways. The examples listed below include the development of a kindergarten entry assessment; improving the quality of early childhood programs; health and mental health initiatives; and parent and family engagement efforts.

Kindergarten Entry Assessment

Councils have facilitated development of the kindergarten entry assessment (KEA) tool for the purpose of assessing children's readiness for kindergarten. Some states have completed the development of a KEA (Maryland and Washington State). The majority of states are in the beginning stages of developing their KEAs. In Iowa, the governor's education blueprint contains a framework for a kindergarten assessment. Several other states are in the process of finalizing recommendations for their state KEA. Some Councils have begun piloting their work before taking it to scale. Nevada has been working with local school districts to agree upon one school readiness tool to promote long-term data tracking.

Quality Rating and Improvement System (QRIS) Development

Councils are improving the quality of early childhood programs through their development of the Quality Rating and Improvement Systems (QRIS). The purpose of QRIS is to measure the quality of early learning and development programs, help programs improve, and provide information to aid families as they make decisions and select programs. Council activities have involved developing, piloting, evaluating, and encouraging early childhood programs to enroll in the QRIS. For instance, Arizona provided a rating coach to

incentivize and assist early childhood providers with compiling QRIS documents and submitting information to the database for scoring. This resulted in a more user-friendly experience for providers. Councils also have worked on explaining ratings and other information about QRIS to parents so that they can make informed choices (Minnesota).

Health and Mental Health Activities

Several states focused on early childhood health and mental health as part of their school readiness strategy. In Michigan, the Council studied health services access to gain an understanding of the factors contributing to disparities in young children's access to health care and the opportunities to close this gap. In the U.S. Virgin Islands, the Council adopted an obesity prevention strategy. It incorporated the recommended daily activity levels and screen time for toddlers and preschoolers into the QRIS. The Louisiana Council identified maternal health as a lever to impact school readiness. The Council supported work that served pre- and post-natal women in need of health and mental health services.

Other Councils made early childhood mental health a priority. The Iowa Council raised the visibility of trauma, its impact on early childhood mental health, and appropriate approaches to care among early childhood stakeholders. Maryland's Council increased the statewide cadre of trainers and coaches with social and emotional development expertise. New Mexico's Council updated the state's infant mental health strategic plan to address the social and emotional needs of infants and toddlers.

Parent, Family, and Community Engagement

Parent, family, and community engagement has become a focal point of Councils' early childhood systems

building efforts. Thirty-five or 71percent of the 49 Councils have parent representation as part of their core membership. Councils have worked to help parents and families promote and participate in the everyday learning of their children at home, at school, and in their communities. They also have educated parents and families about helping young children transition to new learning environments, such as kindergarten. Snapshots of Councils' accomplishments follow:

- **Metrics.** Maine's Council has examined various metrics and evaluation tools and measured the degree to which its parent engagement strategies are successful.
- **Planning.** Missouri and Georgia's Councils developed family engagement recommendations for adoptive parents.
- **Consumer and Parent Education.** Michigan's Council educated parents about its pre-k through third grade early learning standards.
- **Professional Development.** New York developed a certification for parent educators to

formalize the ways in which they engage and support parents and families.

- **Products and Tools.** Pennsylvania has distributed products to parents about early learning and school readiness and explained the usage of the products and tools.
- **Messaging.** Nebraska studied and developed core messages for engaging parents, early care and education providers, and schools on the topics of school preparedness and prepared schools. Subsequent materials have been created, printed, and disseminated to schools, parents, families, and the community.
- **Perspectives from Multiple Stakeholders.** Kentucky conducted interviews with commissioners from state agencies, focus groups consisting of state employees and parents (conducted separately), and surveys to identify effective strategies for educating, engaging and empowering families.





IV. STATE AND TERRITORY PROFILES

Since they were convened, the federally-funded SACs have made significant progress on advising state policy-makers about how best to meet the early care and education needs of young children. Each has taken concrete steps to streamline early childhood programs and services statewide and to meet federal requirements. All have engaged important stakeholders including governor's advisors, legislators, and leaders in business and philanthropy to help drive early childhood policy and sustainability. Each Council has approached its work uniquely. The snapshot profiles below highlight Council accomplishments and history, the designated state agencies, subcommittees, Council membership, and scope of work.



| | |
|--------------------------------|--|
| Council Name | Alabama Early Childhood Advisory Council |
| Designated State Agency | Alabama Department of Children's Affairs |

COUNCIL HISTORY

Alabama stakeholders formed a statewide Advisory Council housed at the Alabama Department of Children's Affairs (DCA) in 2008. In February 2010, Gov. Bob Riley formally designated the DCA as the agency to lead the Early Childhood Advisory Council, meeting the requirements of P.L. 110-134, the Improving Head Start Readiness Act of 2007.

NUMBER OF MEMBERS: 42

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: Both the state agency responsible for Part C of IDEA and the Coordinator of Part B of IDEA, the state agency responsible for mental health, the governor's office, the legislature, migrants, business, statewide and community organizations, home visiting, the judiciary, and the state office of abuse and neglect.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.

CHAIR(S) OF COUNCIL: The Council is co-chaired by the commissioner of the Alabama Department of Children's Affairs and the Governor's policy advisor.



SUBCOMMITTEES: 4

- Defining school readiness
- Assessments
- Longitudinal data
- Growing access

SUMMARY OF ACCOMPLISHMENTS

Needs Assessment. The Council completed a needs assessment that captures the quality and availability of early childhood education and development services available statewide. As part of this effort, the Council was able to determine the number and location of non-state funded pre-k programs in public schools available throughout the state. This involved surveying each of Alabama's elementary schools in all 132 school districts. The needs assessment also included data about Head Start programs and licensed and unlicensed child care.

Collaboration and Coordination. The State Superintendent of Education and the Director of the Office of School Readiness established collaboration between their two departments. A focal point of the collaboration is to identify high-need areas to target for early childhood services and to identify specific components to ensure collection and availability of longitudinal data.

Assessing Institutions of Higher Education. The Council completed an assessment of the number of graduates in early childhood related programs in all of Alabama's four-year colleges and universities. A significant finding is that although the workforce is sufficient to staff current pre-k programs, it is not sufficient to sustain growth of high-quality early childhood programs.

Early Learning Standards. The State Department of Education and the Alabama Office of School Readiness have rewritten the early learning standards as they apply to programs for four-year-olds. Both offices are working together to begin the process of aligning the early learning standards with the common core standards.

Assessment. The Alabama Department of Children's Affairs (DCA) has selected and is implementing the GOLD assessment in all state funded pre-k programs. DCA holds the state license for GOLD and is coordinating the data collection for all programs using the GOLD assessment.

COUNCIL WEBSITE: <http://www.children.alabama.gov/>

| | |
|--------------------------------|-----------------------------------|
| Council Name | American Samoa Children's Cabinet |
| Designated State Agency | Office of the Governor |

COUNCIL HISTORY

Gov. Togiola Tulafono created an early childhood advisory council in 2010. In January 2011, he placed the Council in the Governor's Children's Cabinet through Executive Order 01-2011. In January 2013, Lolo Letalu Matalasi Moliga became the Governor of American Samoa and began providing oversight to the Council.

NUMBER OF MEMBERS: 8

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

1. All states met the requirement for representation from the following entities:
2. State agency responsible for child care
3. State educational agency
4. Local education agency
5. Institutes of higher education
6. Local providers of early childhood education and development services
7. Head Start agency
8. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: The state agency responsible for Part C of IDEA, the state agencies responsible for health and mental health, the governor's office, parents, business, statewide and community organizations, home visiting, and the state office of abuse and neglect.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.

CHAIR(S) OF COUNCIL: Former First Lady of American Samoa

SUBCOMMITTEES: 1

- Data/information technology committee



SUMMARY OF ACCOMPLISHMENTS

Coordination/Collaboration. The Council ensured all members developed a working knowledge of the various early childhood programs administered in American Samoa, including the child care program, Head Start, maternal and child health programs, such as the Home Visiting program, and the Part C Early Intervention program. They discussed eligibility requirements, target populations, and funding and professional development initiatives. Health representatives discussed the launch of the Home Visiting program. American Samoa Community College informed Council members of the available Early Childhood Education courses and certificate programs.

Developing a Unified Data System. The Council envisioned developing a uniform early childhood data collection system including Head Start, other early childhood data systems, and health, social services, juvenile and family services agencies. Council members from the Departments of Education and Human Services worked with the American Samoa Community College technology staff. They mapped out their current management information and technology systems, reporting requirements, reporting formats, and data elements on early childhood data. The Council formed a Data/Information Technology committee. Members of the committee exchanged and reviewed ideas on how to align requirements and integrate systems that collect data, such as child demographics, family socioeconomic status, eligibility requirements, health, behavioral health and academic assessments. Subsequently, the committee developed and submitted recommendations for developing a unified early childhood data system to be submitted to the Governor's Children's Cabinet.

Workforce/Professional Development. The Council developed and presented recommendations to the Governor in 2011 to create the Early Childhood Care and Teacher Assistant Certificate. The Council worked with the American Samoa Department of Human and Social Services, American Samoa Community College (ASCC), and the Boys and Girls Club of American Samoa to examine and improve training and certification for child care providers and early care and education teachers providing Head Start services. The collaboration concerned standardizing workforce training for home and center-based child care workers, as well as for early care and education teachers in Head Start throughout the territory. The partnering organizations developed training modules aligned with ASCC's teacher education program and the territory's Department of Education Early Childhood Education Master Teacher credentialing system.

The program established a minimum standard for training and offered a certificate for all individuals serving young children from birth to age five. The certificate includes five accredited courses in early childhood including ECE 150 Introduction to Parenthood Education, ECE 151 Guiding & Nurturing Young Children, ECE 152 Safety and Health for Young Children, ED 150 Introduction to Teaching, ED 150P Classroom Observation and a 1 credit seminar in Human Development Early Childhood. Council funding has been used to pay tuition, registration fees, and for the college placement exam. Council funds also have been used to pay master's level teachers to serve as adjunct faculty for the early care and education courses. In 2011, the Governor accepted and approved the recommendations.

The Council (SAC) organized and conducted a first ever two-day early childhood summit. The meeting brought together local and territory agencies, departments, early care and education professionals, and national organizations with expertise on early childhood. Summit topics included academic standards, early care and education early learning standards, pathways to certification and college degrees, and infant and toddler brain research.

Early Learning Guidelines. The Council informed the development of the early learning guidelines that are currently in place. The guidelines were developed to ensure that they are culturally relevant in each domain for young children in American Samoa. The guidelines also were used as a reference point for developing a Quality Rating and Improvement System to monitor quality and effectiveness of the Child Care and Development Fund subsidy program. The next step for the Council is to infuse teaching strategies into the Early Childhood Care and Teacher Assistant Certificate to ensure student-teachers are prepared to help young children meet or surpass the early learning guidelines and enter school ready to learn.

COUNCIL WEBSITE: Not available at this time.

| | |
|---------------------------------|--|
| Council Name | Arizona Early Childhood Development and Health Board (ECDHB) |
| Designated State Agency: | Arizona Early Childhood Development and Health Board (ECDHB) |

COUNCIL HISTORY

In November 2006, Arizona voters passed Proposition 203, a citizen's initiative that funds early childhood development and health programs. The proposition also created the Arizona Early Childhood Development and Health Board (ECDHB), otherwise known as "First Things First," to plan and build a statewide early childhood system. In 2008, Arizona's governor designated ECDHB to serve as the State Advisory Council to meet the requirements of P.L. 110-134, the Improving Head Start Readiness Act of 2007. As part of the ECDHB structure, there are 31 regional partnership councils located across the state, with more than 300 volunteers serving as Council members. ECDHB convened the Arizona Early Childhood Task Force in 2010 to provide recommendations for a comprehensive systems approach.

NUMBER OF MEMBERS: 12 members on the state board; 341 members on regional partnership councils

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: Both the state agency responsible for Part C of IDEA and the Coordinator of Part B of IDEA, the state agencies responsible for health and mental health, the governor's office, parents, tribes, migrants, business, philanthropy/foundations, statewide and community organizations, health care providers, local government, the judiciary, and abuse and neglect prevention.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.



CHAIR(S) OF COUNCIL: The Council is chaired by the vice president and chief customer officer of an energy corporation.

SUBCOMMITTEES: 4

- Program committee
- Health subcommittee
- Family support subcommittee
- Early learning subcommittee

SUMMARY OF ACCOMPLISHMENTS

Needs Assessment. In December, 2011, the biennial needs and assets report was released. Building Bright Futures is a biennial assessment on the needs of young children in Arizona. This report gives Arizonans a starting place for conversations about the challenges faced by children birth to 5 years old and how communities can best meet those needs. The link to this report is http://www.azftf.gov/WhoWeAre/Board/Documents/FTF_Building_Bright_Futures_2011.pdf.

QRIS Development. The Council supported full implementation of Quality First, Arizona's quality improvement and rating system. The Council started with the Quality First rating pilot study, an essential step in implementation, to determine the validity of the assessment of quality care and education in Arizona programs. Statistical analysis of the assessment data was completed and used to inform the rating process and points scale. The quality ratings program was officially implemented in July 2011. As of December 31, 2011, there were 527 child care centers and 168 child care home providers participating in Quality First.

Early Learning Guidelines. Council funds have supported the establishment of *Arizona's Infant and Toddler Developmental Guidelines* for children birth through 3-years old. These guidelines are seen as the critical first step to ensuring that all Arizona children, birth to three, have responsive, reciprocal and respectful care. The guidelines were developed for parents, providers, and policy makers. The dissemination of and training on the Guidelines occurred concurrently with Arizona's Early Learning Standards for children ages 3 to 5 and *Arizona's Program Guidelines for High Quality Early Education: Birth through Kindergarten*. These three documents are critical for establishing the quality expectations in Arizona's early care and education system and the foundation for professional development of early care and education providers. Twenty-one trainings on the Guidelines were conducted with 715 participants and training will continue throughout the life of this grant.

COUNCIL WEBSITE: <http://www.azftf.gov/Pages/default.aspx>

| | |
|--------------------------------|---|
| Council Name | Arkansas Early Childhood Commission |
| Designated State Agency | Arkansas Department of Human Services/ Office of the Governor |

COUNCIL HISTORY

Gov. Mike Beebe designated the existing Arkansas Early Childhood Commission as the state's Early Childhood Advisory Council in 2008. During the 2009 legislative session, the General Assembly added the required members as outlined in P.L. 110-134 the Improving Head Start Readiness Act of 2007.

NUMBER OF MEMBERS: 24

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the Coordinator of Part B of IDEA, the state agency responsible for health, the legislature, parents, migrants, business, statewide and community organizations, health care providers, local government, and home visiting.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.

CHAIR(S) OF COUNCIL: The Council is chaired by the director of a state home visiting program.



SUBCOMMITTEES: 4

- Finance
- Appeal panel selection
- Nominating
- Program

SUMMARY OF ACCOMPLISHMENTS

Unified Early Childhood Data System. The Council's primary goal was to implement a unified data system for early childhood education. It has supported full integration of a unified early childhood data system and is on target for completion. To date, the Council has assessed current data available from programs in Arkansas, identified data systems from which to pull information, and identified data gaps. The Council has identified technical requirements to build a web-based unified data system and contracted with specialists to develop and test the system. The Council conducted demonstrations and presentations of the system and is receiving feedback about system improvements. The Council will use the website launch to educate the public more broadly about the importance of quality early childhood education. Finally, the Council will launch the web-based data system and educate early childhood educators about the site and how it can be used to their benefit.

COUNCIL WEBSITE: <http://humanservices.arkansas.gov/dccece/Pages/default.aspx>

| | |
|--------------------------------|--|
| Council Name | California State Advisory Council on Early Learning and Care |
| Designated State Agency | California Department of Education |

COUNCIL HISTORY

On November 9, 2009, Gov. Arnold Schwarzenegger issued an executive order establishing the California Early Learning Advisory Council (ELAC). The Council built on past work by the California Early Learning Quality Improvement System Advisory Council created in 2008 to make recommendations to the California Legislature on the development of an early learning quality improvement system. In 2011, Gov. Jerry Brown replaced the ELAC with the State Advisory Council on Early Learning and Care. In 2011, California applied for and was awarded a \$52.6 million Race to the Top-Early Learning Challenge grant.

NUMBER OF MEMBERS: 10

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the state agencies responsible for health and mental health, the legislature, philanthropy/foundations, statewide and community organizations and local government.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.



CHAIR(S) OF COUNCIL: Program deputy director for benefits and services, Department of Social Services and the director of the child development division, California Department of Education.

SUMMARY OF ACCOMPLISHMENTS

Needs Assessment. The Council completed a needs assessment that examined the conditions and needs of young children, birth to five, and the status of the state's early childhood services. This report, *Conditions of Children Birth to Age Five and Status of Early Childhood Services in California*, raises issues impacting development, such as poverty. In addition, the report summarized findings and recommendations from 81 other California-based studies and policy reports regarding access to and quality of the state's early learning and care programs. The report will inform the development of the *California Comprehensive Early Learning Plan*, a comprehensive statewide plan for an integrated early learning system. (For the full report, see: <http://www.cde.ca.gov/sp/cd/ce/documents/airmetanalysis.pdf>.)

Workforce/Professional Development. The *California Early Childhood Educator (ECE) Competencies* describe the knowledge, skills, and dispositions that early childhood educators need in order to provide high quality care and education to young children and their families. The California ECE Competencies are organized into twelve overlapping areas: (1) Child Development and Learning; (2) Culture, Diversity and Equity; (3) Relationships, Interactions, and Guidance; (4) Family and Community Engagement; (5) Dual-Language Development; (6) Observation, Screening, Assessment, and Documentation; (7) Special Needs and Inclusion; (8) Learning Environments and Curriculum; (9) Health, Safety, and Nutrition; (10) Leadership in Early Childhood Education; (11) Professionalism; and (12) Administration and Supervision.

The *California Early Childhood Educator Competencies* are research-based, and are aligned with the *California Preschool Learning Foundations* and the *California Infant/Toddler Learning & Development Foundations* to guide professional development and related quality improvement activities. (For more information on the *California Early Childhood Educator Competencies*, see <http://www.cde.ca.gov/sp/cd/re/ececomps.asp>.)

COUNCIL WEBSITE: <http://www.cde.ca.gov/sp/cd/ce/>

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|--------------------------------|--|
| Council Name | Colorado Early Childhood Leadership Commission |
| Designated State Agency | Office of the Governor |

COUNCIL HISTORY

Gov. Bill Ritter established the Early Childhood Leadership Commission through executive order in 2010 to meet the federal requirements for an Early Childhood Advisory Council. In June 2010, the Colorado Legislature codified the Commission. The Commission is housed in the Lieutenant Governor's Office.

NUMBER OF MEMBERS: 35

COMMISSION COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Commission members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the state agencies responsible for health and mental health, the governor's office, the legislature, parents, business, philanthropy/foundations, statewide and community organizations, health care providers, local government, home visiting, and abuse and neglect prevention.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.

CHAIR(S) OF COMMISSION: Per legislative mandate, the commission has 3 co-chairs representing business; private, nonprofit; and public entities.



SUBCOMMITTEES: 4

- Finance and economic development committee
- Data, needs assessment, and insight committee
- Governance committee
- Program quality, coordination, and alignment Committee

SUMMARY OF ACCOMPLISHMENTS

Race to the Top-Early Learning Challenge Fund. Under the direction of the Lt. Governor, the Early Childhood Leadership Commission and its staff led the effort for the state of Colorado to successfully apply for Race to the Top- Early Learning Challenge funds. The Commission participated in a planning and advising capacity, bringing together stakeholders and participating state agencies to craft Colorado's plan. As Colorado moves towards implementation and the development of a scope of work, the Commission will continue to advise and support grant development.

Memorandum of Understanding. The Commission supported the creation of a Memorandum of Understanding between the Office of the Lt. Governor, the Colorado Department of Education, and the Colorado Department of Human Services to support a shared, seamless system of quality learning environments for the state's young children. This included the promotion of effective programs for children and families, and a shared effort to ensure that public dollars for young children are spent to ensure that impact is as great as possible.

Needs Assessment. *The Colorado Early Childhood Needs Assessment* was published and submitted to the Governor's Office, legislators, local early childhood councils, public health officials, and various early childhood stakeholders. The assessment provides a comprehensive picture of early childhood risk and protective factors in Colorado's 64 counties. Counties were classified as low, medium, or high-risk, based on the status of children and families. County-level information on the status of children as well as the availability of select resources was summarized for the four system domains critical to early childhood development – early learning, family support and education, social and emotional and mental health, and physical health. The Assessment includes a guidance document to help early childhood professionals and other stakeholders interpret the data and information presented in the document. As a next step, the Commission will identify statewide priorities, data consistency issues, historic metrics, and practices that impact trends within counties as part of the analysis. (For more information on the *Colorado Early Childhood Needs Assessment*, see <http://earlychildhoodcolorado.org/inc/uploads/ECLCNeedsAssessment2011.pdf>.)

Financing. The Commission supported a study of the Child Care Contribution Tax Credit to understand its economic impact. The Commission also supported the development of the Colorado Early Investment Model, an interactive, web-based tool that will allow the state policymakers and stakeholders to project the costs of financing a comprehensive, high-quality early childhood system. Users are able to analyze the costs and benefits of various individual services by modeling scenarios that impact access and quality across the system. They may also forecast the return on investment of certain programs. The model was launched in September 2012, and, since then, Commission staff has conducted presentations and trainings both in-state and nationally. To support use of the tools and topics connected to financing early childhood programs, the Commission will release a series of policy briefs to explore and educate users on the tool's content. (For more information, see <http://www.coearlyinvestmentmodel.org>.)



Early Literacy. *The Colorado Needs Assessment* highlighted the unevenness of third grade students scoring proficient or above in reading: 49.2 percent reading proficiency to 83 percent or higher. To ensure that every child in Colorado is a successful reader by the end of third grade, Gov. Hickenlooper and Lt. Gov. Joe Garcia recently released *Colorado Reads: The Early Literacy Initiative*. Commission dollars and staff supported the development of this document. An early literacy plan was unveiled during a successful statewide “Literacy Week” series of events to engage wide participation among a broad coalition of parents, educators, early childhood advocates, and business and community leaders.

(For more information on *Colorado Reads: The Early Literacy Initiative*, see <http://www.colorado.gov/cs/Satellite?blobcol=urldata&blobheadname1=Content-Disposition&blobheadname2=Content-Type&blobheader-value1=inline%3B+filename%3D%22Colorado+Reads.++The+Early+Literacy+Initiative.pdf%22&blobheader-value2=application%2Fpdf&blobkey=id&blobtable=MungoBlobs&blobwhere=1251785065934&ssbinary=true>.)

Early Learning and Development Guidelines. *Colorado’s Early Learning and Developmental Guidelines* have been finalized and will be disseminated and integrated under the work outlined in Colorado’s early learning challenge fund application. The document includes a unified set of guidelines for children birth to eight that help to improve families’ and professionals’ knowledge of child development, foster better continuity of care, and assist everyone—from parents to providers—to share understanding of children’s growth. The guidelines align with the preschool- third grade portion of Colorado’s P-12 Academic Standards, as well as with the Head Start Child Development and Early Learning Framework for children 3 to 5 years old.

Workforce/Professional Development. The Commission supported the creation of the Competencies for Educators and Administrators to serve as uniform standards for early childhood professionals. The competencies will be approved by the Commission in May, 2013. The Colorado competencies are for both early childhood educators and directors and align with the state’s Early Learning and Development Guidelines, new quality rating and improvement system (QRIS), Colorado’s P-12 Educator Effectiveness Standards, and other relevant standards. The competencies are based on state standards and other leading state models. With recent changes to state rules allowing the creation of an early childhood education degree, the competencies also will be a key component of developing two- and four-year institute curriculum and will inform the professional development registry and learning management system within Colorado’s challenge fund grant.

Kindergarten Entry Assessment. The Commission supported the pilot of a Kindergarten Readiness Assessment in multiple school districts for the 2011-2012 school year. The state is piloting Teaching Strategies GOLD as part of the implementation of the Colorado Achievement Plan for Kids (CAP4K), passed in the 2010 legislative session (SB08-212). CAP4K sets forth a common purpose – to achieve preschool to postsecondary alignment within the education system, beginning with the school readiness of children entering kindergarten. The attributes of the new system include: a formative and multi-domain school readiness assessment, and formative assessment through grade two.

QRIS Development. The Commission has helped to fund the development of a new, evolved tiered Quality Rating and Improvement System for the state including: standards crosswalk, Colorado-specific program standards, quantitative methodology, tiered reimbursement, provider support and procedures, and consumer engagement plans. The new QRIS will be tied to child care licensing and integrated into challenge fund data projects, including the registry and learning management system and the universal application.

Increasing Program Access. The Colorado General Assembly created the Colorado Preschool Program (CPP) in 1988 to prepare vulnerable children for elementary school. CPP provides high-quality preschool to qualified young children ages 3 to 5 years. However, due to limited slots, not all children that fit the enrollment guidelines are participating; available slots are distributed unevenly across counties. Enrollment varies widely between 1.7 percent and 38.7 percent across counties. Currently, the state is working with the Commission to explore the availability of additional funds both for slots as well as for policy strategies to increase program access.



The Commission has addressed access in another way. Snapshot #5 in the Needs Assessment shows the estimated number of children under the age of six whose parents are in the labor force compared to the number of available licensed child care slots. A higher ratio indicates that the need for child care slots is greater than the available supply. The state average ratio is 1.63; for every licensed slot there are more than 1.5 children in need of the slot. The highest ratios are observed in Moffat County (3.2) and Elbert County (3.0). The Commission recognizes that high-quality early care and education is a critical tool to boost school readiness across the state, and is working on policy to meet the need for available and affordable care.

Universal Application. The Commission, through a priority of the Data, Needs Assessment, and Insight Committee, is leading the development of a Universal Application for early childhood and family support services. The Universal Application supports a single web-based location for programs that include early care and education, family supports, health, and mental health. The application both addresses barriers to families understanding qualifications and registrations, and provides knowledge about other services through a screening feature. The application seeks to improve the referral and work flow processes of programs to reach more families and capture applications in a timely and organized manner.

COMMISSION WEBSITE: <http://earlychildhoodcolorado.org/>

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|--------------------------------|---|
| Council Name | Connecticut Early Childhood Education Cabinet |
| Designated State Agency | Connecticut State Department of Education |

COUNCIL HISTORY

Gov. Jodi Rell established the Early Childhood Research and Policy Council by executive order in February 2006. The Council developed an early childhood investment plan and guided the state's early childhood budget for the 2008–2009 year. Because of the state fiscal crisis, the Governor dissolved the Council in March 2009.

In January 2010, the governor designated the newly reconstituted Connecticut Early Childhood Cabinet as the state's Early Childhood Advisory Council, pursuant to P.L. 110-134, the Improving Head Start Readiness Act of 2007. Under current Gov. Malloy, the Early Education State Advisory Council convenes a broad range of stakeholders to deliberate and implement strategies to address the gaps in the state's early childhood care and education system. The Early Childhood Education Cabinet has developed work plans to advance existing data systems to better facilitate cross-agency and community data-driven decision-making. The workgroups are implementing plans that are responsive to the professional development needs of the early care and education workforce. The plans will enable the workforce to deliver high-quality standards and devote attention to engaging parents in the early learning process. Gov. Malloy has proposed the creation of an autonomous Office of Early Learning. The Early Childhood Cabinet will continue to play an advisory role.

NUMBER OF MEMBERS: 21

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the Coordinator of



Part B, 619 of IDEA, the state agency responsible for health, the state agency responsible for mental health, the legislature, parents, and business.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.

CHAIR(S) OF COUNCIL: Superintendent of Fairfield Public Schools, Representative of the Local Education Agency.

SUBCOMMITTEES: 7

- Data
- Early learning standards
- Professional development/workforce development
- Families engagement/home visitation
- QRIS
- Public private partnerships
- Health promotion

SUMMARY OF ACCOMPLISHMENTS

Needs Assessment. The Council completed a needs assessment on the quality and availability of early learning and development programs in the state. This assessment outlined the state's vision, the current landscape of early childhood education, prominent risk factors encountered by young children and their families, and the collaborative efforts necessary to improve the quality of life for children and families in Connecticut. (For more information on the needs assessment, see http://www.ctearlychildhood.org/uploads/6/3/3/7/6337139/cabinet_needs_assessment.pdf.)

Early Learning Standards. The current draft of Connecticut's birth to five early learning and development standards was based upon research and studies of gaps evident in earlier standards. The National Association for the Education of Young Children (NAEYC) is conducting a content validation study to determine if the skills, knowledge, and dispositions in Connecticut's new early learning and development standards reflect critical, comprehensive goals, and a continuum of growth and development. A prospectus for an age validation study has been developed. The Cabinet is currently seeking local and national support to engage in this research.

QRIS Development. The Council developed guiding principles for the development of a Quality Rating and Improvement System (QRIS), as well as recommendations for QRIS implementation. (For more information on the QRIS system, see http://www.ctearlychildhood.org/uploads/6/3/3/7/6337139/qris_guiding_principles_draft_7_27_12.docx.)

(For more information on the QRIS implementation recommendations, see http://www.ctearlychildhood.org/uploads/6/3/3/7/6337139/qris_presentation_df_11_13_12.pdf.)

Unified Early Childhood Data System. The Council has discussed concerns about privacy and the feasibility of data sharing agreements. The Council reached a consensus that proceeding with a data demonstration project is the next step for working toward the development of an early childhood information system.

COUNCIL WEBSITE: <http://www.ctearlychildhood.org/>

| | |
|--------------------------------|--|
| Council Name | Delaware State Advisory Council on Early Childhood |
| Designated State Agency | Delaware Department of Education |

COUNCIL HISTORY

In 2001, Delaware's governor established the Delaware Early Care and Education Council by executive order. In 2007, the Council was codified through legislative action and renamed the Delaware Early Childhood Council (ECC). In June 2010, the Delaware Legislature renamed the Council as the Delaware State Advisory Council on Early Childhood and required the Council to meet the specifications of P.L. 110-134, the Improving Head Start Readiness Act of 2007. In 2011, Delaware applied for and was awarded a Race to the Top-Early Learning Challenge grant.

NUMBER OF MEMBERS: 19

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the Coordinator of Part B, 619 of IDEA, the state agencies responsible for health and mental health, the governor's office, the legislature, parents, business, philanthropy/foundations, statewide and community organizations, health care providers, local government, home visiting, abuse and neglect prevention, and military child care.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.

CHAIR(S) OF COUNCIL: The chair is a professor of public policy at the University of Delaware.



SUBCOMMITTEES: 5

- Emotional wellness committee
- Delaware Stars advisory committee
- Professional development advisory committee
- Higher education committee
- Providers committee

SUMMARY OF ACCOMPLISHMENTS

Strategic Plan. The Council developed and disseminated Early Success: Delaware's Early Childhood Plan. This is the state's strategic plan to define the components of a comprehensive early childhood system that supports Delaware's youngest children and their families. (For more information on Early Success: Delaware's Early Childhood plan, see http://www.doe.k12.de.us/infosuites/students_family/earlychildhood/files/ec_EarlySuccessDeECPlan.pdf.)

Early Learning Guidelines. Delaware previously developed early learning guidelines for infants, toddlers, and preschoolers. A new curriculum tool will further enhance the quality of early education services young children. The Delaware Early Learning Foundations for School Success has been disseminated to state early childhood professionals and an accompanying activities calendar will be distributed to staffs involved with young children to further support and promote children's development. Professional development opportunities are available for educators through the Institute of Excellence in Early Childhood so educators can use the early learning foundations in their classrooms and centers. (For more information on the Foundations, see http://www.doe.k12.de.us/infosuites/students_family/earlychildhood/preschool.shtml.)

