

the Ounce



Blending and Braiding Early Childhood Program Funding Streams Toolkit

Enhancing Financing for High-Quality Early Learning Programs

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Version 2

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Feedback: We welcome feedback on this tool and may incorporate suggestions in subsequent versions. Please send comments and questions to Margie Wallen at mwallen@ounceofprevention.org.

For more information about the Ounce of Prevention Fund's national policy work, please visit www.ounceofprevention.org/nationalpolicy.

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About the Ounce of Prevention Fund

Founded in 1982, the Ounce of Prevention Fund's mission is to give children in poverty the best chance for success in school and in life by advocating for and providing the highest quality care and education from birth to age five. As a comprehensive early childhood organization, the Ounce engages in practice, research, professional development and policy advocacy.

All of the Ounce's advocacy work is focused on improving outcomes for at-risk infants, toddlers and preschoolers. We advocate for increased public investment and public policies that:

- Direct resources to the youngest and most at-risk children from birth to age five
- Implement high-quality and evidence-based practices
- Provide access to high-quality practice in a range of settings and models
- Address at-risk children's comprehensive needs
- Invest in infrastructure to support programs and build a cross-sector system that achieves coherence in areas such as standards, curriculum, assessment, professional preparation and development, and family engagement across funding streams.

The Ounce's national policy team partners with and supports early childhood leaders in states as they advance a comprehensive agenda for at-risk children and families. We do this by providing individualized strategy and policy consultation and resources; facilitating peer-to-peer learning and networking across states; and supporting Educare Schools and the Educare Learning Network in the development of their policy and advocacy work. For more information about the national policy team, visit www.ounceofprevention.org/nationalpolicy.

PART I: INTRODUCTION

It's common knowledge that children need high-quality early learning experiences to improve their long-term educational outcomes and that families need child care arrangements that meet their need to work, which can be particularly challenging for low-income families working full time and often in multiple jobs. Evidence continues to mount regarding the influence children's earliest experiences have on their later success and the role early care and education programs can play in shaping those experiences as well as contributing to parents' job stability and families' financial health. However, low-income children experience large school readiness gains only when they have consistent access to responsive teachers and caregivers in high-quality early learning environments.

Because no single federal or state funding source adequately addresses both of these needs, individual early care and education programs have sought to foster healthy child development and promote families' economic self-sufficiency by combining existing funding streams through "blending" and "braiding" funds. In fact, in order for programs to effectively deliver high-quality, comprehensive, full-workday, full-year early education programming to vulnerable young children and families, they must maximize public and private sector investments by using funds from two or more funding streams, such as Early Head Start, Head Start, the Child Care and Development Fund (CCDF—also called Child Care assistance or Child Care subsidy), state pre-kindergarten (pre-k), and state infant-toddler (0–3) programs.

BLENDING AND BRAIDING AT THE PROGRAM LEVEL

At the program level, when funds are **blended**, funds from two or more separate funding sources are wrapped together within one full-workday, full-year program budget to pay for a unified set of program services to a group of children. In blending, costs are not necessarily allocated and tracked by individual funding source. When funds are **braided**, two or more funding sources are coordinated to support the total cost of services to individual children, but revenues are allocated and expenditures tracked by categorical funding source. In braiding, cost allocation methods are required to assure that there is no duplicate funding of service costs and that each funding source is charged its fair share of program and administrative costs.

At the individual program level, these financing strategies are inefficient and costly because significant staff time and resources are necessary to manage the different, and often conflicting, program eligibility requirements, quality standards, and funding mechanisms required by each funding stream. These resources would be better spent on enhancing program quality and service continuity. Regardless of how budgets are developed, if a child in a full-workday program that depends on Head Start *and* child care funding loses her child care subsidy midway through the year because the funding sources have differing eligibility requirements, the child either cannot complete the program or the service provider cannot cover its expenses. At the child and family level, the loss of one funding source destabilizes a low-income child's ability to benefit from quality early learning experiences, as well as her parents' ability to work. These challenges also create disincentives for many providers to serve the highest need children who depend on public funding to access the early learning experiences they need before kindergarten entry.

RECOMMENDATIONS

It is more efficient for entities that administer early childhood program funds to develop and harmonize policies, rules, regulations and procedures on blending and braiding at the "upstream" or government agency administrative level, rather than at the individual family and provider or "downstream" level. At the policy level, blending and braiding are financing strategies that federal, state and local policymakers and program administrators can use to integrate and/or align discrete categorical funding streams to broaden the impact and reach of services provided with Early Head Start, Head Start, state pre-k, state 0–3, and child care dollars. Public funders must work together to make it easier for many more early learning service providers to use multiple funding streams in order to attain the scale needed to efficiently deliver high-quality services that result in meaningful outcomes for young children at greatest risk for poor developmental and school outcomes and their families. For the foreseeable future, blending and braiding funds is a necessary financing approach to support high quality, continuous early learning and development services for children from birth to age five. Advocacy to increase public and private sector resources and for new financing mechanisms (e.g., tax credits) are critical, but these too must work in harmony with existing funding streams toward the goal of shared, coherent financing for high-quality early care and education.

A. Toolkit Overview

This toolkit is designed to provide state advocates and policymakers with strategies, tools, resources and options to make policy choices that facilitate the blending and braiding of funding streams to improve access to and length of children’s participation in full-workday, full-year, high-quality early learning programs that benefit vulnerable young children and working families.

Through the toolkit, the Ounce seeks to:

1. Expand the ways state early childhood leaders think about the benefits and challenges of using public early care and education funds from two or more program funding streams—Early Head Start, Head Start, state pre-kindergarten (pre-k), state infant-toddler, and the Child Care and Development Fund (CCDF—but often called child care assistance or child care subsidy)—to pay for the expenses of full-workday, full-year, high-quality early learning programs serving children at greatest risk for school failure;
2. Highlight promising policies and practices that promote consistent participation in high-quality early learning programs that effectively prepare children for success in school;
3. Offer state-specific and cross-state information on selected policies that encourage blending and braiding of Early Head Start, Head Start, state pre-k, and child care funds to sustain program quality and service continuity, as well as additional resources on state early learning financing policies; and
4. Offer worksheets to compare requirements across federal and state early childhood funding streams in order to identify specific policy barriers to blending and braiding funding streams in a state.

The Blending and Braiding Toolkit is organized into six sections.

Part I: Introduction This section gives an overview of the toolkit and defines the terms, blending and braiding.

Part II: Using Current Early Care and Education Funding Streams to Support High-Quality Services This section covers four topics: 1) the features of high-quality early care and education programs that hold the most promise for closing the achievement gap for low-income children; 2) the differing requirements of the major program funding streams (Early Head Start, Head Start, child care, state pre-k, and state infant-toddler funding) that make it difficult to finance comprehensive, full-workday, full-year early learning programs; 3) rationales for policies that promote blending and braiding; and 4) how the most prevalent approaches to blending and braiding work and have evolved over time.

Part III: How Blending and Braiding Should Work: Common Challenges & Policy Recommendations This section describes the most common regulatory differences in eligibility criteria and enrollment processes, programmatic requirements, and funding levels and payment mechanisms among the major early learning funding streams, and offers policy recommendations to better align them.

Part IV: Promising State Blending and Braiding Practices This section highlights four state examples that demonstrate creative and varied purposes for and approaches to blending and braiding early childhood program funding streams.

Part V: Resources This section offers weblinks to national and state reports and websites that are useful to develop policy proposals to improve public financing for high-quality early care and education programs serving low-income young children and families.

Part VI: State Data and Worksheets This section contains data tables organized by state and policy strategy. These tables are meant to identify opportunities for advocacy within existing state policies, as well as ideas for using multiple funding streams that are not yet in place in your state or locality. The state data tables also provide information about national policy trends and momentum. You will also find two tools to facilitate a detailed analysis of the current funding landscape within a state: *Assessing Federal, State, and Local Funding Streams* and *Identifying Regulatory Differences Across Early Childhood Programs*.

B. Defining Blending and Braiding

There are no commonly used definitions for the terms “blending” and “braiding” funding streams so it is important to begin by defining terms. In this toolkit, we have adopted the following definitions for blending and braiding put forth in an October 2008 Early Care and Education Policy Brief entitled *Increasing Access to Preschool: Recommendations for Reducing Barriers to Providing Full-day, Full-year Programs* published by Children Now and the California Child Care Resource & Referral Network.¹

BLENDING Funds from two or more separate funding sources are wrapped together within one full-workday, full-year program budget to pay for a unified set of program services to a group of children. In blending, costs do not have to be allocated and tracked by individual funding source.

BRAIDING Funds from two or more funding sources are coordinated to support the total cost of services to individual children, but revenues are allocated and expenditures tracked by categorical funding source. In braiding, cost allocation methods are required to assure that there is no duplicate funding of service costs and that each funding source is charged its fair share of program and administrative costs.

OTHER TERMS FOR “BLENDING” OR “BRAIDING”

Cost allocation (Pennsylvania)

Layering (Kansas)

Collaborative funding (Illinois)

Cost sharing

Coordinated resource sharing

Because each government agency administering a categorical funding stream typically requires that its funds be tracked separately, braiding strategies at the individual program level are more widespread. This requires skilled staff, a high degree of record keeping, a good management information system, and a strong cost accounting system to track expenditures by funding source, often at the child level, in order to properly allocate and report them. Many providers of early care and education are small centers or family-based homes that do not have the administrative capacity to manage the requirements of multiple funding sources. Blending approaches are most frequently used when government entities pool or encourage blending funds from several different program sources to allow local programs increased discretion in the use of the combined funds to support more comprehensive, continuous services.

PART II: USING CURRENT EARLY CARE AND EDUCATION FUNDING STREAMS TO SUPPORT HIGH-QUALITY SERVICES

This section covers four topics: 1) the features of high-quality early care and education programs that hold the most promise for closing the achievement gap for low-income children; 2) the differing requirements of the major program funding streams (Early Head Start, Head Start, child care, state pre-k and state infant-toddler funding) that make it difficult to finance comprehensive, full-workday, full-year early learning programs; 3) rationales for policies that promote blending and braiding and 4) how the most prevalent approaches to blending and braiding work have evolved over time.

The greatest returns on early learning investments result when funds are efficiently coordinated across levels of government and different types of programs to support highly effective early care and education programs.² However, presently each of the largest public funding streams set their own accounting and reporting requirements and criteria for who is eligible, what children need to know and do (early learning standards), and how teachers and caregivers and the programs that employ them effectively support early learning (practitioner standards and program performance standards). In order to cover the costs of high quality, blending and braiding is the only alternative for many service providers serving low-income children in working families.

A. Features of High-Quality Early Care and Education Programs

We know that experiences children have early in life shape whether their foundation for good health and later learning is sturdy or fragile. Because young children's learning occurs in the context of reciprocal relationships with adults and caregivers, it is difficult to tease apart children's cognitive, social, and emotional development during these years. They are inextricably intertwined.³ The National Association for the Education of Young Children (NAEYC) describes a high-quality early learning program as providing "a safe, nurturing environment that promotes the physical, social, emotional and cognitive development of young children while responding to the needs of families." Early learning program effectiveness depends on the quality of interactions between the child and the teacher or caregiver that occurs through ambitious instruction, which requires child-centered supportive learning environments, embedded professional development that builds teachers' capacities, strong parent-community-program ties and partnerships, and inclusive leadership that drives continuous learning and improvement.

Effective approaches that foster vulnerable young children's healthy development ensure that their early learning experiences are of high quality and adequate dosage. This requires that children's early childhood settings provide intentional and developmentally appropriate instruction that balances physical, cognitive, social and emotional development (quality). It also requires that a child's learning opportunities provide an adequate amount of time through the course of a year, as well as year after year, for children to have child-friendly yet instructionally rich experiences (dosage). We currently lack definitive data on the minimum quantity and mix of inputs required for highly effective programs. However, programs that have produced large gains for children share similar characteristics:

LOW TEACHER/CAREGIVER-CHILD RATIOS AND SMALL GROUP SIZES

Fewer children per adult allows educators to tailor instruction to children's styles and pace of learning.

SAFE PHYSICAL ENVIRONMENT

Children's natural curiosity is stimulated by an environment within which they can explore safely and semi-independently.