Kindergarten Readiness Assessment. Delaware has selected the Teaching Strategies GOLD® instrument to inform teachers about expected skills, knowledge, and behaviors of incoming kindergarteners. The instrument also will help kindergarten teachers plan and individualize instruction. As a part of the state's kindergarten readiness pilot study, the Council collected and analyzed kindergarten enrollment forms from state school districts and charter schools. The study identified common data elements and informed the creation of a standardized kindergarten enrollment form for all schools in Delaware. (For more information see the Delaware Kindergarten Readiness Pilot Study: Data Collected at Enrollment report at <http://www.dieec.udel.edu/sites/dieec.udel.edu/files/pdfs/research/Enrollment%20Forms%20Report%20DIEEC.pdf>.)

Workforce/Professional Development.

A survey of several hundred Delaware kindergarten teachers identified the top skills and developmental milestones for incoming kindergarten students. The information will be used to raise awareness of teachers and to inform kindergarten instruction.

The Council conducted a workforce study that surveyed licensed family child care providers and early childhood teachers about their preparation for providing effective education and care.

Delaware has developed a framework for professional development that outlines the approved training options and is designed to help providers make informed choices about their professional development. The state will provide quality assurance by closely monitoring training delivery. The content of training will be research based and aligned with state standards for the field. A provider taking state recommended training can choose from three levels of intensity. (For more information, see <http://www.dieec.udel.edu/professionals/training>.)

Unified Early Childhood Data System. Delaware finalized essential questions to inform a unified early childhood data system and developed data image maps that identify existing data sources and data gaps. These indicators will be the foundation of an integrated data system.

COUNCIL WEBSITE: <http://decc.delaware.gov/>



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|--------------------------------|--|
| Council Name | DC State Early Childhood Development Coordinating Council |
| Designated State Agency | DC Executive Office of the Mayor, Office of the Deputy Mayor for Education |

COUNCIL HISTORY

The District of Columbia Early Childhood Advisory Council (ECAC) was established in May 2010 by Mayor Adrian Fenty with the purpose of coordinating early learning services for young children and their families. In November 2010, the District of Columbia elected Mayor Vincent Gray. The State Advisory Council has been restructured to meet the federal requirements for State Advisory Councils and to support the District's goal of building a high quality universal pre-kindergarten education system. The State Advisory Council is now known as the District of Columbia State Early Childhood Development Coordinating Council (SECDCC).

NUMBER OF MEMBERS: 28

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the Coordinator of Part B, 619 of IDEA, the state agency responsible for health, the state agency responsible for mental health, the governor's office, the legislature, parents, business, philanthropy/foundations, statewide and community organizations, health care providers, local government, and abuse and neglect prevention.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.



CHAIR(S) OF COUNCIL: The Chair is the Director of Programmatic Initiatives at Fight for Children Organization

SUBCOMMITTEES: 4

- Capacity building, access, professional development, and finance
- Program continuum and collaboration
- Communications and community engagement
- Needs assessment, data management, and evaluation

SUMMARY OF ACCOMPLISHMENTS

Public Engagement. The District of Columbia conducted a public hearing to introduce the concept of the council to the early childhood community and to request input on a proposed three-year plan. In April 2012, the Council held a series of kick-off campaign events during the “Week of the Young Child” to engage parents, families, and communities in supporting early childhood development. Activities included the following:

- Free developmental screenings by DC Public Schools
- Social and emotional workshops for families offered by the DC Department of Mental Health
- STEM (science, technology, engineering, and mathematics) activities offered by the Air and Space Museum
- Donated learning materials from Kaplan and Lakeshore
- Nutrition activities highlighting healthy snacks for children by the DC Central Kitchen
- Physical activities and movement by Wolf Trap, Kinderman, Kuumba Center, and African Heritage Dancers and Drummers
- Read aloud activities and information for families about literacy by CentroNia Family Book Clubs

Needs Assessment/Resource Mapping. To both examine the capacity of the early childhood system development in the District and to maximize resources, the Council has assessed all published reports and data on early childhood systems. The Council also has mapped the types and locations of early childhood programs throughout the city and wait-list information.

School Readiness Definition. The Council crafted and finalized a school readiness definition.

COUNCIL WEBSITE: Not available at this time.

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|--------------------------------|--|
| Council Name | Florida Children and Youth Cabinet: State Advisory Council on Early Education and Care |
| Designated State Agency | Florida Office of Early Learning |

COUNCIL HISTORY

In 2010, the State Advisory Council on Early Education and Care was created to serve as a coordinating council to the existing Florida Children and Youth Cabinet. The Cabinet was established by state legislation in 2007, and is housed in the Executive Office of the Governor. The cabinet represents all state agencies that serve children and youth from birth to 18 years, including the Office of Adoption and Child Protection, the Office of Early Learning, the Department of Education, the Department of Juvenile Justice, the Department of Children and Families, the Department of Health, the Agency for Persons with Disabilities, the Agency for Health Care Administration, and Guardian ad Litem. In addition to Cabinet agencies that serve younger children, the Advisory Council members include representatives from the Head Start Collaboration Office, and numerous local organizations and universities. The Council works closely with the state's Maternal, Infant, and Early Childhood Home Visiting programs.

The scope of activities and services for the Advisory Council adhere to the strategic plan outlined in the *Framework for the Future of Florida's Children*. This Framework includes three broad goals that ensure Florida's children are healthy and prepared to be successful:

1. Stable and Nurturing Families
2. Healthy Children
3. Quality Early Learning Experiences

NUMBER OF MEMBERS: 18

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: Both the state agency responsible for Part C of IDEA, the state agencies responsible for health and mental health, the governor's office, parents, migrants, statewide and community organizations, and military child care.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.

CHAIR OF COUNCIL: None at this time.

SUBCOMMITTEES: 3

- Professional development
- Needs assessment
- Workforce study

SUMMARY OF ACCOMPLISHMENTS

The accomplishments described below provide an overview of Council sponsored initiatives that have developed a high-quality, comprehensive system of early childhood education for children ages birth to five. The initiatives ensure statewide coordination and collaboration among the wide array of early childhood education programs and services in the state.

Professional Development. The creation of a seamless comprehensive professional development initiative to ensure that high quality professional development opportunities are available to the early childhood workforce is taking shape. Activities focus on the following key initiatives: Outcomes Driven Training, Core Competencies, and the Early Learning Florida Online Community.

The Outcomes Driven Training (ODT) model was chosen because of its proven ability to provide a transfer of training to the workplace. The foundation of ODT provides that participants apply the knowledge and skills learned to the workplace. More than 100 professionals were trained as facilitators and each returned to their community to train additional practitioners. This led to the establishment of a strong cadre of statewide trainers to support the early learning workforce.

Core Competencies detail what early learning professionals should know and be able to do. Florida has sets of Core Competencies for:

- Practitioners
- Directors
- Technical assistance specialists
- School age practitioners
- Targeted Competencies for specialists supporting inclusion



Early Learning Florida is an online professional development system for early childhood professionals. The system is designed to deliver high-quality professional development directly to child care providers. The system is flexible, with training suited to both entry-level and experienced professionals. Providers can learn on their own time, in either English or Spanish. Online training courses include: Florida Standards in Early Learning for Entry-Level and Career-Level Practitioners; Florida Standards in Early Learning for Directors; Observing, Documenting, Screening, and Assessing; Building and Sustaining a Community of Practice; Professional Portfolio Development; Advocacy for Early Learning; Curriculum for Early Learning; and, Health, Nutrition and Safety I and II.

A project associated with the *Professional Development* initiatives is the Standards for Four-Year-Olds. The Office of Early Learning (OEL) and the Department of Education/Office of Early Learning (DOE) worked collaboratively to develop one set of standards for Florida's four-year-olds participating in either the School Readiness or Voluntary Prekindergarten (VPK) Education Program. The revised four-year-old standards, adopted by the State Board of Education and promulgated into rule by OEL, continue to provide guidance for early learning programs.

Based on collaboration with a state panel of experts, national and state expert reviewers, and public input from citizens across the state, the Standards for Four-Year-Olds reflect the latest research on child development and developmentally appropriate practices for 4-year-old children. All standards and benchmarks are organized in five domains:

1. Physical Development
2. Approaches to Learning
3. Social and Emotional Development
4. Language, Communication, and Emergent Literacy
5. Cognitive Development and General Knowledge

The Council supported high quality family child care by awarding 57 scholarships to family child care providers to attend the Florida Family Child Care Home Association conference. An additional 309 scholarships were made available for the Partnering for Success Collaborative Symposium, a collaborative training event held for the state's Head Start State Collaboration Office, Florida's Office of Early Learning, and Florida's Early Steps.

Workforce Development. Since the last Workforce Study completed is over a decade old, a new Workforce Study on early care and education has been completed to provide up-to-date baseline demographic data on early childhood educators and to improve their professional development pathways and opportunities. Those studied include early childhood staff from various early care and education settings such as family and center-based child care; Head Start, Early Head Start, and Migrant Head Start; and public school prekindergarten.

In addition to collecting demographic characteristics of early education and care personnel, the study includes information on educational attainment, challenges and barriers that prevent the access to professional development opportunities, and an examination of wages and benefits.

Data Systems Development. The Council used grant funds to support the development of the Early Learning Information System (ELIS), the state's unified data collection system. ELIS is a centralized technology system built to provide critical information to early learning parents, partners, and providers. This includes 300,000 families whose children attend Voluntary Prekindergarten and School Readiness programs, thirty-one early learning coalitions, and several state agencies. By creating data interfaces, ELIS will ensure that data can be shared with other state agencies serving children ages birth to five. Grant funds are a source of support for this specific function.



Quality. The Council sought to enhance program quality and standardize program evaluation by supporting the cost of the Classroom Assessment Scoring System (CLASS) in early childhood settings. The initiative is aimed at creating, supporting, and sustaining CLASS observers, trainers, and coaches statewide.

COUNCIL WEBSITE: http://www.flgov.com/child_advocacy_cyc_saceec/

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|--------------------------------|--|
| Council Name | Georgia's Children's Cabinet (originally the Georgia State Advisory Council on Early Childhood Education and Care) |
| Designated State Agency | Bright from the Start: Georgia Department of Early Care and Learning |

COUNCIL HISTORY

In September 2009, an executive order created the Georgia State Advisory Council on Early Childhood Education and Care. The Council was established in response to P.L. 110-134, the Improving Head Start Readiness Act of 2007, which required that every state create a council to facilitate the development or enhancement of high quality systems of early childhood education and care designed to improve school readiness.

When Georgia's Council began meeting in November 2009, the first order of business was to begin drafting an application for funding to submit to the U.S. Department of Health and Human Services for monies to support the Council's work in Georgia. The Council submitted the grant application in April 2010, and was awarded funding beginning June 2010.

In April 2011, Gov. Nathan Deal issued a second executive order to continue the Council, reappoint most of the previous Council members, and name new members. In Fall 2012, the Georgia State Advisory Council on Early Childhood Education and Care merged with the First Lady's Children's Cabinet to become Georgia's Children's Cabinet.

NUMBER OF MEMBERS: 32

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: Both the state agency responsible for Part C of IDEA and the Coordinator of Part B of IDEA, the state agencies responsible for health and mental health, the governor's office, the legislature, parents, business, philanthropy/foundations, statewide and community organizations, health care providers, local government, home visiting, the judiciary, the state office of abuse and neglect prevention, and military child care.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.

CHAIR(S) OF COUNCIL: The Cabinet is co-chaired by Georgia's First Lady and the Executive Director of the Governor's Office for Children and Families.

SUBCOMMITTEES: The Cabinet includes an executive committee composed of the heads of the 14 state agencies that serve Georgia's children and families. The executive committee is responsible for executing all of the Cabinet's goals with a special focus on cross-agency collaboration to build more effective and efficient state systems.

SUMMARY OF ACCOMPLISHMENTS

Needs Assessment. To understand the needs of young children, gaps in early childhood services, and existing resources in Georgia, the Council conducted needs assessment surveys involving the following state agencies: the Departments of Public Health, Education, Early Care and Learning, Community Health, Early Care and Learning, Human Services, Behavioral Health, and Developmental Disabilities. The Council also surveyed child care providers and institutions of higher education throughout the state. Rather than surveys, the Council conducted focus groups of teachers and parents. Analyses of the findings were completed and pulled together into a road map report with recommended next steps.

Comprehensive Plan. After the funding award, the Council drafted an outline of a Comprehensive Plan to direct the work for the grant period. The outline presented a vision for how Georgia should support young children and their families; an assessment of how Georgia is currently serving young children and their families; and a plan for reaching goals.

A comprehensive plan for a more coordinated system of early care and learning will be drafted based on the findings and recommendations of the various projects commissioned by the Council.

Health and Mental Health Screening/Follow-up. The Council is examining health screening follow-up, developmental screening follow-up, and social emotional screening follow-up statewide. To date, the Council has created subcommittees comprised of partners and stakeholders and has conducted interviews. A gap analysis, communication plan, and recommendations on improvements to program policies will be produced in 2013.

Workforce Development/Engaging Higher Education. To ensure that early childhood educators are in a position to succeed, the Council has partnered with institutions of higher education. The Council and higher education partners have researched and reviewed current staff qualifications in Georgia and compared these against six other states. The Council has conducted a literature review, developed an educational pipeline for planning purposes, developed a gap analysis, and created a long range plan to remedy the gaps.

Improving Quality. The Council commissioned the following studies of the processes and procedures regarding various systems related to early childhood education and care in the state.



- **Licensing Process Review.** Researchers have begun reviewing the state's processes for licensing child care programs and will recommend changes to improve the process as needed.
- **Compliance Study.** A researcher from Pennsylvania State University has begun reviewing the state's process for determining compliance with child care licensing rules and will recommend changes to improve the process.
- **Fatality and Injury Reviews.** A researcher from Emory University is comparing the risk of fatality and injury to children in child care with that of children in the general population. One outcome of these reviews will be to help pinpoint causes/trends of fatalities and injuries to children in out-of-home care to inform training for child care professionals and to improve monitoring.
- **Population Study.** A researcher from Georgia State University is projecting the population of children in Georgia ages birth to five by county through 2015. This projected data will inform planning for Council members that provide services to children and families.
- **Child Care Resource and Referral Network Evaluation.** The Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill is reviewing and evaluating the state's administration of Georgia's current child care resource and referral network and will recommend any needed changes.

Roll-out/Training on Georgia Early Learning and Development Standards. The state is rolling-out the newly developed Georgia Early Learning and Development Standards (GELDS) to early care and education professionals and training them on the appropriate use of the GELDS in their classrooms. Use of the GELDS in classrooms serving children from birth to age five will improve the quality of care that children receive.

Parent Engagement and Empowerment. To help parents improve their ability to be lifelong advocates for their children and to provide useful information to guide their choices, the Council set out to assess existing parenting outreach, determine the gaps, and set policy direction.

The Council is partnering with the Georgia Early Education Alliance for Ready Students (GEEARS) to empower families with information by developing and implementing a campaign to: 1. Make families aware of the importance of and how to recognize QUALITY child care; 2. Make families aware of public and private sector resources to support them; and 3. Make families aware of Quality Rated, Georgia's new voluntary quality rating and improvement system for child care providers.

Unified Early Childhood Data System. Georgia set out to design a unified early learning data system that provides parents with the information they need to advocate on behalf of their children, educators with information on the children they serve, and policymakers with the information to manage the state's resources. To date, the Council has been able to identify which data systems capture requested data elements, analyze existing data systems for potential linkages and gaps, and identify opportunities to reduce the data collection burden on providers. A vendor procured through a competitive bid process has designed and built the Cross Agency Child Data System (CACDS). This is a unified data system that provides a vehicle by which state agencies can access relevant, timely, and accurate information about services for Georgia's children and their families to help them improve policy and practice. The system will connect data about individual children and providers across agencies.

COUNCIL WEBSITE: <http://dec.al.ga.gov/BftS/GAStateAdvisoryCouncil.aspx>

| | |
|--------------------------------|---|
| Council Name | Guam Early Learning Council |
| Designated State Agency | University of Guam, Center for Excellence in Developmental Disabilities, Education, Research, and Service |

COUNCIL HISTORY

In April 2008, Gov. Felix Camacho signed an executive order establishing the Guam Early Learning Council. Gov. Camacho designated the University of Guam, Center for Excellence in Developmental Disabilities, Education, Research, and Service (Guam CEDDERS) as the lead agency to coordinate council activities given Guam CEDDERS' history of facilitating the territory's Early Childhood Comprehensive Systems Plan for the past five years. In May 2011, Public Law 31-62 was signed and approved by Gov. Eddie Baza Calvo that establishes the Guam Early Learning Council (GELC) for Guam's Early Childhood Comprehensive System.

NUMBER OF MEMBERS: 25

CONCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: Both the state agency responsible for Part C of IDEA and the Coordinator of Part B of IDEA, the state agencies responsible for health and mental health, the governor's office, the legislature, parents, statewide and community organizations, health care providers, local government, home visiting, the judiciary, and the state office of abuse and neglect.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.

CHAIR(S) OF COUNCIL: The Council is co-chaired by the First Lady of Guam and the director of Project Tinituhon (the Beginning), Guam’s Early Childhood Comprehensive System.

SUBCOMMITTEES: 8

- Benchmarks
- Child death review and prevention
- Early care and education strategic management plan
- Early childhood state plan
- Social marketing plan
- School readiness plan
- Data
- Quality Rating Improvement System

SUMMARY OF ACCOMPLISHMENTS

Policy Development. The Council played a key role in the passage of Guam Public Law 31-73, an act to establish administrative rules and regulations of the Department of Health and Social Services (DPHSS) relative to rules and regulations for child care facilities and group childcare homes. The passage of this Public Law was the culmination of over ten years of work by the Department of Public Health and Social Services, with assistance from Guam CEDDERS. The passage was significant since the regulations had not been updated for over 30 years. The Council also provided the leadership that has led to the introduction of a Legislative Bill to establish a Child Death Review and Prevention Council. The Council also is in the process of endorsing the updated *Early Childhood State Plan for Guam* and the *Guam School Readiness Plan*.

Professional Development. The Council informed the development of Guam’s Early Childhood Professional Development Plan to support the requirements of the new law. The Council and staff facilitated the planning, development, and delivery of a certificate program in early care and education. As a result, foster parents and family and center-based child caregivers have completed courses and have earned continuing education units that lead to early childhood provider certification at various levels.

Family Engagement. The Council has worked to engage families in a variety of ways. It sponsored an Early Childhood Summit and Early Childhood Conference. The Council staff has collaborated with the Guam Housing and Urban Renewal Authority to conduct parent outreach activities for families who reside in government-subsidized housing. Council staff has also developed content for “I Mandikiki” (the Little Ones), a quarterly newsletter geared towards and disseminated to over 1,100 parents and caregivers of young children birth to five to engage them in child development topics. The Council also has developed a relationship with the Department of Youth Affairs and has implemented a parent outreach training program, Young Brains Can’t Wait, which is being shared with the staff of the WIC program (the Special Supplemental Nutrition Program for Women, Infants, and Children). In addition, staff has developed several products and has participated in outreach events to promote increased awareness of the importance of early learning and health supports.

COUNCIL WEBSITE: <http://www.guamelc.org>

| | |
|--------------------------------|--------------------------------------|
| Council Name | Hawaii Early Learning Advisory Board |
| Designated State Agency | Hawaii Office of the Governor |

COUNCIL HISTORY

The Early Learning Council (ELC) was created in statute in a 2008 special session of the state legislature, as a 14-member body with representatives from the public and private sectors. In April 2010, former Gov. Linda Lingle had designated the Hawaii Inter-departmental Council (IDC) as the statewide early childhood advisory council, to meet the requirements of the P.L. 110-134, the Improving Head Start Readiness Act of 2007. In April 2011, Gov. Neil Abercrombie issued an executive order that rescinded the IDC and replaced it with the Hawaii ELC. In June 2012, Gov. Abercrombie established the Executive Office of Early Learning (EOEL) and replaced the ELC with the Hawaii Early Learning Advisory Board (ELAB), including an additional 5 members. The ELAB provides guidance to the EOEL. The EOEL is administratively attached to the Office of the Governor until July 2015, when it will be administratively attached to the Department of Education (DOE).

NUMBER OF MEMBERS: 19

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: Both the state agency responsible for Part C of IDEA and the Coordinator of Part B of IDEA, the state agency responsible for mental health, the legislature, business, statewide and community organizations, home visiting, the judiciary, and the state office of abuse and neglect.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.



CHAIR(S) OF COUNCIL: The Council is chaired by the headmaster of a private elementary school who represents the Hawaii Association of Independent Schools. The co-chair is the Director of Department of Health.

Subcommittees based on Hawaii's Early Childhood Action Strategy: 6

- Welcomed births
- Health and development on track
- Families are supported and supportive
- High quality child care and education
- Continuity of early childhood services
- Effective teaching and learning in K-3

SUMMARY OF ACCOMPLISHMENTS

Collaboration and Coordination. From July 2012 to January 2013, more than 100 individuals, representing the public and private health, safety, early care and education sectors, were involved with the development of Hawaii's early childhood action strategy for young children, prenatal to age eight. In February 2013, *Taking Action for Hawaii's Children* was completed. The action strategy outlines six main goals to achieve the overarching outcomes identified for Hawaii's young children. These include health and development, family support, access to available providers, kindergarten readiness, and success in third grade. The action strategy was inspired by a national, research-based framework that considers the unique cultures and diversity of the state. Many ELAB members were involved with the development of the action strategy. In February 2013, members agreed to guide the implementation of the action strategy and organize ELAB meetings around six goals. (For more information, see <http://earlylearning.hawaii.gov/actionstrategy/overview/>.)

The ELAB and EOEL partner with the Kellogg-funded P-3 Initiative to bolster cognitive, language, literacy, and social and emotional development in all young Hawaiian children. The goal is to ensure that all are reading at grade level by third grade at five demonstration sites. The initiative involves aligning curricula between early childhood programs and K-12, increasing access to high quality early childhood experiences, and employing research based practices and developmentally appropriate instructions. (For more information, see http://www.p20Hawaii.org/early_learning.php.)

Early Learning Standards. The EOEL and P-3 Initiative provided leadership for the completion of the Hawaii Early Learning and Development Standards (HELDS). HELDS are research-based standards, which identify the expectations of knowledge and behavior for children from birth to kindergarten entry. These early learning standards were developed and researched by an advisory group that included representatives from Hawai'i P-20 Partnerships for Education, Center on the Family at the University of Hawaii (COF), the ELAB, Good Beginnings Alliance (GBA), the Hawaii Association for the Education of Young Children (HAEYC), and the Hawaii State Department of Education (HIDOE). This advisory group took earlier work that began in 2011. Between April and September 2012, a draft of HELDS was completed and focus groups were conducted across the state. In October 2012, ELAB and the Governor endorsed HELDS.

This set of standards addresses the developmental needs of the whole child from birth to kindergarten entry. In addition to national research, the updated HELDS are based on decades of work within the Hawaii early childhood community and show our state's commitment to ensuring that all children receive a high quality early learning experience. This also marks the first time Hawaii's early childhood field has a set of standards that aligns with the Hawaii State Department of Education and the Common Core State Standards. HELDS



aims to allow for a smoother transition for students from early childhood into kindergarten. (For more information, see <http://p3hawaii.org/HELDS/standards>.)

Access. The 2012 state Legislature changed the kindergarten entry age effective for the 2014-2015 school years. Now, children must be 5 years old before August 1st to enter kindergarten. This creates an urgent need for preschool services for 5,100 “late born” 5-year olds. Per Gov. Abercrombie’s request in 2012, informed by a white paper by a local consultant’s team (see section on Research in this profile), the EOEL developed an eight year graduated implementation plan for an early learning program, for children in the year before kindergarten, with priority to late born 5-year-olds and eventually 4-year-olds. This state funded early learning program is outlined in the Blueprint of the Governor’s Early Learning Program (see link below). This program is part of the Governor’s package that is currently being reviewed by the 2013 state legislature. This early learning program would be a school day/school year model, delivered through public and private providers, at no cost to low income families; moderate income families would pay based on a sliding fee scale. There are three legislative bills that will establish phase one and phase two of this early learning program. The bill that establishes the school readiness program has an appropriation that supports services for 3,500 “late born” children in fiscal year 2014-2015. (For more information, see <http://earlylearning.hawaii.gov/wp-content/uploads/2012/12/early-learning-program-blueprint.pdf> and <http://earlylearning.hawaii.gov/governor-outlines-school-readiness-program-and-budget-needs/>.)

Fiscal Mapping. The Council commissioned a study to examine current fiscal resources and provide a detailed account of federal and state expenditures on programs supporting children, prenatal to age five, and their families in the state. The report highlights the role private dollars and parent fees play in the funding mix for early childhood services and supports. It summarizes how funds align with Hawaii’s framework for an early childhood system; which agencies control key funding sources; and to what extent funding comes from federal, state, or private sources. Finally, the report analyzes how funding sources and financing strategies are and can be used to support Hawaii’s goals for young children. (For more information, see <http://elab.k12.hi.us/reports/HIECFISCALMAP.FINAL.03.19.12.pdf> and <http://elab.k12.hi.us/reports/HIECFISCALMAP-EX%20SUMM.FINAL.03.019.12.pdf>.)

Research. As part of the fiscal mapping study that examines public and private funds supporting early care and education in Hawaii, the ELC conducted an exploratory study to further examine the cost of child care to parents. The study calculated the estimated dollar amounts that parents pay out of pocket for licensed center-based and home-based child care. The results provide a picture of which public and private funds support early care and education in Hawaii and shed light on the challenges parents face in paying for high quality care. (For more information, see <http://elab.k12.hi.us/reports/AppendixDContributionofParent%20Fees3.5.pdf>.)

From June 2012 to October 2013, a white paper was developed by a local consultant team to inform the EOEL planning for a state-funded preschool program for Hawaii’s children in the year before they enter kindergarten. This is a priority for those children immediately affected by the Department of Education’s entry age change in 2014. After completion of this white paper, EOEL obtained the necessary support to expand the program scope to include all age-eligible children, regardless of family income. The data, analyses, and implementation ideas presented in the white paper have informed the development of the *Blueprint of the Governor’s Early Learning Program*. (For more information, see http://elab.k12.hi.us/reports/121216_White_Paper_to_Inform_Hawaii's_Early_Learning_Plan_Oct_2012.pdf.)

Quality Rating and Improvement System (QRIS). QRIS is a systems-building method used by states to assess, improve, and communicate the level of quality in all types of child care settings. It builds an infrastructure that supports a clear path to higher quality care and provides parents and the public with information about each participating program’s quality. States typically use licensing standards as the starting point or base of the system for higher levels of quality standards. The focus is to define standards of quality in all early care and education settings.



In March 2010, the Quality Care Program (QCP), which is funded by Hawaii's Department of Human Services (DHS) and administered by the University of Hawaii Center on the Family (COF), was assigned to design a QRIS for licensed child care programs in Hawaii. The QRIS design proposal that was submitted to DHS in June 2011 can be viewed online in the link below. After the design proposal was accepted, the infrastructure was created to pilot the QRIS.

In February 2012, Hawaii began its implementation of a QRIS Pilot for DHS licensed Family Child Care Homes, Group Child Centers, and Infant and Toddler Child Care Centers. The QRIS Pilot emphasizes quality improvement as the primary purpose of the system. The pilot is funded by DHS and administered by the Center on the Family. Quality Improvement Grants for center-based programs are funded by a private partner: The Samuel N. and Mary Castle Foundation. EOEL contracted with a consultant to gather feedback from pilot participants, including coaches for DHS and the QRIS planning team. The task was completed in February 2013. For more information, see <http://humanservices.hawaii.gov/bessd/child-care-program/qrisk/>.)

Workforce and the Professional Development System. Career Access and Navigation of Early Childhood Systems (CANOES) is Hawaii's workforce and professional development system. CANOES is dedicated to initiating and organizing efforts that lead to the creation of a coordinated statewide professional development system. (Following is the website that provides information on workforce and professional development support services for early childhood practitioners: <http://www.canoes-hawaii.com/>.)

COUNCIL WEBSITE: <http://elab.k12.hi.us/index.html>

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|--------------------------------|--|
| Council Name | Illinois Early Learning Council |
| Designated State Agency | Illinois Office of Early Childhood Development, Office of the Governor |

COUNCIL HISTORY

In 2003, the Illinois General Assembly founded the Illinois Early Learning Council to guide the development of a statewide early childhood education and care system. In 2009, Gov. Pat Quinn designated the Council to carry out the requirements of P.L. 110-134, the Improving Head Start Readiness Act of 2007, and created the Office of Early Childhood Development (OECD), housed in the Governor's Office. OECD guides the efforts of the Council in advancing a comprehensive, statewide early childhood system. The Council completed a strategic planning process in 2012 to streamline the state's early childhood priorities described below.

NUMBER OF MEMBERS: 71

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: Both the state agency responsible for Part C of IDEA and the Coordinator of Part B of IDEA, the state agencies responsible for health and mental health, the governor's office, the legislature, parents, philanthropy/foundations, statewide and community organizations, local government, home visiting, law enforcement, and the state office of abuse and neglect.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.



CHAIR(S) OF COUNCIL: The Council is co-chaired. The positions are held by the former president of the Ounce of Prevention Fund organization and the Deputy Chief of Staff to the Governor.

COMMITTEES: 6

- Data, research, and evaluation committee
- Home visiting task force
- Program standards and quality committee
- Family and community engagement
- Systems integration and alignment
- Executive committee

SUMMARY OF ACCOMPLISHMENTS

Needs Assessment. The Council partnered with the University of Illinois Champaign's *Illinois Early Childhood Asset Map* (IECAM) program and the University of Chicago's Chapin Hall to gather and analyze data on the state of early learning in Illinois. The effort focused on the needs and risks of young children and their families; availability and utilization of resources; patterns across the state; a breakdown of need according to geographical area; and maps that illustrate the data breakdowns statewide. The data was compiled and made available on a website in the form of spreadsheets and geocoded maps that are available to the public. One Council committee worked with IECAM and Chapin Hall to create an early childhood index that ranks all of the municipalities in the state according to need for early childhood services. (For further information, see <http://www2.illinois.gov/gov/OECD/Documents/Reports/IECAM%20Technical%20Report%202%2006.2012.pdf>.)

The Council's data workgroup drafted key questions to inform the development of a unified early childhood data system. Questions were explored and addressed in a recently published needs assessment report on children birth to five: 1) What are the demographics of children in the state? 2) What services are children receiving? 3) Which children have access to early care and education programs? 4) What child health and development services are being provided to children? 4) Are there sufficient services to meet the needs of the children in all areas of the state? (The final report can be accessed at: <http://www2.illinois.gov/gov/OECD/Documents/Early%20Learning%20Council/Data%20Res%20and%20Eval/IECAM%20Needs%20Assessment%20Updated%2007.27.12t.pdf>.)

Unified Data Systems Development. The data workgroup informed the development of the early childhood data systems Request for Proposals. This resulted in a comprehensive system design. A vendor was selected and is finalizing the technical architecture for the development of a system that includes state, federal, and private data.

Meeting the Needs of Underserved Populations. The index tool used to rank Illinois municipalities for the needs assessment also has been used to examine the capacity of current early childhood services and programs to meet the needs of underserved populations. Programs examined include Preschool for All (state funded preschool), Head Start, Early Head Start, and licensed and licensed-exempt child care. The index also tabulates data on the number of children under the age of five that are below 200 percent of the federal poverty level and the percentage of children served in early childhood programs. This index was used during the review of the Early Childhood Construction Grants.



Illinois has made additional investments in building early childhood capacity statewide. The Governor and General Assembly made \$45 million available for a new Early Childhood Construction grants program, an unprecedented effort in Illinois and nationally. The program funds new construction or the renovation of existing early childhood facilities, with priority for projects located in communities with the greatest underserved population of young children. Public school districts, licensed and license-exempt private nonprofit child care centers were eligible to apply.

Meeting the Needs of Hard to Reach Communities. The Council found that there are a number of children in Illinois at high risk for school failure. They are eligible for high quality early learning programs, but their families are not using the care available. In response, the Council developed and Hard to Reach grants to reach families using innovative approaches. This is an effort to increase the number of children enrolled and participating in high quality early learning programs.

As a part of the application process, applicants were required to define their communities, describe their cultural and linguistic competence, and provide evidence that there are high quality early learning program slots available for families. Six pilots were selected and the project will focus on family engagement. An evaluation of the pilot is underway.

Coordination/Collaboration. The Community Systems Development Workgroup of the Council has been working closely with the Home Visiting Taskforce to ensure alignment between the Council and the Maternal, Infant and Early Childhood Home Visiting program in Illinois. This workgroup also developed an early childhood community partnerships toolkit to assist local communities in developing and sustaining their partnerships. The toolkit has been used by six communities. (For further information, see <http://www2.illinois.gov/gov/OECD/Pages/CommunityPartnerships.aspx>.)

Workforce Development/Professional Development. The Council provided 170 scholarships for professionals working in early care and education or school-age care settings so that they can continue their education and earn degrees and/or credentials. The goals are to promote increased earnings for early childhood professionals through professional development and to improve the quality of care provided to young children and families. There is a high demand for bilingual early childhood teachers and scholarships are now offering priority to teachers seeking English as a Second Language/Bilingual Endorsement.

COUNCIL WEBSITE: <http://www2.illinois.gov/gov/OECD/Pages/default.aspx>



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|--------------------------------|--|
| Council Name | Early Childhood Iowa Stakeholders Alliance |
| Designated State Agency | Iowa Department of Management |

COUNCIL HISTORY

Since 1998, the Iowa Community Empowerment Board, composed of state agency heads and gubernatorial appointees, has supported 58 local Empowerment Boards representing 99 counties. These Empowerment Boards developed and implemented strategic plans focused on the healthy development of children from birth to age five. In 2001, Iowa leaders founded Early Childhood Iowa (ECI) Stakeholders, an alliance of stakeholders focused on building a coordinated state early childhood system. The ECI Stakeholders alliance was designated as Iowa's Early Childhood Advisory Council in 2009. In 2010, the Iowa General Assembly passed the Early Childhood Iowa Initiative, merging the Iowa Community Empowerment Board and ECI Stakeholders into one coordinated, state and local system-building effort identified as Early Childhood Iowa—the state's Early Childhood Advisory Council.

NUMBER OF MEMBERS: 300 with a 20 member steering committee that meets the SAC membership requirements.

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the Coordinator of Part B, 619 of IDEA, state agencies responsible for health and mental health, parents, business, and philanthropy/foundations, statewide and community organizations, home visiting, and abuse and neglect prevention.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.

SUBCOMMITTEES: 8

- Governance, planning, and administration component group (includes the diversity advisory committee)
- Professional development component group (includes the conference planning group for the ECI Congress)
- Results accountability component group
- Resources and funding component group
- Quality services and programs component group
- Public engagement component group
- State liaison team (offers technical assistance to local boards)
- Steering Committee

SUMMARY OF ACCOMPLISHMENTS

Needs Assessment. The Council completed a statewide needs assessment study examining the early care and education needs of young children in Iowa. Although Iowa continues to have a population that is growing slowly, the population of young children is now comparable to the U.S. average. (Young children represent 6.6 percent of the population nationally, compared with 6.5 percent in Iowa.) The needs assessment also revealed that Iowa is becoming more culturally diverse, particularly the population of young children. Single parenting and parental work involvement have risen dramatically over the past decades. The percent of births to single Iowa mothers rose from 7 percent to 34 percent between 1970 and 2010. The state has one of the highest shares of young children with parents in the work force at a rate of 74 percent. These patterns have contributed to an increased need for child care.

The second portion of the needs assessment is nearing completion. It focuses on accessibility and the quality of early care, health and education services. The section of the needs assessment which will be completed in the spring of 2013 identifies the gaps between current and future demand for services and the availability of services. (For more information, see <http://www.cfpciowa.org/page.php?id=10029>.)

Unified Data Systems Development. The Iowa Council set out to develop key policy questions, define potential users, develop a governance and planning process, take stock of current statewide and local data efforts, and create an action plan for developing a unified early childhood data system. Information has been gathered on key policy questions, potential users and the identification of data sources, both state wide and locally. This report will be released along with recommendations for governance and system design in the spring of 2013.

Professional Development. In an effort to implement a coordinated early childhood professional development framework in Iowa, the Council reviewed the professional development implementation plan of the Council side-by-side with the plans of the Early Childhood Comprehensive Systems (ECCS) and the Child Care and Development Fund (CCDF) programs. The Council completed a descriptive landscape of early childhood professional development and was able to identify areas of overlap. This work has informed the development of competencies and credentials for infant-toddler providers and early childhood program directors, and will provide insight on the training needs of directors.



Public Engagement. The Council has led public engagement and has produced talking points and briefing papers to educate the public and policymakers on why the first 2000 Days in a child's life is important and how early childhood experiences have a profound and lasting impact on being school ready and eventually productive citizens. (For more information, see http://www.state.ia.us/earlychildhood/EC_resources/advocacy/index.html.)

Parent and Family Engagement. The Council led a parent summit with 50 parents from across the state. The purpose of the summit was to hear from parents regarding the types of early childhood services they use. Parents provided information to the Council regarding how well the services are working for them and made suggestions for improvement. Approximately 20 parents from the group stepped up to form a Parent Advisory Council as an ongoing group to advise the Council and advocate for their children. (For more information, see <http://www.state.ia.us/earlychildhood/parents/index.html>.)

Underrepresented Populations. The ECI diversity committee developed and distributed an Iowa ECI Cultural Competencies guidance document in May 2011. This assists program managers and policy makers in assessing the level of cultural competency in practices and policies to better ensure diversity is addressed in service delivery and policies. The committee is developing a best practices document to assist program managers and policy makers to develop culturally competent services. (For more information on the cultural competencies, see http://www.state.ia.us/earlychildhood/files/state_system/governance_planning/IowaECI_CulturalCompetenciesFinal.pdf.)

Early Learning Standards. The Council revised the state's early learning standards. This process included aligning the standards across the K-12 Iowa Common Core Standards, the Head Start Child Development and Early Learning Framework, and Teaching Strategies GOLD. The Council added social studies as a new content area; used current research; and added references for each standard. To recognize the diverse population, the role of a child's home language was added to the communication, language, and literacy content area; there are additional benchmarks for preschool-aged English language learners. (For more information, see http://www.state.ia.us/earlychildhood/ECI_initiative/index.html and http://www.iowaaec.org/pdf/Iowa_Early_Learning_Standards_2012_.pdf.)

COUNCIL WEBSITE: <http://www.state.ia.us/earlychildhood/>

| | |
|--------------------------------|--|
| Council Name | Kansas Early Childhood Advisory Council |
| Designated State Agency | Kansas Children's Cabinet and Trust Fund |

COUNCIL HISTORY

Since 2005, the Early Learning Coordinating Council (ELCC) has provided leadership and guidance for the development and implementation of the Kansas Early Childhood Comprehensive Systems (KECCS) Plan. In 2010, Gov. Mark Parkinson designated the ELCC as the state Early Childhood Advisory Council to meet the requirements of P.L. 110-134, the Improving Head Start Readiness Act of 2007. The body was renamed the Kansas Early Childhood Advisory Council (ECAC) and is housed within the Kansas Children's Cabinet and Trust Fund (KCCTF). The ECAC serves as the state council for the KECCS Plan, the state's Child Care Development Fund, the Head Start State Collaboration Office, and the Kansas Project LAUNCH initiative.

NUMBER OF MEMBERS: 21

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the state agency responsible for health, the governor's office, the legislature, parents, business, philanthropy/foundations, state-wide and community organizations, and military child care.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.

CHAIR(S) OF COUNCIL: General Manager and Senior Director of Cerner Corporation

SUBCOMMITTEES: 2

- Professional development planning workgroup
- Data collection workgroup

SUMMARY OF ACCOMPLISHMENTS

Assessment of Statewide Collaboration. The Council assessed and measured existing early childhood collaboration activities in the state. It developed a matrix of statewide programs to identify where early childhood systems converge, the quality of the coordination, and areas where weak or no collaboration takes place.

School Readiness Framework Revised. In 2011, the Council partnered with the Kansas State Department of Education to convene the School Readiness Data Task Force. The task force was comprised of recognized researchers, evaluators, higher education faculty, state agency staff, school administrators, and frontline practitioners from across the state in the areas of health, human services, and early care and education. The group reviewed and updated the state's school readiness framework, goals, and indicators to reflect new research, evaluation, and lessons learned from the state's use of the framework over the past 10 years. Additionally, the Council identified quantifiable and measureable data elements to be used in the state's early childhood data system designed to assess the status of family, school, community, and child readiness.

The task force focused on eight policy questions to guide their work:

1. How prepared are all of our children for kindergarten and beyond, as a whole, and by subgroups?
2. What are the most critical health, safety, and community factors that contribute to children's school readiness?
3. What is the impact of family education, involvement, engagement, and support services on children's school readiness?
4. What are the best practices for involving families?
5. How prepared are the state's schools for meeting the needs of entering kindergarteners?
6. Who are the children not being served and where are they?
7. What combination of early childhood experiences has the best return on investment?
8. What elements define program effectiveness?

The task force recommended including data elements on community, educational environment, family and child to reflect that school readiness depends on family practices, a range of community features, diverse early learning programs, and children's active engagement in learning.

COUNCIL WEBSITE: <http://www.kschildrenscabinet.org/index.htm>

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|--------------------------------|---|
| Council Name | Kentucky Early Childhood Advisory Council |
| Designated State Agency | Office of the Governor |

COUNCIL HISTORY

In 2010, through executive order, Kentucky's Gov. Steve Beshear reorganized the existing Early Childhood Development Authority (ECDA) to meet the requirements of P.L. 110-134, the Improving Head Start Readiness Act of 2007 and renamed it the Kentucky Early Childhood Advisory Council. The council will continue ECDA's historic role of administering tobacco settlement funds for early childhood programs, known as the KIDS NOW initiative.

While the ECDA had been housed in the Kentucky Department of Education, the Council is now within the Office of the Governor and has the authority to work across state agencies to promote a state early childhood policy agenda.

NUMBER OF MEMBERS: 27

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the State Coordinator of Part B of IDEA, the state agencies responsible for health and mental health, the legislature, parents, business, philanthropy/foundations, statewide and community organizations, home visiting, abuse and neglect prevention, and military child care.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.



CHAIR(S) OF COUNCIL: Executive director and founder of Children, Inc.

SUBCOMMITTEES: 4

- Professional development
- Longitudinal data
- School readiness definition
- KIDS NOW Initiative (tobacco-settlement funds)

SUMMARY OF ACCOMPLISHMENTS

Needs assessment. The Council completed a needs assessment and found that Kentucky currently ranks 48 out of 50 states in median household income, and 47 out of 50 in the percentage of people more than 25-years-old who have completed high school. A greater proportion of children live in poverty in Kentucky—26 percent—than in all but six other states. The state is ranked fourth in the nation for obese young children. More than a third of children in Kentucky have had a severe dental caries and more than half have not visited a dentist by school entry. Under the Governor’s leadership, the Council had developed a plan to take concrete action – which includes:

- Enrolling more children in the Kentucky Child Health Insurance Program (KCHIP) and Medicaid;
- Promoting the Governor’s Oral Health Program, Healthy Smiles Kentucky, to support oral health projects emphasizing children with serious needs. (This program trains general dentists in pediatric techniques to increase the number of dentists available to children; develops community oral health coalitions that develop local solutions for oral health issues; offers a school-based fluoride varnish project that will reach some 25,000 children with serious needs, and provides an innovative dental school training program to identify, recruit, and support students from rural areas who wish to attend dental schools and will return to rural areas to practice.)

Coordination and Collaboration. The Council studied barriers that have discouraged collaboration in the past and identified challenges. These include competing missions of funding sources; differing rules, standards and processes; and difficult economic conditions that strain public and private resources. The Council has used funds to increase dialogue among the Governor’s Office of Early Childhood, Kentucky’s Department of Education (KDE), and the Cabinet for Health and Family Services (CHFS) on issues related to early childhood care and education to improve alignment at the state level. The Council required collaboration and coordination among the local Community Early Childhood Councils as a condition for receiving grants.

School Readiness. The Council worked with other stakeholders and state government entities to develop and finalize a school readiness definition. The definition of kindergarten readiness has been adopted, distributed, and promoted by the Governor’s Office of Early Childhood, the Kentucky Department of Education, and the Division of Child Care in the Cabinet for Health and Family Services. The definition is distributed and has been publicized at all Council events and will be used to evaluate the work of the Community Early Childhood Councils (local councils). The Council has partnered with the state Department of Education to develop a communications package to be distributed to schools, Head Start, child care, school boards, pediatricians and others.

Early Learning Standards. The Assessment workgroup of the Council updated the Early Childhood Standards and aligned them with the kindergarten readiness definition and Head Start standards. This has laid the groundwork for expanding training and uniform use across programs.



Kindergarten Readiness Assessment. The Council developed and adopted a regulation for a common kindergarten readiness screen to be administered by all school districts to screen all children at kindergarten entry and assess their readiness for kindergarten across the developmental domains. The BRIGANCE® Kindergarten Screen was selected and will be used statewide in all kindergarten classrooms to provide information to teachers and about how students complete specific tasks. Data will be collected from this screen to inform teachers of each child's readiness to learn and will provide information on how to support children's learning. Schools and districts also may use this data as a tool to collaborate with families and communities to ensure all children are receiving developmentally appropriate educational instruction. The kindergarten screener will not be used to determine eligibility for kindergarten. Information at the county level will be broadly available to communities through the local Councils to help inform community planning and improve kindergarten readiness community-wide.

Increasing Access for Underserved or Special Populations. Kentucky has worked on improving access to high quality early care and education programs for at-risk families, families of children presenting behavioral challenges, families of children with disabilities, children of immigrant families, English language learners, and homeless families. The Council organized relevant state entities such as the Governor's Office on Early Childhood, the Division of Child Care and the Kentucky Department of Education to examine what gaps exist. The Council, STARS for KIDS Now (Kentucky's voluntary tiered quality rating system for child care programs) examined national trends to inform solutions. Two evaluation studies examined the state's challenges.

Increasing Quality through QRIS. Increasing Participation in High Quality Care: Participation in the STARS for KIDS NOW quality rating system has increased and 1,065 programs participate in STARS. The statewide penetration rate has increased to 36 percent overall after consistently hovering around 25 percent for a number of years. The Council attributes this progress to:

- Implementation of the STARS for KIDS NOW website, <http://www.chfs.ky.gov/dccbs/dcc/stars/>, which gives parents the ability to search for STARS rated facilities in their county and provides information on elements of quality for parents and providers;
- The distribution of STARS marketing materials at numerous events and to all health departments in the state to target families prenatally;
- The Child Care Assistance Program's (resource and referral program) provision and distribution of marketing materials to inform parents of the STARS for KIDS Now Program;
- Priority offered to STARS centers for current and future incentives by the Division of Child Care; and
- Alignment of expiration dates with licensing expiration dates through STARS, less duplicative monitoring, and more collaboration with the Division of Regulated Child Care which streamlines the process for obtaining facilities.

The Council also has begun a comprehensive review of the current quality rating and improvement system. It is evaluating innovations in systems across other states and will make recommendations for changes to the current Quality Rating System as a next step. The Council also is identifying the actual cost to programs of moving up the STARS rating scale.

Local Advisory Councils. Kentucky believes that the Community Early Childhood Councils (local councils) are effective agents for change. They help to improve the lives of families and children by bringing together and mobilizing diverse members of local to improve kindergarten readiness.

The state Council made funding available to local councils to assess their challenges and opportunities and highlight their best practices. The local councils have been improving early childhood settings, increasing participation in the STARS for KIDS NOW rating system, and offering professional development opportunities to improve the early care and education workforce. Local councils are now implementing strategies that will engage parents



and families in school readiness. Local councils with the strongest engagement have meaningful involvement of local schools, Head Start programs, and child care. The state Council now requires the local councils it funds to engage these three entities.

For the 2013 funding cycle, the Council received an increased number of intents to apply. All 120 counties, through 90 Councils, expressed intent. In 2011, only 66 Councils in 90 counties expressed intent. The Council also hosted a two-day CECC Annual Institute in late May, with a theme of “Engaging Parents, Families and Communities.” A total of 157 Community Early Childhood council members attended representing 68 councils from 94 counties.

Workforce/Professional Development. The Council has taken a comprehensive look at various facets of the workforce. It has examined implementation science, change theory, coaching-mentoring, and technical assistance. Kentucky’s goal is to develop a master plan for creating a highly effective, accessible, and integrated professional development system for early childhood educators. The Council has examined the training landscape and has begun data collection on three topics:

- Core Content
- Improving Trainer Competencies
- Technical Assistance/Coaching Credential

Unified Data Systems Development. Council funds have been used to support the P-20 Data Collaborative, which models the Statewide Longitudinal Data System. This system tracks a student through early childhood to college and beyond by linking early childhood programs, primary, secondary, postsecondary and certification data. Once complete, the P-20 Data Collaborative will link current data systems and provide a complete picture of an individual child, as well as information on program and policy results at the community, regional, and state level.

COUNCIL WEBSITE: <http://www.kidsnow.ky.gov/Pages/default.aspx>

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| Council Name | BrightStart |
| Designated State Agency | Louisiana Department of Children and Family Services |

Council History

Since 2004, BrightStart has carried out the state's early childhood comprehensive systems planning effort, supported by the federal Maternal and Child Health Bureau. A 2008 legislative concurrent resolution required all state agencies serving young children to participate in BrightStart. In 2010, Gov. Bobby Jindal designated BrightStart as Louisiana's early childhood advisory council, to meet the requirements of P.L. 110-134, the Improving Head Start Readiness Act of 2007. The existing BrightStart steering committee was expanded and renamed the BrightStart Advisory Council.

NUMBER OF MEMBERS: 29

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the Coordinator of Part B of IDEA, the state agency responsible for health, the state agency responsible for mental health, the governor's office, the legislature, parents, business, philanthropy/foundations, statewide and community organizations, health care providers, home visiting, and abuse and neglect prevention.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.



CHAIRS OF COUNCIL: The Council is chaired by a member selected by majority vote. The current chair is the Executive Director of the Governor’s Children’s Cabinet. The Chair of the five-member Executive Committee is currently the designee of the secretary of the Department of Health and Hospitals. The state director of BrightStart is the Director of the Tulane Institute of Infant and Early Childhood Mental Health.

SUBCOMMITTEES: 3

- Systems planning and data committee
- Professional development committee
- Family support infrastructure and child safety committee

SUMMARY OF ACCOMPLISHMENTS

Needs Assessment. Borrowing from a similar Risk and Reach model used in Pennsylvania, the Council mapped out risk factors that impact early childhood well-being. The 2012 data is at the parish level and updates the Risk report completed in 2010. The risk data includes 11 indicators including the unemployment rate, the infant mortality rate, and pre-literacy skills measured at kindergarten entry. The Reach section of the report shows the availability of programs and services such as home visiting or mental health services. The report will facilitate a better understanding of needs and the availability of key programs and services in high need areas and is now available online and in hard copy. An interactive map will be online by spring, 2013.. (For more information, see <http://brightstartla.org/assets/files/2012%20Risk%20and%20Reach%20Report%20online%20-%20corrected%20Feb%202013%20WEBSITE.pdf>.)

Implementing Diverse Delivery Pre-K Model. The Council led an effort to encourage diverse delivery of public pre-k in the state. Under this model, publicly funded pre-k is offered in community settings, including child care centers and Head Start programs. This model is known to provide parents with more high-quality choices in their local communities, avoids the costs of building and renovating school buildings, and promotes quality and accountability across early childhood settings. In addition, this type of diverse delivery offered the opportunity to braid public funding for pre-k and, provided greater efficiencies and more opportunity for high quality early childhood education. In 2012 –2013, the Council supported seven diverse delivery sites for mentoring. The BrightStart website provides a resource manual for practitioners, parent information about how to connect to publically funded pre-k, and profiles of braided funding programs throughout the country.

Parenting Education. The Council has supported a formal infrastructure for developing and disseminating effective parenting education resources. It established the Louisiana Parenting Education Network, a statewide association for professional parent educators who share an interest in providing quality and effective parent education. LAPEN contains a statewide registry of parent educators and allows professionals to enter their curricula as well as their professional profiles. The Council also has begun work on the development of a parenting education certification that will provide licensing, accreditation, certification, and training for parent educators. The certification is expected to become available this year. (For more information, see www.lapen.org.)

The Council also has been able to address behavioral, emotional, and developmental problems in young children through the parenting and family support model, Triple P. This evidenced-based program aims to prevent these problems, stop their progress, or reduce their severity through enhancing the knowledge, skills, and confidence of parents. The Council leveraged grant funds from private and state sources including Louisiana Children’s Trust Fund and the Office of Public Health to provide training to staff at service agencies in 15 parishes. The state Legislature enacted a resolution requesting that the Council study the merits of expanding Triple P. (For more information, see <http://brightstartla.org/assets/files/TriplePReport-website.pdf>.)



Institutes of Higher Education. Prior to receiving SAC funding, the state began work on developing a system of articulation and transfer of credits among its public schools, technical and community colleges, and public four year colleges and universities. However this work did not address the needs of early childhood educators. The Council is now designing this alignment for early childhood professionals. It worked with the Board of Regents, the governing body in Louisiana for higher education, and as a result, the Board is reviewing pathways for early childhood educators.

Workforce/Professional Development. The Council completed a second draft of, *Louisiana's Workforce Knowledge and Competencies for Early Childhood Educators (WKC)*, the state's Core Knowledge and Competencies. The WKC are aligned with the state's revised early learning and development standards. (For more information, see <http://brightstartla.org/resources>.)

Unified Data Systems Development. The Council has nearly finalized a data governance plan. This represents an agreement on the legal, administrative, and privacy requirements about interagency data sharing on early childhood. The plan also prioritizes data systems and the data elements that will be a part of the comprehensive early childhood data system.

Child Safety. The Council is working to align the review and investigation processes used in public health child death review (CDR) and community action processes for unexpected deaths among children under the age of 15. This will enable the state to provide complete, timely, and actionable information. Louisiana seeks to better understand how and why children die, to use the findings to take action that can prevent other deaths, and to improve the health and safety of children.

COUNCIL WEBSITE: <http://www.brightstartla.org/>



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|--------------------------------|---|
| Council Name | Maine Children's Growth Council |
| Designated State Agency | Maine Department of Health and Human Services |

COUNCIL HISTORY

The Maine Children's Growth Cabinet was created by a statute in 2008, and is the successor to the Maine Task Force on Early Childhood. In 2010, Gov. John Baldacci designated the Children's Growth Cabinet as the State-wide Advisory Council to meet the requirements of P.L. 110-134, the Improving Head Start Readiness Act of 2007. The Council carries out the federally-funded Early Childhood Comprehensive Systems (ECCS) planning efforts and is tasked with implementing the state's *Invest Early in Maine* plan.

NUMBER OF MEMBERS: 36

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the Coordinator of Part B, 619 of IDEA, the state agency responsible for health, the state agency responsible for mental health, the governor's office, the legislature, parents, tribes, migrants, philanthropy/foundations, statewide and community organizations, law enforcement, home visiting, and abuse and neglect prevention.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.



CHAIR(S) OF COUNCIL: The Council is co-chaired by the senior program director at the Maine Development Foundation and the superintendent for a regional school unit.

SUBCOMMITTEES: 8

- Communications
- Data and resource mapping
- Early care and education accountability
- Family domains
- Health accountability
- Legislative policy
- Professional development
- Sustainability

SUMMARY OF ACCOMPLISHMENTS

Policy Development. The Council submitted, testified, and secured passage of a bill during the first session of the 125th Legislature. The bill proposed including early childhood indicators in the Maine Department of Education Conditions of Education report and adding a Council member to the Maine Education Policy Research Institute Steering Committee. The Council also drafted legislation to link the child care tax credit to the Quality Rating System; this legislation did not pass.

Communications. The Council applied for and received private funding to support a comprehensive communications plan. This included technical assistance for materials development. This work resulted in six panel banners about the importance of brain development and Maine's economic future. The Council has made the banners available for partners to use; posters and brochures can be printed using the files from the Council's website.

The Council developed and aired two 30-second television ads on early childhood and brain development in June 2011 in three regional media markets: Portland, Bangor, and Presque Isle. Throughout the month, ads aired at least 261 times in Portland, 190 times in Bangor, and 72 times in Presque Isle. All high-traffic spots were geared to a target audience of adults 34 – 64 years old.

Public Engagement. To engage the public in the development of early childhood program and policy, the Council:

- Held public hearings on the development of the State Advisory Council grant application, the Needs Assessment for the Maternal, Infant, and Early Childhood Home Visiting project, and Race to the Top-Early Learning Challenge grant opportunities.
- Held public hearings for the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) state plan and wrote letters of concurrence for the MIECHV applications submitted in 2011.
- Completed a parent survey and focus groups to inform Race to the Top planning.
- Produced its second annual Report on School Readiness and released it in conjunction with the 7th Annual Infant Toddler Awareness Day at the State Capitol in January 2011. The report describes how well



young Maine children are prepared to enter school. It provides information on topics such as prenatal care and early childhood educators' workforce preparedness. (For more information on this report, see http://www.mekids.org/assets/files/cgc_2011_final.pdf.)

- Produced its third annual report in 2012. This report updated the 2011 document with new state and county-level data on key indicators related to school readiness. (For more information on this report, see http://www.mekids.org/assets/files/schoolreadiness/cgc_2012_final.pdf.)

Collaboration and Coordination. The Council provided feedback on the Interagency Agreement on Early Childhood Special Education document for Maine's Departments of Education and Health and Human Services. The document is a collaborative agreement required by statute that defines the roles and responsibilities of the departments in implementing a quality early childhood system that serves young children with disabilities receiving special education and related services. The document is consistent with the requirements of Part B and C of the Individuals with Disabilities Education Act.

Sustainability. The Council successfully organized the Maine Early Learning Investment Group (MELIG), a private investment entity dedicated to lifting the education and skill levels of Maine residents by ensuring that pre-kindergarten children have high-quality learning experiences. MELIG is comprised of Maine's largest and most renowned employers and is accomplishing its mission through fundraising, targeted financial investments, and public education activities. The Council supported the development of materials that describe the mission of MELIG and that offer information on the economic, educational, and health benefits of investing in Maine's infants and toddlers. A draft investment plan has been developed for consideration as the group moves forward on its fundraising efforts.

Building Strong Families/Health. Findings from a parent education study confirmed that evidence-based parent education is only moderately organized in Maine, and that there are no requirements or standards for parent educators other than those nominally funded by the state. A screening inventory revealed that child health and development screenings lack common understanding and consistency across disciplines and that families often repeat processes at every new entry point.

To develop strategies to correct this problem, the Council partnered with the Daniel Hanley Center for Health Leadership Development Teams (HLDT) to study Adverse Childhood Experiences (ACEs) awareness and prevention efforts statewide and to inventory community-based screening initiatives. The partnership has focused on five activities:

1. In the area of comprehensive early childhood screening, Maine has surveyed elementary schools to learn what tools are being used and in what areas they are currently conducting pre-k or kindergarten screening. Maine is also exploring the interests of public schools in learning more about ACEs and ACEs prevention (For more information, see <http://www.maine.gov/education/fouryearold/racetothetop/rttt-elc-application.pdf>.)
2. Maine is calculating the savings to be realized by prevention of ACEs. A group is collecting a variety of data and potential cost savings information related to the prevention of ACEs.
3. Maine is working to share health care and screening information across multiple stakeholders. The Council and HLDT have begun studying the various data systems in the state that contain early childhood information to see how early childhood screening data can be shared across the early childhood education, health, medical and social services disciplines. Maine is aiming to streamline communications related to individual children to improve individual care, avoid duplication or gaps in service, and provide essential data to state planners and policy makers.
4. The Council and HLDT are developing strategies for providing timely and effective parent information. This allows Maine to understand what families are experiencing with respect to Maine's early



childhood services, and to plan the most effective ways to get information to families about where to go for help.

5. Finally, Maine is taking steps to research, prioritize and recommend proven tools and resources that are effective in protecting pregnant women and young children living in poverty. The Council and HLDT are implementing a Maine Community Foundation grant that will offer training on ending multi-generational poverty, engaging and educating local communities in the prevention of ACEs, and maximize community supports for these families.

COUNCIL WEBSITE: www.maineecgc.org

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|--------------------------------|---|
| Council Name | Maryland State Advisory Council on Early Childhood Education and Care |
| Designated State Agency | Maryland State Department of Education |

COUNCIL HISTORY

For more than a decade, Maryland stakeholders have worked together to develop a statewide early childhood system. In 2000, Maryland established the Leadership in Action Program, which developed a legislatively required, 5-year, state early childhood action plan. In 2002, the early childhood education committee of the Governor's Children's Cabinet was formed to guide implementation of the 5-year plan. In 2005, the Maryland State Department of Education (MSDE) established the Division of Early Childhood Development (DECD) to administer all publicly funded early childhood programs, including child care. Finally, in 2008, Gov. Martin O'Malley formed the Maryland Early Childhood Advisory Council by executive order, to serve as a successor to prior planning bodies to meet the requirements of P.L. 110-134, the Improving Head Start Readiness Act of 2007. In 2011, Maryland received a Race to the Top-Early Learning Challenge grant.

NUMBER OF MEMBERS: 36

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the Coordinator of Part B, 619 of IDEA, the state agency responsible for health, the state agency responsible for mental health,



the governor's office, business, philanthropy/foundations, statewide and community organizations, health care providers, local government, home visiting, and abuse and neglect prevention.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.

CHAIRS OF COUNCIL: The council is chaired by the state superintendent of schools at MSDE.

SUBCOMMITTEES: 5

- Access
- Family engagement
- Health and mental health
- Business investment
- Legislative

SUMMARY OF ACCOMPLISHMENTS

Improving Transition. The Council has worked on ensuring that children experience a supported transition from early learning and development programs (family or center-based care, Head Start, private preschool, and others) to public school. It brought representatives from local school systems, child care programs and associations, child care resource and referral centers, early intervention and preschool special education, and other partners together to work on formalizing collaboration between local school systems and their local child care communities. Local school systems that already have transition supports in place informed the Council's task force. The Council has built on those policies and is creating a statewide approach for early childhood transition. It has developed and recommended formalized early childhood transition strategies. As a next step, the Council will support this work by developing technical assistance packets for each school system, the child care resource and referral system, child care associations, and Head Start programs.