AGE-APPROPRIATE MATERIALS

Children are able to access resources. Materials encourage exploration and extension of prior knowledge.

WELL-QUALIFIED TEACHERS/CAREGIVERS AND ONGOING STAFF DEVELOPMENT

Teachers and caregivers possess college degrees and specialized training in early education and child development as indicated by certifications and endorsements. Staff attainment of advanced education and training is encouraged. Data-driven instructional practices and individual professional development plans are implemented.

WARM, RESPONSIVE TEACHER/CAREGIVER-CHILD INTERACTIONS

Educators are mindful of and sensitive to children’s social emotional development and family context.

INCLUSIVE PROGRAM LEADERS WHO ESTABLISH CONDITIONS THAT SUPPORT EFFECTIVE PRACTICE

Reflective practice and supervision occur routinely. There is protected time for staff collaboration and planning.

LANGUAGE-RICH ENVIRONMENT

Educators provide profuse exposure to vocabulary that extends children’s learning, and multiple formats of accessible printed materials are used.

INTENTIONAL INSTRUCTION

Educators individualize instruction based on early learning and development standards, as well as children’s interests, dispositions, and prior achievements. Educators are intentional about allowing for open-ended responses to encourage higher order thinking; creativity is encouraged.

SOCIAL EMOTIONAL SUPPORT

Social-emotional developmental theory intentionally informs all aspects of the program. All staff is trained to use proactive, positive approaches to discipline, and the environment and staff behavior emphasize the centrality of relationships.

STRONG FAMILY AND COMMUNITY ENGAGEMENT AND SUPPORT

Dedicated staff with specialized training connect families to community resources and engage in active two-way communication to support the success of both the child and the family.

CONTINUITY OF CARE

To minimize transitions and help children develop secure relationships, programs are mindful of and seek to minimize disruptions, including changes in settings, staff group assignments, staff turnover and natural transitions such as entering and exiting programs. Staff uses proactive practices to reduce absenteeism.

B. Current Public Early Care and Education Funding Streams for Young Children

No one funding stream covers the full cost of the features that are present in highly effective full-workday, full-year programs, requiring higher-quality early learning programs to secure two or more funding streams. But differences in family eligibility criteria and enrollment processes, programmatic and workforce requirements, and funding levels and payment mechanisms between the major program early childhood funding streams—Early Head Start, Head Start, child care, state pre-k, and state infant-toddler (0–3) funding—make it hard to finance comprehensive, full-workday, full-year early learning programs. For example, state pre-k is typically the only funding source that covers the cost of a certified teacher with specialized training in early education. Early Head Start and Head Start are the only funding sources that pay for dedicated family support personnel and health, mental health, nutrition, and social services. Typically, pre-k and Head Start funds only pay for half-day or school-day programming, requiring parents to secure child care subsidies or privately pay for the early morning and late afternoon hours that cover a full workday. In addition, in most states reimbursement rates for child care, pre-k, and state-funded 0–3 programs have not been increased over the years making it increasingly difficult for providers to cover rising costs from year to year.

Table 1 on the following pages⁴ offers a comparison of key features of federal, state, and local early learning program funding streams.

Table 1: Largest Early Learning Program (Funding Stream) Requirements

Features	Early Head Start/ Head Start	Child Care Subsidies (includes CCDF & TANF)
Administrative Agency	US Department of Health and Human Services	US Department of Health and Human Services
Source of Funds & Payment Process	Federal grants distributed to public and private sector local grantees that must follow detailed federally mandated program and performance standards.	Federal Child Care and Development Fund (CCDF) and Temporary Assistance to Needy Families (TANF) funds. Both CCDF and TANF require states to provide matching funds and to meet maintenance of effort requirements. Providers are reimbursed based on state or local rates. Most funds are distributed through vouchers, and families are required to contribute to the cost of care through co-payments to their provider.
Parent Co-Pay	None	Varies by state. Typically based on family size, income, a sliding fee scale, and child care schedule (full or part time).
Primary Service	Comprehensive program to enhance the physical, cognitive, social and emotional growth of infants, toddlers, and preschoolers; to support parents’ (including pregnant women) efforts to fulfill their parental roles; and to help parents move toward self sufficiency.	Child care assistance for children up to age 13 from low-income families working and/ or participating in an approved education or training program. Federal policy allows states broad discretion in defining regulations. States must establish basic health and safety requirements for all providers, but are permitted to exempt certain providers. Quality regulation is left up to the states, many of which have weak standards. Most states have launched quality rating and improvement systems to elevate the quality of care to promote children’s healthy development.
Length of Day/ Year	Early Head Start: full-year; centers full-day. Home-based: minimum 32 home visits of at least 1.5 hours each & 16 grp. socialization activities/year. Head Start: minimum 3.5 & maximum 6 hrs/day; 128 days/year. Minimum 4 days/week & 160 days/year minimum 5 days/week.	Varies by state, as do definitions of full-day and part-day rates.

Table 1: Largest Early Learning Program (Funding Stream) Requirements [cont.]

Features	Early Head Start/ Head Start	Child Care Subsidies (includes CCDF & TANF)
Child & Family Eligibility	Available to pregnant women & families with incomes up to 100% FPL or 130% if all in 100% level are served. Children ages 3–5 (Head Start) or 0–3 (Early Head Start). Homeless children and children in child welfare are categorically eligible. Children with disabilities must comprise at least 10% of children served. Up to 10% of children can be over income.	Available to working families with incomes up to 85% SMI (CCDF) or who are needy as defined by the state (TANF), children ages 0–13. State rules vary.
Child Age Range	Head Start: age 3 to mandatory school age. Early Head Start: birth to age 3 and pregnant women.	Birth to age 13; to age 21, if developmentally disabled or otherwise in need of care.
Length of Eligibility	Early Head Start: children remain eligible until they are eligible to enter Head Start. Head Start: children remain eligible for two enrollment years.	Varies by state.
Impact	A 2010 national study of Head Start demonstrated that, overall, the longer children were enrolled in Head Start before entering kindergarten, the greater the rates of kindergarten readiness and sustained cognitive, social-emotional, and health outcomes than their peers.	Studies have raised concerns that subsidized care can be of such low quality that it has little or no positive effects on learning and development of children prior to kindergarten, and might even have modest negative effects.

Table 1: Largest Early Learning Program (Funding Stream) Requirements [cont.]

Features	State Pre-kindergarten	State Infant-Toddler (0-3)	Local Programs
Administrative Agency	State departments of education for 29 states and 11 states with other agencies (may be jointly administered)	State departments of education or state agencies	School districts and/or other state and local agencies
Source of Funds & Payment Process	State funds, typically with local and sometimes federal funds (e.g., Title I). Payment process varies by state (e.g., school aid funding formula allocations to school districts; grants to eligible entities, including community-based organizations).	State funds with local and sometimes private funds. Payment process varies by state.	Determined at the state or local level. Payment process varies by locality.
Parent Co-Pay	Varies by state. Typically none.	Varies by state. Typically none.	Varies by locality.
Primary Service	Education programs for qualifying children, sometimes with health and/or social services. Providers of pre-k services follow state-specified standards and operate in a variety of settings including public and private schools, non-profit and private child care centers and homes, and Head Start sites.	Evidence-based programs to support the expansion and enhancement of home- and center-based child development services for pregnant women, infants, and toddlers, frequently delivered in a range of settings, including child care centers and family child care homes, schools, and community agencies.	Home- and center-based education and child development programs for qualifying children.
Length of Day/Year	Varies by state. Ranges include half-day programs from 2.5–3.5 hours/day & school day programs typically 6.0–6.5 hours/day. Most programs operate on a school year/180 days per year schedule.	Varies by state. Often guided by program model requirements and families' needs.	Varies by locality.

Table 1: Largest Early Learning Program (Funding Stream) Requirements [cont.]

Features	State Pre-kindergarten	State Infant-Toddler (0-3)	Local Programs
Child & Family Eligibility	Most programs target children who are at risk of starting school behind and failing later. All state pre-k programs are voluntary, with family income the most common criterion for eligibility although other criteria are also used.	Most programs target at-risk pregnant women and children from birth to age 3.	Determined at the state and/or local level, often targeting at-risk children and specified age groups (e.g., 0–3; 3–5).
Child Age Range	Varies by state. Typically for 4-year-olds who are not age-eligible for kindergarten or for 3- and 4-year-olds who are not age-eligible for kindergarten.	Varies by state. Typically children from birth to age 3.	Varies by locality.
Length of Eligibility	Varies by state. Eligibility most often verified annually.	Varies by state.	Varies by locality.
Impact	Pre-k program standards, funding levels, and coverage vary greatly from state to state. As a result, effectiveness varies among states. Several studies indicate that many state pre-k programs have positive effects on learning and development.	State programs approved for funding are often required to implement evidence-based curricula and models that had proven outcomes with measurable gains for infants and toddlers.	

C. Why Blending and Braiding is Needed

Table 1 demonstrates that each of the major early care and education funding sources serves different purposes and populations, and that there are few areas in which program regulations align.

Providing Access to High-Quality Programs. The need for improved blending and braiding approaches is driven in part by public funding increases in early care and education in recent years. These investments are largely a response to growing awareness of the importance of early experiences to young children’s healthy development and school success, and the need for high-quality education and care for young children while their parents are working. However, *tensions of purpose between child care as a workforce support for parents and early learning that fosters children’s healthy cognitive and social-emotional development persist*. This has resulted in numerous public funding sources that exist independent of one other, each with a distinct and significant purpose and funding approach that together create uneven quality, variable and restricted hours of coverage, incongruent eligibility requirements, and competing demands for accountability that limit children’s participation in high-quality programs. *This reality creates disincentives for many providers to serve the lowest-income children who could benefit the most from high-quality early care and education.*

Even as public funding for early care and education has grown, resources remain so limited that only a fraction of young children and families can access services. According to the National Institute for Early Education Research (April 2011), “25% of 4-year-olds and 50% of 3-year-olds attended no early learning program, public or private, in the 2008–2009 school year. Significantly fewer infants and toddlers receive public support to participate in learning and development programs beginning at birth. In addition, many young children, including most low-income children, attend child care and preschool programs that do little to improve their long-term educational and economic success; many others are in programs of such low quality that it actually harms their development.”⁵ These funding pressures drive policy choices about program access and quality.

Supporting Service Continuity. Stable child care contributes to parents’ improved job stability and is of vital importance to families’ financial health. *Service continuity—which involves maintaining teacher relationships across the infant, toddler and preschool years with as few transitions as possible, and sustaining the service intensity and duration necessary to close the achievement gap—is also critical for young children at greatest risk for poor outcomes.* Research demonstrates that children have better educational and developmental outcomes when they have continuity in their education and care arrangements. Since the early years are the most dramatic for brain development, constant adjustment to new surroundings and routines can have long-term negative consequences on a child’s cognitive development. And yet, the length of the program day and year vary greatly across funding streams and often do not account for working families’ scheduling needs. The majority of public pre-k and Head Start programs are half-day—even though most low-income parents work full time—so young children frequently experience multiple caregivers and care arrangements on a daily basis.

In addition, children receiving public child care assistance frequently cycle in and out of the program due to administrative barriers or other processes that make it difficult for parents to maintain their eligibility, which causes service disruptions. A five-state study on child care subsidy use showed that the median length of public child care subsidy receipt is often very short, ranging from three to seven months.⁶ And, since public child care assistance only pays for care during the hours that parents are working or in school or training, children whose parents work nights, weekends, or swing shifts generally cannot access high-quality programs that are available during the day.

These realities are all the more troubling given the rigorous research on the economics of early care and education demonstrating that high-quality programs produce substantial gains in child development and later school performance that generate long-term benefits to society far in excess of their costs. Although more money alone is not the solution to this problem, the trajectory for most young children will not improve without a greater investment in high-quality early learning programs. Increased funding, however, is only part of the answer.