Social and Emotional Development. The Council brought the Positive Behavior Intervention Support (PBIS) and Social and Emotional Foundations of Learning (SEFEL) interventions together to support the transition from early childhood programs implementing SEFEL to kindergarten programs in schools implementing PBIS. A SEFEL/PBIS Pilot Project was conducted in Dorchester County, a jurisdiction in Maryland that presents with 14 out of 15 red flag indicators based on the statewide needs assessment. Maryland has begun providing Social Emotional Foundations in Early Learning professional development in all early learning and development programs, conducting Positive Solutions for Parents training, and providing SEFEL training to Elementary Teachers of grades one through three with the goal that this continuum of consistent coordinated supports will promote healthy social and emotional development, prevent challenging behaviors, identify needed interventions for children, and support a network of support for their families. The Council also is supporting social and emotional development in the following ways:

- **Providing Training to Trainers:** Supported Maryland's cadre of SEFEL Trainer of Trainers and Coaches by providing training that covers effective strategies for delivering training addressing various adult learning styles to improve training results and outcomes.
- **Involving Libraries:** Conducted training for trainers in Maryland's Library System to prepare them to train librarians across the state to embed intentional social and emotional teaching strategies during story time



for young children and to model this for their families; provided librarians with strategies to connect families to Positive Solutions for Families (SEFEL Parent Training).

- **Involving Institutes of Higher Education:** Established a partnership with the Maryland Early Childhood Consortium of Two- and Four-Year Colleges to embed SEFEL within early childhood coursework; designed next steps for developing a non-credit SEFEL course; and developing a “for credit” SEFEL college course which will be included as an elective in early childhood programs; providing resource guides to college professors with strategies to include SEFEL in their current teaching; contracting with Maryland-approved SEFEL trainers to teach one session of an early childhood college course; designing a non-credit SEFEL course; and approving a for credit SEFEL college course

Health. A goal of the Council is to improve access to services for children and families on Maryland’s Children’s Health Insurance Program (MCHIP). However, this has been a challenge. The biggest barrier is the limited number of Maryland medical providers who accept MCHIP. To address this need, the Council created a task force consisting of medical providers, dentists, and other stakeholders and brought them together to identify the reasons that medical providers and dentists do not accept MCHIP. This group developed recommendations to increase the number of available medical providers and dentists.

To provide a system of earlier identification and referral of children with developmental delays and to ensure that children arrive at school with healthy minds and bodies, the Council has supported the design of a statewide developmental screening program. Once complete, this initiative will be conducted for all children enrolled in licensed and regulated child care programs, as well as those in Head Start and school-based pre-school and pre-kindergarten programs.

Local Early Childhood Councils. Each jurisdiction in Maryland has unique demographics and resources. In order to provide a unified and consistent experience for all children, regardless of where they live, the Council has worked on coordinating state early childhood councils. The local councils deliver statewide reforms and oversee early childhood systems and services in each jurisdiction. The Council has worked on establishing local early childhood advisory councils in each jurisdiction to build early childhood infrastructure at the local level. The Annie E. Casey Foundation invested in and partnered with Maryland to coordinate implementation. The chairs of the local councils coordinate planning with the state’s Council. The state Council invites representatives from each local council to attend identified state council meetings. This effort has created a network of councils that coordinate early childhood reforms across the state to address indicators on the needs assessment. Council funds have supported meeting facilitation and technical assistance.

Family Engagement. The Council formed a family engagement coalition co-chaired by a Council member representing Head Start and one representing the Maryland Family Network. The coalition has been working with local early childhood advisory councils using the *Head Start Parent, Family, and Community Engagement Framework* with parent participation. The Coalition recommended specific family engagement strategies for implementation across agencies, disciplines, and service providers to involve families in all phases of early childhood education and care.

To engage parents directly, the Council has established Community Cafés for families to engage them in learning about parenting and to becoming advocates for their children. This national model rests on the premise of peer to peer mentoring. Rather than have a facilitator leading the discussion, parents are grouped together and given discussion starting points such as, “What are impacts from your childhood on your parenting?” Then parents discuss this in small groups. The groups share common themes with the facilitator to inform decisions about what supports or services families need.

Research. The Council partnered with a newly formed Research Advisory Group to examine current early care and education research and to develop new avenues of research. The goal is to apply this information to sound early childhood instruction and practices. The group consists of researchers and early childhood practitioners and has



focused on executive functioning and social emotional development.

Supporting Young Children with Special Needs. The Council has partnered with the state's Inclusive Child Care Task force to address processes or practices that can be implemented to create more inclusive opportunities for children with disabilities. The group consists of members from the Council, the state's Inclusive Child Care Task force, as well as family and child care center staff, early childhood mental health consultants, local education agency early learning coordinators, preschool special education and early intervention staff, family advocates, child care trainers, and parents of children with disabilities. Together, the group has been working on embedding inclusive practices and policies in Maryland EXELS, which is the pilot of Maryland's Quality Rating and Improvement System (QRIS). The group reviewed the existing QRIS progression of standards and identified where to refine language, practices, policies, and professional development requirements to create higher quality programs and evidence of inclusive practices. Final recommendations have been made to the Early Childhood Council and the Office of Child Care Advisory Council.

Supporting English Language Learners. The Council scaled up the Vocabulary Improvement and Oral Language Enrichment through Stories (VIOLETS) initiative to support children who are English Language Learners and other children in need of early literacy support. This initiative was implemented through Head Start programs, Judy Centers, and child care programs. The participating programs represent seven jurisdictions (Allegany, Anne Arundel, Baltimore City, Charles, Prince George's, Queen Anne's and St. Mary's) identified through the state's needs assessment.

Improving Access to the Child Care Subsidy. The Council has identified improvement strategies for case management practices and eligibility requirements for Maryland's child care subsidy program. The purpose is to improve early care and education opportunities for low-income and disadvantaged children. Final recommendations have submitted to the Governor of Maryland.

COUNCIL WEBSITE: http://marylandpublicschools.org.MSDE/divisions/child_care/planning



| | |
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| Council Name | Massachusetts State Advisory Council on Early Education and Care |
| Designated State Agency | Massachusetts Department of Early Education and Care |

COUNCIL HISTORY

In March 2010, Gov. Deval Patrick designated the Massachusetts Board of Early Education and Care as the statewide early childhood advisory council for the state. The Council guides and supervises the Massachusetts Department of Early Education and Care (EEC), a state agency established in 2005 to oversee all early education and care programs in the state.

NUMBER OF MEMBERS: 12

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the Coordinator of Part B of IDEA, the state agencies responsible for health and mental health, business, philanthropy/foundations, the governor's office, parents, tribes, health care providers, home visiting, and abuse and neglect prevention.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.



CHAIR OF COUNCIL: The chair of the Council also chairs the Massachusetts Board of Education and Care and is the deputy director at Massachusetts Business Roundtable and a parent.

SUBCOMMITTEES: None at this time

SUMMARY OF ACCOMPLISHMENTS

Needs Assessment. The Council has conducted a needs assessment, primarily by surveying educators and families across the Commonwealth about the quality and availability of state early care and education services. Results indicate a number of needs. The state can address the needs by taking actions to:

- Assist educators in understanding the importance of the state's Quality Rating and Improvement System (QRIS) key features.
- Promote degree attainment and increase competencies among educators with attention to the fact that educators' opinions of their own professional skills and abilities vary by the type of care they provide, as well as their current educational level.
- Provide additional supports to educators who serve children with special needs; this represents more than 30 percent of educators.
- Continue or expand family engagement to help families understand features of high quality care and its connection to school readiness.
- Expand strategies to support programs and educators to include children with special needs.

Rural Community Strategic Planning. The Council made one-time grants to selected Coordinated Family and Community Engagement (CFCE) grantees serving rural communities to support community birth through age eight 3-year strategic plans, anchored in local data. Plans will be based on child and family needs and the quality and effectiveness of birth through eight aligned systems linking local schools, local providers and families through grants to communities. There were two rounds of funding: 2011 and 2012.

Birth – Eight Assessment, Screening and Curriculum Alignment. The Council made one-time grants to non-profit entities serving rural communities in partnership with public school, public school districts, and/or a charter school serving children pre-kindergarten to third grade, to support assessment, screening, and curriculum support and alignment within the communities. There were two rounds of funding: 2011 and 2012.

Unified Data Systems Development. A goal of the Early Childhood Information System (ECIS) project is to establish a data system that allows tracking of child risks and outcomes, participation in early education and care services, and evaluations of the efficacy of early education and care and other programs in promoting positive child outcomes. The Council worked on Interagency Service Agreements (ISA) for data sharing and is drafting legislation for implementing the ECIS. The Council developed policy questions for the ECIS to answer. It also identified necessary data elements, including cross-agency data, and developed a draft report.

A second goal of ECIS is to provide the data necessary to plan, supply, and evaluate necessary supports and services for the Commonwealth's young children and their families. The Massachusetts ECIS is working to include improvements in the department's child, program, and workforce data. The ECIS also is ensuring sure solid linkages with K-12, higher education, and other state and local agencies serving young children.



Information from the ECIS system will allow families to gain a better understanding of the types of programs available to their children, their quality, and programmatic differences. This will assist families to make informed decisions and will assist policy makers to better understand demographics, needs, and development and program outcomes. The system will offer data to support changes in policy and funds allocations for direct and indirect services to children, programs, providers, educators, and parents.

There are three priority questions that ECIS will address and support with data elements. The priority questions are:

1. What resources are available for early education and care and school readiness, and how are they funded?
2. Based on a core set of indicators, are Massachusetts children on track for well-being and success?
3. Are children meeting developmental milestones (including speech, language) at birth, ages 3 – 5, at kindergarten entry, first, and second grades? What gaps, if any exist in the development of these groups of children?

Building Workforce Infrastructure in Higher Education. The Council mapped the current network of Massachusetts two- and four-year public and private Institutions of Higher Education (IHEs) that offer a certificate or degree in early childhood education (ECE), elementary education, or a related field. The purpose of mapping was to create a single repository of information for these programs and resources for the field. The repository includes a profile for each participating college and a searchable database of early childhood education degree program requirements.

The EEC dedicated additional non-SAC funds for an expansion of this project. Phase II of this project mapped the transferability of ECE courses across the IHEs. This eases the transfer process for educators in the field and identifies common courses and alignment with EEC's Core Competency Areas. EEC staff also compared EEC requirements, NAEYC, and Head Start standards for teacher qualifications. A crosswalk of the analysis is appended to the report.

The EEC also funded a half-time transfer and articulation specialist at the Massachusetts Department of Higher Education to support and standardize implementation of the Early Education Transfer Compact and articulation practices.

COUNCIL WEBSITE: <http://www.mass.gov/edu/birth-grade-12/>

| | |
|--------------------------------|---|
| Council Name | Great Start Early Learning Advisory Council |
| Designated State Agency | Michigan Early Childhood Investment Corporation |

COUNCIL HISTORY

In 2005, Gov. Jennifer Granholm created the Early Childhood investment Corporation (ECIC), a public, non-profit corporation charged with leading the Great Start initiative, Michigan's comprehensive early childhood system. In 2009, Gov. Granholm established the Great Start Early Learning Advisory Council, to meet the requirements of P.L. 110-134, the Improving Head Start Readiness Act of 2007, and charged the ECIC to take the lead. In 2011, Gov. Snyder established the Office of Great Start, an early learning and development office that brought together early learning and development programs from Michigan's Department of Human Services and Department of Education.

NUMBER OF MEMBERS: 15

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the Coordinator of Part B, 619 of IDEA, the state agencies responsible for health and mental health, parents, tribes, migrants, philanthropy/foundations, statewide and community organizations, health care providers, and home visiting.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.



CHAIR(S) OF COUNCIL: The Council is chaired by the Senior Director of Early Learning Innovation of the Early Childhood Investment Corporation.

SUBCOMMITTEES: None at this time

SUMMARY OF ACCOMPLISHMENTS

Local Early Childhood Systems Development. The Council provided support to the Early Learning Communities scholarship program. This effort leveraged child care and development funds, matched by community and private funds, and provided 29 early learning communities in the state with scholarship tuition funds that offered 813 3-year-old children high-quality early care and education.

Governance. Gov. Snyder established the Office of Great Start, an early learning and development office that brought together early learning and development programs from Michigan's Departments of Human Services and Education. The main purpose of the Office of Great Start is to streamline and more efficiently utilize funding to improve child outcomes.

Workforce Development. The Office of Great Start and the Council have worked on establishing an evidence-based system of professional development, including appropriate levels of training, education, and credentials, to prepare an effective and well-qualified workforce of early childhood educators. Over the past year, the Office of Great Start and the Council have drafted guidelines, recommendations, and requirements in order to align professional development opportunities, the early learning standards, and the core knowledge and core competencies. Advancements have also been made toward a professional development registry where early childhood educators can search, register, and track completed workforce development opportunities. A future task of the Office of Great Start will be to develop protocols for the trainer approval.

QRIS Development. Great Start to Quality, Michigan's tiered quality rating and improvement system, launched in 2011. It includes all licensed early learning and development programs, as well as unlicensed subsidized family, friend, and neighbor providers. The Council has supported the state's QRIS development by identifying validation studies to measure the degree to which the tiers in the QRIS accurately reflect differential levels of quality and are related to progress in learning and development.

Early Learning Standards. This year, the Council finalized *Michigan's Early Childhood Standards of Quality* for infant and toddler programs, pre-kindergarten, and kindergarten to third grade, a revision of the early learning standards. The Council has aligned existing standards on early learning and development and expectations for children's development into a unified birth through third grade continuum. New upgrades of the standards include cross-agency work to prevent obesity by improving child nutrition and opportunities for active play. The kindergarten – third grade standards were newly created, in conjunction with the grade level content expectations. They include voluntary program standards for the school day, as well as additional learning expectations, particularly in social and emotional development and approaches to learning. To date, professional development modules have been developed for early childhood educators on the standards and how best to incorporate them into daily practice. Consumer education materials have been developed and disseminated for families.

Special Needs. The Council provided support for the development of *Aiming for Success: Improving Outcomes and School Readiness to Young Children with Disabilities*, a policy paper that identifies best practice recommendations for increased access to inclusive settings. The paper includes the definitions related to inclusion, identifies key early education programs available to young children throughout the state, reviews the case in



support of inclusion, highlights recent accomplishments and remaining challenges, reviews practices in other states, and includes a series of recommendations to make it easier for communities in Michigan to expand inclusive care.

Data Mapping. The Council has made progress in developing a unified early childhood data system across five key areas. The areas include physical health, social and emotional health, child care and early education, parenting leadership, and family support. A data map describes Michigan's current and needed flow of birth to eight data among state agencies and identifies areas of promise and challenge. It proposes short, intermediate, and long-term steps in building a unified system. Current work involves identifying strategies and policy vehicles for ensuring common data collection and sharing.

COUNCIL WEBSITE: <http://greatstartforkids.org/>

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| Council Name | Minnesota Early Learning Council |
| Designated State Agency | Minnesota Department of Education |

COUNCIL HISTORY

Minnesota's first Early Childhood Advisory Council was created in 2008. The first Council articulated guiding principles and developed a preliminary strategic plan. In March 2011, Gov. Mark Dayton issued a new executive order expanding the function to include care and education services birth to grade three, and increasing the number of participants to 30. The Council has emphasized school readiness, reading by third grade, and closing the achievement gap.

NUMBER OF MEMBERS: 30

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the state agencies responsible for health and mental health, the legislature, parents, tribes, business, philanthropy/foundations, statewide and community organizations, and local government.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.

CHAIR(S) OF COUNCIL: The Council is chaired by the Executive Director of Think Small.



SUBCOMMITTEES: 5

- Accountability committee
- Access committee
- Pre-K to three committee
- Rural and special populations committee
- Great workforce committee

SUMMARY OF ACCOMPLISHMENTS

Early Learning Standards. Minnesota early learning standards (2005) and guidelines (2007) are frameworks for understanding and communicating a common set of developmentally appropriate expectations for children birth to five, presented within a context of shared responsibility and accountability for helping children meet these expectations. (For more information on the standards, see http://education.state.mn.us/mdeprod/id-cplg?IdcService=GET_FILE&dDocName=005130&RevisionSelectionMethod=latest&Rendition=primary. For more information on the guidelines, see <https://edocs.dhs.state.mn.us/lfserver/Legacy/DHS-4438-ENG>.)

To enhance practitioner understanding and use of early learning standards, the Council sought to develop a community of mentors and coaches. Key training concepts using adult learning strategies were developed as along with rubrics for participant selection. Participants from all regions of the state applied; many received training in the summer of 2012.

The Council supported the development of a parent guide to the early learning standards. The guide presents key messages to families and parents about their role as a child's first teacher and covers child development, strategies for success; it includes additional helpful resources. The materials were translated and are available in Spanish, Hmong, and Somali.

Program Standards and QRIS Development. The Council drafted a set of program standards and tiered Quality Rating and Improvement System (QRIS) indicators. This work is the basis of a report written and submitted to the Minnesota Legislature on program effectiveness and planning for early childhood system improvements.

The Council also supported identifying research-based essential elements of infant and toddler programs. There were facilitated discussions to reach consensus on program elements followed up by a kickoff event for stakeholders.

Unified Data Systems Development. The Council created a plan to identify and determine the steps needed to unify early childhood data elements across agencies. This included developing an inventory of state databases and data elements. The plan will facilitate data systems development which is supported by Minnesota's Race to the Top-Early Learning Challenge grant.

Professional Development/Workforce. Two projects were funded to improve workforce infrastructure. One was a revision of Minnesota's *Core Competencies for Early Childhood Practitioners*. The Council funded a contractor to include competencies that address an educator's ability to meet the unique needs of children (e.g., children with special needs, those who speak a language other than English, and new immigrants). The Council also has worked on developing and implementing training-of-trainers. This effort will support the professional development of early childhood care providers and educators on the Minnesota core competencies and their alignment with the state's early learning standards.

The second project leverages the state's Race to the Top-Early Learning Challenge funds to engage the state's higher education institutions in aligning professional development opportunities with the Board of Teaching standards and the core competencies. The Council has gathered and analyzed data from these institutions to assess the effectiveness of their current preparation programs and prepared a final report.



In an effort to improve access to professional development opportunities, the Council dedicated funds to the translation of professional development resource materials into several languages and disseminated the materials widely.

Financing. The Council plans to estimate costs associated with an increased participation of children in high-quality programs. Data has been gathered for the development of a Minnesota cost calculator. This tool will allow users to estimate costs and make policy decisions about future investments to enhance program effectiveness and positive outcomes for young children

Underserved Populations. Council funds have been used to provide four diverse Minnesota communities with grants that layer or blend funding to increase access to high quality care and education programs for children and families who need services. Involved programs engaged in conference calls to share information and each grantee examined sustainability options for continuation. An evaluator examined lessons learned during program development, partnerships (both usual and unusual), and fund layering. Findings were disseminated statewide.

COUNCIL WEBSITE: <http://education.state.mn.us/MDE/Welcome/AdvBCT/EarlyLearnCoun/index.html>

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| Council Name | Mississippi Early Childhood Advisory Council |
| Designated State Agency | Mississippi Office of the Governor |

COUNCIL HISTORY

In 2008, Gov. Barbour established the State Early Childhood Advisory Council (SECAC) by executive order. The Governor charged the Council with developing a strategic plan to coordinate efforts, programs, and resources supporting children from birth to age five. He also asked the Council to identify opportunities for and barriers to collaboration and coordination among programs and agencies. The SECAC is located in the Office of the Governor to ensure access to the Governor and other key policy makers.

NUMBER OF MEMBERS: 20

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the state agency responsible for health, the state agency responsible for mental health, the governor's office, tribes, business, statewide and community organizations, and home visiting.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.

CHAIR OF COUNCIL: Deputy Director, Mississippi Public Health Institute



SUBCOMMITTEES: 5

- Data
- Provider registry
- Consolidated services
- Health access
- Workforce development

SUMMARY OF ACCOMPLISHMENTS

Unified Data System Systems Development. The Council worked with the National Strategic Planning and Analysis Center (nSPARC) at Mississippi State University to expand the state's longitudinal system to include more data on early childhood education programs, providers, and children.

Following are examples of data elements for the longitudinal system: the number of participating child care programs; their ratings in the state's Quality Rating and Improvement System (QRIS), child care licensing information; data on children attending Part C early intervention programs; data on children attending Head Start/Early Head Start; the number of children in pre-k programs and Part B special education programs; early childhood teacher certifications; and data on early childhood education graduates from the Mississippi institutions of higher learning, the junior college board, and others.

The Center has begun a study examining the ten lowest performing school districts in the state. It will consider collecting data on children's environments and teacher qualifications.

Coordination and Collaboration. The Council completed a consolidated a services model study of early childhood programs administered by Mississippi's Departments of Human Services, Health, and Education for the purpose of streamlining services. The study reviewed Mississippi's current landscape of early childhood services, feedback obtained from various state stakeholders, and research on best practice models in other states. (For more information, see http://www.mdhs.state.ms.us/pdfs/eccd_secac/CoordinatedEarlyChildhoodServicesReport2012.pdf.)

Family Child Care Provider Registry. The Council and the state Department of Human Services developed a voluntary registry of family child care providers. Partnering organizations have helped recruit and enlist more than 750 family child care providers and an additional 300 providers will be recruited each year.

Workforce Development. The Council developed a career ladder for early care and education teachers with a career advancement compensation method. This effort is being piloted through the Allies for Quality Care Project at the Mississippi Center for Education Innovation and involves 70 child care teachers in Hinds and Rankin counties.

Health. A review of state health services, resources, and practices for children birth to five is underway. Findings will inform next steps for streamlining existing services and understanding outstanding needs. (For more information, see http://www.mdhs.state.ms.us/pdfs/eccd_secac/eccd_MSSECACHealthAccessFinalReport.pdf.)

Parent Outreach & Education. Under the leadership of former Gov. Barbour, the Council implemented the Baby's First Year dissemination initiative for all new parents statewide. Forty thousand calendars with developmental milestones and other resources were sent to help parents track, monitor, and guide children's growth. Calendars also were distributed by the Mississippi Child Care Resource and Referral Network.

COUNCIL WEBSITE: http://www.mdhs.state.ms.us/eccd_secac.html

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| Council Name | Coordinating Board for Early Childhood |
| Designated State Agency | Missouri Department of Social Services |

COUNCIL HISTORY

The Coordination Board for Early Childhood (CBEC) was established by statute in August 2004 as a public-private entity charged with coordinating a state system of early childhood programs and services. The CBEC's statutory authority was established within the Missouri Children's Service Commission; membership is composed of agency heads and legislators.

NUMBER OF MEMBERS: 17

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the state agency responsible for mental health, the governor's office, business, statewide and community organizations, home visiting, and the judiciary.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.

CHAIR(S) OF COUNCIL: The Council is chaired by the Director of the Metropolitan Council on Early Learning.



SUBCOMMITTEES: 5

- Early childhood programs workgroup (which includes a professional development subgroup)
- Parent and family engagement workgroup
- Health workgroup
- Mental health and social and emotional development workgroup
- Home visiting workgroup

SUMMARY OF ACCOMPLISHMENTS

Early Learning Standards. The Council contracted with the University of Missouri to create early learning guidelines for the children ages birth to five. The guidelines are expected to be finalized in 2013.

Strategic Plan. The Council leveraged the Early Childhood Comprehensive System grant to complete a strategic plan for a statewide early childhood system. The plan addresses how the state will handle early childhood topical issues, including governance and leadership, financial resources, quality assurance and accountability, public engagement, family support, parenting education, early childhood programs, and health and mental health. The strategic plan serves as an essential road map guiding the Council and workgroup activities.

Home Visiting. The Council partnered with the state's Maternal and Infant Early Childhood Home Visiting Steering Committee to create a comprehensive matrix of statewide home visitation programs with evidence-based models and actual outcomes. The Council also supported the development of a map which reflects the location and type of programs throughout the state; the map is embedded in the matrix. The Council commissioned a comprehensive analysis of the home visitation system in the state.

Workforce/Professional Development. The Council formulated recommendations for a streamlined statewide professional development system, a state-of-the-art trainer registry, and a professional development portal. The portal provides access to a hub for trainings, trainer registration, and professional recognition.

Early Childhood Mental Health. The Council commissioned a comprehensive early childhood fiscal resource analysis to gauge the early childhood funding landscape and to identify potential resources. The analysis will focus on supporting children's healthy social and emotional development. The Council also was selected to participate in nationally sponsored early childhood mental health resource and collaboration calls. Missouri is now exploring the League of States' early childhood endorsement process that supports pursuing early childhood certification at the undergraduate level. (For more information, see <http://www.missouristate.edu/certification/earlychildcert.htm>.)

Unified Early Childhood Data System. The Council has begun a pilot to see how Head Start data can be integrated into the state data system. Results from the pilot are expected in 2013. The Council also commissioned a Head Start Peer data comparison study.

Public Awareness Campaign. The Council has commissioned a statewide public awareness campaign designed to increase awareness of the importance of early learning, particularly children's social and emotional wellness.

COUNCIL WEBSITE: <http://dss.mo.gov/cbec/index.htm>

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|--------------------------------|--|
| Council Name | Montana's Best Beginnings State Advisory Council |
| Designated State Agency | Montana Department of Public Health and Human Services |

COUNCIL HISTORY

Since 1996, the state of Montana has had an early childhood advisory council to advise the Child Care and Development Fund activities (CCDF), the Early Childhood Comprehensive Systems (ECCS) grant, the USDA Child and Adult Food Care Program (CACFP), and the Head Start Collaboration grant. The Governor's Office was interested in strengthening early childhood services through improved collaboration and coordination. This led to restructuring the existing advisory council.

The belief that children deserve the "Best Beginning" in their life and that a "Best Beginning" lasts a lifetime became the overarching concept of early childhood in Montana. The restructured state advisory council was named the Best Beginnings State Advisory Council. Established in 2011, this Council serves as the collaborating entity for the early childhood system. The Early Childhood Services Bureau within the Department of Public Health and Human Services oversees the Advisory Council.

The strategic goal of the Best Beginnings Advisory Council is to ensure Montana has a comprehensive, coordinated early childhood system that provides a governance structure and leads to strong collaboration to best meet the needs of Montana's youngest citizens. The Council pursues work within four principle objectives which support the overall strategic goal: children will have access to high quality early childhood programs; families with young children are supported in their community; children will have access to a medical home and health insurance; and the social, emotional, and mental health needs of young children and families are supported.

NUMBER OF MEMBERS: 42

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.



In addition to representatives for the first seven required entities, Council members from this state represented the following entities: Both the state agency responsible for Part C of IDEA and the Coordinator of Part B of IDEA, the state agencies responsible for health and mental health, the governor's office, parents, tribes, migrants, business, philanthropy/foundations, statewide and community organizations, health care providers, home visiting, the state office of abuse and neglect, and military child care.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.

CHAIR(S) OF COUNCIL: Early Childhood Systems Coordinator; Early Childhood Services Bureau

SUBCOMMITTEES: 6

- High quality early care and education committee
- Family support committee
- Health committee
- Professional development committee
- Social and emotional/mental health committee
- Strategic communication, outreach and public awareness committee

SUMMARY OF ACCOMPLISHMENTS

Collaboration and Coordination. The Early Learning Council funding enabled the Early Childhood Services Bureau to give developed school readiness teams/coalitions the opportunity to apply for funding to further develop their teams and coalitions. Shortly after this opportunity, the Family and Community Health Bureau had the opportunity to provide funding (MIECHV ID) to communities and they also were interested in the council/coalition concept. Since the Early Childhood Services Bureau had already developed the council/coalition concept, two bureau chiefs discussed cooperating and involved other staff members. During these discussions a partnership form and collaboration evolved.

Aligning ECCS and Home Visiting. Leaders from the Early Childhood Comprehensive Systems (ECCS) and Maternal, Infant and Early Childhood Home Visiting (MIECHV) discussed the purpose of each program and aligned objectives. This partnership supports local communities by providing technical assistance and guidance to formalize a sustainable council/coalition that creates a comprehensive, coordinated early care and education system and builds capacity for evidence based home visiting.

Needs Assessment. The Council conducted an early childhood comprehensive service scan across the Department of Public Health and Human Services. The Council completed the statewide needs assessment in December 2012. The needs assessment was developed with secondary and primary source data, surveys, and key informant interviews, by examining administrative data, and through analysis of local level needs assessments. The recommendations from the needs assessment were used to start the strategic planning process.

The local community councils/coalitions conducted their own needs assessment using guidance documents. This work was community driven, not state directed. This approach has been beneficial to building relationships between the state and local communities.

The Council has started the strategic planning process. This facilitated process took place over a two day period with discussions involving Council members and public stakeholders. This process also allowed feedback before a strategic plan is finalized. The strategic planning process outlines directions or objectives to support the Council's vision and goals. The next step for this process is committee review, since the Council's work will be accomplished through committees. The committees will create work plans to guide their annual work. The



strategic plan will be revisited and updated at least quarterly by the Council committees and the overall Council to reflect accomplishments, lessons learned, delays, and other changes.

Local Councils. The Early Learning Council funding allowed competitive grant opportunities for the development of local early childhood councils/coalitions. The community councils/coalitions work was to formalize a sustainable council that focuses on creating a comprehensive, coordinated early care and education system. Initially seven local councils were awarded this funding. The addition of the MIECHV ID funding has now allowed 17 additional communities to formalize local community councils/coalitions making a total of 24 formalized local community council/coalitions in Montana. Included in this 24 are the Tribal communities of Rocky Boys, Northern Cheyenne, Crow Nation, Fort Peck, and Confederated Salish and Kootenai Tribes. The councils vary in the status of their development.

The local councils received training and technical assistance from the state on how the Early Childhood Comprehensive System (ECCS) and the Maternal, Infant, and Early Childhood Home Visiting Infrastructure Development (MIECHV ID) are integrated. These councils also received collaboration training from Karen Ray of Karen Ray Associates, a collaboration expert. These trainings provided the framework for each local community council/coalition.

Professional Development. The local community councils/coalitions have completed a professional development summary of all of the opportunities provided in their community regarding professional development. One criterion for professional development is that the training happens regularly. The summaries have been provided to the Professional Development Committee of the Best Beginnings Council. This committee will consider how to consolidate this information into a useable format for all providers in the early childhood system.

STARS to Quality. The Best Beginnings STARS to Quality Program is a voluntary quality rating improvement system that aligns quality indicators with support and incentives for early childhood programs and early childhood professionals. Currently, Montana has 78 providers participating in the field test, which has been extended through June 2014. Of those 78, there is 1 program at STAR 4; 16 programs at STAR 3; 38 programs at STAR 2; and 11 programs at STAR 1. The Council expects the first STAR 5 program this quarter. Phase II of the field test is being planned and may involve an additional 30 programs. The evaluator is Compass Evaluation and Research, from North Carolina.

Family Friendly Policies. Eligibility Basics is an online training tool used to supplement the local Child Care Resource and Referral agencies training program. The online training will provide both new and seasoned Eligibility Workers with foundational knowledge on the Child Care Subsidy Program and offer consistency in training across the state. The course is presented in seven modules which will allow participants to complete the course independently at their desired pace. The course was developed in separate distinct modules to allow course participants to access the information with ease. In the future, additional modules will be added on a variety of topics and there will be a range of complexity. This is one of several training opportunities created by the Early Childhood Services Bureau in conjunction with Child Care Resource and Referral agencies to promote good case management for families.

Online Applications. Best Beginnings Child Care Scholarships support families with young children by providing assistance with child care expenses. Online applications provide access to this program. The purpose of the online applications is to create another avenue for parents to access the Best Beginnings Child Care Scholarship program. Parents will be able to access a web page, complete an application, and submit it electronically to any one of the 11 Child Care Resource and Referral agencies within the state of Montana. This project is currently in the design stage and will be tested in a small pilot project before it is released and implemented later this year.