Governments must take steps to ensure that public funds support only highly effective school and community-based early learning programs, and that policies are effectively coordinated across public early childhood funding streams to produce meaningful outcomes for vulnerable young children. Federal and state early childhood program policies that promote access with little attention to program quality have been found to be detrimental to children’s development. “Responsible investments in services for young children and their families focus on benefits relative to cost. Inexpensive services that do not meet quality standards are a waste of money. Stated simply, sound policies seek maximum value rather than minimal cost.”⁷

D. The Evolution of Blending and Braiding Approaches

Approaches to blending and braiding early childhood funding streams continue to evolve. Head Start is the nation's oldest large-scale public early education program. Prior to the enactment of welfare reform in 1996, the vast majority of long-standing community-based Head Start grantees and delegate agencies were funded to provide half-day programming. Similarly, public pre-k programs operated by school districts typically served children in half-day sessions, often on a four-day-per-week schedule. When welfare reform required all low-income parents to work, and state investments in child care subsidies and pre-k began to grow at a more rapid pace, states were encouraged to promote “partnerships” or “collaborations” between child care center- and home-based providers and Head Start and school-based pre-k providers to promote children's learning and meet working parents' scheduling needs. The federal Administration for Children and Families launched the Quality in Linking Together, Early Education Partnerships (QUILT) initiative⁸ to encourage schools and community-based organizations to work together to improve, expand and lengthen participation in early learning services by maximizing resources and minimizing barriers for working families.

Two general types of collaboration models emerged, both of which require that *all* of the standards and eligibility criteria required by each funding stream be met.

In the **“one agency, multiple funders” model**, a single program or agency blends or braids funds to meet all program requirements from multiple funding sources at a single site. An agency may do this by merging existing early care and education programming, such as child care, pre-k and/or Head Start through blending or braiding funding, resources and program requirements, or an agency that operates one type of program may access and integrate new funding. For example, a child care center that receives pre-k funding directly from a school district along with its state child care assistance funding and other child care revenue sources provides full-workday, full-year services that include pre-k educational and support services. A community action agency that is a Head Start grantee and runs a child care center blends its Head Start and child care programs to deliver high-quality comprehensive services to children, allocating costs between funding sources as appropriate.

In the **“multiple agencies” model**, two or more agencies that are separate legal entities partner to serve children at a single site. These collaborations generally include two types: those that co-locate, or share space only, and those that also share programming and funding. The collaboration's costs may be covered through subcontracts, purchase of services or other interagency agreements. Children who need full-workday, full-year, comprehensive services remain at one site. For example, classrooms may be team-taught by teachers who are employed by two different entities, e.g., a school district and a child care center. A local school that has a pre-k program partners with a child care center that accepts state child care subsidies. Child care staff work with children at the school site and their schedules overlap with the pre-k teacher to ensure continuity. As a second example, a Head Start program contracts with a child care center to provide full-workday, full-year services for Head Start children at the child care center. Head Start allocates their specialists' time to work with child care staff to provide instructional support, health, mental health, nutrition and family support services to children and families in the collaboration.

These continue to be prevalent approaches in use today in many states. The “school bus” model of transporting young children between settings (e.g., children attend a pre-k classroom in the morning in a school building and a bus transports to them to a child care center for afternoon care) is not a desirable collaborative model. Nor is dividing up and paying for hours of the day by “education” and “care.” Children should be moved from setting to setting as little as possible to promote service continuity through stable relationships with well-qualified teachers. Good collaborations focus on developmentally appropriate activities and promote continuity of education and care throughout the day by shared teaching staff in one location.

PART III: POLICY RECOMMENDATIONS AND COMMON CHALLENGES: HOW BLENDING AND BRAIDING SHOULD WORK

This section describes the most common regulatory differences in eligibility criteria and enrollment processes, programmatic requirements and funding levels and payment mechanisms among the major early learning funding streams and offers policy recommendations to better align them.

Notable features of effective early learning programs that blend or braid pre-k, Head Start and/or child care funds include:

1. Program operations cover a full workday (e.g., 7:30am–6pm), 5 days a week, 12 months a year.
2. Children remain in one setting to promote continuity of education and care through stable relationships with well-qualified teachers, caregivers, and other program staff.
3. Funds are blended or braided seamlessly, with minimal burden on children and families, to support both education and care throughout the day.
4. Funding supports program staff to engage in planning, reflection, and professional development together. Resources—such as space, professional development opportunities, and linkages to a variety of comprehensive and family engagement and support services—are leveraged to enhance the quality of services offered to low-income working families.
5. Successful collaborations encourage congruence in program models and the creative deployment of resources. When pre-k and child care funds are blended or braided, pre-k program standards and child care licensing requirements must be met. When Head Start and child care funds are blended, Head Start Performance Standards and child care licensing requirements must be met.
6. Providers that blend funds develop and monitor one total program budget that reflects the costs of a unified full-workday, full-year early care and education program. Programs that braid funds develop a budget that allocates specific costs to each funding source so expenditures can be tracked and reported separately to each funding source.

A. Aligning Regulations Across Early Childhood Funding Streams

There is wide variability in children’s access to high-quality early learning programs and their length of participation based on regulatory differences in family eligibility criteria and enrollment processes, programmatic requirements, and funding levels and payment mechanisms among the major early learning funding streams described in Table 1. Depending on the children’s age and family income, some children are eligible for services under all of the funding streams, although others are eligible for only one. As a result, children in the same program might not be able to receive comparable services (or program administrators have to find alternative sources of funding to fill in gaps). Program administrators have to carefully track eligibility data and tie services back to appropriate funding sources. In addition, program administrators have to contend with myriad conflicting regulations, such as staff qualifications; teacher-child ratios; program hours; and multiple reporting requirements, which often ask for slight variations of similar information or the same information in different formats and at different times. Key areas of regulatory difference among the funding streams and policy recommendations to address them are described below.

i) ELIGIBILITY AND ENROLLMENT ISSUES

- Parent/family eligibility requirements (family income, parents’ work status, job search, etc.)
- Parent work hours must match hours child receives education and care services
- Eligibility redetermination requirements and processes
- Job search
- Provider eligibility

- a) **Parent work and education status:** To qualify for child care assistance, parents must be working or in education or training programs or a child may be in protective services. There are no parental work requirements in Head Start and pre-k. Federal guidance notes that states may set different eligibility periods for children receiving subsidies who are enrolled in Early Head Start, Head Start, or state pre-k programs, but most states do not align eligibility among funding streams. Given that the median length of child care subsidy receipt is often very short (ranging from three to seven months), full-workday, full-year programs dependent on child care assistance must replace the lost revenue or replace the child with one who has a subsidy.⁹ Additionally, in many states parents are not allowed to access child care subsidies if they are enrolled in an education or training program.

Recommendations: Align child care eligibility to match those of Head Start, Early Head Start, and pre-k programs to facilitate the seamless delivery of services. In order to align with college and career readiness goals, states should develop reasonable regulations to allow low-income parents to access child care subsidies if they are enrolled in approved education or training programs.

- b) **Work hours:** Most states only offer child care subsidies to parents during their working hours. This means that if parents work evening or overnight shifts, they cannot use their subsidies for services during the normal business hours in which typical high-quality programs—like Head Start or pre-k—operate and often when parents need to sleep.

Recommendation: States should de-link parent work hours from early childhood program attendance hours to allow parents who meet child care eligibility requirements and choose to enroll their children in high-quality programs that operate during their non-working hours to use their subsidy to do so.

- c) **Eligibility determination:** Discrepancies between Head Start and child care income verification requirements make it difficult for providers to collect and submit the paperwork necessary to receive reimbursement.

Recommendation: States should align child care eligibility verification requirements with Head Start Performance Standards 1305.4 (d) and 1305.4 (e).

- d) **Income verification:** If parents are self-employed or are paid in cash, fulfilling income verification requirements becomes even more difficult for families to enroll their children in programs that blend or braid Head Start and child care funding.

Recommendation: States should have reasonable income verification requirements and allow for alternative means of verifying employment if the employer refuses to provide verification.

- e) **Teen parent status:** In many states, teen parents face significant barriers to enrollment in the child care subsidy system and thus cannot enroll their children in programs that require both Head Start and child care funding to operate. In some states, teen parents are not considered a separate family when applying for a child care subsidy, meaning that the income of the teen's own parents or grandparents may be counted when determining eligibility, even though these family members may be unable or unwilling to contribute to the cost of child care.

Recommendation: As with Head Start, state child care regulations should mandate that only the income of the parent or guardian of children receiving assistance should be considered in determining income eligibility.

- f) **Child support cooperation requirements:** In many states, parents who do not establish the paternity of their children or who do not receive child support cannot obtain a child care subsidy. This is particularly difficult for teen parents and parents who may lack access to noncustodial parents. The complexity of the legal system also presents barriers to compliance with these requirements.

Recommendation: State child care regulations should eliminate child support cooperation provisions for families applying for child care subsidies.

- g) **Redetermination periods:** Once children are determined eligible for Early Head Start, Head Start, and pre-k, they maintain their eligibility until they complete the program. States have the discretion to establish far shorter redetermination periods for child care subsidies (for example, 30 days, or two, three or six months) than Head Start and pre-k programs, presenting a significant revenue issue for high-quality programs that braid Early Head Start or Head Start or pre-k with child care subsidy funding. Less than annual redetermination periods are also at odds with the developmental needs of at-risk young children, preventing programs from providing consistent, continuous services throughout the program year.

Recommendation: States should set a one-year eligibility determination period for child care assistance. This redetermination period should be aligned with the Head Start and/or pre-k program year.

- h) Redetermination processes:** Even when states have established 12-month eligibility/certification periods for child care assistance, most states require parents to report even small changes in their circumstances that then lead to loss of eligibility. The HHS Office of Child Care Memorandum on Continuity of Care offers several policy options that address reporting of changes in family circumstance that maintain both program integrity and a child- and family-friendly focus.

Recommendation: States should establish policies that reduce families' administrative barriers to retaining (as well as initially obtaining) child care assistance, such as providing parents with multiple ways to submit eligibility information; coordinating with other agencies and programs so that parents do not have to submit multiple forms or meet separate sets of requirements for each different program; averaging family earnings and parents' work hours over a period of time; and eliminating the reporting of temporary income increases.

- i) Job search:** Many state child care programs have extremely short job search periods that do not allow parents to find employment before their child must leave his or her early education program. In times of broad economic uncertainty, retention of eligibility during a job search that often takes longer than a month to secure new employment can support children's development by maintaining continuity in their early learning arrangement, alleviate stress on families, and facilitate a smoother transition back into the workforce. As with short redetermination periods, no or very short job search periods prevent the provision of consistent services to at-risk children and predictable revenues for providers.

Recommendations: 1) For families in full-workday Head Start or pre-k programs, state child care regulations should allow for a grace period for parent job loss that extends to the end of the Head Start or pre-k program year to allow children to continue to receive the duration of high-quality early education services that yield school readiness outcomes. 2) States should extend the job search eligibility period for parents searching for a job to a minimum of 90 days for parents who only receive child care assistance. 3) If a family experiences a temporary status change, e.g., maternal or extended medical leave, allow that family to retain its eligibility for 90 days despite the short-term change in circumstance.

- j) Job search status for eligible new parents seeking employment:** States may offer child care eligibility while parents with young children seek employment, but only 16 states allow new participants other than TANF recipients to be in job search status. Lack of child care is a huge barrier for low-income parents who are searching for employment and a source of stress for their children. Once a parent lands a job, she is often scheduled immediately, so there is no time to properly transition the child into a program.

Recommendation: Allow all families eligible for child care assistance who are seeking employment to be in job search status for 60 days so that their children can transition into high-quality early care and education programming while their parents secure a job.

- k) Provider eligibility:** Some states only allow school districts to deliver public pre-k services. Half-day and school-day pre-k programs often meet the quality needs but not the scheduling needs of parents who work full time. Offering pre-k services in existing licensed child care settings offers an economical way for school districts to expand early childhood education programming to reach pre-k-eligible children who cannot use part-day services.

Recommendation: States should establish policies that incentivize diverse delivery of preschool education in community-based settings.

ii) PROGRAMMATIC ISSUES

- Age of children served
- Length of program day & year
- Teacher-child ratios
- Group/class size

- Groupings by age
 - Differences between licensing groups by age and child care payment groups
 - Space requirements
- Staff qualifications by title
- Staff training/professional development

a) Different funding streams at different ages: Different funding streams are targeted to children of specific ages. Some states only fund pre-k services for 4-year-olds, while other states serve both 3- and 4-year-olds. Most 0–3 funds only pay for services for children under age 3, but some, such as the Oklahoma Early Childhood Program, support children through the age of 3. In most states, the only funding available for center-based infant-toddler education and care is child care assistance. This makes it difficult to access quality services and to ensure service continuity across the infant, toddler, and preschool years with as few transitions as possible.

Recommendations: 1) States should enact policies that prioritize continuity, which encompasses aligning program eligibility, maintaining teacher relationships across the infant, toddler, and preschool years with as few transitions as possible, and incentivizing service intensity and duration necessary to produce meaningful school readiness outcomes prior to kindergarten entry. 2) States with 4-year-old pre-k programs should pay particular attention to the availability of high-quality program options for 3-year-olds. 3) States should explore ways to leverage Early Head Start funding to establish partnerships with child care providers to enhance quality and service continuity. 4) States should also explore innovative financing approaches, such as the Illinois and Kansas early childhood block grants, which formally link infant-toddler funding to pre-k funding through an infant-toddler set-aside that allows funding for evidence-based, high-quality 0–3 services to grow as preschool funds increase.

b) Different dosage levels (service intensity and duration): The length of the program day and year vary greatly across funding streams. The majority of Head Start programs are offered for 3.5 hours a day, 9–10 months a year. Many states' pre-k programs are funded for 2.5–3.0 hours a day for 180 days (school year) annually. Some Head Start and pre-k programs are offered on a 6.5-hour school-day schedule. And, child care assistance funding only covers the hours of the day that parents are working or in school or training. If parents work nights, weekends, or swing shifts, their children often cannot access high-quality programs that are available during the day.

Recommendations: 1) States should enact policies that make it easy for providers to use a mix of child care, Head Start and pre-k funds to extend half-day, part-year programming to full-workday, full-year. 2) Most states only authorize child care assistance for the hours that a parent works. To give parents working non-traditional work hours more options for enrolling their children in higher-quality programs that typically operate during the day, states should give parents a choice to use their child care subsidy to pay for programs that operate during the day as long as the family can find a caregiver willing to provide non-subsidized care at night or on the weekends.

c) Aligning licensing requirements. Many state licensing requirements and payment rates for child age ranges do not align with Head Start or pre-k. They also create incentives for providers to move children between classrooms, whether children are developmentally ready or not. For example, in Washington state, the state's child care licensing regulations require providers to move toddlers out of infant-toddler classrooms and into a pre-kindergarten classroom at 2 ½ years of age. However, federal Head Start regulations will not allow providers to use Head Start funding until after a child has turned 3. Similarly, Early Head Start requires that funded children stay in EHS until age 3 before she can transition to Head Start. This makes funding (and finding a classroom) for children in birth to five programs between ages 2 ½ and 3 extremely difficult.

Recommendation: States should align their state licensing with child care subsidy and Head Start or pre-k regulations to promote continuity of care and the developmental interest of each child.

d) Differing program standards: Significant differences between ratios and group/class size requirements for Head Start, child care licensing and state pre-k are a key reason that braiding and blending funds to cover the costs of higher-quality, full-workday, full-year programming is so critical. Most state pre-k programs require classes of 20 children while Head Start class size is limited to 17 or less depending on the age mix of children. Few state child care

licensing regulations match the stringent Early Head Start teacher-child ratio of 1-to-3. Differences in teacher/caregiver qualifications can also make it challenging to meet all programs' standards. In many states, pre-k requires bachelor-degreed certified teachers, Head Start requires a minimum of an associate degree with specialized training in early childhood but most programs want to hire lead teachers with bachelor's degrees in early childhood, and child care teachers often need only complete a few college courses or clock hours of early childhood training.

Recommendations: 1) Each state program funding stream should provide for flexibility in meeting ratio and group size requirements for providers that blend or braid funding streams, e.g., offer waivers to pre-k requirements to serve 20 children if the provider is using pre-k funding in combination with Head Start, which limits class size to 17 or fewer. 2) States should incentivize programs that braid or blend funds to offer teacher-child ratios that more closely meet recommended NAEYC accreditation standards. 3) States should work with providers to identify and then fund staffing models that achieve desired results for young children, e.g., maintaining a lead teacher, assistant teacher, and a teacher's aide with varying levels of credentials in each classroom. 4) State agencies administering early childhood funding should work with regional and local Head Start staff to ensure that effective, qualitative professional development opportunities are available to all early childhood practitioners regardless of role or funding stream. Professional development should align with program standards and priorities in state quality rating and improvement systems (QRIS), and address practice issues across all programs, such as developing strategies for promoting early math, working with dual language learners, using data to individualize classroom instruction, etc.

iii) FUNDING ISSUES

- Prohibitions on using different funding streams during the same hours of the day
- Parent co-payment requirements
- Attendance requirements
- Payment mechanisms: contracts vs. certificates (vouchers)
- Varying payment rates (child care) vs. cost per child (EHS/HS/pre-k)
- Cash flow: grants vs. purchase of service

a) Prohibitions on using different funding streams during the same hours of the day: In many states, full-workday, full-year programs cannot blend or braid funding for services delivered during the same hours of the day—even though child care subsidy, pre-k, or Head Start dollars by themselves are not enough to support high-quality care and education services.

Recommendation: For children enrolled in half-day or school-day, school-year funded Head Start, Early Head Start, or pre-k programs whose parents need full-workday services, states should provide full-time child care subsidies. States should implement and evaluate financing approaches that do not require segmenting a 10–12 hour/day early learning program into Head Start, pre-k, or child care “portions of the day.”

b) Parent co-payments: Head Start and pre-k services are available at no cost to eligible families. Families receiving child care assistance are required to contribute to the cost of care through co-payments to their provider. States must establish a sliding fee scale for parent co-payments; although they are permitted to exempt parents with incomes below the federal poverty level from making co-payments, few states do so. When states set high co-payments, low-income families find it extremely difficult to cover their child care co-payments, which can force their early care and education providers to absorb the lost income or deter eligible families from participating in the child care assistance program.

Recommendations: State should waive co-payments for all families below the poverty level; families receiving TANF; children in protective services; teen parents; families who are homeless; families receiving SNAP (food stamps); and families transitioning off TANF in order to improve low-income children's access and length of participation in high-quality programs. States should develop co-payment sliding fee scales that set reasonable co-payments for families with lower incomes and those with more than one child in care. Co-payment levels should never be tied to the cost of care as this discourages families from using higher-quality programs.

- c) **Attendance requirements:** The difference in Head Start, pre-k, and state-established child care daily attendance requirements affect the consistency and payment amounts to providers. If states only reimburse providers for a limited number of absent days, providers bear the burden of the income loss or parents must contribute more to help cover the loss, since providers still have fixed costs for staff and facilities even on days when children are absent. This presents problems for providers, particularly for children who have frequent health-related absences, resulting in many programs having significantly lower child care subsidy fund receipts during the winter months, especially in infant-toddler classrooms.

Recommendation: While full attendance is ideal, in order to provide stability for providers, there should be reasonable flexibility in attendance requirements. States should reimburse providers for days when children are absent to ensure that providers have a stable source of funding to maintain their businesses and to eliminate disincentives for serving particular populations, such as infants and toddlers and children with disabilities. Like schools, states could also consider using child care funds to pay for enrollment instead of attendance.

- d) **Payment mechanisms:** Child care subsidies that are awarded only in the form of certificates or vouchers to eligible families often make it difficult for providers to project annual budgets that sustain or encourage quality improvements. Vouchers pay retrospectively, often months after services have been provided. Contracts guarantee funding “upfront” for services delivered to a specified number of children qualifying for child care assistance. Contracts offer providers more regular, stable, sufficient funding, which allows programs to better plan for and deliver services.

Recommendation: States should provide a mix of vouchers and contracts for child care providers who meet higher-quality standards. Contracts are also effective to create or stabilize care in particular communities or for specific low-income populations who can be more costly to serve, such as English language learners, children with disabilities, and infants and toddlers, as well as to support family child care networks and providers that serve large numbers of subsidized children.

- e) **Cash flow:** The differences in payment procedures between Head Start, pre-k, and child care can result in drastic fluctuations in payments and cash flow from year to year and over the course of a single program year. Head Start’s upfront annual allotment of grant funding facilitates effective annual budgeting and program planning. In contrast, the retrospective purchase of service mechanism for reimbursing providers for child care services results in an inability to project whether revenues will cover actual fixed program costs. Thus, provider budgets often vary greatly from month to month depending on attendance.

Recommendation: States should offer contracts to child care providers who meet higher-quality standards beyond basic licensing requirements, giving priority to those providers that serve CCDF-enrolled children within Head Start or Early Head Start programs.

PART IV: PROMISING STATE BLENDING AND BRAIDING PRACTICES

There are many varied blending and braiding practices that promote consistent participation in high-quality early learning programs. Just a few of the many examples from states and communities are highlighted below to demonstrate creative and varied purposes for and approaches to blending and braiding early childhood program funding streams. Some localities, such as the City of New York and the City of Chicago, have begun to implement innovative approaches at the city government level to award Early Head Start, Head Start, pre-k, and child care funding that is already blended in one award to providers to support high-quality, full-workday, full-year services. In addition, many Race to the Top-Early Learning Challenge states are also designing strategies that will inform new approaches to financing more integrated, high-quality 0–5 service systems.

In the September 2012 publication *Expanding Access to Early Head Start: State Initiatives for Infants and Toddlers At Risk*, CLASP and ZERO TO THREE found that **states are continuing to use four approaches to building on Early Head Start:**

- Nine states have initiatives that **extend the day or year of existing services** by making additional funding available or implementing policies to ease the process of layering federal Early Head Start funding with other funding sources. This approach is often used to allow programs to extend their operating hours to meet the needs of working parents (the majority of center-based programs operate five days per week for six or more hours per day without state funding).
- Nineteen states have initiatives that **expand the capacity of Early Head Start programs to increase the number of children and pregnant women served** by allocating state funds specifically for this purpose, allowing supplemental funding to be used for Early Head Start, or selecting the Early Head Start home-based program option as one of the models to implement under the Maternal, Infant and Early Childhood Home Visiting (MIECHV) program.
- Two states (Oklahoma and Illinois) **provide resources and assistance to child care providers** to help them deliver services meeting Early Head Start standards by providing both funding and technical assistance directly to child care providers.
- Six states **support partnerships between Early Head Start and center-based and/or family child care providers** to improve the quality of care by leveraging Early Head Start expertise and resources, delivering Early Head Start services in child care settings, or establishing policies that facilitate partnership.

Federal CCDF guidance also offers promising approaches to improve access to and length of participation in high-quality early learning programs. Examples from four states are described below.

Braiding funding in Illinois and Pennsylvania

States may establish different child care eligibility periods for children enrolled in Head Start or state pre-k collaborations. Numerous states have extended eligibility for child care assistance for families enrolled in Early Head Start, Head Start, and/or pre-k to one year so children can continue to participate in full-day, full-year programs. For example, Illinois allows the blending of state Early Childhood Block Grant 0–5 early education funding with Head Start, Early Head Start and child care funding. Children served in high-quality, full-workday, full-year, blended Early Head Start, Head Start, pre-k, and 0–3 programs receive a full-time child care subsidy for the program year to encourage continuity of service. In Pennsylvania, federal Head Start, Early Head Start and state pre-k funds are braided with child care assistance funds to provide full-workday, full-year, high-quality services to low-income infants, toddlers, and preschoolers using a cost allocation model. More detailed information on approaches from Illinois and Pennsylvania are found below.



A. Illinois Department of Human Services (DHS) Child Care Collaboration Program

Definition: A child care collaboration is any braiding of Illinois child care subsidy funds or programs with other early childhood funds or programs (e.g., Early Head Start, Head Start, and state pre-k) to create higher-quality, full-workday, full-year services for eligible families with young children.

Purposes: Facilitate collaboration between Illinois child care and other early childhood programs to increase the quality, continuity, and quantity of higher-quality early care and education for Illinois families who are working and/or participating in approved training/education programs.

Requirements: Demonstrate improved quality and community collaboration in the application; children served in one location for full workday of care; currently a Child Care Assistance Program provider—either contracted or certificate; currently collaborating with either Early Head Start/Head Start or Preschool for All/Prevention Initiative; and licensed.

Collaboration Policies: Annual eligibility (vs. six months); 90-day job search (vs. 30 days); and maintain indefinite eligibility when the child’s/family’s participation in the collaboration is part of their current TANF Responsibility and Services Plan.