COUNCIL WEBSITE: <http://www.dphhs.mt.gov/hcsd/childcare/advisorycouncil.shtml>

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|--------------------------------|---|
| Council Name | Nebraska Early Childhood Interagency Coordinating Council |
| Designated State Agency | Nebraska Department of Education, Head Start Collaboration Office |

COUNCIL HISTORY

The Early Childhood Interagency Coordinating Council (ECICC) was established through statute in 2000 to address the needs of all young children in Nebraska. ECICC is jointly managed by the departments of health and human services and education, with consultation and involvement from the Head Start State Collaboration Office. In 2010, Gov. Dave Heineman designated ECICC to meet the requirements of P.L. 110-134, the Improving Head Start Readiness Act of 2007. The Head Start State Collaboration Office, housed in the Nebraska Department of Education, was designated by the Governor to manage the federal state advisory council funds and to be the primary point of contact for the Council.

NUMBER OF MEMBERS: 32

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: The state agency responsible for Part C of, the state agencies responsible for health and mental health, the legislature, parents, tribes, statewide and community organizations, health care providers, and the state office of abuse and neglect.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.



CHAIR(S) OF COUNCIL: Special Education Supervisor of Grand Island Public Schools

SUBCOMMITTEES: 8

- Gaps and barriers committee (barriers in meeting the needs of children with disabilities and underrepresented populations)
- Legislative and communications committee
- Early childhood systems committee
- A reorganization of committee structure occurred in latter 2012 to include:
 - Regulations and standards
 - Family actions matter every day
 - Early childhood services and systems
 - Professional development and workforce
 - A family leadership team that convenes prior to the meeting to review the agenda and discuss questions and action items

SUMMARY OF ACCOMPLISHMENTS

Parent Engagement and Public Awareness. Nebraska set out to develop information targeted towards parents, early care and education providers, and schools about “school preparedness” and “prepared schools.” The goal was to emphasize the importance of emotionally-supportive and instructionally rich interactions between teachers, children, and peers. A literature review was completed to determine the core messages that should be the focus. Relevant stakeholder groups were engaged to help the Council craft the messages. During this process the Council ensured that the content was informed by the Nebraska Kindergarten Position Statement, the Early Learning Guidelines (for infants, toddlers, and preschoolers), and the Kindergarten Guidelines. To date, the *Getting Ready for Kindergarten* message has a “top ten” list and has various materials that have been created, printed, and disseminated to schools, early care and education programs and families. To date, more than:

- 1,500 Early Head Start Literacy Kits (with school readiness information) have been developed, assembled and are being distributed to Early Head Start children; and 10 “Emotion Coaching Kits” curriculum are being sent to each Early Head Start grantee; 3,800 *The Night Before Kindergarten* books (with school readiness information) were distributed to all Head Start grantees.
- 350 *Come As You Are* (Nebraska’s Kindergarten guidebook for parents) were distributed; *Ready for Success* was developed (which replaced *Come As You Are*) and translated into Spanish, Karen, Vietnamese, Arabic and Somali: 30,000 copies in English, 2,200 in Spanish and 230 copies in the other languages have been distributed.
- 100 Early Learning Guidelines for ages birth to 3 and for ages 3 to 5 were distributed; Nebraska Early Learning Guidelines for ages 3 to 5 are being revised with stakeholder feedback from early care and education providers, higher education institutions, content experts from outside agencies, family child care, Head Start, kindergarten, parents of children with disabilities and grandparents raising their grandchildren, making it a document to be used by ANY adult, working with ANY child, in ANY environment. The revised Nebraska Early Learning Guidelines for ages 3 to 5 will be aligned with the National Education Goals Panel Essential Domains of School Readiness; the Head Start Child Development & Early Learning Framework; Teaching Strategies GOLD™ Dimensions & Objectives for Development



and Learning Birth Through Kindergarten; the Nebraska Department of Education Revised Standards for Kindergarten: Language Arts, Mathematics, Science, and Social Studies Standards; Nebraska Rule 11 Regulations; and Nebraska Child Care Licensing Regulations. In addition, A Nebraska Early Learning Guidelines companion piece presenting developmental progression from birth through age 5 with suggestions on what adults can do also is in development.

- 350 Nebraska Department of Education (NDE) Office of Early Childhood Kindergarten Position Statement Executive Summary documents were distributed.
- 50 copies of transition planning strategies were distributed in connection with action planning around kindergarten transitioning.

Combined distribution of additional resources via community engagement presentations in more than 20 communities, more than 2000 copies of each:

- NDE Office of Early Childhood Kindergarten Position Statement
- NDE Kindergarten Guidelines: Math and Language/Literacy
- Kindergarten transition planning strategies and action planning form
- In-Brief on Executive Function: Skills for Life and Learning by the Center on the Developing Child at Harvard University

Unified Data Systems Development. Though interested in creating strategies to begin the actual data system development, the Council was informed that it lacked the statutory authority for this task. The Council supported a data summit in 2011 attended by representatives from the Council, local programs, statewide organizations, data professionals in the state's Department of Health and Human Services, Nebraska's Department of Education, and elected officials in the state Legislature.

Summit participants discussed key data questions in three major areas: programs, children/families, and workforce. As a part of this process, state agencies collaborated to identify the ideal method and potential platforms for integrating data from multiple sources, archiving data, and performing sophisticated queries and analysis. The Council spent time determining what barriers or policies might hinder integration of early childhood data into a comprehensive system. The Council and stakeholder groups agreed to develop a plan for a federated database warehouse. The plan addressed technical processes and identified resources needed for data system infrastructure. This plan also addressed how to connect with and link warehouse data and summarizing and reporting data.

A second data summit was held in early 2013 as a collaborative public-private endeavor, with over 170 attendees representing various sectors of early care and education programs and professional development: data analysts, higher education, business leaders, legislators, and state agencies. Dr. Jack Shonkoff, Harvard University, and author of "Neurons to Neighborhoods," provided the keynote address followed by local case studies of data integration methods and processes. Participants responded to 10 key recommendations for developing a unified early childhood system in Nebraska. A final report including all feedback will be vetted with the Early Childhood Data Coalition, the Council, and submitted to the Governor's Office for review and consideration.

Strategic Planning. The Council and other key agency stakeholders developed a strategic report to align with the state early childhood plan, *Together for Kids & Families*. This state plan was developed by the state's Early Childhood Comprehensive Systems [ECCS] program. This strategic plan also aligns with the Head Start-State Collaboration Office goals and priorities. (The report and other reports of the ECICC are available at <http://www.education.ne.gov/ecicc/reports.html>.)



Sustainability. The Council has begun working with First Five Nebraska, a private partner to sustain messages for public and long term access. The Early Childhood Data Coalition will support the ongoing work to inform next steps along with the revamped Early Childhood Services and Systems Committee of the Council.

COUNCIL WEBSITE: <http://www.education.ne.gov/ecicc/>

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|--------------------------------|--|
| Council Name | Nevada Early Childhood Advisory Council |
| Designated State Agency | Nevada Department of Health and Human Services |

COUNCIL HISTORY

Gov. Gibbons signed a September 2009 executive order to establish the Nevada Early Childhood Advisory Council (ECAC) to strengthen state-level coordination and collaboration among the various sectors and settings of early childhood programs. Gov. Brian Sandoval continued this authorization through an executive order signed in July 2011. The executive orders empower the Director's Office of the Department of Health and Human Services (DHHS) to establish and maintain the ECAC. The Council adopted the following vision shortly after its inception: "Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential."

NUMBER OF MEMBERS: 14

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the Coordinator of Part B, 619 of IDEA, the state agency responsible for mental health, parents, business, health care providers, and home visiting.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.

CHAIR(S) OF COUNCIL: Head Start Collaboration and Early Childhood Systems Director

SUBCOMMITTEES: 6

- Data workgroup
- Public awareness workgroup
- Local ECACs
- Professional development workgroup
- Expanding opportunities workgroup
- Child care health consultant workgroup

SUMMARY OF ACCOMPLISHMENTS

Needs Assessment. The Council has conducted a statewide assessment of the availability of quality early care and education programs using valid and reliable tools. The report informed the improvement of the statewide Quality Rating and Improvement System. It offers insight about which quality improvement efforts will best prepare Nevada's youngest children to enter school. The needs assessment includes aggregated results from using the Environmental Rating Scales [Early Childhood Environmental Rating Scale – Revised (ECERS-R) and the Infant Toddler Environmental Rating Scale – Revised (ITERS)].

School Readiness Definition. The Council developed the following school readiness definition available at: http://www.nevadaecac.com/wp-content/uploads/2012/07/KEDS-Vision-and-School-Readiness-Hand-out_6-20121.pdf.

The Council also developed a policy recommendation for the state Legislature to increase school readiness available at: <http://www.nevadaecac.com/wp-content/uploads/2012/01/Nevada-Early-Childhood-Advisory-Council-ECAC-Legislative-Recommendations-5-7-12.pdf>.

Kindergarten Readiness Assessment. The Council has been working with local school districts statewide in an effort to encourage each entity to agree on one school readiness tool that enables long-term data tracking for use in decision and policy making. (For more information, see the “Needs Assessment for Nevada’s Kindergarten Entry Assessment Project 2012” at <https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbm90b3R5cGVmb3JrZWZbmV2YWRhGd4OjIxYTl1YmZmMmI2YjBjYTk>.)

The Council also developed a resource with criteria to guide the comparison of various kindergarten entry assessments, the “Kindergarten Entry Assessment (KEA) Comparison. (For more information, see <https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbm90b3R5cGVmb3JrZWZbmV2YWRhGd4OjVjMDIwZmE2MTdiZjgzOA>.)

Unified Data Systems Development. The Council studied the feasibility of and developed a plan for a statewide early childhood data collection system. The plan aligns existing early childhood education and care data into a connected system that links to Nevada’s K-12 data system. A goals document is available at: <https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbm90b3R5cGVmb3JrZWZbmV2YWRhGd4OjU3YThkN2ZhOWVmOGNkYzg>.

A needs assessment report summarizing Nevada’s status regarding tracking young children was developed. This includes recommended next steps and the willingness of parents and providers to support and participate. (This is available at: <https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbm90b3R5cGVmb3JrZWZbmV2YWRhGd4Ojc1OTM4NDQ3OTc3Yw>.)



Comprehensive Early Childhood Plan. The Council has developed a plan that includes estimated costs to provide comprehensive services to children in frontier, rural, and urban areas of Nevada to meet health, mental health, parent education, family support, and early care and education needs.

COUNCIL WEBSITE: <http://www.nevadaecac.com/>

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| Council Name | Spark New Hampshire Early Childhood Advisory Council |
| Designated State Agency | Early Learning New Hampshire on behalf of New Hampshire Department of Health and Human Services |

COUNCIL HISTORY

Spark New Hampshire Early Childhood Advisory Council began as a Steering Committee appointed by the New Hampshire Governor in January 2010. In September 2011, Gov. John Lynch officially created New Hampshire's early childhood advisory council by executive order. The Council's focus is on expectant parents as well as children from birth through grade 3 and their families. The Council's activities are based on several years of early childhood systems building work, starting with the Early Childhood Comprehensive Systems planning process, the statewide Child Care Advisory Council 5 year plan, and Early Learning New Hampshire's cross-agency meetings.

NUMBER OF MEMBERS: 23

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: Both the state agency responsible for Part C of IDEA and the Coordinator of Part B of IDEA, the state agency responsible for health, the legislature, parents, philanthropy/foundation, statewide and community organizations, and home visiting.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.



CHAIR(S) OF COUNCIL: The Child Development Program Administrator, Department of Health and Human Services, Division for Children, Youth and Families, chairs the Council.

SUBCOMMITTEES: 7 committees and 3 task forces

- Communications and public awareness committee
- Workforce and professional development committee
- Evaluation committee
- Policy committee
- Quality of early childhood programs and services committee
- Early childhood data system committee
- Executive committee
- Sustainability task force
- Family engagement task force
- 0-5, K-12 continuum task force

SUMMARY OF ACCOMPLISHMENTS

Sustainability. Spark NH has taken a three-prong approach to sustainability: 1) engaging the business community; 2) leveraging resources and collaborating on grant applications; and 3) developing a 3-year sustainability plan.

- **Engaging the business community.** The Council convened multiple events to engage the business community and philanthropic leaders in meaningful dialogue regarding the importance of investing in early childhood. For instance, in July 2011, the Council invited New Hampshire business leaders to participate in the 2011 National Business Leader Summit on Early Childhood Investment.
- **Leveraging resources/collaborating on grants.** Spark NH collaborated on the state's recently awarded Project LAUNCH Cooperative Agreement, which will partially sustain the Council for the next 5 years. In addition, the Council received support from New Hampshire's Family Centered Early Supports and Services Program (Part C, early intervention) to establish its website.
- **Sustainability plan.** Through the work of the Funding and Sustainability Task Force, the Council developed a 3-year sustainability plan that outlines next steps to sustaining the Council's work once federal support has ended. The plan includes recommended options for leveraging other federal, state, and private funds.

Communications. The Council has developed a communications structure to enhance information sharing among all stakeholders. The Spark New Hampshire website was launched to serve as the "go to" site for early childhood in New Hampshire and houses information about the Council. The Council also has kept the public informed of the state's early childhood work and developments through a statewide dissemination of monthly newsletters. Additionally, with assistance from a communications consultant, the Council applied a frameworks approach to drafting materials and presentations to promote the importance of early childhood development.

Coordination and Collaboration. The Council completed two statewide surveys (for parents/caregivers and professionals) on access to services and coordination/collaboration. Results will inform the state's first comprehensive early childhood plan that will be endorsed by the Governor's Office. Additionally, results of a Council's Evaluation



Committee survey Council members showed that the vast majority of members (82 percent) believed that their participation on the Council has improved collaboration and/or working relationships between their organization and others. Lastly, all work of Spark New Hampshire is collaborative. For example: a) the Quality of Early Childhood Programs and Services Committee works closely with the DHHS Child Development Bureau QRIS Task Force on the redesign of the state's system; and b) the Council partnered with the state's Department of Public Health in the development and successful outcome of the federal Project LAUNCH grant competition.

COUNCIL WEBSITE: <http://sparknh.org/>

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|--------------------------------|---------------------------------------|
| Council Name | New Jersey Council for Young Children |
| Designated State Agency | New Jersey Department of Education |

COUNCIL HISTORY

In 2010, the New Jersey Council for Young Children was created by Executive Order to serve as the governor's State Advisory Council for Early Education and Care as authorized under P.L. 110-134, the Improving Head Start for School Readiness Act of 2007. The Council began early childhood systems work in 2003 through the BUILD Initiative, a national effort to support comprehensive, state early childhood services.

NUMBER OF MEMBERS: 25

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the Coordinator of Part B, 619 of IDEA, the state agencies responsible for health and mental health, the governor's office, parents, migrants, business, philanthropy/foundations, and statewide and community organizations.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.

CHAIR(S) OF COUNCIL: The director of the Division of Early Childhood Education at the New Jersey Department of Education chairs the Council.



SUBCOMMITTEES: 6

- Coordinated information systems, development and use/unified data systems
- Coordinated and targeted outreach
- Comprehensive birth to eight program improvement system
- Birth to eight early learning and development standards and birth to eight program standards
- Workforce development
- Strategic communication and information exchange

SUMMARY OF ACCOMPLISHMENTS

Strategic Plan. The Council's completed a strategic plan that set the stage for the work of its six committees and established overall goals for the 3-year grant period. The Council has made steady progress toward creating an aligned system of early care and education. This system will improve the lives of New Jersey's young children and their families, to help children to enter school ready to succeed, and to assist those who are most vulnerable. The strategic plan includes a road map for creating a coordinated state system of early education and care. (For more information on the strategic plan, see <http://www.state.nj.us/education/ece/njcyc/reports/2012StrategicPlan.pdf>.)

Early Childhood Data Systems. The Council mapped the state's various data systems to assess early childhood data, where the information resides, and to recommend next steps for unifying the data. (For more information, see <http://www.state.nj.us/education/ece/njcyc/reports/OnTrack.pdf>.)

Workforce Study. The Council has completed a study that assesses the current status of the state's early care and education workforce. The study maps the professional development and preparation of the workforce. (For more information, see <http://www.state.nj.us/education/ece/njcyc/reports/mapping.pdf>.)

Underserved Populations. The Council conducted a study on underserved populations of young children in the state and suggests recruitment methods to improve access to high quality early childhood programs. The *More than Marketing: A New Jersey Study on Outreach to Underserved Populations Ages Birth to Five* report outlines recommended outreach strategies. (For more information, see the full-report at <http://www.state.nj.us/education/ece/njcyc/reports/MoreThanMarketing.pdf> and the appendix to the report at <http://www.state.nj.us/education/ece/njcyc/reports/MoreThanMarketingAppendix.pdf>.)

Early Learning Standards. Other accomplishments of the Council include the development of statewide infant/toddler learning and development standards. The standards address all areas of development from birth to age eight and are aligned with preschool standards. The standards have been disseminated to parents, families, caregivers, teachers, and policy makers to improve the understanding of appropriate expectations, accountability and responsibility for young children and their families.

Quality Rating and Improvement System. The Council is supporting a test drive of Grow New Jersey, the state's QRIS. The Program Improvement Subcommittee is working with the Interdepartment group to revise and test the instrument. The Council also is providing funds for some of the test drive costs.

Future Work. The Council has begun work on piloting a kindergarten entry assessment to understand children's levels of proficiency at kindergarten entry. The assessment will provide information about which components of early learning and development programs can be used to predict the performance of children at kindergarten entry.

COUNCIL WEBSITE: <http://www.state.nj.us/education/ece/njcyc/reports/>

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| Council Name | New Mexico Early Learning Advisory Council |
| Designated State Agency | New Mexico Child Development Board of the Children, Youth and Families Department |

COUNCIL HISTORY

In July 2009, Gov. Bill Richardson designated the New Mexico Child Development Board to serve as the state Early Childhood Advisory Council. The Council will build on past early childhood system-building efforts in the state, including a 2003 report from the Early Childhood Alignment Taskforce and the state plan for an early learning system.

In 2011, the Early Childhood Care and Education Act, passed by the New Mexico Legislature, was signed into law by Gov. Susana Martinez. The law established the membership and the roles and responsibilities of the Council. It also relieved the responsibilities of the New Mexico Child Development Board and dismissed their membership.

NUMBER OF MEMBERS: 15

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the state agency responsible for mental health, the governor's office, tribes, business, statewide and community organizations, and home visiting.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.



CHAIR(S) OF COUNCIL: The Council is co-chaired by the CEO of the New Mexico Business Roundtable and the Owner of A Gold Star Academy Child Development Center.

SUBCOMMITTEES: 1 and a Task Force

- Social and emotional/early childhood mental health interagency committee
- Higher education task force

SUMMARY OF ACCOMPLISHMENTS

Early Learning Guidelines. The Council developed and published early learning guidelines that include meeting the needs of dual language learners. The Council conducted field tests on the guidelines statewide with professionals specializing in home, Head Start and Early Head Start, state-funded pre-kindergarten, kindergarten, early childhood special education, early intervention, and child care. The Council used feedback to inform revisions and has begun implementing the guidelines. Parent and family engagement materials and training for early care and education professionals have been developed and are in use. (For more information on the guidelines, see https://www.newmexicokids.org/content/caregivers_and_educators/resources/docs/Early_Learning_Guidelines_Birth_thru_Kindergarten.pdf.)

Early Learning Plans. The Council developed *New Mexico's Early Learning Plan* that explains the state's vision for enriching the lives of children birth to five years, and supporting children through the transition to school. The plan will assist policy makers, educators, early childhood and special education service providers, and communities to build an integrated and aligned foundation for early childhood learning and well-being. (For more information on the early learning plan, see <http://nmfirst.org/LiteratureRetrieve.aspx?ID=95765&A=-SearchResult&SearchID=3251814&ObjectID=95765&ObjectType=6>.)

The Council also updated the state's infant mental health plan to serve young children in need of clinical specialized mental health services. The plan addresses the needs of infants, toddlers, and preschoolers who have been affected by trauma.

Alignment. New Mexico has seven systems of early learning comprised of home visitation, Head Start and Early Head Start, state-funded pre-k, early childhood special education, early intervention, child care, and family support. The Council developed a crosswalk of program standards, training, and technical assistance across the seven early learning systems and has developed a strategic communications plan. The goal is to integrate programs as the Early Care and Education System for the state.

Data Warehouse Early Childhood Project. The Council established an early childhood data warehouse based on data received from New Mexico's Department of Health, Public Education Department, and Children, Youth and Families Department. The early childhood data warehouse has been built to include geo-mapping capabilities and to generate community level data about the social, educational, and health risk indicators. The geo-mapping feature also gathers information about existing resources and information about the location of programs in communities. Mapping can be used to determine which communities face the most risk, where early childhood programs are currently operating, the quality of these programs, and where gaps exist. The Council is seeking information about the number of children on track for success in school, and the degree to which schools and communities are helping students succeed.

Determining communities' early learning needs and assets will allow the state to focus on "investment zones" (local geographical areas of greatest need) and to make more informed, systematic financial and policy decisions. The goal is to use New Mexico's limited resources effectively to support young children and families.



Financing. The Council supported a finance study of New Mexico's early childhood programs funded through state, federal, and private philanthropy. Information from the study is expected to help the state better leverage and maximize its resources. The Council also developed a post-secondary course on braiding funds as a suggested approach for financing comprehensive early childhood services. The course included a train-the-trainer component that provided the content of the course statewide.

Special Populations. Since New Mexico is a diverse state, the Council has worked on gaining a better understanding of the early childhood needs of Native American and Hispanic children and children from remote or isolated communities. Through Council-established task forces, the Council found that in some cases early childhood programs do not have an understanding of culturally and linguistically appropriate practices (e.g., practices relevant to Tribal communities). The Council continues to explore methods for community involvement and ways to increase the participation of diverse groups in early learning and development programs. The Council also found that children with disabilities are often not diagnosed in a timely manner and supports for this population often are not available to child care providers. A plan to address these issues is being developed and will be completed in 2013.

COUNCIL WEBSITE: <https://www.newmexicokids.org/content/elac/>

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| Council Name | New York State Early Childhood Advisory Council |
| Designated State Agency | New York State Office of Children and Families, Council on Children and Families |

COUNCIL HISTORY

The New York State Early Childhood Advisory Council (ECAC) was established in April 2009 to provide advice and guidance to the Governor and the commissioners of relevant health, education, and human services agencies on building a comprehensive system of supports and services for young children and their families. The ECAC is administered by the Council on Children and Families, which was established in 1977 as an independent state entity to coordinate the state health, education, and human services agencies in providing more effective systems of care for children and families. The Council on Children and Families also administers the State Head Start Collaboration Project, the Early Childhood Comprehensive Services Initiative, and New York's Project LAUNCH.

NUMBER OF MEMBERS: 50

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the Coordinator of Part B, 619 of IDEA, the state agency responsible for health, the state agency responsible for mental health, migrants, philanthropy/foundations, statewide and community organizations, health care providers, local government, home visiting, and abuse and neglect prevention and child welfare.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.



CHAIR(S) OF COUNCIL: The ECAC was established as a public/private partnership and is co-chaired by the deputy director of the Council on Children and Families and the executive director of the New York City Early Childhood Professional Development Institute.

SUBCOMMITTEES: 6

- Data development work group
- Finance work group
- Promoting healthy development work group
- Quality improvement work group
- Strong families work group
- Workforce development work group

SUMMARY OF ACCOMPLISHMENTS

Strategic Plan. The Council's goal to build a comprehensive and sustainable early childhood system that will ensure success for all young children is presented in the state's strategic plan. (For more information, see <http://www.ccf.ny.gov/ECAC/ECACResources/ECACStrategicPlanFinal.pdf>.)

Needs Assessment. The Council completed a needs assessment that identified communities where children birth to age five years are disproportionately exposed to risk factors. The report also maps community assets to those high need areas in order to align and mobilize the resources needed to promote wellbeing and offset risk. (For more information, see http://www.ccf.ny.gov/KidsCount/kcResources/NY_AtRiskCommunities.pdf.)

Unified Data System Development. *The Putting the Pieces Together: New York Early Learning Data System* report was developed to provide baseline information on the state's early childhood data across agencies. The report examined six dimensions, including: program/provider supply; enrollment, participant demographics and demand; early childhood workforce; program quality; outcomes for children and families; and cost and financing. (For more information, see <http://ccf.ny.gov/ECAC/ECACResources/PuttingPiecesTogether.pdf>.)

Related work products include:

- Crosswalk document which describes the data elements of each early learning data system. (For more information, see http://ccf.ny.gov/ECAC/WG/DataDev/Resources/ECAC_DataElementsCrosswalk.pdf.)
- Data Elements Analysis Report which further analyzes the type and quality of data elements located in the state's various early learning data systems. (For more information, see <http://ccf.ny.gov/ECAC/WG/DataDev/Resources/DataElementsAnalysis.pdf>.)
- Additional Data Elements Needed document which makes recommendations about data needed to have a global view of early childhood education in New York State. (For more information, see <http://ccf.ny.gov/ECAC/WG/DataDev/Resources/DataElementsNeeded.pdf>.)

Financing. A web-based early childhood cost model was created to provide policy makers with budgetary and financial analyses of existing and proposed programs, services, and policies, as well as insight on how to maximize resources. (For more information, see <http://www.ccf.ny.gov/ECAC/WG/Finance/index.cfm>.)



Health. The Council has collected and disseminated information on innovative early childhood developmental screening systems that exist throughout the state. The “Prototype Communities” resource highlights seven communities that have successfully incorporated developmental screenings of young children. The innovative approaches have broadened the types of screenings that are performed, increased public awareness, and encouraged conducting screening in new venues. (For more information, see http://www.ccf.ny.gov/ECAC/ECACResources/ECAC_PrototypeChart.pdf.)

In addition, the Council:

- Developed a brochure to inform parents about the importance of developmental screenings. (See <http://www.ccf.ny.gov/ECAC/WG/HealthyD/Resources/DevelopmentalScreeningParents.pdf>.)
- Proposed a plan to the state’s Medicaid Redesign Team that would include social and emotional, autism, and maternal depression screenings for young children and families to improve development and reduce long-term Medicaid costs through administrative action. (See http://www.ccf.ny.gov/ECAC/WG/HealthyD/Resources/DevScreenPropTo_MRT.pdf.)
- Developed Good Nutrition Pays brochures for center- and home- based care providers in both English and Spanish to promote nutrition and healthy eating habits in young children in early learning settings. (See <http://www.ccf.ny.gov/ECAC/index.cfm>.)

Quality Improvement. The Council supported the development of QUALITYstarsNY, the state’s quality rating and improvement system and means for defining, communicating, and improving quality in early learning and development programs. The Council developed and field tested quality standards to offer a universal set of program expectations for all early care and education settings. The standards include indicators in the area of social and emotional development, health, nutrition, as well as minimum expectations for physical activity. These standards also are aligned with other existing standards for children’s learning, including the *New York State Early Learning Guidelines*, *New York State Prekindergarten Foundation for the Common Core*, *New York State’s Core Body of Knowledge* (standards for the adults who care for young children), and the *Head Start Child Development and Early Learning Framework*.

Additionally, a brochure explaining the goals and objectives of QUALITYstarsNY was also developed to educate the public. (See http://qualitystarsny.org/pdf/QSNY_general-brochure_ENG.pdf.)

Professional development and technical assistance workshops have been conducted throughout the state to help the early care and education workforce prepare for the full implementation of QUALITYstarsNY. Other enhancements to improving quality in early learning settings include the development and provision of Quality Scholars, financial assistance to staff and providers to obtain the education and training needed to meet the objectives of their professional development plans. Finally, the Council has established a cadre of Quality Improvement Specialists who develop professional development and technical assistance opportunities for center-based and family-based programs and providers. (For more information, see www.qualitystarsny.org.)

Leveraging Resources. The Council leveraged other streams of funding to further develop QUALITYstarsNY. For example, the State Education Department provided \$4 million of its federal Race to the Top funds to the Council to support implementation of QUALITYstarsNY. Funds are dedicated to geographic neighborhoods of public schools that have been identified as low-achieving; this step has reached approximately 300 programs and providers. Technical assistance provided by BUILD is helping the Council to implement the National Association for the Education of Young Children (NAEYC) Pathways to Cultural Competence Toolkit to assure sensitivity to culture in QUALITYstarsNY implementation.



Early Learning Guidelines. The Council completed the New York State Early Learning Guidelines for children birth to age five (<http://www.ccf.ny.gov/ECAC/ECACResources/ELG.pdf>) and cross walked the Guidelines with the Prekindergarten Foundation for the Common Core and the revised *Head Start Child Development and Early Outcomes Framework*. The side-by-side comparison of the three documents is accompanied by guidance on how they can be used in harmony to best meet the needs of the children in care and education programs. (For more information, see <http://ccf.ny.gov/HS/hsResources/Crosswalk.pdf>.)

Building Strong Families. The Council has held regional professional development workshops for parent educators throughout the state on the following topics: social and emotional development, parenting styles, communication skills, group facilitation, and adverse childhood experiences. The Council completed the development of core competencies for parent educators and is currently working on a four-tiered parent educator credential. The first two tiers are complete.

Workforce Development. The Council created a trainer's credential and registry that includes more than 425 trainers listed in a searchable database. The Council completed a teacher's guide as a companion to the early learning guidelines and has finalized the third revision of the *Core Body of Knowledge* to make it more competency-based. Finally, the Council constructed a workforce registry for early care and education professionals. This has evolved into a professional planning and career development tool for early childhood practitioners and their supervisors.

COUNCIL WEBSITE: <http://www.ccf.ny.gov/ECAC/index.cfm>

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| Council Name | North Carolina Department of Health and Human Services, Division of Public Health |
| Designated State Agency | North Carolina Division of Public Health |

COUNCIL HISTORY

In 2010, the Governor's Policy Office was designated as the agency responsible for establishing the state's new Early Childhood Advisory Council (ECAC). The mission of the ECAC is to coordinate and strengthen the early childhood system to ensure that all of North Carolina's children come to school ready to succeed. In 2011, North Carolina applied for and won a Race to the Top-Early Learning Challenge Grant. The ECAC is responsible for oversight and grant management, as well as the implementation of several projects. In 2012, the ECAC was permanently moved to the Division of Public Health.

NUMBER OF MEMBERS: 25

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the Coordinator of Part B, 619 of IDEA, the state agency responsible for health, parents, business, philanthropy/foundations, state-wide and community organizations, health care providers, home visiting, and military child care.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.



CHAIR(S) OF COUNCIL: The Council is chaired by the executive director of Guilford Child Development in Greensboro, North Carolina.

SUBCOMMITTEES: To date, the ECAC has worked primarily through ad hoc committees and workgroups designed to respond to current needs. For example, the Early Learning Challenge grant created the state leadership team, a committee which guides the work of the transformation zone. Going forward, the ECAC will continue to use this flexible structure and will create standing committees for long-term needs.

SUMMARY OF ACCOMPLISHMENTS

The ECAC works across the early childhood system—early learning and development, health services and social and emotional development, and family strengthening—to improve outcomes for the state’s young children. The following are among its current focuses.

Oversight of Race to the Top-Early Learning Challenge. As the lead agency for the Race to the Top-Early Learning Challenge grant, the Council is involved in both program implementation and grants management. The Council has finalized an operational structure, hired staff, and established fiscal and programmatic policies and procedures. It also has overseen the development of detailed scopes of work for the four projects included in the grant. These include:

Increasing Capacity of Institutions of Higher Education. The ECAC and North Carolina’s Division of Child Development and Early Education developed a Memorandum of Agreement to offer small grants to support up to 20 community colleges in obtaining national accreditation for their early childhood teacher preparation programs. Through the Early Learning Challenge, this opportunity has been extended to all 58 community colleges.