Approval Process: Apply to Head Start State collaboration director; review/approval within 60 days (final approval by child care bureau chief); Child Care Tracking System changed to reflect indicator for collaboration and number of slots; annual report.

DHS PAYMENT POLICY: HEAD START AND PRE-K COLLABORATION

- **Purpose:** Encourage collaboration among child care, Head Start/Early Head Start and state-funded Preschool for All/0–3 Prevention Initiative programs; recognize the wide range of collaboration models in Illinois.
- **Definitions:** Full day in child care is five hours or more; for collaboration purposes, a part-day program is defined as four hours or less.
- **Policy:** Authorize full-day payment rate to a provider if a child is approved for a full day of care, even if the child attends a part-day Head Start or pre-k program; no counting of hours—full- or part-day rate only dependent on parent’s employment or education/training activity schedule; if the approved schedule “warrants a full day of care, they get it.”

IMPACTS

A 2007 evaluation, based on surveys, key informant interviews, and analyses of annual reports, found the following top four benefits of the DHS Collaboration Program:

- **Longer eligibility periods and services in one location:** 90% of participating programs cited the ability to offer integrated early care and education services in one setting as the biggest benefit of the DHS Collaboration Program, noting reduced transitions for children and a smoother continuum of care that also benefits siblings and parents as the most positive facets.
- **Increased overall program quality:** More than half of participating programs report higher rates of staff retention, increased professional development opportunities, higher staff qualifications, higher rates of teamwork, and improved staff morale and job satisfaction. Programs also saw increased parent involvement and families received additional services, especially in times of crisis.
- **Extended job loss grace period** increased average daily attendance, children stay longer, lower child-turnover rates.
- **New and increased community partnerships and collaboration** between community-based child care and Head Start organizations, school districts and at the state level.

RESOURCES

- Online Child Care Assistance Program Manual: <http://www.dhs.state.il.us/page.aspx?item=9877>
- Illinois Early Childhood Collaboration website: <http://www.ilearlychildhoodcollab.org>



B. Pennsylvania Cost Allocation Method for Braiding Funds

In Pennsylvania, when multiple sources of public and private funding are used to support program operations and services to individual children, each source of funding must be traceable and identifiable from a management and accountability perspective. When braiding funds, appropriate cost allocation methods are required to be applied to assure that there is no duplicate funding of the costs of services or programs.

Cost Allocation is required in Pennsylvania when there are different funding sources paying for similar services so that each program is charged its fair share of program and administrative costs. Classrooms may have children funded by a variety of sources including state pre-k, Head Start, and child care subsidy. In order to use cost allocation across early childhood programs, an appropriate cost driver must be determined. Examples of cost drivers are percentages, numbers of children, direct labor hours/dollars or square footage.

Examples of Cost Allocation

The following are some examples of how cost allocation methodologies can be applied by cost categories.

Costs	Basis
Personnel costs (mixed classroom)	Number of children
Space and utilities	Square footage/classrooms/time/percentages
Instructional supplies	Number of children
Classroom equipment	Number of children

MIXED CLASSROOMS: Teacher has a mixed classroom of 12 pre-k children and five Head Start children with a salary of \$45,000. Twelve out of 17 children = 70.6% and five out of 17 children = 29.4%. Therefore the pre-k program should be charged $\$45,000 \times 70.6\%$ or \$31,770 for the teacher's salary. Head Start should be charged $\$45,000 \times 29.4\%$ or \$13,230 for the teacher's salary.

SPACE: Agency's lease is for four classrooms with a cost of \$12,000. Three of the four classrooms are for pre-k and one classroom is for child care. The pre-k classroom operates for 195 days and then is utilized in the remaining summer months for child care. The full-time child care classroom operates for 260 days. The pre-k classrooms operate as child care for an additional 65 days each. Costs are allocated as follows:

- Pre-k = three classrooms x 7.5 hours a day x 195 days = 4,388
- Child care = one classroom x 7.5 hours a day x 260 days = 1,950
- Child care = three classrooms x 7.5 hours a day x 65 = 1,462
- Total units = 7,800 (4,388 + 1,950 + 1,462)
- Classrooms are used by pre-k 56% of the time (4,388/7,800)
- Classrooms are used by child care 44% of the time (3,412/7,800)

Therefore, the \$12,000 for the lease would be divided as follows:

- Pre-k— $\$12,000 \times 56\% = \$6,720$; child care— $\$12,000 \times 44\% = \$5,280$

CLASSROOM SUPPLIES: Classroom supplies and books were purchased for \$3,000. The class is comprised of 13 pre-k children and four Head Start children. The costs can be allocated as follows:

- Thirteen pre-k children = 76%. Pre-k would be charged $\$3,000 \times 76\%$ or \$2,280
- Four Head Start children = 24%. Head Start would be charged $\$3,000 \times 24\%$ or \$720

RESOURCES

- Cost Allocation of Multiple Funding Sources Task Force & Financial Tools:
http://www.pakeys.org/pages/get.aspx?page=EarlyLearning_Tools

Using Child Care Contracts in Oregon

Twenty states and territories offer grants or contracts for child care slots that make it easier to coordinate with Early Head Start, Head Start, and/or pre-k funding guidelines to support full-workday, full-year programs. With a stable source of sufficient funding, child care providers in low-income communities may be able to make investments in better-qualified teachers, supplies, materials, and other resources they may not otherwise be able to afford, as well as carry out more long-term planning.



C. Oregon Head Start Contracted Child Care & Program of Quality (OPQ) Contracted Child Care

Oregon is conducting a field test to build on the success of an innovative partnership between the Department of Human Services (DHS) and Head Start that has provided low-income families access to quality child care since 2000. The partnership has provided children with continuous quality educational experiences, enhanced Head Start services, and wrap-around child care that meets parents' work needs.

HEAD START CONTRACTED CHILD CARE

- Head Start providers receive child care contracts for 12-month child care slots for families eligible for Head Start and DHS' Employment Related Day Care (ERDC) program.
- Contracted slots begin in September of each year and end August 31 of the following year. A child can enter a contracted slot anytime throughout the year, and children in a contracted slot will have the potential to recertify yearly as long as they meet ERDC and Head Start eligibility requirements.
- To participate in a contracted slot program, a child's parent must be working at least 25 hours per week.
- Children are expected to attend the program at least 136 hours per month to enter a contracted slot. Payments are not pro-rated if average attendance varies.
- The co-pay for the whole family, including any siblings in subsidized care, is \$27/month.
- Children in a Head Start contracted slot have protected eligibility and can only be removed from a Head Start slot prior to the certification end date if:
 - There is an unmet co-payment.
 - The child's attendance hours at the program drop below 108 hours per month, although a child is not to be removed from a contracted slot where a parent has lost a job.
 - It is determined by the Head Start Program to remove the child from a slot.
 - The family chooses to leave the Head Start Program.

PROGRAM OF QUALITY (POQ) CONTRACTED CHILD CARE

Beginning in 2012, the field test expanded the use of 12-month protected eligibility slots beyond Head Start to include 21 early learning and child development programs that recently achieved the Oregon Program of Quality (OPQ) designation. To achieve the new OPQ designation, the 10 certified centers, nine certified family and two registered family programs received targeted technical assistance and funding to support their individualized quality improvement plans, and met specific criteria within six research-based quality standards.

In the field test, OPQ providers, as well as Head Start grantees, are eligible to contract for 12-month child care slots for families eligible for DHS' Employment Related Day Care program. This field test will help prepare for an emerging statewide Tiered Quality Rating and Improvement System (TQRIS) and address Oregon's diverse populations. *The three key goals for the field test are:*

- For children to have access to continuous quality care;
- For families to have continuity of quality child care to support their employment; and
- For providers to have stable funding in serving low-income children in quality programs.

Similar to existing Head Start contracts, OPQ programs will recruit existing or new ERDC-eligible children, from birth through age 6, to participate in the contracted slot program. A parent must be working at least 25 hours per week and children must be in care at least 136 hours per month (approximately six hours per day) to enter the contracted slot. A parent’s work schedule must be aligned with their child’s program schedule. The co-pay for the whole family, including any siblings in subsidized care, will be \$27. As part of their usual referral process, child care resource and referral agencies can also participate by including OPQ programs on provider lists requested by families. Once identified, families and providers work together with centralized, specially trained DHS staff to complete the procedures to begin the contracted slot. Programs and families have access to technical assistance to help all partners navigate the process.

The Oregon program will focus on keeping children in a contracted slot for the contract year. Children receive continuous, quality care for the contract year and priority for a contracted slot for the following year. Programs will receive monthly payments for each filled slot. If a child is no longer attending the OPQ program, providers will have 60 days to enroll another eligible child. DHS and CCD are engaging in a statewide research team to evaluate the field test.

RESOURCES

- Head Start Contracted Child Care
<http://apps.state.or.us/caf/fsm/07cc-j.htm>
- Children in Head Start
<http://apps.state.or.us/caf/arm/A/461-135-0405.htm>
- Program of Quality Contracted Child Care
<http://apps.state.or.us/caf/arm/A/461-135-0407.htm>

Moving to 12-Month Eligibility in Washington State

According to the US Department of Health and Human Services Administration for Children and Families (ACF) 2011 Informational Memorandum on Policies that Promote Continuity of Child Care Services, currently half of the states utilize a six-month maximum eligibility period for child care assistance while the other half utilize a 12-month maximum period. States are encouraged to not only increase the amount of time between eligibility reviews to 12 months but also to reduce requirements for families to report changes in their situations during the authorization period. “A 12-month eligibility period ensures regular, periodic eligibility reviews while also reducing the administrative burden on states and minimizing disruption to children and families.” Washington State’s experience with moving from 6- to 12-month eligibility determination is described in more detail below.



D. Washington State Working Connections Child Care 12-Month Eligibility and Income Reporting Policy Overview

July 2011 Washington State Pilots 12-month Child Care Eligibility for Families

Prior to 2012, Washington state implemented a six-month eligibility cycle for all families receiving Working Connections Child Care (WCCC) subsidies. In 2010, as the result of a request by a coalition of Washington early childhood advocates and state legislators who were concerned about the negative impact that this short eligibility period had on low-income children’s ability to participate in high-quality early learning programs, the Washington Department of Early Learning developed a pilot to test a 12-month eligibility period for WCCC recipients who participate in Head Start, Early Head Start and/or state preschool programs (Early Childhood Education Assistance Program or ECEAP). The pilot was conducted over the course of FY2011.

Independent Evaluation by Washington State University of 12-Month Eligibility Pilot

In August 2011, Washington State University's Social and Economic Sciences Research Center released an independent evaluation of the 12-month eligibility pilot program that included the following findings:

- Statistically significant reductions (\$724 less) in the average per-family subsidy amounts when comparing families in the six-month eligibility and 12-month eligibility programs
- Statistically significant increases in the percentages of WCCC subsidy children being cared for in licensed facilities (78.3%) and increased placements in programs with established learning curriculums (85.3%) in the 12-month eligibility program when compared to the same figures in the six-month eligibility program (39.2% and 68.3% respectively)
- Majorities of parents and child care providers reporting positive impact on children's development and stability as a result of the 12-month eligibility

12-Month Eligibility for ALL WCCC Recipients is Approved in Rule

In spring 2012, based on the positive findings of the independent evaluation of the 12-month eligibility policy pilot and due to the follow-up efforts of the early childhood policy community, the Washington state legislature passed legislation to extend 12-month eligibility to *all* current and enrolling WCCC recipients regardless of the type of programs they were serving in, stating:

“Beginning in fiscal year 2013, authorizations for the Working Connections Child Care subsidy shall be effective for 12 months unless a change in circumstances necessitates reauthorization sooner than 12 months. The 12-month certification applies only if the enrollments in the child care subsidy or Working Connections Child Care program are capped.”

WCCC families in compliance with all other eligibility requirements must notify the Department of Social and Health Services of increases in countable income only if their countable income exceeds the maximum eligibility limit identified in rule. However, regardless of the length of eligibility, consumers are still required to report changes of circumstances to DSHS as provided in the notification of change rule.