Public Engagement. The Council has made progress on Raising North Carolina: From Cradle to Classroom, Career and Community, a new public engagement campaign designed to help make early childhood topics visible to the public. Preliminary planning efforts suggested that the public does not always “see” the high-quality, coordinated early childhood system that North Carolina has built over the last decade. The campaign is designed to engage a full range of service providers and supports communicating their contributions as part of the multiple investments that North Carolinians make in young children. The Council has been working with the Neimand Collaborative to do the following: help analyze messages and a communication landscape for public education efforts; develop recommendations for public engagement messages; and develop a communications strategy. Progress to date includes interviewing stakeholders, developing recommendations for public engagement messages and developing a public engagement plan and visual materials. A soft launch of the campaign is expected in 2013.

Coordination. Council members have been participating in the North Carolina Institute of Medicine Task Force (IMF) on the Mental Health, Social, and Emotional Needs of Young Children and Their Families. The Council and IMF task force are working together to ensure that the task force recommendations complement and support ECAC and Early Learning Challenge activities related to social and emotional development. There has been increased coordination and collaboration in the area of home visiting.

COUNCIL WEBSITE: Not available at this time.

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| Council Name | Ohio Early Childhood Advisory Council |
| Designated State Agency | Ohio Department of Job and Family Services |

COUNCIL HISTORY

Gov. Ted Strickland created the Early Childhood Advisory Council (ECAC) in August 2008. The Ohio Department of Job and Family Services (ODJFS) was designated as the fiscal agent for the ECAC. In 2010, Gov. John Kasich used the expertise of the ECAC to help draft Ohio's Race to the Top-Early Learning Challenge Grant application, which was awarded in December 2011.

NUMBER OF MEMBERS: 31

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the Coordinator of Part B, 619 of IDEA, the state agency responsible for health, the governor's office, the legislature, parents, business, philanthropy/foundations, statewide and community organizations, health care providers, local government, home visitors, and abuse and neglect prevention and child welfare.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.

CHAIRS OF COUNCIL: President, Sisters of Charity Foundation of Canton



SUBCOMMITTEES: Ad hoc committees are developed based on specific tasks of the ECAC. Recently a third grade reading guarantee committee and a workforce study committee were formed to develop recommendations and to review RFPs.

SUMMARY OF ACCOMPLISHMENTS

Third Grade Reading Guarantee. A state statute mandated the formation of the Third Grade Reading Guarantee Workgroup. This group developed recommendations on state literacy education policies for children birth through third grade. The objective of the state's literacy policies is to increase kindergarten readiness, and to encourage reading proficiency between kindergarten and third grade. This proficiency will lead to school success, and college- and career-readiness. The workgroup also addressed the following areas of the Governor's early learning reform agenda: family engagement; professional development; quality, access, and financing; and standards and assessment.

Ohio's ECAC which formed the Third Grade Reading Guarantee Workgroup has reacted to its recommendations. ECAC expects to develop implementation strategies by forming other workgroups to address approved approaches.

ECAC 2014-2015 State Budget Recommendations. The ECAC views the FY 2014-2015 state budget as a critical opportunity to build on the resources and momentum provided by the Early Learning Challenge Grant to reach Ohio's PreK-Third Grade goals. The ECAC has developed recommendations to align early learning and third grade reading guarantee strategies to create greater cross-system innovation and partnership at the state and local levels during the next biennium.

Recommendations included were:

- Create a "cross-systems" early childhood budget.
- Increase the number of programs participating in Step Up to Quality.
- Provide increased support for the enhanced market for Step Up to Quality providers.
- Move up the timeline for ODJFS-licensed providers to become rated in Step Up to Quality and provide additional funding in FY 2014-2015 to support this goal.
- Maintain an adequate market rate for child care providers.
- Balance the need for access with the need to improve quality.
- Ensure that young children are receiving necessary mental health intervention through Early Childhood Mental Health (ECMH) consultation and treatment.
- Strengthen family partnership strategies through home visiting to improve the quality of children's health, development, language, and literacy development at home.
- Offer Early Education Incentive Grants to school districts.
- Support the Ready Schools Initiative and utilize to align PreK-Third Grade goals.

ECAC Workplace and Budget Recommendations. Given the changes in governance and the early childhood landscape since the original ECAC workplan and budget were drafted, the ECAC has updated recommendations to include the following:

- Increase travel funds to explore current research to obtain the most effective early childhood information.



- Fund an accountability/data system to create an initial early childhood system dashboard and evidence based tools and models that can be used by multiple programs to document the progress of a child's development.
- Increase the education of early care and education teachers and professionals by creating an up-to-date professional development system to capture program and technical assistance information for early care and education.
- Use an up-to-date workforce review to examine retention, education levels, and salaries/benefits needed to target investments and incentives.
- Work with national experts to create professional development changes within the revised and expanded Birth-Kindergarten Entry Development Standards.
- Develop recommendations for the Ohio Legislature on literacy education from birth through third grade.
- Incorporate evidence-based cultural competence into professional development, early learning standards revision, and parent engagement processes.
- Increase ECAC communication efforts through a broad range of communication vehicles and social media.
- Re-examine 2010 ECAC funds to address current and future needs.

School Readiness. The Council has developed and is finalizing a school readiness definition.

Aligning Early Childhood Activities. The Council has been working to streamline its work with the Governor's Early Learning Reform Agenda detailed in the Race to the Top-Early Learning Challenge grant. It is examining questions such as: "In what ways can the state improve its early childhood system to provide consistent levels of quality across early childhood programs? How could it meet currently unmet needs of families that have challenges accessing services?"

The Council also is reassessing early childhood system building activities underway in the state to align these activities with the Council workplan. The early childhood system efforts are related but each has a distinctive scope of focus. The systems include the Head Start Collaboration program, the Race to the Top-Early Learning Challenge grant, the federal home visiting program, and the state Early Childhood Comprehensive Systems.

Needs Assessment. An initial needs assessment revealed the need to serve more high needs children. Ohio has defined high needs as children who are economically disadvantaged, children with disabilities, and English language learners. Next, the Council will map high needs children in the state to match them with regulated and high quality early care and education settings. This will increase access to high-quality settings for these children.

Early Learning Standards. The Council revised the state's early learning standards. The revision builds upon the existing standards in *Ohio's Infant & Toddler Guidelines* and the *Pre-Kindergarten Content Standards* (ages 3–5). Teams revised and expanded four areas: cognitive development, approaches toward learning, social and emotional development, and physical well-being and motor development standards. (The Council decided that the language and literacy standards were well-designed and did not need revision.) This effort included a group of content experts and practitioners representing the Council committees. There were representatives from higher education, early childhood programs, child care, family child care, Head Start, health care, pediatric services, developmental psychologists services, mental health and developmental disability services. The standards are complete and have been finalized and are available online at: <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1698&ContentID=1629&Content=135483>.

ECAC funds are being utilized to develop professional development around the new Birth-Kindergarten Entry Learning and Development Standards. This professional development will be implemented at all three levels of the core knowledge and competencies. The core knowledge and competencies document is being revised to reflect the new Birth-Kindergarten entry standards, the new QRIS program standards, and the comprehensive assessment system.

COUNCIL WEBSITE: <http://earlychildhoodohio.org/ecac.php>

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| Council Name | Oklahoma Partnership for School Readiness Board |
| Designated State Agency | Oklahoma Partnership for School Readiness |

COUNCIL HISTORY

The Oklahoma Partnership for School Readiness (OPSR) was established by state law in 2003 to oversee funding for Smart Start community and state-level early childhood initiatives. Through a memorandum of understanding in 2008 and legislation in 2010, Gov. Brad Henry appointed the Oklahoma Partnership for School Readiness to serve as Oklahoma's State Early Childhood Advisory Council.

NUMBER OF MEMBERS: 32

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the Coordinator of Part B, 619 of IDEA, the state agency responsible for health, the state agency responsible for mental health, the governor's office, parents, business, philanthropy/foundations, statewide and community organizations, and health care providers.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.

CHAIR OF COUNCIL: This council is chaired by a pediatrician with Children's Hospital at the Oklahoma University Health Sciences Center, who was appointed as a private sector representative. The chair serves a 2-year term and is elected by council members.



SUBCOMMITTEES:

- Executive committee
- Policy and workgroup coordination committee
- Community mobilization committee
- Quality, access, standards, and accountability workgroup
- Data systems and coordination workgroup
- Public engagement workgroup
- Special populations workgroup
- Professional development and workforce workgroup
- Ad hoc child care committee
- Ad hoc early literacy committee

SUMMARY OF ACCOMPLISHMENTS

Needs Assessment. The Council has been completing periodic statewide needs assessment studies on the quality and availability of early childhood services: (For more information, see <http://smartstartok.org/sites/default/files/imce/Final%20Report%20Revised.pdf>.) As a follow up to the study, the Council convened a panel to discuss the state of child care in Oklahoma. The panel included Child Care Services state staff, child care providers, resource and referral staff, and a parent. Their work resulted in the creation of an ad hoc committee to further explore Oklahoma's challenges and opportunities in child care.

In an effort to complement the information gathered on the statewide needs assessment, sixteen local Smart Start communities received training in conducting local needs assessment surveys. They also learned how to administer a parent survey to gather additional information on both the needs of families and barriers to their participation in high quality programs. (For more information, see <http://smartstartok.org/sites/default/files/imce/Companion%20Report.pdf>.)

Quality. Child care centers rated highest in the Quality Rating and Improvement System (QRIS) have had minimal growth in recent years. This was attributed in part to the fact that the QRIS needs to be updated. As a result, the Quality, Access, Standards and Accountability workgroup has addressed the revision of Oklahoma's QRIS. The workgroup supports the Oklahoma Child Care Services in the Oklahoma Department of Human Services. The group will explore strategies to enhance the QRIS system and to expand QRIS to other early childhood programs, such as Head Start and pre-kindergarten.

Recently, a contract has been awarded to conduct a crosswalk of early childhood program standards as a starting place for the workgroup to explore strategies to align standards that have the greatest impact on quality.

The Council is also embarking upon a pilot early literacy assessment in Oklahoma's pre-kindergarten, child care, and Head Start programs serving 4-year-olds. This pilot will inform future recommendations to meet Oklahoma's Reading Sufficiency Act requirements.

Workforce. The Council has studied and assessed the capacity of higher education to support the development of early childhood professionals. The report generated recommendations to the Oklahoma Partnership for School Readiness Board to respond to the report's findings in an effort to better meet the demands of the early childhood workforce. This study has informed the development of another study (currently underway) to determine the effectiveness of early childhood professionals' preparation. The Council is in the process of obtaining an assessment of the effectiveness of the higher education system to prepare the early childhood



workforce, and a second assessment of the overall professional development system for professionals who work with young children in Oklahoma.

Sustainability. Funding for the Oklahoma Partnership for School Readiness is expected to be maintained through state appropriation. State funding supports the central office staff and 18 local Smart Start Communities. This infrastructure provides the ability to seek additional private and public grant opportunities.

Smart Start Oklahoma partners with a private foundation and the Oklahoma Business Roundtable to convene the Oklahoma Champions for Early Opportunities – a network of nearly 40 business leaders across Oklahoma who support early childhood investments. Mini-summits have been held across the state to recognize and engage current Oklahoma Champions for Early Opportunities and engage new business and civic leaders across the state in early childhood investment.

COUNCIL WEBSITE: <http://smartstartok.org/opsr>

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| Council Name | Oregon Early Learning Council |
| Designated State Agency | Oregon's Office of the Governor |

COUNCIL HISTORY

In May 2010, Gov. Ted Kulongoski issued an executive order to establish the Early Childhood Matters Advisory Council and meet the requirements of the P.L. 110-134, the Improving Head Start Readiness Act of 2007. Oregon's new governor, John Kitzhaber, made systemic education reform a top priority of his administration, with particular focus on children from birth to age five. An early childhood and family investment transition team was appointed in December 2010 and submitted a report with recommendations for early childhood priorities in three areas: early identification and support, shared measurement and accountability, and budget and governance.

Oregon's needs assessments identify that the state has more than 108,000 at-risk children under the age of six, and fewer than half of them get the nutrition, health care, or preschool services they need to ensure they are ready for kindergarten.

In March 2012, the Oregon legislature adopted HB 4165 which established the Early Learning Council (ELC) as the single body charged with guiding Early Childhood Services in Oregon. The ELC replaces three different bodies and systems – the Oregon Commission on Children and Families, the Oregon Commission for Child Care, and the Early Childhood Matters Advisory Committee. The ELC now, per statute, serves as the State Advisory Council works to streamline and strengthen more than two dozen state programs for children from birth to age six, to target resources more effectively, and to assist children most at risk for school failure. Specific strategies include local oversight, incentives for improving the quality of services, and, above all, improved accountability. The priorities of the Early Learning Council are based upon Oregon's periodic needs assessments and the priorities of HB 4165.

NUMBER OF MEMBERS: 18

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services



6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the Coordinator of Part B, 619 of IDEA, the state agency responsible for health, the governor's office, the legislature, parents, tribes, business, philanthropy/foundations, and health care providers.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.

CHAIR(S) OF COUNCIL: Deputy Director of the Center for Evidence Based Policy, at Oregon Health & Science University

SUBCOMMITTEES: 5

- Child care and early learning
- Screening tool
- Kindergarten readiness assessment
- Early learning data system
- Early learning community-based coordinators

SUMMARY OF ACCOMPLISHMENTS AND COUNCIL PRIORITIES

Priority 1- Promote Outcomes based on Collaboration, Competition, and Local Creativity. The Council informed the development of proposed legislation that would identify regional community-based coordinators of early learning services. If passed, the coordinators will facilitate planning among local partners and coordinate early learning services in a defined area. The new system will:

- Require broad-based local oversight that includes elected officials and community members.
- Require documented participation from government and non-government partners and providers, including counties and health care providers.
- Determine the “region” or area of service based on feedback from and collaboration with stakeholders. In some areas, this may be based on participation by one or more county governments, in others by, a nonprofit agency, university, Tribe, faith-based, or other organization.
- Feature a provider-neutral RFP process focused on a coordinated system committed to outcomes for at-risk and underserved children and families.
- Set standards that are informed by communities.

**Priority 2- Align Head Start, Oregon Pre-Prekindergarten and Early Intervention/Early Childhood**

Special Education. To ensure alignment of standards across early childhood programs, the Council has adapted Head Start standards to align with standards of the Common Core (state standards for K-12) and the tiered quality rating and improvement system. The Council and the State Interagency Council worked collaboratively and submitted recommendations to the legislature to effectively integrate services for children in need of early intervention and special education. The Governor has held this funding at a steady level and eventually increased it during a challenging economic environment to increase the number of children served by Oregon Pre-K.

Priority 3- Consistent Screening and Readiness. The Council adopted a set of screening tools for statewide implementation in 2013 to identify children in need of developmental supports. This work was facilitated by the Council in collaboration with the Oregon Health Authority, the Oregon Department of Education, and stakeholders in counties and communities. Finally, the Council selected and piloted a kindergarten readiness assessment that is expected to roll out statewide in the fall of 2013.

Priority 4- Incentives for Quality and Tools for Parent Choice in Child Care. The Council played a role in helping to develop and implement the Oregon Tiered Quality Rating Improvement System. This work was a collaborative effort among the Council, Oregon's Child Care Division, and early learning and development programs. Roll-out of the TQRIS took place in January 2013 with statewide rollout expected in 2014.

Priority 5- A New Budget Approach for 2013. The Council developed and has submitted a proposed financial model for a comprehensive children's budget on early learning and development services.

Priority 6- Align and Integrate State Early Learning Services. The Council has also proposed legislation to create an Early Learning Division within the Oregon Department of Education. The Division is expected to integrate early learning services and increase accountability to ensure children are ready for kindergarten.

Priority 7-Higher Education. Oregon now has articulation agreements with all 17 community colleges statewide. These agreements facilitate the transfer of early care and education courses and staff determines appropriate levels and equivalencies of courses from fully-accredited post-secondary institutions.

Currently, the Oregon Registry is online and serves as a catalog for education and training data for all child care providers in licensed child care programs.

Finally, the Council supported the development of a literature review of evidence-based initiatives for family, and neighbor care to guide policy recommendations for quality improvement of children served statewide.

COUNCIL WEBSITE: <http://www.oregon.gov/Gov/priorities/Pages/education.aspx>

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|--------------------------------|--|
| Council Name | Pennsylvania Early Learning Council |
| Designated State Agency | Office of Child Development and Early Learning Pennsylvania Departments of Education and Public Welfare |

COUNCIL HISTORY

The Early Learning Council was established by executive order in September 2009 and serves as an advisory body to the Office of Child Development and Early Learning (OCDEL).

NUMBER OF MEMBERS: 62

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the Coordinator of Part B, 619 of IDEA, the state agency responsible for mental health, the governor's office, business, philanthropy/foundations, statewide and community organizations, health care providers, local government, and home visiting.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.

CHAIR(S) OF COUNCIL: The Deputy Secretary of OCDEL serves as co-chair of the Council, along with another individual appointed by the Governor.



SUBCOMMITTEES:

- Early Childhood mental health
- Early learning career prep and development
- Early learning network
- Infant and toddler system
- Keystone STARS advisory linkages and alignment for children's education
- Parent council

SUMMARY OF ACCOMPLISHMENTS

Needs Assessment. The Council supported the development of the Reach and Risk report which provided information on how well the commonwealth is reaching its young children with quality early learning services. The report gave special attention to children at risk of poor development. (For more information, see [http://www.ocdelresearch.org/Reports/Reach%20and%20Risk/2010-2011/Reach%20and%20Risk%202010-2011%20final%20release%20\(July%202012\).pdf](http://www.ocdelresearch.org/Reports/Reach%20and%20Risk/2010-2011/Reach%20and%20Risk%202010-2011%20final%20release%20(July%202012).pdf).)

Workforce Development. The Council revised the *Pennsylvania Core Body of Knowledge* to outline the knowledge that early childhood and school-age practitioners need to properly care for and educate young children. The revisions describe competence related to family engagement, cultural competence and linguistic diversity, inclusive practices, and social and emotional development more fully. (For more information, see http://www.pakeys.org/pages/get.aspx?page=Career_CBK.)

The Council also participated in the development of a common rubric for reviewing requests to certify or renew professional educators and individuals who provide professional development and technical assistance to early childhood and school-age professionals in the state.

Funding from the Council also supported regional institutes to address the challenges of family child care providers when striving to achieve business leadership and management standards in STARS, Pennsylvania's quality rating and improvement system. In another effort to support family child care providers, the Council adapted the *Good, Better, Best* document (a resource used to assist programs in assessing program strengths and next steps for improvement) to include a new section and resources tailored to family child care providers who wish to advance in the STARS program. (For more information, see <http://www.ocdelresearch.org/Reports/Keystone%20STARS/GBB%20Document%20FCC%20v1.0.pdf>.)

The Council supported the development of career advising modules and toolkits to help professional development instructors assist early childhood and school age directors and practitioners navigate Pennsylvania's career pathways. (For more information, see <http://www.pakeys.org/presentations/careeradvisingtoolkit/player.html>.)

Transition to Kindergarten. The Council identified that a key goal was to provide leadership on and coordination of well-planned practices to support young children and their families as children transition from early learning settings to kindergarten. The Council collected data from various stakeholders including community engagement coordinators, teachers in state pre-kindergarten program, Head Start, child care, private nursery school, and school districts statewide to learn about current transition practices, attitudes, resources, and barriers. In response to the barriers, the Council supported the development of a number of resources to fill those gaps including:

- *Supporting Children's Entry into Formal Schooling*, a brochure for school district personnel. (See <http://www.pakeys.org/uploadedContent/Docs/Transition%20into%20Formal%20Schooling/Supporting%20Childrens%20Entry%20into%20Formal%20School%20brochure.pdf>.)



- *Recipes for Readiness*, a nutrition resource for families also available in Spanish. (See http://paprom.convio.net/site/DocServer/OCDEL_Cards_.pdf?docID=11922.)
- *Transition Best Practices Rubric*, a resource for early learning personnel used to evaluate current transition practice and plan improvements. (See [http://www.pakeys.org/uploadedContent/Docs/Transition%20into%20Formal%20Schooling/Transition to Formal Schooling Rubric Sending.pdf](http://www.pakeys.org/uploadedContent/Docs/Transition%20into%20Formal%20Schooling/Transition%20to%20Formal%20Schooling%20Rubric%20Sending.pdf).)
- *Transitions Toolkit*, this updated resource includes collaborative transition models to help build relationships among children, families, teachers and the school community during transitions to kindergarten. The toolkit contains systematic strategies and builds common understanding of terms and approaches among stakeholders. It has been disseminated widely to school districts, community engagement groups, and early learning programs. (For more information, see <http://www.pakeys.org/pages/get.aspx?page=TransitionToolkit>.)
- *Office of Childhood Development and Early Learning's Standards Aligned System*, a central website where educators can find resources and information on aligned developmental expectations, curriculum and assessment across the early learning continuum. (For more information, see <http://websites.pdesas.org/ocdel/default.aspx>.)
- Transition grants in Title I school districts.
- *Good, Better, Best*, quality improvement document for child care centers that integrates transitions research. (For more information, see <http://www.ocdelresearch.org/Reports/Keystone%20STARS/GBB%20Document%20FCC%20v1.0.pdf>.)

The Council also played a key role in establishing the school board early childhood leadership initiative which consists of training and mentoring to promote an understanding of early childhood education issues on school boards and increases information sharing between school boards and early childhood educators. During training sessions, early childhood leaders learned about the laws, responsibilities and makeup of school boards and how to engage and foster an ongoing relationship with districts through their boards.

Increasing Quality. The Council leveraged early learning and development providers to build awareness and support of the state's initiatives on high quality early care and education. For instance, the training module *Talking to Families about Quality* is being used to help early childhood providers guide families in choosing early learning and development programs. (See <http://www.pakeys.org/presentations/TalkingToFamiliesAboutQuality/player.html>.)

Making the Case for Early Childhood Education is a media module developed to provide messaging on the need for high quality early education. (See <http://www.pakeys.org/Presentations/MakingtheCaseforEarlyEducation/player.html>.)

Family Engagement. The Council enhanced parents' understanding of their role in children's academic success through development and statewide distribution of:

- *Learning is Everywhere* (See http://paprom.convio.net/site/DocServer/LIEC_July_2012_-_full_copy.pdf?docID=14681.)
- *Kindergarten Here I Come and Kindergarten Here I Am* (See <http://paprom.convio.net/site/PageServer?pagename=KindergartenHereI>.)

COUNCIL WEBSITE: http://www.pakeys.org/pages/get.aspx?page=EarlyLearning_OCDEL

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|--------------------------------|---|
| Council Name | Early Childhood Advisory Board |
| Designated State Agency | Administration for Integral Child Care and Development (ACUDEN) |

COUNCIL HISTORY

In 2009, Puerto Rico's Governor, Luis Fortuno, established the Early Childhood Advisory Board as the territory's early childhood advisory council through executive order.

NUMBER OF MEMBERS: 16

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the Coordinator of Part B, 619 of IDEA, the state agency responsible for health, and the state agency responsible for mental health.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.

CHAIRS OF COUNCIL: None at this time.



SUBCOMMITTEES: 4

- Professional development
- Restructuring of licensing
- Scholarships and scholarships fund
- Core knowledge and outreach

SUMMARY OF ACCOMPLISHMENTS

Quality Rating Improvement System (QRIS). The Council partnered with the University of Puerto Rico and other government agencies to create a QRIS instrument to measure the quality of service in centers for infants, toddlers and preschoolers. During the last 18 months the Council began validating the QRIS instrument. Early learning and development program staff statewide participated in the pilot; one hundred (100) centers were selected. All participating centers were trained on the system, completed a self-evaluation utilizing the QRIS instrument, received technical assistance through the mentoring process, and prepared a portfolio and provided details on their improvement plan. Puerto Rico's quality identification symbol will be a Pasito meaning baby step. "A center with five Pasitos will be considered a high quality center. The 100 participating centers have the following distribution: 1 Pasito – 1 center, 2 Pasitos- 7 centers, 3 Pasitos – 13 centers, 4 Pasitos – 78 centers and 5 Pasitos – 1 center."

Mentoring Model for Informal Day Care Providers. Puerto Rico has a high number of informal child care providers in infant and toddler care. There are few high quality centers in rural areas. For this reason, the Council supported the development of a mentoring model to promote professional development opportunities for child care providers in informal settings. The model provides informal caregivers with learning opportunities to transform their homes into early learning environments. Approximately 88 informal providers have participated in the mentoring model. The piloting project has been completed and changes have been made to initiate and to replicate the mentoring program among informal providers.

Dissemination of Early Learning Standards. In collaboration with the Department of Education, the Council has made training tools available to promote the use of the Early Learning Guidelines by all early learning programs. An activities manual facilitated the implementation of standards by the centers. In the last year, approximately 1,397 supervisors, directors, and teachers from a variety of early learning programs have been trained. This activities manual has also been expanded upon to include informal provider to help facilitate the implementation of the standards in informal settings. A train-the-trainer effort has also been initiated in collaboration with all early learning and development programs to facilitate the implementation of the standards.

Scholarship Program. In partnership with the Governor's Office, the Council awarded 50 scholarships to help early childhood professionals obtain a Child Development Associate (CDA) Credential and a Certificate in Special Education. Professionals participating in the Quality Rating Improvement System pilot study received the awards.

Early Childhood Data System. The Council surveyed data on the availability of early childhood systems. It scanned the information systems networks and collected data on opportunities for and barriers to linking early childhood data statewide. A final report recommends next steps for developing an early childhood data system.

Early Learning and Development System. The Puerto Rico State Advisory Council has proposed an early learning and development system for all early learning programs in Puerto Rico. This system has been approved by the Council and is in the process of acquiring recommendations from different programs. Representatives from the different sectors are in charge of sharing and obtaining recommendations.

COUNCIL WEBSITE: www.consejodelaninez.pr

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|--------------------------------|---|
| Council Name | Rhode Island Early Learning Council |
| Designated State Agency | The Rhode Island Department of Elementary and Secondary Education (RIDE) manages the Council. Rhode Island KIDS COUNT, a statewide nonprofit organization, coordinates the Council's day-to-day activities. |

COUNCIL HISTORY

The Rhode Island Early Learning Council was created by Gov. Donald Carcieri in June 2010. Gov. Lincoln Chafee continued the Council when he assumed office in January 2011. In 2011, Rhode Island received a federal Race to the Top-Early Learning Challenge grant.

In January 2012, the Governor appointed additional members to the Council

NUMBER OF MEMBERS: 24

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the Coordinator of Part B, 619 of IDEA, the state agency responsible for health, the state agency responsible for mental health, the governor's office, philanthropy/foundations, statewide and community organizations, health care providers, home visiting, and abuse and neglect prevention and child welfare.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.

CHAIRS OF COUNCIL: The Council is co-chaired by the commissioner of the Rhode Island Department of Elementary and Secondary Education and the executive director of Rhode Island KIDS Count.



SUBCOMMITTEES: There are currently seven subcommittees with the following focus areas:

- Improving access to early care and education
- Measuring program quality and aligning program standards
- Improving program quality
- Strengthening the early learning workforce and revising and using early learning and development standards
- Building an early learning data system
- Developing early childhood and kindergarten entry assessment

SUMMARY OF ACCOMPLISHMENTS

Needs Assessment. The Council relies on data compiled annually by Rhode Island KIDS COUNT to track access to early care and education for every city and town in the state. In addition, baseline program quality studies were conducted in 2009-2010 to understand the quality of child care centers, preschools, and family child care homes in the state. The BrightStars Quality Rating and Improvement System provides regular, updated data on program quality. The Council has identified a need for a comprehensive workforce study which will be conducted in 2013 using Race to the Top-Early Learning Challenge funds.

Expanding Access/Special Populations & Children with High Needs. The Council has worked on expanding access to high-quality early learning programs to increase access to the following services: subsidized child care programs; state-funded Head Start slots; State pre-kindergarten programs through the education funding formula; Early Intervention (Part C) and Preschool Special Education (Part B, Section 619); and full-day kindergarten. The Council has been focused on ensuring that children with high needs have access to high-quality early learning programs. This includes low-income children, children with delays and disabilities, and children who are victims of child maltreatment.

Kindergarten Entry Assessment. The Council has partnered with the Rhode Island Department of Elementary and Secondary Education to support the creation of a high-quality, comprehensive, statewide kindergarten entry assessment system. The Council's goal is to understand the skills and knowledge of children entering Rhode Island kindergarten classrooms and direct resources to increase young children's access to high-quality, effective early learning programs. Recommendations for developing the assessment were developed and approved by the Rhode Island Early Learning Council. Supported by the Race to the Top-Early Learning Challenge grant, Rhode Island has begun work on developing a common, statewide Kindergarten Entry Assessment aligned with these recommendations.

Workforce/Professional Development. Building on the work of the Rhode Island Association for the Education of Young Children, the Council has created a child care professional development system plan. Early recommendations from this plan were included in the state's Race to the Top-Early Learning Challenge grant application.

Since 2011, the Council has supported the T.E.A.C.H. Early Childhood workforce development scholarship. Funds from the ARRA State Advisory Council grant were used to help establish this national model in Rhode Island. The T.E.A.C.H. program has offered scholarships to early childhood educators pursuing an associate's degree at the Community College of Rhode Island. In 2012, the T.E.A.C.H. program was expanded with Race to the Top-Early Learning Challenge funds to offer scholarships for bachelor's degrees at Rhode Island College and the University of Rhode Island.

Communications. Rhode Island KIDS COUNT developed a new website and e-news to support the work of the Council. (See the Council website link below.) This website provides information on best practices, research, and data on Rhode Island's early care and education system. It also provides streamlined access to meeting schedules and materials for the Early Learning Council and workgroups. Rhode Island KIDS COUNT maintains the website for the Council and in 2011 launched the Early Learning Council e-news to keep the public informed of the work of the Council. The website also has been adapted to serve as the primary source of information on the state's Race to the Top-Early Learning Challenge grant.

COUNCIL WEBSITE: <http://www.earlylearningri.org/>

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|--------------------------------|--|
| Council Name | Tennessee Early Childhood Advisory Council |
| Designated State Agency | Tennessee Children's Cabinet |

COUNCIL HISTORY

In July 2010, as part of Tennessee's original funding proposal, Gov. Phil Bredesen designated the Tennessee Voluntary Pre-K Advisory Council as Tennessee's Early Childhood Advisory Council. Under this proposal, the Governor's Office of Children's Care Coordination houses the Early Childhood Advisory Council (ECAC) staff and carries out the responsibilities of the grant.

In fall of 2010, Bill Haslam was elected to be Tennessee's next Governor. With the transition in leadership, Tennessee ultimately chose to place responsibility for the ECAC grant under the newly reinvigorated Children's Cabinet. Members of the Children's Cabinet include the Governor and First Lady as co-chairs along with Commissioners of six departments offering significant services to children: Human Services; Children's Services; Education; Health; Mental Health and Substance Abuse Services; and TennCare. The Children's Cabinet sets priorities and selects strategies and programs to be the focus of ECAC activities. The Children's Cabinet appointed membership for the ECAC based upon federal requirements. The Council supports implementation of ECAC program goals, tracks progress, and identifies barrier and opportunities. The Administration for Children and Families approved realignment of leadership for ECAC activities in the spring of 2012.

NUMBER OF MEMBERS: 15

COUNCIL COMPOSITION

Section 642B (B) (1) (C)) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: Both the state agency responsible for Part C of IDEA and the Coordinator of Part B



of IDEA, the state agencies responsible for health and mental health, the governor's office and statewide and community organizations.

Appendix C displays Council representation in chart form.

CHAIR(S) OF COUNCIL: The Council is chaired by the Executive Director of the Children's Cabinet.

SUBCOMMITTEES: 5

- ECAC interagency committee workgroup
- School readiness definition/core competencies workgroup
- Children's cabinet systems alignment workgroup
- 2013 Early Childhood Summit planning committee
- Parent communications project workgroup

SUMMARY OF ACCOMPLISHMENTS

Aligning State Leadership and Early Childhood Service Providers. The Council partnered with the Tennessee Alliance for Early Education to sponsor the 2012 Early Childhood Summit. Topics covered at the summit included: brain development, school readiness, social/emotional development, strengthening families, home visiting programs, cultural diversity, and early learning development standards. Approximately 900 early childhood providers attended the summit. The Executive Director of the Children's Cabinet/ECAC Chair moderated a panel presentation by Commissioners of the Children's Cabinet. These state leaders identified priority areas for their departments, discussed collaborative initiatives, and discussed how state departments and early childhood providers can support each other's work.

Aligning State Systems. The Children's Cabinet held a strategic planning and priority setting retreat attended by the Governor, First Lady, and commissioners of Children's Services, Education, Health, Human Services, Mental Health, and the Director of TennCare (the State of Tennessee's Medicaid program). This session was facilitated by the Center for Nonprofit Management, an outside vendor engaged under this grant. Per Executive Order, the purpose of the Cabinet is to coordinate, streamline, and enhance the state's efforts to provide needed resources and services to Tennessee's children. In the spirit of customer-focused government, the Cabinet has chosen to take a coordinated and comprehensive approach that looks at how the multiple state systems interact and align to serve families. By aligning systems, the Cabinet can bring greater effectiveness and efficiency to multiple priorities for children. The Children's Cabinet also convened approximately 80 representatives of parents, youth, state employees, and partner agencies for a full-day symposium to discuss specific strategies for coordinating services for Tennessee children.

School Readiness Definition/Model. The Council supported engagement of a national expert to help state leadership reach consensus on a statewide definition of school readiness. The final product is now described as Tennessee's School Readiness Model. This document explains that school readiness is not a quality that emerges from within a child but is the interactions of communities, schools, families, and children that collectively create a nurturing environment for child development and learning starting at birth. The school readiness model will be used to inform all stakeholders including families, schools, early childhood professionals, business and religious leaders, and the general public, about what it means for schools, parents and communities



to be effective and active in supporting all young children's readiness to learn. The school readiness model will be promoted publicly to multiple constituent groups. The model also will be used as a foundation to develop a description of core competencies required by early childhood professionals for supporting the interaction of communities, schools, families, and children. Professional development strategies will be designed to introduce this model and to support the core competencies.

Parent Engagement & Messaging. The Council supported an analysis of parent communications and messaging by the six departments comprising the Children's Cabinet. This analysis identified strategies for educating, engaging, and empowering families. The report developed as a result of the analysis was based on interviews with the six commissioners of the Children's Cabinet, state employee focus groups, parent focus groups, a parent survey, intermediary resources survey (such as pediatricians and early childhood providers) and a review of current online resources for parents. The analysis included the following key findings:

- State agencies have extensive information, services and resources to offer parents. Few programs have strategic cross-department communication plans, making it impossible for parents to find coordinated, updated information in one modern communication channel, such as the Internet, social media or the telephone.
- Communication materials such as brochures and static websites do not facilitate two-way communication; their effectiveness is not tracked.
- Socio-economic factors influence parents' information needs: Tennessee parents with higher household incomes need general parenting information on topics such as health, education, and social and emotional development. Parents with lower household incomes need general parenting information but also need information on accessing state resources like child care, food support, and health insurance.
- A number of survey respondents and focus group participants cited their desire to have a comprehensive resource, or "one-stop shop," for parenting communication.
- 84 percent of Tennessee parents agreed they wished they knew of a one-stop source for information on parenting.
- Tennessee parents reported spending more time on the Internet than any other medium; 95 percent of parents surveyed reported using social media; 43 percent are on Facebook, and 44 percent of that group reported checking their accounts multiple times every day.
- 99 percent of Tennessee parents have cell phones; 74 percent have smart phones.
- Analysis showed that navigating state systems is often the greatest challenge for parents.

Scholarship. Through the Tennessee Early Childhood Training Alliance (TECTA), the Council has provided scholarships for students interested in obtaining qualifications to work in the early childhood workforce. The Council is sponsoring the annual Early Childhood Summit, as well as four other statewide early childhood conferences. The Council has supported the attendance of several Tennessee representatives at national meetings focused on early childhood.

COUNCIL WEBSITE: Not available at this time.

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|--------------------------------|--|
| Council Name | Texas Early Learning Council |
| Designated State Agency | University of Texas Health Science Center at Houston, Children's Learning Institute |

COUNCIL HISTORY

In December 2009, Gov. Rick Perry designated the Children's Learning Institute to serve as the state Early Childhood Advisory Council in Texas. The Texas Early Learning Council seeks to lead the development of a parent and child focused, high-quality, integrated system of early childhood education and care, with a focus on collaboration and school readiness. The Council's 3-year grant includes an ambitious plan to strengthen the early care and education system in Texas and to ensure that more young Texans will be prepared to succeed in kindergarten and beyond.

NUMBER OF MEMBERS: 18

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the Coordinator of Part B, 619 of IDEA, the state agency responsible for health, the state agency responsible for mental health, migrants, statewide and community organizations, local government, home visiting, the judiciary, law enforcement, and abuse and neglect prevention and child welfare.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.

CHAIR(S) OF COUNCIL: Texas Head Start State Collaboration Director

SUBCOMMITTEES: 4

- Parental outreach and communication
- Workforce and professional development
- Collaboration and standards
- Data systems and Quality Rating and Improvement System (QRIS)

SUMMARY OF ACCOMPLISHMENTS

Needs Assessment. The Council completed the first statewide needs assessment of Texas early childhood education in more than 40 years. The report describes the demand for and supply of services, and the service gaps in early childhood education and school-age care programs and services in Texas, as well as population projections for Texas children. (For more information, see <http://earlylearningtexas.org/media/16030/tx%20ece%20needs%20assessment%20full%20pdf.pdf>.)

The Council also is conducting needs assessments at the local level. Four communities, Brownsville, El Paso, San Antonio, and Wichita Falls, are employing the Early Development Instrument (EDI) assessment to measure local population indicators of school readiness. This method has allowed the communities to assess kindergarten children in several domains of development; aggregate the data for the whole community; divide it by neighborhood; use the population level data to assess the services and resources in their communities; and determine areas for improvement. The data comes in the form of neighborhood maps, organized into a Community Profile Report for each community, which helps to indicate the vulnerabilities of children across the domains of child development throughout various neighborhoods. The communities have analyzed their first round of EDI data and are preparing for the final round of EDI assessments in 2013. The Texas Home Visiting Program has enabled six more communities to use this approach in their communities. (For more information, see <http://www.earlylearningtexas.org/tccsr>.)

Unified Data System Development. The Council investigated the feasibility of integrating early childhood data systems in Texas. It worked closely with representatives from state agencies, advocates, and other stakeholders to explore how the state might organize its data into one system that could be used to answer in-depth questions about school readiness. In completing the study, the Council found that steps were needed beyond what the Council is authorized to accomplish. For instance, the feasibility study revealed that the state lacked interagency governance standards and interagency agreements for sharing data. The study also revealed gaps in the long term sustainability of a unified data system. A full report was submitted to the Governor summarizing step-by-step actions needed for bringing a unified early childhood data system to the state.

QRIS. The Council completed a working paper that outlines the current early care and education system in Texas and important elements of the current system that are relevant to the development of a statewide Quality Rating and Improvement System (QRIS). The Council also conducted a yearlong study on bringing a QRIS to Texas which resulted in a final strategic plan. Final recommendations for submission to the Governor are in development. (For more information, see http://earlylearningtexas.org/media/1996/telc_qris_working_paper.pdf.)

Alignment of Standards/Collaboration. Currently, multiple program standards and accreditations are used in Texas to evaluate early childhood programs and assess quality. To improve collaboration and cooperation among the early care and education sectors, the Council completed the Texas ECE Standards Comparison Tool, a web-based program standards and accreditations comparison resource for the public. The tool is an



online searchable database of national accreditations and state program standards that relate to child care and early education programs in Texas.

The comparison tool serves as a user-friendly resource for a variety of stakeholders including parents, program administrators, policymakers, and the general public. The tool allows early childhood stakeholders to investigate and compare the various program standards and accreditations available to early childhood programs in Texas. It helps parents and families know about early childhood education programs and their guidelines, and will help them make educated decisions about the programs they select for their young children. It also helps policymakers and stakeholders understand the similarities and differences of the various early childhood delivery systems.

Early Learning Standards. The Council wrote, and released for public comment, draft voluntary Infant and Toddler Early Learning Guidelines (ITELGs). Feedback has been integrated into the ITELGs and the guidelines are expected to be published in March 2013. The Council conducted research on parent perceptions of brain development in order to create a marketing campaign to promote the ITELGs which is expected to be implemented in 2013. The Council is using this market research in the creation of usable collateral materials and online training on the new guidelines.

Workforce and Professional Development. The Council compiled states' competencies for the early childhood education workforce and has now developed its own list. New core competencies for administrators and practitioners have been released, and the Council is currently working on new competencies for trainers and mentors. The Council has begun work on conducting an early childhood workforce compensation study to explore compensation parity in Texas for the early care and education workforce. The information collected will be used to develop a recommended baseline state compensation plan for early childhood professionals. It is expected to be completed and ready for release in 2013.

The Council provided funding to the Texas Association for the Education of Young Children for 55 scholarships through the T.E.A.C.H. Early Childhood®TEXAS Project. Savings found in other Council projects will allow the Council to invest added funds for additional scholarships in 2013. The Council hired a consultant to conduct research on early childhood articulation agreements and is expected to begin the research in 2013. The Council also hired a consultant to conduct research on early childhood articulation agreements that best serve the needs of the early childhood workforce.

The Council sponsored work on a two-year research study on school readiness in licensed child care homes. This study, *Beginning Education: Early Childcare At Home*, known as BEECH, focuses on improving school readiness outcomes for children in family child care homes by supporting family child care providers with curriculum and materials, online professional development, and mentoring. BEECH celebrated the completion of its first round of the study with English-speaking providers in Spring 2012. The second round began this past fall. The Council has also expanded the study to include Spanish-speaking providers, since Hispanics represent a growing segment of the population in Texas. This project ensures that home-based child care providers in Texas now have low-cost, accessible, evidence-based training to meet their needs. Both the English and Spanish versions consist of 20 online classes for this early childhood workforce.

The Texas Early Learning Council has made progress on the development of a new professional development system for those working in early care and education in Texas. This new system will include an updated version of the Texas Trainer Registry (TTR), as well as a workforce registry to support knowledge and skill enrichment and career advancement of early care and education professionals. To date, the Council is working on developing the new Texas Early Childhood Professional Development System (TECPDS) and has developed the business requirements for the system as a whole, including an online TTR, a system that vets the qualifications of trainers and their trainings, and lists them publicly on the TECDPS website (www.tecpds.org) for early childhood professionals.

TECDPS website visitors can search for trainers by their name, location, and core competency area of offered training. The new TTR will feature a completely online application, renewal, and payment system. These features

will dramatically reduce the time it takes for TTR staff to review trainer applications and renewals. The updated website will also feature expanded search options for professionals searching for trainers and trainings listed on the TTR, such as language of training, training delivery method, and trainer level.

In addition to the updated TTR, the Council will also launch the Texas Workforce Registry (TWR), an online system that will allow early childhood practitioners and administrators to create online professional development profiles inclusive of their education, experience, and training information. All of this information will be uploaded through a secure database application. Both the TTR and the TWR will be integrated to the degree where TWR users can keep track of the training offered by the TTR they have taken and also evaluate these trainings. These evaluations will in turn be sent directly to the trainer and the TECPDS staff for assessment and quality assurance purposes.

The updated TECPDS website will also include new and updated resources that are available to support professional development, including scholarship opportunities, information on early childhood degree programs being offered in Texas, available job openings, and statewide conferences.

Parental Outreach and Communications. The Council has funded four Texas communities to implement a school readiness assessment tool, the Early Development Instrument (EDI). The EDI is an early childhood assessment that measures population indicators of school readiness, based on the development of kindergarten children in those communities. As a part of the process, kindergarten children are first assessed on several domains of development. This data is aggregated for the whole community, and then divided by neighborhood. Local communities are then able to use this population level data to assess the services and resources in their communities and determine areas for improvement such as health resources. The four communities have analyzed their data and have created community maps with their stakeholder groups to determine strategies for early childhood systems improvement in their neighborhoods. Following this, the Council will support each of the funded communities in developing and implementing a strategic change process based on the EDI results. The strategic change process must include the voices and participation of parents and other stakeholders.

The Council has begun a contract to create various marketing materials (TV ads, radio ads, and billboards) to launch a statewide public awareness campaign regarding best practices in early childhood. The campaign will be aimed at parents and is designed to encourage activities with their young children that will improve school readiness in the state. The campaign will focus on the following messages:

- Build trust with your young children by responding appropriately to your child's signals and needs.
- Take time to talk to and read books with your young child every day.
- Play, move, explore, and learn with your child.
- See the world through your young child's eyes and plan routines accordingly.
- Advocate for the quality of your child's care.
- Don't wait to screen your child for potential developmental delays.

COUNCIL WEBSITE: <http://earlylearningtexas.org/>

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|--------------------------------|--|
| Council Name | U.S. Virgin Islands Early Childhood Advisory Committee |
| Designated State Agency | Office of the Governor |

COUNCIL HISTORY

In June 2008, Gov. de Jongh signed an executive order creating the Governor's Children and Family Council and establishing the Committee on Early Childhood Education and Care, or the ECAC, as a standing committee of the Council. The ECAC works under and in collaboration with the Children and Families Council, advising it on all matters regarding the welfare of children from birth through school entry and also works to fulfill the mandates of the Improving Head Start for School Readiness Act of 2007. The ECAC was tasked to explore new ways of improving the delivery of services to young children and their families, bettering their health, and preparing them to succeed in school and in life.

NUMBER OF MEMBERS: 34

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the state agency responsible for health, the state agency responsible for mental health, the governor's office, philanthropy/foundations, statewide and community organizations, health care providers, home visitors, the judiciary, and abuse and neglect prevention and child welfare.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.



CHAIR OF COUNCIL: The Council is chaired by the First Lady of the Virgin Islands.

SUBCOMMITTEES: 5

- Quality education
- Professional development
- Health and wellness
- Strengthening families
- Data

SUMMARY OF ACCOMPLISHMENTS

Needs Assessment. The Council completed an early childhood needs assessment of the U.S. Virgin Islands. The assessment examined the demographics of the child population, community economic factors, socio-economic factors, the status health and safety in early care and education, and the quality and availability of early learning programs. (For more information, see <http://www.cfvi.net/docs/Strategic%20Report%202012-Draft.pdf>.)

Early Learning Guidelines. The Council reviewed and finalized early learning guidelines for 3- and 4-year-olds. The review ensured content alignment with K-12 Common Core Standards and the Head Start Framework. Support by the Council provided workshops for teachers, program directors, and parents on the new early learning guidelines. Infant and toddler developmental guidelines are currently being developed.

Strengthening Families. The ECAC has adopted the strengthening families approach to working with families, focusing on providing opportunities to assist families in developing protective factors that support optimal family functioning, prevention of child abuse and neglect, and child development. These protective factors include family resilience, social connections, concrete supports in times of need, knowledge of parenting and child development, and children's social and emotional competence.

Activities have included conferences for parents, resource fairs, and workshops on the Early Learning Guidelines. Workshops on the strengthening families approach have also been provided to service providers and faith-based leaders. Training of trainers events focused on prevention of perinatal depression and on hosting parent cafes are planned for Spring 2013.

For the past two years, the ECAC has promoted children's social and emotional competence in conjunction with the National Children's Mental Health Awareness Day by disseminating information for parents and suggesting classroom activities for early childhood teachers and caregivers.

The ECAC launched the internationally recognized Virtues Project territory-wide in October 2010. In Fall 2011, facilitators' training was conducted on the five strategies for implementation. The ECAC disseminates the "Virtue of the Week" with suggested activities and picture books appropriate for preschool children to Head Start and child care centers. The "Virtue of the Week" is also disseminated to 51 government agencies, 152 churches and other religious institutions, 19 private schools, 39 media outlets, 195 non-profit organizations, 630 private citizens, 3 Chambers of Commerce, and 61 businesses.

Quality Rating Improvement System. The Council and the U.S. Virgin Islands Office of Child Care and Regulatory Services collaborated in the development and design of the Quality Rating Improvement System (QRIS). The new QRIS incorporates recommended daily activity levels and screen time for toddlers and preschoolers as an obesity prevention strategy, as well as training and implementation of the Early Learning and Infant and Toddler guidelines.



Health and Wellness. The Council found that due to a shortage of professionals and differences in the Territory's treatment in the Medicaid program which limits eligibility, there is lack of access to health and mental health services. Statistics show that 14.2 percent of births were pre-term, 9.2 percent of babies were born at a low birth weight, and 11.5 percent of babies per 1,000 died before their first birthday. In light of this data, the Council has focused on improving the healthy physical and social-emotional development of young children throughout the territory and completed the following activities:

- Trained healthcare providers in administering Ages and Stages Developmental Questionnaires.
- Incorporated regular daily tooth brushing and oral health preventative care for infants into Revised Rules and Regulations for licensed child care.
- Conducted children's health and wellness fairs throughout the territory for children birth to 5 to reach underserved populations.
- Provided funding to ensure that children received developmental, hearing, vision, dental, and Body Mass Index screenings and influenza vaccinations.
- Developed a 30-second public service announcement, Relationships Matter, to promote social and emotional development during Children's Mental Health Awareness Day.

The Council and other partners came together to promote Text4Baby initiative, a free text messaging service to provide parents with critical health and safety tips for children under the age of one. The Community Foundation of the Virgin Islands supported this endeavor by purchasing Text4baby posters in English and Spanish, and tear-off pads. These were distributed throughout the territory to the following entities: doctors' offices, health clinics, medical labs, pharmacies, Head Start programs, child care centers, WIC, SNAP and TANF offices, high school nurses' offices, public housing communities, and not-for-profit agencies working with children and families. The Council and its partners also set up displays at community events for families with young children. The territory engaged more than 600 Text4Baby users and was honored as one of the top three areas enrolling the most users for two consecutive years.

Professional Development. A workforce study was conducted through funding from the VI Department of Human Services to determine the training status and needs of the early childhood care and education workforce.

The ECAC contracted with the National Association for the Education of Young Children (NAEYC) to work with stakeholders in the development of a comprehensive professional development system that is a continuum of coordinated learning opportunities to provide preparation and ongoing support for adults who work with young children and their families in all settings and sectors. The professional development system will include high-quality learning opportunities that are evidence-based, aligned across systems of professional standards, and will improve professional knowledge and competencies overtime. The system will ensure that all early childhood professionals have the supports necessary to work effectively with and on behalf of children and families. The professional development system will include the policy areas of career pathways, professional standards, articulation, data, financing, and advisory structures.

A consultant has also been contracted to assess the capacity and effectiveness of the University of the Virgin Islands, the single higher education institution in the territory, to meet the professional development needs of early childhood educators.

Unified Data System. The ECAC is working closely with the VI Department of Education to link early childhood data with school age data through their federally funded Unified Longitudinal Data Systems Grant.

Public Awareness. The ECAC publishes an annual report of its activities and progress toward achieving its goals and objectives, including the needs assessment. It is available in print and on the website.



The ECAC has been working with a public relations firm to provide print, radio, and TV commercials targeted at parents of young children focused on how they can engage with their children and promote development.

Sustainability. The Council partnered with private foundations to host two Business Leaders Summits. The two summits were held on the island of St. Croix and on St. Thomas. The summits helped inform Virgin Islands business leaders about the evidence of the economic return on investment in high quality early childhood experiences. The summits emphasized the leadership role of the foundations in advocacy and policy change. (For more information, see <http://www.readynation.org/state-business-summits/virgin-islands/>.)

COUNCIL WEBSITE: <http://www.cfvi.net/programs/early-childhood.php>

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|--------------------------------|--|
| Council Name | Early Childhood Utah |
| Designated State Agency | Utah Department of Health, Bureau of Child Development |

COUNCIL HISTORY

Since 2002, the Early Childhood Council served as the advisory board for the state's federal Early Childhood Comprehensive Systems Grant (ECCS) project. In 2007, Gov. Jon Huntsman issued an executive order to establish the Governor's Child and Family Cabinet, which housed the Council until 2011. In September 2011, Gov. Herbert designated the existing Early Childhood Comprehensive Systems State Team to function as the State Advisory Council on Early Care and Education. This combined team is called Early Childhood Utah whose goal is to support Utah parents to ensure that their children enter school healthy and ready to learn.

NUMBER OF MEMBERS: 18

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the Coordinator of Part B, 619 of IDEA, the state agency responsible for health, the state agency responsible for mental health, parents, statewide and community organizations, health care providers, local government, home visiting, and abuse and neglect prevention and child welfare.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.



CHAIR(S) OF COUNCIL: Early Childhood Initiatives Director, United Way of Utah County and the State Child Care and Development Fund Administrator.

SUBCOMMITTEES: 4

- Access to health care and medical homes
- Early care and education
- Parenting education and family support
- Social and emotional development and mental health

SUMMARY OF ACCOMPLISHMENTS

The Early Care and Education Committee has made progress on the following activities: coordinating programs that support children's early learning and development, developing early learning standards, and implementing the integration of early childhood data statewide.

Implementation of a Unified Early Childhood Data System. Previously Utah's early childhood programs were funded and administered separately and data from each program was maintained independently. This made it impossible for Utah to track long-term outcomes for children and difficult to obtain an unduplicated count of children receiving early childhood services. The Council supported an Early Childhood Statewide Data Integration Project (ECDIP) to facilitate data sharing and coordination among early childhood programs and gain a complete picture of the needs of children and families in Utah.

To date, Utah mapped out a detailed technical plan for early childhood data integration and has begun implementation. Several agencies and programs that collect and maintain early childhood generated five broad policy questions to which the unified data system is expected to provide answers.

1. Are children birth to age five on track to succeed when they enter school?
2. Which children and families are and are not being served by which programs and services?
3. What characteristics of programs are associated with positive outcomes for which children?
4. What are the education and economic returns on early childhood investments?
5. How are data being used now and how will data be used in the future to inform policy and resource decisions?

Previously, the Child Health Advanced Records Management (CHARM) linked only child health information like immunizations, newborn hearing screenings, and early intervention. Once fully implemented, CHARM will be able to include data from other early childhood programs such as child care, Head Start, special education, foster care, and home visiting. CHARM will then assign unique identifiers to protect the identity and privacy of children and families, match child records across programs, and send data into the state's longitudinal data system. The expected result is a usable source of data available from early childhood through elementary, secondary, and post-secondary education and into the workforce. The end goal is that agencies and programs are able to track long-term outcomes from early childhood investments, and make better informed policy and resource decisions.

Early Learning Standards. The Council led the development of early learning standards in collaboration with a wide group of stakeholders including the Utah Office of Education, the Utah Office of Child Care, Head Start, the Utah Bureau of Child Development, higher education, the Utah Parent Teacher Association, the United Way, public schools, special education staff, Title I staff, the Child Care Resource and Referral Office, and parents.



Help Me Grow. The Help Me Grow program serves as a model of a coordinated local interagency resource and referral agency for parents of young children. In August 2012, Help Me Grow services became available in Salt Lake County. The integration of several Department of Health early childhood programs will facilitate the statewide expansion of this program by 2015.

Increase the Use of Developmental Screening Statewide. Early Childhood Utah promotes the use of the Ages and Stages (ASQ) developmental screening program. Early Childhood Utah staff train participants statewide in the use of the ASQ developmental screening program, as well as providing the ASQ materials needed for implementation. Participants have included parents, caregivers, teachers, health care professionals, mental health providers, and others. As this effort continues, ASQ data is being collected and stored in a statewide data base.

COUNCIL WEBSITE: Not available at this time.

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| Council Name | Building Bright Futures State Advisory Council |
| Designated State Agency | Vermont Department for Children and Families |

COUNCIL HISTORY

Vermont began system building through the federal Head Start Collaboration and Child Care Development Block Grant (CCDBG) grants in the early 1990s. In 2002, a grant from the Smart Start Technical Assistance Center helped move these efforts forward. Building Bright Futures was created as a public-private partnership by executive order in 2006. In 2010, it was legislated into statute and designated as the state's early childhood advisory council. It is dedicated to improving statewide early care, health, and education services.

NUMBER OF MEMBERS: 21

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the Coordinator of Part B, 619 of IDEA, the state agency responsible for health, the state agency responsible for mental health, the legislature, parents, business, philanthropy/foundations, statewide and community organizations, health care providers, home visitors, abuse and neglect prevention and child welfare, and military child care.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.

CHAIRS OF COUNCIL: The Council is co-chaired, with one chair selected from the members representing government agencies and the other selected from the at-large members.



SUBCOMMITTEES: 7

- Executive
- Communications/marketing
- Data management and evaluation
- Early care and education
- Family engagement
- Legislative policy
- Professional preparedness and development

SUMMARY OF ACCOMPLISHMENTS

Needs Assessment. The Building Bright Futures State Advisory Council (BBF SAC) developed and released the initial *How Are Vermont's Young Children?* report in March 2012. The report outlines the current status of young children and their families and has been made available to the Governor and state legislative committees. (For more information, see http://www.buildingbrightfutures.org/images/stories/pdfs/BBF_Report_2012.pdf.) In addition, the Council produced a data strategic plan. (See the “Unified Systems Development” section.)

Strategic Planning. The Council developed a biennial early childhood policy guidance document, *Vermont's Future Prosperity & Early Childhood: 2011-2012 Policy Guidance for the Governor and the Legislature*. Several priorities were identified, including increasing access to early care and education services for all children, decreasing child abuse and neglect with a specific focus on children from birth to age six, and increasing the number of young children from birth to six who receive routine developmental screenings. (For more information, see http://www.buildingbrightfutures.org/images/stories/pdfs/bbf-policyguidancedocument_2011-12.pdf.)

Access. The Council worked with key stakeholders, including the business community, to develop recommendations for improving access to pre-kindergarten services through modifications to Act 62, Vermont's public pre-k legislation that allows public education funds to be used to provide early childhood education services to 3- and 4-year-old children. The Council also worked in partnership with the Vermont Department of Education and the Department for Children and Families to convene and conduct meetings to explore how to streamline the requirements under Act 62 to improve the process for public schools and private child development providers to work together to provide greater access to high quality early childhood services. This work was carried out under the directives established in Act 58 passed by the Legislature in May 2011.

The Council has also worked on improving access to quality care through other mechanisms. It has partnered with key advocacy organizations and regional Councils around the state to implement a public awareness campaign, *Quality Matters Campaign*.

Quality. The Council has taken several steps to improve the quality of care in early childhood settings:

- Instituted a subcommittee that focuses exclusively on quality in regulated child care settings, as well as in family, friend, and neighbor care.
- Evaluated the quality of the services that comprise the early care and education sectors of the early childhood system, including health and early intervention services.
- Supported organizing and outreach efforts that contributed to an increase in funding for the Child Care Financial Assistance Program. This in turn increases quality incentives for programs serving subsidized children who participate in Vermont's Quality Rating System known as STARS (STep Ahead Recognition System).



Public Engagement. The Council co-sponsored Early Childhood Day at the state Legislature in March of 2011 and 2012, bringing together hundreds of early childhood providers and parents to interact with the Legislature to collaboratively address the issues challenging Vermont's early childhood system.

Unified Data Systems Development. The Council's Data and Evaluation Committee on January 17, 2012, completed and released: *The Key to Good Policy, Smart Decisions and Wise Investments: Vermont's Road Map for an Early Childhood Data Reporting System*. This report outlines a data strategic plan to create a unified, statewide early childhood data infrastructure to enable timely data collection, analysis, and dissemination. (For more information, see http://www.buildingbrightfutures.org/images/stories/pdfs/key_to_good_policy_finalreport-jan2012final.pdf.)

The Council's Data and Evaluation committee, in conjunction with an IT contractor, developed a data sharing prototype. This prototype is being demonstrated to key stakeholder groups, including the Vermont Head Start Association to encourage Head Start participation in statewide early childhood data sharing.

In November 2012, the Council and its Data Management and Evaluation Committee unveiled the Building Bright Futures early childhood data reporting system to 75 stakeholders, including parents, state government officials, private funders, and directors and their staff members from Head Start, parent-child center, home visiting, child care and other early learning and care providers. This system will offer access to public and private users via a web-based portal hundreds of indicators per developmental domain. These data indicators describe Vermont's children and their families and the environmental conditions that these children and families face.

The Vermont Department of Health and the Council successfully collaborated on a SAMHSA Project L.A.U.N.C.H. grant application. The Council is the primary sub recipient of this federal grant. The Council also successfully sought funding as the primary sub recipient of two private foundation grants. The three grants enable the Council to fund local programs.

Workforce/Professional Development. The Council's Professional Preparation and Development Committee released an RFP to contract with a research organization to assess the current status of the Early Childhood Professional Development system. *The Evaluation of Vermont's Early Childhood Professional Development System: Final Report* includes findings and recommendations and was released in January 2012. The Council has prioritized the report's recommendations for action and it was incorporated into the Council's strategic action plan. (For more information, see <http://www.jsi.com/JSIInternet/USHealth/project/display.cfm?c-tid=na&cid=na&tid=40&id=8721>.)

Recently, the Council approved a recommendation about bringing the T.E.A.C.H. program to the state. The Council took this action after the Council's Professional Preparation and Development Committee recommended that early childhood education professionals in the state would benefit from this program. Further work must be completed before the state can implement the Council's recommendation about T.E.A.C.H.

Early Learning Standards. The Council is collaborating with the Agency of Education and the Department for Children and Families in the Agency of Human Services on the development of infant and toddler standards for eventual inclusion in the Vermont Early Learning Standards (VELS). Work is underway to revise and broaden the standards' scope to include early learning standards for children from birth to third grade and to ensure their alignment with the Common Core Standards.

COUNCIL WEBSITE: <http://www.buildingbrightfutures.org>

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|--------------------------------|--|
| Council Name | Virginia Early Learning Advisory Council |
| Designated State Agency | Virginia Department of Social Services |

COUNCIL HISTORY

Gov. Tim Kaine created the Governor's Working Group on Early Childhood Initiatives in 2006 to coordinate executive branch efforts on early childhood programs and strengthen public and private programs. In September 2009, Gov. Kaine issued an executive order to establish the working group as Virginia's early childhood advisory council. The entity was renamed Virginia's Early Childhood Advisory Council (ECAC).

NUMBER OF MEMBERS: 26

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the state agency responsible for health, the state agency responsible for mental health, the governor's office, business, philanthropy/foundations, statewide and community organizations, home visiting, and military child care.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.

CHAIRS OF COUNCIL: The Council is co-chaired by the Secretary of Education and the president of the Virginia Early Childhood Foundation.



SUBCOMMITTEES: 5

- Needs and resource assessment
- Collaboration and coordination
- Data systems
- Professional development
- Sustainability

SUMMARY OF ACCOMPLISHMENTS

Needs Assessment. The Council has developed and distributed a needs assessment tool statewide. The study assesses early childhood services in Virginia, the state of the workforce, and fiscal mapping of federal, state, local, and private funds expended on early care and education services in the state.

Coordination and Collaboration. The Council has served on various early childhood committees and boards, including the Home Visiting Consortium sub-committee, the Virginia Early Childhood Foundation board, the Virginia Cross-Sector Professional Development Team, and the Integrated Data Development Team to support collaboration and coordination among early childhood stakeholders.

Quality. The Council has worked to enhance the quality of care in early care and education settings statewide. The Council has been providing supervision and guidance for staff involved in executing early childhood initiatives, such as the quality and rating improvement system, Virginia's Star Quality Initiative.