RESOURCES

- WCCC 12-month Eligibility Rule: <http://apps.leg.wa.gov/wac/default.aspx?cite=170-290-0082>
- WCCC Income Change Reporting Rule: <http://apps.leg.wa.gov/wac/default.aspx?cite=170-290-0031>
- Washington State University—12-Month Eligibility Pilot Study:
http://www.del.wa.gov/publications/research/docs/WCCC_12monthauthorizationimpactstudy_9012011.pdf
- SSB 6226 Legislation—Establishing 12-Month Eligibility for all WCCC recipients:
<http://apps.leg.wa.gov/documents/billdocs/2011-12/Pdf/Bills/Session%20Laws/Senate/6226-S.SL.pdf>

PART V: RESOURCES

The toolkit draws on information from a variety of key source documents. These include the Spark Policy Institute blending and braiding resources (sparkpolicy.com/blendandbraid.htm), the NIEER April 2011, Issue 23 Policy Brief, *Improving Public Financing for Early Learning Programs* and the Finance Project's January 2003 Report, *Blending and Braiding Funds to Support Early Care and Education Initiatives*. The September 2012 publication by CLASP and ZERO TO THREE, *Expanding Access to Early Head Start: State Initiatives for Infants and Toddlers At Risk*, describes state approaches to building on Early Head Start to expand access to comprehensive early learning and development services for infants and toddlers in poverty. The Center for Law and Social Policy's August 2012 report, *Putting it Together: A Guide to Financing Comprehensive Services in Child Care and Early Education*, was designed to help states look beyond the major sources of child care and early education funding to consider alternative federal financing sources to bring comprehensive services into early childhood settings. Among the many excellent early care and education reports published by The National Women's Law Center, the annual reviews of child care subsidy policies in all fifty states and the District of Columbia provide invaluable examples of policies that states are using to enhance early program quality and service continuity, as well as analyses of national trends.¹⁰

A. National Reports

Barnett, W. Steven, and Hustedt, Jason T. *Improving Public Financing for Early Learning Programs*: National Institute for Early Education Research, April 2011. Available online at <http://nieer.org/resources/policybriefs/24.pdf>.

Colvard, Jamie, and Schmit, Stephanie. *Expanding Access to Early Head Start: State Initiatives for Infants and Toddlers At Risk*: CLASP and ZERO TO THREE, September 2012. Available online at <http://www.zerotothree.org/public-policy/pdf/expanding-access-to-ehs-paper.pdf>.

Flynn, Margaret and Hayes, Cheryl D. *Blending and Braiding Funds: To Support Early Care and Education Initiatives*: The Finance Project, January 2003. Available online at http://www.financeproject.org/Publications/fp%20blending%20funds%201_24.pdf.

Johnson-Staub, Christine. *Putting it Together: A Guide to Financing Comprehensive Services in Child Care and Early Education*: CLASP, August 2012. Available online at <http://www.clasp.org/admin/site/publications/files/A-Guide-to-Financing-Comprehensive-Services-in-Child-Care-and-Early-Education.pdf>.

Kauerz, Kristie. *The Path to Lifelong Success Begins with P-3: Principal*, March/April 2013. Available online at <https://www.naesp.org/principal-marchapril-2013-transitions/path-lifelong-success-begins-p-3>.

Minton, Sarah, Christin Durham, Erika Huber, and Linda Giannarelli (2011). *The CCDF Policies Database Book of Tables: Key Cross-State Variations in CCDF Policies as of October 1, 2011*, OPRE Report 2012-51, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Available online at <http://www.urban.org/UploadedPDF/412707-The-CCDF-Policies-Database-Book-of-Tables.pdf>.

Mitchell, Anne, and Stoney, Louise. *Toward Better Policy for Early Care and Education in the United States*: Alliance for Early Childhood, October 2011. Available online at http://www.earlychildhoodfinance.org/downloads/2011/BetterPolicy_2011_October.pdf.

Schulman, Karen, and Blank, Helen. *Downward Slide: State Child Care Assistance Policies in 2012*: National Women's Law Center, October 2012. Available online at http://www.nwlc.org/sites/default/files/pdfs/NWLC2012_StateChildCareAssistanceReport.pdf.

Schulman, Karen, and Blank, Helen. *On the Edges: Child Care Assistance Policies that Affect Parents, Providers, and Children Fact Sheet*: National Women's Law Center, December 2012. Available online at <http://www.nwlc.org/sites/default/files/pdfs/ontheedges.pdf>.

Snyder, Kathleen, Gina Adams, and Jodi R. Sandfort. *Navigating the Child Care Subsidy System: Policies and Practices that Affect Access and Retention*. The Urban Institute, March 2002. Available online at <http://www.urban.org/UploadedPDF/310450.pdf>.

Snyder, Kathleen, Gina Adams, and Jodi R. Sandfort. *Getting and Retaining Child Care Assistance: How Policy and Practice Influence Families' Experiences*. The Urban Institute, Assessing the New Federalism Occasional Paper No. 55, March 2002. Available online at <http://www.urban.org/publications/310451.html>.

Wat, Albert, and Gayl, Chrisanne. Beyond the Schoolyard: Pre-K Collaborations with Community-Based Partners: Pew Center on the States, July 2009. Available online at http://www.pewtrusts.org/our_work_report_detail.aspx?id=55515.

B. Useful Websites

Shared services examples at www.opportunities-exchange.org and www.earlylearningventures.org

Poppick, Libbie, and Stoney, Louise. Getting Started with Shared Services: Opportunities Exchange, December 2010. Available online at <http://opportunities-exchange.org/wp-content/uploads/Getting-Started-webinar-final.pdf>.

Spark Policy Institute. <http://www.sparkpolicy.com/ECC.htm>

Quality in Linking Together, Early Education Partnerships initiative (QUILT). Available online at <http://ilearlychildhoodcollab.org/powerpoint/braid-fund-nccic-quilt-09-07/>.

Stoney, Louise. Aligning Finance with Common Standards: Alliance for Early Childhood Finance. These graphics show how finance can be linked to the quality levels of a QRIS and then layered to fund a single child or classroom of children. Available online at <http://www.earlychildhoodfinance.org/downloads/2010/Aligning%20Finance%20with%20Common%20Standards.pptx>.

C. State Reports

California

Increasing Access to Preschool: Recommendations for Reducing Barriers to Providing Full-Day, Full-Year Programs: California Child Care and Resource and Referral Network, October 2008. Available online at http://www.childrennow.org/uploads/documents/early_learning_brief_102008.pdf.

Illinois

Many useful resources on fostering early childhood program collaborations can be found at the Illinois Early Childhood Collaboration website. <http://ilearlychildhoodcollab.org/>.

The Illinois Early Childhood Program Matrix can be found at <http://ilearlychildhoodcollab.org/wp-content/uploads/2012/09/Early-Childhood-Education-Matrix-Update-June-2012.pdf>

Information about the Illinois Department of Human Services Child Care Collaboration Program can be found at: <http://www.dhs.state.il.us/page.aspx?item=10885> and <http://www.dhs.state.il.us/page.aspx?item=10888>

Louisiana

Diverse Delivery Collaborations: Resources and Tips On Creating Partnerships for Quality in Early Education. BrightStart, February 2013. Available online at http://www.brightstartla.org/assets/files/DIVERSE_DELIVERY_RESOURCE_GUIDE_March_2013WEBSITE.pdf.

Maine

Funding Collaboration Guide for Early Care and Education Partnerships in Maine: Maine's Interagency Funding Collaboration Taskforce, August 2006. Available online at http://www.maine.gov/dhhs/ocfs/ec/occhs/funding_guide.pdf.

Minnesota

Evaluation of the Minnesota School Readiness Connections Project: Department of Human Services, Minnesota, December 2009. Available online at http://www.dhs.state.mn.us/main/groups/children/documents/pub/dhs16_147886.pdf.

Oklahoma

Shinn, P., Norris, D. Better Benefits for Oklahoma Families: Community Action Project, Issue 1, November 2011. Available online at http://dl.dropbox.com/u/19732897/CAPTC_Better_Benefits_CCDF-1.pdf.

Wisconsin

Dickman, A., Kovach, M., Smith, A. Moving the Goal Posts: The Shift from Child Care Supply to Child Care Quality: Public Policy Forum, December 2010. Available online at <http://publicpolicyforum.org/research/moving-goal-posts-shift-child-care-supply-child-care-quality>.

Many useful resources on fostering early childhood program collaborations can be found at the Wisconsin Early Childhood Collaborating Partners website at: <http://www.collaboratingpartners.com/>.

PART VI: STATE DATA AND WORKSHEETS: GETTING STARTED

The following tables are meant to help state leaders identify policies that encourage the use of blending and braiding to expand access to higher-quality early care and education services.

Information Sources: The information presented in the Data by State and Comparison Across States table was collected from 2012–13 state Child Care and Development Fund (CCDF) reports. The information was then cross-checked by contacting advocates within these states to confirm the information and to note implementation issues that present ongoing barriers to realizing the benefits that the policy would suggest. These comments, along with more detailed descriptions of how funds may be combined, are noted in the detail of the state pages when applicable.

Analyzing the Tables: The Data by State and Comparison Across States table is arranged in order of the policies as they appear in the CCDF state plans. If a state has enacted a specific policy, the cell for that state is shaded. The more shaded cells a state has, the more likely it is that efforts to blend and braid funding within that state are possible and encouraged. Conversely, the more blank cells that a state has, the more likely it is that blending and braiding within that state is difficult.

Analyzing Policies in Your State: Completing the worksheets on pages 74–81, *Assessing Federal, State, and Local Public Funding Streams* and *Identifying Regulatory Difference Across Funding Streams* to compare requirements across the key federal and state early childhood funding streams in order to identify specific policy barriers to blending and braiding funding streams in a specific state is recommended. Another matrix format for this purpose used in Illinois entitled the Illinois Early Childhood Program Matrix can be found at <http://ilearlychildhoodcollab.org/>.

The Data by State and Comparison Across States table and the individual state pages on pages 32–35 and 36–71 are designed to help:

- Conduct research and analysis by using information on specific policies and approaches that states are using to promote blending and braiding, as well as state contacts who can provide more information
- Identify policies that a state has enacted but are not well-implemented in practice
- Develop options for policy changes that address the barriers identified in a state
- Make the case for the policies you choose to advance, including identifying cross-state policy trends and specific state examples that appear to have momentum and proven impact, e.g., increasing the length of time between child care eligibility redetermination and/or aligning annual child care eligibility with the Head Start or pre-k program year

References

- ¹ Increasing Access to Preschool: Recommendations for Reducing Barriers to Providing Full-Day, Full-Year Programs: California Child Care and Resource and Referral Network, October 2008. Available online at http://www.childrennow.org/uploads/documents/early_learning_brief_102008.pdf.
- ² Barnett, W. Steven, and Hustedt, Jason T. Improving Public Financing for Early Learning Programs: National Institute for Early Education Research, April 2011. Available online at <http://nieer.org/resources/policybriefs/24.pdf>.
- ³ Kauerz, Kristie. The Path to Lifelong Success Begins with P-3: Principal, March/April 2013. Available online at <https://www.naesp.org/principal-marchapril-2013-transitions/path-lifelong-success-begins-p-3>.
- ⁴ Barnett, W. Steven, and Hustedt, Jason T. Improving Public Financing for Early Learning Programs: National Institute for Early Education Research, April 2011. Available online at <http://nieer.org/resources/policybriefs/24.pdf>.
- ⁵ Barnett, W. Steven, and Hustedt, Jason T. Improving Public Financing for Early Learning Programs: National Institute for Early Education Research, April 2011. Available online at <http://nieer.org/resources/policybriefs/24.pdf>.
- ⁶ Meyers, M. K., Peck, L., Davis, E. E., Collins, A., Kreader, J., Georges, A., et al. (2002). The Dynamics of Child Care Subsidy Use: A Collaborative Study of Five States. New York: Columbia University, National Center for Children in Poverty.
- ⁷ The Science of Early Childhood Development. (2007) National Scientific Council on the Developing Child. Available online at www.developingchild.net.
- ⁸ Quality in Linking Together, Early Education Partnerships initiative (QUILT). Selected documents at: <http://ilearlychildhoodcollab.org/powerpoint/braid-fund-nccic-quilt-09-07/>.
- ⁹ A copy of the U.S. Department of Health and Human Services, Administration of Children and Families Office's Continuity of Care Memorandum is available for download at http://www.acf.hhs.gov/sites/default/files/occ/im2011_06.pdf.
- ¹⁰ Schulman, Karen, and Blank, Helen. Downward Slide: State Child Care Assistance Policies in 2012: National Women's Law Center, October 2012. Available online at http://www.nwlc.org/sites/default/files/pdfs/NWLC2012_StateChildCareAssistanceReport.pdf.

Data by State and Comparisons Across States Table A

These tables are intended to help state leaders prioritize policy decisions involving the blending and braiding of funding streams. They may also be used to provide evidence of support for specific policies across states. The criteria were taken from the 2012–2013 Child Care and Development Fund reports (CCDF) from each state.

	ARIZONA	CALIFORNIA	COLORADO	DC, WASH.	FLORIDA	GEORGIA	ILLINOIS	KANSAS	LOUISIANA
<p>Criteria: 2.2.6d Longer eligibility redetermination periods (i.e., one year—in months)</p> <p>Purpose: Longer redetermination periods allow families to experience consistency and avoid disruptions in care.</p>			✓		✓	✓	✓		✓
<p>Criteria: 2.2.6e Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs</p> <p>Purpose: Since these programs are often aligned with the school year, the extended eligibility periods encourage continuity of care for children.</p>							✓		
<p>Criteria: 2.2.6i Using non-CCDF Funds to continue subsidy for families who no longer meet eligibility</p> <p>Purpose: Useful for specific instances. (e.g., a mother secures a higher paying job that makes her ineligible for subsidy, however, funds are used to allow her child to complete the program year of HS or pre-k)</p>		✓			✓				
<p>Criteria: 2.6.2a Child care services available through grants or contracts for specific provider types and/or services</p> <p>Purpose: Contracts & grants guarantee funding “upfront” for services delivered to a specified number of children qualifying for child care assistance. Contracts & grants offer providers more stable funding so programs can better plan for and deliver services.</p>		✓	✓	✓		✓	✓	✓	
<p>Criteria: 2.6.2b Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs</p> <p>Purpose: Provides support for full-workday, full-year programming.</p>		✓				✓	✓	✓	
<p>Criteria: 2.6.2c Are Child care services provided through grants or contracts offered throughout the state/territory?</p> <p>Purpose: Contracts & grants guarantee funding “upfront” for services delivered to a specified number of children qualifying for child care assistance. Contracts & grants offer providers more stable funding so programs can better plan for and deliver services.</p>		✓		✓		✓	✓		

Table A Interpretation: A checked box indicates that the particular criteria listed holds true within a specific state. The criteria were taken from the 2012–2013 Child Care and Development Fund reports (CCDF) from each state.

Data by State and Comparisons Across States Table A [cont.]

	MAINE	MICHIGAN	MISSISSIPPI	NEBRASKA	NEW MEXICO	NEW YORK	OKLAHOMA	OREGON	WASHINGTON	WISCONSIN
<p>Criteria: 2.2.6d Longer eligibility redetermination periods (i.e., one year—in months)</p> <p>Purpose: Longer redetermination periods allow families to experience consistency and avoid disruptions in care.</p>	✓	✓	✓		✓		✓	✓*		
<p>Criteria: 2.2.6e Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs</p> <p>Purpose: Since these programs are often aligned with the school year, the extended eligibility periods encourage continuity of care for children.</p>			✓		✓		✓	✓		
<p>Criteria: 2.2.6i Using non-CCDF funds to continue subsidy for families who no longer meet eligibility</p> <p>Purpose: Useful for specific instances. (e.g., a mother secures a higher paying job that makes her ineligible for subsidy, however, funds are used to allow her child to complete the program year of HS or pre-k)</p>										
<p>Criteria: 2.6.2a Child care services available through grants or contracts for specific provider types and/or services</p> <p>Purpose: Contracts & grants guarantee funding “upfront” for services delivered to a specified number of children qualifying for child care assistance. Contracts & grants offer providers more stable funding so programs can better plan for and deliver services.</p>			✓		✓		✓	✓	✓	
<p>Criteria: 2.6.2b Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs</p> <p>Purpose: Provides support for full-workday, full-year programming.</p>							✓	✓		
<p>Criteria: 2.6.2c Are child care services provided through grants or contracts offered throughout the state/territory?</p> <p>Purpose: Contracts & grants guarantee funding “upfront” for services delivered to a specified number of children qualifying for child care assistance. Contracts & grants offer providers more stable funding so programs can better plan for and deliver services.</p>			✓		✓		✓			

* Prior to 2012, Washington state implemented a six-month eligibility cycle for all families receiving Working Connections Child Care (WCCC) subsidies. In spring 2012, based on the positive findings of the independent evaluation of the 12-month eligibility policy pilot and due to the follow-up efforts of the early childhood policy community, the Washington state legislature passed legislation to extend 12-month eligibility to *all* current and enrolling WCCC recipients.

Data by State and Comparisons Across States Table B

Pre-K Funds May Be Used For a Child In Head Start to Cover Costs...	ARIZONA	CALIFORNIA	COLORADO	FLORIDA	GEORGIA	ILLINOIS	LOUISIANA
At all	✓	✓	✓	✓		✓	✓
For hours outside of the Head Start program to extend the day		✓	✓	✓	✓	✓	
During Head Start program hours, to cover the cost of specific services other than those paid for by Head Start (e.g., certified BA-level teacher salary)	✓	✓	✓				
That extend Head Start service components (e.g., family support) during pre-k program hours	✓	✓	✓		✓		
During Head Start program hours to cover a range of program costs without the need to report cost allocations by funding source to the state (blending)	✓	✓					

Child Care Funds May Be Used For a Child In Head Start to Cover Costs...

At all		✓	✓	✓		✓	✓
For before and after Head Start program hours only (braiding)	✓	✓	✓	✓	✓		✓
During the same hours as the Head Start program (e.g., to support full-workday, full-year services) (blending)		✓	✓			✓	

Child Care Funds May Be Used For a Child in Pre-K to Cover Costs...

At all	✓	✓	✓	✓		✓	
For before and after pre-k program hours only (braiding)	✓	✓	✓	✓	✓	✓	✓
During the same hours as the pre-k program (e.g., to support full-workday, full-year services) (blending)			✓		✓	✓	
Pre-k, Head Start and child care funds may be combined for an individual child (e.g., to support full-workday, full-year services)		✓		✓	✓	✓	✓

Table B Interpretation: A checked box indicates that the particular criteria listed holds true within a specific state. Information found in this table was gained by contacting state advocates directly for more detailed information on these policies. Where available, this detail may be found in the linked state pages by clicking on the state name.

Data by State and Comparisons Across States Table B [cont.]

Pre-K Funds May Be Used For a Child In Head Start to Cover Costs...

	MAINE	MISSISSIPPI	NEBRASKA	NEW MEXICO	NEW YORK	OKLAHOMA	WASHINGTON
At all	✓		✓		✓	✓	
For hours outside of the Head Start program to extend the day			✓		✓	✓	
During Head Start program hours, to cover the cost of specific services other than those paid for by Head Start (e.g., certified BA-level teacher salary)	✓		✓		✓	✓	
That extend Head Start service components (e.g., family support) during pre-k program hours			✓	✓	✓	✓	
During Head Start program hours to cover a range of program costs without the need to report cost allocations by funding source to the state (blending)					✓		

Child Care Funds May Be Used For a Child In Head Start to Cover Costs...

At all	✓		✓	✓	✓		✓
For before and after Head Start program hours only (braiding)			✓	✓	✓		✓
During the same hours as the Head Start program (e.g., to support full-workday, full-year services) (blending)	✓						✓

Child Care Funds May Be Used For a Child in Pre-K to Cover Costs...

At all	✓		✓	✓	✓	✓	✓
For before and after pre-k program hours only (braiding)	✓		✓	✓	✓	✓	✓
During the same hours as the pre-k program (e.g., to support full-workday, full-year services) (blending)	✓						
Pre-k, Head Start and child care funds may be combined for an individual child (e.g., to support full-workday, full-year services)	✓				✓		

ARIZONA

Agencies/Funding Streams	Contact Name	Email	Phone
Child care subsidy	Brad Willis	bwillis@azdes.gov	602.542.1958
Head Start Collaboration Office	Amy Corriveau	amy.corriveau@azed.gov	602.542.8706
Early Head Start			
Head Start			
State preschool	Karen Woodhouse	kwoodhouse@azftf.gov	602.771.5001
Other:			
Completed by:	Karen Woodhouse	kwoodhouse@azftf.gov	602.771.5001

Information from Arizona CCDF Reports

Criteria	Description
2.2.6d Longer eligibility redetermination periods (in months)	Eligibility must be redetermined every six months. Families must go through redetermination process sooner if they have a job or salary change.
2.2.6e Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs	No extended eligibility for families in Head Start, Early Head Start or pre-k programs.
2.2.6i Using non-CCDF funds to continue subsidy for families who no longer meet eligibility	CCDF agency unable to continue subsidy if family no longer meets eligibility. Family may then be eligible—if their income is 200% FPL or lower—for child care scholarships through state First Things First funding.
2.6.2a Child care services available through grants or contracts	State-funded child care and pre-k scholarship grants are available through First Things First to families at 200% FPL, not receiving CCDF subsidies and who are enrolled in child care centers and homes in Quality First (Arizona’s QRIS). FTF also uses state funding to support pre-k programs throughout Arizona.
2.6.2b Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs	State-funded scholarship grants are available through First Things First for wrap-around child care in Head Start, Early Head Start, pre-k and summer transition programs.
2.6.2c Are child care services provided through grants or contracts offered throughout the state/territory?	State-funded scholarship grants available through First Things First to families at 200% FPL who are not receiving CCDF subsidies and who are enrolled in child care centers and homes in Quality First (Arizona’s QRIS). First Things First also uses state funding to support pre-k programs throughout Arizona.

ARIZONA [cont.]

Pre-K Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	Yes, to expand Head Start enrollment, but not supplant federal funds.
For hours outside of the Head Start program to extend the day	No, however, First Things First state funding for child care scholarships is available to extend the day.
During HS program hours, to cover the cost of specific services other than those paid for by HS (e.g., certified BA-level teacher salary)	Yes, as long as funds are used to expand Head Start enrollment.
That extend Head Start service components (e.g., family support) during pre-k program hours	Yes. First Things First cost per child funding may be used to cover the cost of items required by Head Start, such as family support coordinator, developmental and health screenings, etc.
During Head Start program hours to cover a range of program costs without the need to report cost allocations by funding source to the state (blending)	Yes.

Child Care Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	No.
For before and after Head Start program hours only (braiding)	Yes.
During the same hours as the Head Start program (e.g., to support full-workday, full-year services) (blending)	No.

Child Care Funds May Be Used For a Child In Pre-K to Cover Costs...	
At all	Yes, to expand enrollment.
For before and after pre-k program hours only (braiding)	Yes.
During the same hours as the pre-k program (e.g., to support full-workday, full-year services) (blending)	No.
Pre-k, Head Start and child care funds may be combined for an individual child (e.g., to support full-workday, full-year services)	No. Child care funds cannot be used to support services to a child during the same hours that he/she is participating in Head Start.

CALIFORNIA

Agencies/Funding Streams	Contact Name	Email	Phone
Child care subsidy	Greg Hudson	ghudson@cde.ca.gov	916.323.1300
Head Start Collaboration Office	Rick Mockler	rick@caheadstart.org	916.444.7760
Early Head Start			
Head Start			
State preschool	Greg Hudson	ghudson@cde.ca.gov	916.323.1300
Other:			
Completed by:	Rowena Quinto	rowena@rrnetwork.org	415.882.0234

Information from California CCDF Reports

Criteria	Description
2.2.6d Longer eligibility redetermination periods (in months)	No. All categories of families have a redetermination period of 12 months except for at risk, “a family who is receiving child care on the basis of being a child at risk of abuse, neglect, or exploitation” Education Code 8263(b)(1)(B) who have a redetermination period of three months.
2.2.6e Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs	No.
2.2.6i Using non-CCDF funds to continue subsidy for families who no longer meet eligibility	Yes.
2.6.2a Child care services available through grants or contracts	Yes. Consistent with statutory requirement, each fiscal year the budget identifies the amount of funding available for distribution in each program (For a summary of Child Care and Development programs, see http://www.cde.ca.gov/sp/cd/op/cdprograms.asp). When there is new funding available, the CDE initiates the Request for Application (RFA) process and the availability of funding is announced. The RFA is posted on the funding webpage at http://www.cde.ca.gov/fg/fo/ . Local Child Care and Development Planning Councils provide allocation needs for each of the counties. Applications are scored based on the criteria in the RFA which can vary depending on the type of program and funding available. Funding is awarded based upon the number of applications received, the scoring of the applications, and available resources.
2.6.2b Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs	Yes.
2.6.2c Are child care services provided through grants or contracts offered throughout the state/territory?	Yes.