Unified Data Systems Development. The Council has been working on integrating data systems development into existing state initiatives.. Project Child HANDS and the Virginia Longitudinal Data System have made significant progress in building an integrated, web-based early childhood data system in Virginia. The Council has engaged these two groups to lead the Council's Integrated Data Task Force Team and to provide strategies and recommendations to the ECAC. (For more information, see <https://sites.google.com/site/projectchild-hands/project-definition>.)

COUNCIL WEBSITE: www.earlychildhood.virginia.gov

| | |
|--------------------------------|--|
| Council Name | Washington Early Learning Advisory Council |
| Designated State Agency | Washington Department of Early Learning |

COUNCIL HISTORY

The Washington State Legislature created the Early Learning Advisory Council in 2007 and charged the Council and the Department of Early Learning (DEL) to work together to develop a long range early learning plan to ensure school readiness for all children in the state. This plan was developed in partnership among DEL, Thrive by Five (the state's public-private partnership), and the Washington State Office of the Superintendent of Public Instruction.

NUMBER OF MEMBERS: 23

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the Coordinator of Part B, 619 of IDEA, the state agency responsible for health, the state agency responsible for mental health, the governor's office, the legislature, parents, tribes, business, philanthropy/foundations, statewide and community organizations, home visitors, abuse and neglect prevention and child welfare, and military child care.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.

CHAIR(S) OF COUNCIL: The Council is co-chaired by one representative of a state agency and one non-governmental member, each elected by the Council for a 2-year term.



SUBCOMMITTEES: 1

- Birth to Three Subcommittee

SUMMARY OF ACCOMPLISHMENTS

Early Learning Plan. In 2011, Washington State developed its *Early Learning Plan*, a 10-year strategic road map to provide guidance and direction for priority setting, staffing, budget decisions, advocacy agendas, and partnership opportunities in early childhood over the next ten years. (For more information, see <http://www.del.wa.gov/partnerships/elac/elp.aspx>.)

The Council then derived 12 strategies from the plan on which to focus over the next few years. (See http://www.del.wa.gov/publications/communications/docs/ELP_priorities_indicators_2012.pdf.)

Governance. As a starting point, the Council developed a governance briefing paper for the state in partnership with the BUILD Initiative to show the current status of governance in the state and identify opportunities for building stronger governance between state and local partners.

Early Learning Standards. When Washington State created its first set of early learning standards in 2005, the *Early Learning and Development Benchmarks*, a commitment was made for the document to be reviewed every five years to ensure the content remained a relevant and appropriate document for communities and users statewide. The Council supported a review and redesign of the existing Benchmarks and facilitated an extensive outreach process, including translation of outreach materials in various languages, and a comprehensive cultural competency review by a nationally recognized expert prior to finalization. The Department of Early Learning, the Office of Superintendent of Public Instruction, and Thrive by Five Washington led the recent revision of the state's standards in close partnership with a 51-member workgroup that included statewide representatives from Head Start, the Early Childhood Education and Assistance Program (ECEAP), parents, tribes, child care providers, special needs experts, K-12 staff and the state's ethnic commissions.

The guidelines acknowledge and embrace Washington's increasingly diverse population, support ECEAP and Head Start standards, extend the guidelines through third grade and align with the K-3 learning expectations, including the *Common Core Standards*. The guidelines also reflect what has been learned about child development since 2005. Finally, the guidelines' easy-to-read format better supports each parent as their child's first and most important teacher with information about what children can do and learn at different stages of development. The revised document was released as the *Washington State Early Learning and Development Guidelines*. (For more information, see <http://www.del.wa.gov/publications/development/docs/guidelines.pdf>.)

Kindergarten Entry Assessment. In its successful Race to the Top-Early Learning Challenge grant application, Washington pledged to implement Washington Kindergarten Inventory of Developing Skills (WaKIDS) to scale statewide by 2015. Council funds were used by the University of Washington to conduct an initial evaluation of the assessment process and to bring school districts and early learning partners together to discuss how they would implement elements of WaKIDS at the local level. In 2011, state leaders from the Department of Early Learning, the Office of Superintendent of Public Instruction, Thrive by Five Washington and the University of Washington College of Education created the Washington State Transition Summit, an effort to bring together early learning providers and K-3 representatives as pre-kindergarten through third grade teams across the state to discuss pre-kindergarten through third grade alignment and transition, with a specific focus on local implementation of WaKIDS.

Alignment and Collaboration. Council funding has supported the state's annual, statewide Starting Strong P-3 conference to providers, parents and professionals. The gathering informs early childhood practice in: leader-



ship, family engagement, aligned and effective instruction, and coalitions and partnerships. The funding also provided scholarships for community-based pre-kindergarten through third grade teams to attend the conference, resources development, and resource distribution. (For more information, see <http://www.esd101.net/startingstrong>.)

The Department of Early Learning, in collaboration with partners at the Office of Superintendent of Public Instruction and Thrive by Five Washington created the Washington Early Learning State and Local Coordination Project to strengthen how various parts of the state's early learning system, including state agencies, regional collaborative efforts, K-12 education, and child care providers work together to support children in Washington.

The Council conducted research to better understand barriers to a strong early learning system, opportunities for improving it, and promising practices from other states. The research included interviews and focus groups with 150 stakeholders across the state and a review of promising practices in other states. (For more information see http://www.del.wa.gov/publications/partnerships/docs/SLC_outreach%20survey_summary.pdf and http://www.del.wa.gov/publications/partnerships/docs/SLC_Outreach_Survey_results.pdf.)

The results and comments were used to inform how all parts of the early learning system in Washington can work together more effectively. State agencies developed a set of preliminary recommendations for improving coordination structures.

COUNCIL WEBSITE: <http://www.del.wa.gov/>

| | |
|--------------------------------|--|
| Council Name | Early Childhood Advisory Council of West Virginia |
| Designated State Agency | West Virginia Department of Education and the Arts |

COUNCIL HISTORY

In 2010, Gov. Joe Manchin established the Early Childhood Advisory Council of West Virginia.

West Virginia's vision is for the early care and education community to value and ensure that:

- 1) All children in West Virginia are healthy and ready to learn; have safe and nurturing environments; and have positive early learning experiences.
- 2) All families in West Virginia are respected as their child's first and foremost teacher and have access to information and resources to meet the individual needs of their children.
- 3) All communities in West Virginia share responsibility for the wellbeing of all children and have a comprehensive system of services to support children and families.

NUMBER OF MEMBERS: 17

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: Both the state agency responsible for Part C of IDEA, the Coordinator of Part B of IDEA, the state agency responsible for health, the governor's office, business, statewide and community organizations, and home visiting.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.



CHAIR(S) OF COUNCIL: The Council is chaired by the Secretary of the West Virginia Department of Education and the Arts.

SUBCOMMITTEES: The council has six standing committees in addition to the Executive Committee with the following areas of focus:

- early learning standards and professional development
- access and quality
- research and data
- family education and engagement
- communications

SUMMARY OF ACCOMPLISHMENTS

Needs Assessments. The Council assessed the quality and availability of services for children birth to age three and identified home visiting, family support, and parent education services as areas with gaps. As a next step, the Council pursued and developed recommendations and a framework of action to address each of these needs and has begun implementing the recommended action steps.

The Council also conducted a needs assessment on the quality and availability of early childhood mental health services in West Virginia. The assessment outlined the need for the development of a comprehensive early childhood mental health framework, a network of infant-toddler mental health consultants and specialists, and a comprehensive system of care; public and family awareness; workforce development in positive social and emotional practices; and funding for high-quality services and programs.

Workforce and Professional Development. The Council is currently revising the core knowledge and competencies for early childhood professionals. This process has included engaging a broad range of stakeholders in the process to allow for greater buy-in, ownership of the competencies, and knowledge of how the competencies relate to career advancement. The Council is also currently exploring purchasing the Michigan Infant Mental Health Competencies and Endorsement.

Unified Data Systems Development. The Council conducted an inventory of all state data systems and data sets related to early childhood development and developed a list of desired common data elements across programs. The Council also surveyed all of the state's early childhood data collectors to see which of the 109 data elements described by the Common Education Data Standards are currently being collected by each program. The Council has initiated a statewide Early Childhood Data System Gap Analysis with recommendations to follow.

Public Awareness. To increase the public's understanding and support of effective early childhood programs and policies, the Council developed and launched a public awareness campaign entitled "The First Thousand Days." This campaign is meant to raise awareness among all West Virginians on the need for and importance of quality experiences in the first three years of every child's life. This effort has included developing the message and advertising, working with the news media to cover stories about early childhood issues and programs, and engaging the public through forums centered on key early childhood development issues.

Parent Engagement. The Council completed an assessment of parent and family engagement practices statewide. The Committee developed and distributed two surveys. One is for parents to assess whether they feel they are given opportunities for leadership and engagement in their child's development. The other is for programs



and providers to assess whether they are giving families opportunities for leadership and engagement. The results from the surveys are currently being analyzed.

Early Learning Standards. The Council developed a strategic plan for implementing the early learning standards and promoting the inclusion of early learning standards in in-service training through the early childhood workforce. A next step is to work with institutions of higher education to embed early learning standards in coursework.

The Council developed a survey to gather information from higher education institutions on their current knowledge of the preschool and infant toddler early learning standards. This engagement with higher education is a piece of the broader work that the Council is conducting which involves assessing the capacity and effectiveness of the institutions in supporting the workforce needs of early childhood educators.

COUNCIL WEBSITE: www.wvearlylearning.org

| | |
|--------------------------------|---|
| Council Name | Wisconsin Early Childhood Advisory Council |
| Designated State Agency | Wisconsin Department of Children and Families |

COUNCIL HISTORY

In 2008, the Wisconsin Department of Children and Families was created with a Division of Early Care and Education. In 2009, Gov. Jim Doyle established the Early Childhood Advisory Council. Wisconsin's vision is that "every child will be healthy, nurtured, safe, and successful by promoting quality early learning experiences; safe and healthy children; and stable, nurturing, and economically secure families." In 2013, Wisconsin received a Race to the Top-Early Learning Challenge grant.

NUMBER OF MEMBERS: 28

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the Coordinator of Part B, 619 of IDEA, the state agency responsible for health, the state agency responsible for mental health, the governor's office, the legislature, parents, tribes, migrants, business, philanthropy/foundations, statewide and community organizations, health care providers, local government, home visiting, , and abuse and neglect prevention and child welfare.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.

CHAIRS OF COUNCIL: The Council is co-chaired by the Secretary of the Wisconsin Department of Children and Families and the State Superintendent of Public Instruction.



SUBCOMMITTEES: The Council has ad hoc committees with the following areas of focus:

- Public/private partnerships
- Early childhood longitudinal data system
- Family and community partnerships (broadened from home visiting)
- Screening and assessment
- Obesity prevention
- Oral health
- Professional development
- Steering committee (includes initial system assessment and system design committees)

SUMMARY OF ACCOMPLISHMENTS

Strategic Planning. Over the past two years, the Council has been developing annual plans that guide the direction of all early childhood systems development in the state. Initial planning was based on findings from the 2010 Wisconsin Needs Assessment (http://dcf.wisconsin.gov/ecac/pdf/assessment_report.pdf). These plans document the work that the Council has accomplished annually and provide recommendations for action in the upcoming year. In the last year, Operating Principles were approved by the Council to establish how the committee structure works and reports to the ECAC to help inform progress and recommendations in key areas of focus. The Operating Principles are available online at: http://dcf.wisconsin.gov/ecac/pdf/61912_operating_principles.pdf. The latest annual report, summarizing key accomplishments and recommendations, can be found at <http://www.dcf.wisconsin.gov/ecac/pdf/report11.pdf>.

Workforce and Professional Development. Recognizing that professional development is a key feature of promoting quality in early childhood, the Council completed a professional development scan to inform the wide array of activities taking place in the state. The scan provides a snapshot of statewide efforts in the area of early childhood professional development and offers next steps to create a better coordinated, comprehensive cross-sector system for the following entities: child care, preschool, Head Start, Early Head Start, 4- and 5-year-old kindergarten, birth to three early intervention, early childhood special education, other disability services, Even Start, family resource centers, parent education and family support, health and mental health services, nutrition, and integrated services. (For more information, see http://www.dcf.wisconsin.gov/ecac/pdf/10411_pdi_policy_scan.pdf.)

Early Learning Guidelines. Wisconsin Model Early Learning Standards (WMELS) apply to programs serving children from birth to first grade. Updates have been made over the past three years to align early learning standards with state common core state standards and the common core essential elements and to strengthen the literacy section of the communication and language domain. ECAC funds were used to support coaching, mentoring, and additional training on WMELS. Funds also supported the development of a family engagement training module that will support program directors in informing parents about WMELS.

Health and Screening & Assessment. The Council planned and created systems that contain better and more consistent information about young children at key developmental milestones. The Council examined the state's screening and assessment systems for the purpose of aligning existing practices, assuring a consistent approach, and promoting access for children and families. A report summarizing the state's accomplishments and the blueprint for future work is available. (For information, see http://www.dcf.wisconsin.gov/ecac/pdf/22112_blueprint.pdf.)

Work continues to further define a vision for a comprehensive system, the roles of various agencies, collaborative community strategies, connections to the educational response to intervention system, and development



of a kindergarten assessment process. The Council funded updates to Wisconsin's early childhood career guide, an online guide for students, career counselors, and others interested in the field.

Funds have supported professional development coordination at the state and regional level by defining common roles and activities and by bringing trainers together to share resources, network, and plan regionally.

In addition, ARRA funds supported a professional development coordinator whose position will be continued through Race to the Top Funds to continue cross-sector, early childhood system building efforts directed at professional development. ARRA funds have also supported collaboration coaches across the state to provide a wide range of training, coaching and technical assistance.

Unified Data Systems Development. The Council has an active subcommittee that works in alignment with the Department of Public Instruction (DPI) Longitudinal Data System federal grant. The Early Childhood Longitudinal Data System (ECLDS) committee supported the development of a three department charter for the ECLDS and has been involved in ECLDS planning. The Council supported staff at DPI to coordinate efforts and planning for ECLDS as well as hosting of a data roundtable that convened various stakeholders to discuss the state's ability to implement a unified early childhood data system. The Council also completed a survey of state data systems which included 32 key programs across three different state departments to determine what information is already collected and for what purposes, and identified existing data gaps. In addition, the state conducted a data sharing pilot between two departments (Department of Children and Families and Department of Public Instruction) in an effort to institutionalize data sharing and broaden data analytic capacity. (For more information, see http://wise.dpi.wi.gov/wise_p20ec.) Wisconsin is now poised to implement its ECLDS with Race to the Top funding.

Child Welfare. The Council has focused on the topic of child welfare, education, and the courts by forming a team of professionals in the state representing these backgrounds. The team has developed an early care and education and foster care plan. This effort has resulted in increased information sharing, a memorandum of understanding between Head Start programs and the Bureau of Milwaukee Child Welfare, and a 2012 conference, Finding Your Way, for Head Start programs and child welfare directors.

Additionally, Wisconsin received an Administration for Children and Families grant entitled Wisconsin Educational Collaboration for Youth in Foster Care to work with school-age children to specifically identify challenges interfering with academic success. The abstract for this effort can be found at: http://dcf.wisconsin.gov/ecac/pdf/educational_collab_for_youth.pdf. Lessons learned from this effort will inform future efforts around information sharing with younger children and with Wisconsin's emerging EC-LDS.

Sustainability. The public-private business leadership subgroup of the Council developed recommendations to support the establishment of a public-private board. A plan to sustain the work of local communities building early childhood systems also has been underway and is described in a report which can be accessed at: http://dcf.wisconsin.gov/ecac/pdf/10411_public_private.pdf.

A similar effort to promote and sustain the Governor's initiative on early literacy through a board is underway. (For information, see <http://walker.wi.gov/education/read-to-lead>.)

In 2012, Wisconsin used ARRA resources to develop a grant competition to solicit applications from local communities to support early childhood collaboration that is alignment with the ECAC mission, vision, and key areas of focus. The Celebrate Children Foundation was selected to administer this process. A description of the grants, many of which garnered significant private support, can be found at http://dcf.wisconsin.gov/ecac/pdf/investing_early_ECAC.pdf.

Further, Wisconsin is now poised to develop the broader public-private board as recommended by the ECAC through Race to the Top funds.



The DPI has created an Office of Early Learning to provide a more heightened and more coordinated presence for early learning initiatives.

COUNCIL WEBSITE: <http://www.dcf.wisconsin.gov/ecac/>

| | |
|--------------------------------|--|
| Council Name | Wyoming Early Childhood State Advisory Council |
| Designated State Agency | Wyoming Department of Family Services |

COUNCIL HISTORY

In June 2010, Gov. Dave Freudenthal signed an executive order establishing the Wyoming Early Childhood State Advisory Council. The Council builds on the past work of other early childhood coordinating bodies in the state, including: the Wyoming Early Childhood Partnership, the Interagency Planning Team for At-Risk Children, and the Governor's Early Childhood Development Council.

NUMBER OF MEMBERS: 26

COUNCIL COMPOSITION

Section 642B (B) (1) (C) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all participating states and territories to meet specific requirements for Council representation.

All states met the requirement for representation from the following entities:

1. State agency responsible for child care
2. State educational agency
3. Local education agency
4. Institutes of higher education
5. Local providers of early childhood education and development services
6. Head Start agency
7. State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

In addition to representatives for the first seven required entities, Council members from this state represented the following entities: the state agency responsible for programs under Part C of IDEA, the Coordinator of Part B, 619 of IDEA, the state agency responsible for health, the state agency responsible for mental health, the governor's office, the legislature, parents, tribes, migrants, philanthropy/foundations, and statewide and community organizations, and home visiting.

Appendix C, State Advisory Council Membership, displays Council representation in chart form.



CHAIR OF COUNCIL: The Council is chaired by the director of a nonprofit child care center.

SUBCOMMITTEES: 3

- Policy and legislation
- Needs assessment
- Sustainability

SUMMARY OF ACCOMPLISHMENTS

Needs Assessment. The Council will release an RFP to contract for services to conduct and analyze the needs assessment. This work will be based on the finalized quality indicators and readiness equation adopted by the Council. (The final quality indicators were revised based on the areas identified by Gov. Mead.)

Early Learning Guidelines. The Council completed Birth to Three Early Learning Guidelines which were developed in partnership with the Department of Family Services and the Department of Workforce Services. The guidelines have been disseminated in both print and electronic formats to providers, parents, other partners working in early childhood.

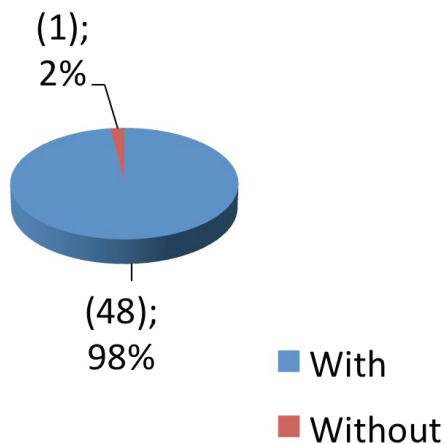
School Readiness Framework. The Council published a school readiness framework that illustrates how prepared schools, children, families, and communities lead to children who are ready for school and life. Each of the four components are defined, aligned with each other and accompanied by core indicators.

COUNCIL WEBSITE: http://dfswapps.state.wy.us/Child_Care/Home/HomeBCI_ECDC.aspx

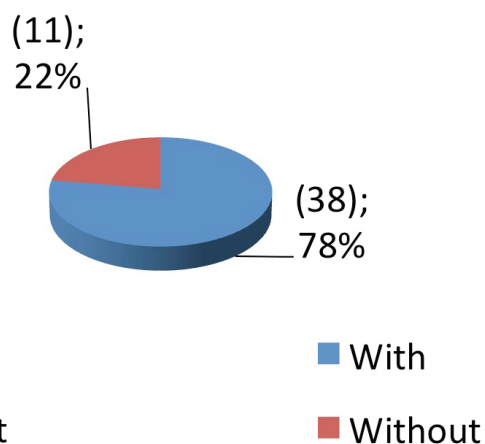


PARTS C & B, SECTION 619 REPRESENTATION ON COUNCILS

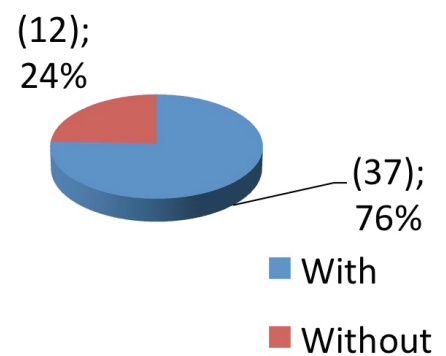
**Part C
Representation on
State Advisory
Councils**



**Part B, Sec.619
Representation on
State Advisory
Councils**



**Both Part C and
Part B, Sec. 619
Representation on
State Advisory
Councils**

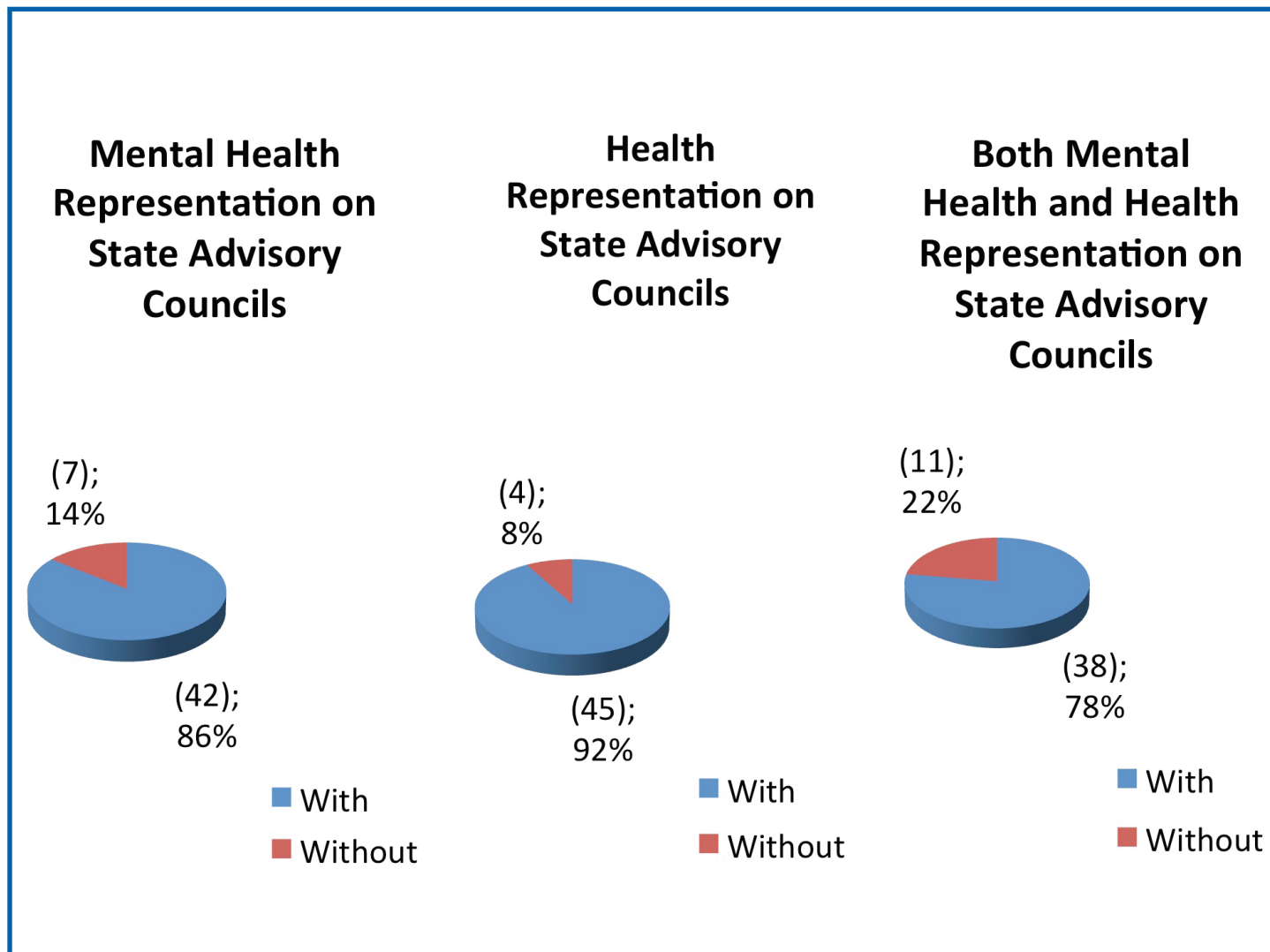


NOTE: The numbers in parentheses refer to the number of states. The total of 49 states refers to 44 states plus 5 territories.



Appendix B

MENTAL HEALTH AND HEALTH REPRESENTATION ON COUNCILS



NOTE: The numbers in parentheses refer to the number of states. The total of 49 states refers to 44 states plus 5 territories.



State Advisory Council Membership

All states met the requirement for representation from the following entities: (1) State agency responsible for child care, (2) State educational agency, (3) Local education agency, (4) Institutes of higher education, (5) Local providers of early childhood education and development services, (6) Head Start agency, and (7) State director of Head Start Collaboration (except in two territories which do not have a director: American Samoa and Guam)

States also were required to have a representative of either the state agency responsible for Part B, 619 of IDEA or of Part C of IDEA; a representative of health or mental health care; and representatives of other entities determined to be relevant by the Governor.

| | AL | AR | AS | AZ | CA | CO | CT | DC | DE | FL | GA | GU | HI | IA | IL | KS | KY |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| State agency responsible for programs under Part C of IDEA | ◆ | | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ |
| Coordinator of Part B, 619 of IDEA | ◆ | ◆ | | ◆ | | | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ |
| State agency responsible for health | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ |
| State agency responsible for mental health | ◆ | | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ |
| Representative from Governor's Office | ◆ | | ◆ | ◆ | | ◆ | | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ | |
| Legislator(s) | ◆ | ◆ | | | | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ | | | ◆ | ◆ | ◆ |
| Parent representative | | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ |
| Tribal representative | | | | ◆ | | | | | | | | | | | | | |
| Migrant representative | ◆ | ◆ | | ◆ | | | | | | ◆ | | | | | | | |
| Business representative | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | | ◆ | | | ◆ | | ◆ | ◆ |
| Philanthropy / foundation representative | | | | ◆ | | ◆ | | ◆ | ◆ | | ◆ | | ◆ | ◆ | ◆ | ◆ | ◆ |
| Statewide and community organizations | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ |
| Health care provider | | ◆ | | ◆ | | ◆ | | ◆ | ◆ | | ◆ | ◆ | ◆ | | | | |
| Local government | | ◆ | | ◆ | ◆ | ◆ | | ◆ | ◆ | | ◆ | ◆ | ◆ | | ◆ | | |
| Home visiting | ◆ | ◆ | ◆ | | | ◆ | | | ◆ | | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ |
| Judicial representative | ◆ | | | ◆ | | | | | | | ◆ | ◆ | | | | | |
| Law enforcement | | | | | | | | | | | | | | | ◆ | | |
| Abuse & Neglect Prevention / Child Welfare | ◆ | | ◆ | ◆ | | ◆ | | ◆ | ◆ | | ◆ | ◆ | | ◆ | ◆ | | ◆ |
| Military child care | | | | | | | | | ◆ | ◆ | ◆ | | | | | ◆ | ◆ |

Footnote: Section 642B(B)(1)(C)) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all states and territories to meet specific requirements for Council representation.



| | LA | MA | MD | ME | MI | MN | MO | MS | MT | NC | NE | NH | NJ | NM | NV | NY |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| State agency responsible for programs under Part C of IDEA | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ |
| Coordinator of Part B, 619 of IDEA | ◆ | ◆ | ◆ | ◆ | ◆ | | | | ◆ | ◆ | | ◆ | ◆ | | ◆ | ◆ |
| State agency responsible for health | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | | | ◆ |
| State agency responsible for mental health | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ | | ◆ | ◆ | ◆ | ◆ |
| Representative from Governor's Office | ◆ | ◆ | ◆ | ◆ | | | ◆ | ◆ | ◆ | | | | ◆ | ◆ | | |
| Legislator(s) | ◆ | | | ◆ | | ◆ | | | | | ◆ | ◆ | | | | |
| Parent representative | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | | | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ | |
| Tribal representative | | ◆ | | ◆ | ◆ | ◆ | | ◆ | ◆ | | ◆ | | | ◆ | | |
| Migrant representative | | | | | ◆ | | | | ◆ | | | | ◆ | | | ◆ |
| Business representative | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | ◆ | | | ◆ | ◆ | ◆ | |
| Philanthropy / foundation representative | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | | | ◆ | ◆ | | ◆ | ◆ | | | ◆ |
| Statewide and community organizations | ◆ | | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ |
| Health care provider | ◆ | ◆ | ◆ | | ◆ | | | | ◆ | ◆ | ◆ | | | | ◆ | ◆ |
| Local government | | | ◆ | | | ◆ | | | | | | | | | | ◆ |
| Home visiting | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | | ◆ | | ◆ | ◆ | ◆ |
| Judicial representative | | | | | | | ◆ | | | | | | | | | |
| Law enforcement | | | | ◆ | | | | | | | | | | | | |
| Abuse & Neglect Prevention / Child Welfare | ◆ | ◆ | ◆ | ◆ | | | | | ◆ | | ◆ | | | | | ◆ |
| Military child care | | | | | | | | | ◆ | ◆ | | | | | | |

Footnote: Section 642B(B)(1)(C)) of P.L. 110-134, the Improving Head Start Readiness Act of 2007, required all states and territories to meet specific requirements for Council representation.



| | OH | OK | OR | PA | PR | RI | TN | TX | UT | VA | VI | VT | WA | WI | WV | WY |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| State agency responsible for programs under Part C of IDEA | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ |
| Coordinator of Part B, 619 of IDEA | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | | | ◆ | ◆ | ◆ | ◆ | ◆ |
| State agency responsible for health | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ |
| State agency responsible for mental health | | ◆ | | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ |
| Representative from Governor's Office | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ | | | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ |
| Legislator(s) | ◆ | | ◆ | | | | | | | | | ◆ | ◆ | ◆ | | ◆ |
| Parent representative | ◆ | ◆ | ◆ | | | | | | ◆ | | | ◆ | ◆ | ◆ | | ◆ |
| Tribal representative | | | ◆ | | | | | | | | | | ◆ | ◆ | | ◆ |
| Migrant representative | | | | | | | | ◆ | | | | | | ◆ | | ◆ |
| Business representative | ◆ | ◆ | ◆ | ◆ | | | | | | ◆ | | ◆ | ◆ | ◆ | ◆ | |
| Philanthropy / foundation representative | ◆ | ◆ | ◆ | ◆ | | ◆ | | | | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ |
| Statewide and community organizations | ◆ | ◆ | | ◆ | | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ |
| Health care provider | ◆ | ◆ | ◆ | ◆ | | ◆ | | | ◆ | | ◆ | ◆ | | ◆ | | |
| Local government | ◆ | | | ◆ | | | | ◆ | ◆ | | | | | ◆ | | |
| Home visiting | ◆ | | | ◆ | | ◆ | | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ |
| Judicial representative | | | | | | | | ◆ | | | ◆ | | | | | |
| Law enforcement | | | | | | | | ◆ | | | | | | | | |
| Abuse & Neglect Prevention / Child Welfare | ◆ | | | | | ◆ | | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | | |
| Military child care | | | | | | | | | | ◆ | | | ◆ | | | |

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Early Childhood State Advisory Councils

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