CALIFORNIA [cont.]

Pre-K Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	Yes.
For hours outside of the Head Start program to extend the day	Yes.
During HS program hours, to cover the cost of specific services other than those paid for by HS (e.g., certified BA-level teacher salary)	Yes.
That extend Head Start service components (e.g., family support) during pre-k program hours	Yes.
During Head Start program hours to cover a range of program costs without the need to report cost allocations by funding source to the state (blending)	Yes.

Child Care Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	Yes.
For before and after Head Start program hours only (braiding)	Yes.
During the same hours as the Head Start program (e.g., to support full-workday, full-year services) (blending)	Yes.

Child Care Funds May Be Used For a Child In Pre-K to Cover Costs...	
At all	Yes.
For before and after pre-k program hours only (braiding)	Yes.
During the same hours as the pre-k program (e.g., to support full-workday, full-year services) (blending)	No.
Pre-k, Head Start and child care funds may be combined for an individual child (e.g., to support full-workday, full-year services)	Yes.

FLORIDA

Note: The Florida Voluntary Prekindergarten Program is jointly administered by the Florida Office of Early Learning (responsible for administration) and the Florida Department of Education (responsible for accountability structures).

Agencies/Funding Streams	Contact Name	Email	Phone
Child care subsidy	Stephanie Gehres, FL CCDF Plan Administrator	stephanie.gehres@oel.myflorida.com	866.357.3239
Head Start Collaboration Office	Lilli Copp, Head Start State Collaboration Director	lilli.copp@oel.myflorida.com	850.717.8648
Early Head Start			
Head Start			
State preschool	Michelle Sizemore, Director, Program & Professional Develop- ment Standards	michelle.sizemore@fldoe.org	850.245.9658
Other:	Stephanie Gehres, FL CCDF Plan Administrator	stephanie.gehres@oel.myflorida.com	866.357.3239
Completed by:	Alisa Ghazvini	aghazvini@hotmail.com	
	Jessica Scher	scherj@unitedwaymiami.org	

FLORIDA [cont.]

Information from Florida CCDF Reports

Criteria	Description
2.2.6d Longer eligibility redetermination periods (in months)	Once determined eligible, children may remain eligible for up to one year. However, state rule requires that a minimum of 50% of enrollment be redetermined during the same fiscal year. Florida rule also allows child eligibility to remain in place for families with a 30-day break in employment. Early learning coalitions (local administrators of child care subsidies and the Voluntary Prekindergarten Program) may submit petition requests to extend eligibility for 60 to 90 days due to economic hardship.
2.2.6e Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs	Same as above applies; no special extensions granted.
2.2.6i Using non-CCDF funds to continue subsidy for families who no longer meet eligibility	The Child Care Executive Partnership is a public-private partnership that maximizes employer child care benefits by providing a dollar-for-dollar match of business contributions to child care subsidies (after employee contribution is made based on a sliding fee scale; state currently allocates a maximum of \$15 million of child care subsidy federal-state funding) for employees up to 200% of poverty.
2.6.2a Child care services available through grants or contracts	In some areas of the state, local citizens have elected to create children’s services councils, and some of these councils provide child care subsidy funds targeted to serve specific populations. These special government entities administer local funding for children’s services, and in seven counties in Florida, they have a dedicated tax levy for this purpose.
2.6.2b Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs	Wrap-around child care (School Readiness child care subsidies, Voluntary Prekindergarten, Head Start, and Early Head Start) is provided. For example, over 70% of four-year old children receiving a child care subsidy also participate in the Voluntary Prekindergarten Program.
2.6.2c Are child care services provided through grants or contracts offered throughout the state/territory?	Yes, the state of Florida contracts with 31 Early Learning Coalitions and Redlands Christian Migrant Association (serving migrant families in several areas of the state) to deliver child care services throughout Florida.

FLORIDA [cont.]

Pre-K Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	Yes.
For hours outside of the Head Start program to extend the day	Yes.
During HS program hours, to cover the cost of specific services other than those paid for by HS (e.g., certified BA-level teacher salary)	No.
That extend Head Start service components (e.g., family support) during pre-k program hours	No.
During Head Start program hours to cover a range of program costs without the need to report cost allocations by funding source to the state (blending)	No.

Child Care Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	Yes, to provide wrap-around services for extended-day or extended-year services.
For before and after Head Start program hours only (braiding)	Yes.
During the same hours as the Head Start program (e.g., to support full-workday, full-year services) (blending)	No.

Child Care Funds May Be Used For a Child In Pre-K to Cover Costs...	
At all	Yes, to provide wrap-around services for extended-day or extended-year services.
For before and after pre-k program hours only (braiding)	Yes.
During the same hours as the pre-k program (e.g., to support full-workday, full-year services) (blending)	No.
Pre-k, Head Start and child care funds may be combined for an individual child (e.g., to support full-workday, full-year services)	Yes, with restrictions.

GEORGIA

Agencies/Funding Streams	Contact Name	Email	Phone
Child care subsidy	Carol Hartman	carol.hartman@dec.al.ga.gov	404.656.5957
Head Start Collaboration Office	Janice Haker	Janice.haker@dec.al.ga.gov	404.656.5957
Early Head Start	Juanita Yancey	jyancey@georgiaheadstart.org	404.929.2457
Head Start	Juanita Yancey	jyancey@georgiaheadstart.org	404.929.2457
State preschool	Susan Adams	Susan.adams@dec.al.ga.gov	404.656.5957
Other:	Bobby Cagle	Bobby.cagle@dec.al.ga.gov	404.656.5957
Completed by:	Carol Hartman	carol.hartman@dec.al.ga.gov	404.656.5957

Information from Georgia CCDF Reports

Criteria	Description
2.2.6d Longer eligibility redetermination periods (in months)	12 months.
2.2.6e Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs	No.
2.2.6i Using non-CCDF funds to continue subsidy for families who no longer meet eligibility	No.
2.6.2a Child care services available through grants or contracts	Yes.
2.6.2b Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs	Yes, wrap-around and summer care is provided to CCDF-eligible children who attend Georgia’s pre-k program, Head Start and Early Head Start.
2.6.2c Are child care services provided through grants or contracts offered throughout the state/territory?	Yes.

GEORGIA [cont.]

Pre-K Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	
For hours outside of the Head Start program to extend the day	Yes, funds may be used to provide Georgia’s pre-k program services for 6.5 hours per day for the school year (180 days in 2013–14). Head Start funds may be used to extend the day.
During HS program hours, to cover the cost of specific services other than those paid for by HS (e.g., certified BA-level teacher salary)	No.
That extend Head Start service components (e.g., family support) during pre-k program hours	Yes.
During Head Start program hours to cover a range of program costs without the need to report cost allocations by funding source to the state (blending)	No.

Child Care Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	
For before and after Head Start program hours only (braiding)	Yes, for CCDF-eligible children.
During the same hours as the Head Start program (e.g., to support full-workday, full-year services) (blending)	No.

Child Care Funds May Be Used For a Child In Pre-K to Cover Costs...	
At all	
For before and after pre-k program hours only (braiding)	Yes, for CCDF-eligible children.
During the same hours as the pre-k program (e.g., to support full-workday, full-year services) (blending)	Yes, before and after care, holiday, and summer care may be provided for CCDF-eligible children.
Pre-k, Head Start and child care funds may be combined for an individual child (e.g., to support full-workday, full-year services)	Yes.

ILLINOIS

Agencies/Funding Streams	Contact Name	Email	Phone
Child care subsidy	Linda Saterfield	Linda.Saterfield@illinois.gov	217.785.2559
Head Start Collaboration Office	Gina Ruther, Head Start Collaboration Director	gina.ruther@illinois.gov	618.583.2083
	Granada Williams, Associate Head Start State Collaboration Director	gwilliams@ilheadstart.org	217.691.9495
Early Head Start Head Start			
State preschool	Cindy Zumwalt	czumwalt@isbe.net	217.524.4835
Other:			
Completed by:	Angela Hubbard	ahubbard@ounceofprevention.org	

ILLINOIS [cont.]

Information from Illinois CCDF Reports

Criteria	Description
2.2.6d Longer eligibility redetermination periods (in months)	Twelve months granted to approved collaboration cases as part of the Lead Agency's Child Care Collaboration Program.
2.2.6e Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs	Families with children in approved collaboration classrooms that are part of the lead agency's Child Care Collaboration Program receive extended (12 months) Child Care Assistance Program eligibility period. Includes any approved collaboration with Child Care: pre-k, Prevention Initiative (Board of Education Birth–age 3) and Head Start or Early Head Start.
2.2.6i Using non-CCDF funds to continue subsidy for families who no longer meet eligibility	No, but using non-CCDF funds to serve some families not eligible under CCDF (children's citizenship status).
2.6.2a Child care services available through grants or contracts	The lead agency contracts with licensed child care agencies to determine the eligibility of applicants & provide site administered (i.e., contracted) child care services to eligible families. Agencies include child care center & family child care home networks. In FY2013, 40 agencies held contracts. Contracted agencies must attain a QRIS level in all eligible locations.
2.6.2b Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs	Local providers integrate child care in Head Start, Early Head Start, pre-k & 0–3 Prevention Initiative programs to serve infants, toddlers and preschoolers in both center-based and family child care home settings. Child care is also provided in school-age and youth development programs.
2.6.2c Are child care services provided through grants or contracts offered throughout the state/territory?	Yes; see 2.6.2a above.

ILLINOIS [cont.]

Pre-K Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	Yes.
For hours outside of the Head Start program to extend the day	Yes, specifically for those children who are most at risk, local programs are enrolling children in both Head Start and pre-k so the child has a full day of service. IL State Board of Ed does not encourage dual enrollment as a general rule since they want the greatest number of children to be served as possible.
During HS program hours, to cover the cost of specific services other than those paid for by HS (e.g., certified BA-level teacher salary)	Yes, to cover the cost of a Type 04 early childhood certified teacher.
That extend Head Start service components (e.g., family support) during pre-k program hours	No. The comprehensive supports would be funded by Head Start.
During Head Start program hours to cover a range of program costs without the need to report cost allocations by funding source to the state (blending)	Yes, specifically for those children who are most at risk, local programs are enrolling children in both Head Start and pre-k so the child has a full day of service. IL State Board of Ed does not encourage dual enrollment as a general rule since they want the greatest number of children to be served as possible.

Child Care Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	Yes.
For before and after Head Start program hours only (braiding)	Yes.
During the same hours as the Head Start program (e.g., to support full-workday, full-year services) (blending)	Yes.

Child Care Funds May Be Used For a Child In Pre-K to Cover Costs...	
At all	Yes.
For before and after pre-k program hours only (braiding)	Yes.
During the same hours as the pre-k program (e.g., to support full-workday, full-year services) (blending)	Yes.
Pre-k, Head Start and child care funds may be combined for an individual child (e.g., to support full-workday, full-year services)	Yes. CCAP funding is not reduced if child care center has Preschool for All.

KANSAS

Agencies/Funding Streams	Contact Name	Email	Phone
Child care subsidy	Carrie Hastings	carrie.hastings@dcf.ks.gov	785.368.8127
Head Start Collaboration Office			
Early Head Start			
Head Start			
State preschool			
Other:			
Completed by:			

Information from Kansas CCDF Reports

Criteria	Description
2.2.6d Longer eligibility redetermination periods (in months)	DCF currently provides 12-month redetermination. Parents need to report changes.
2.2.6e Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs	DCF currently provides 12-month redetermination. Parents need to report changes. There are no extensions based on HS/EHS or pre-k enrollment.
2.2.6i Using non-CCDF funds to continue subsidy for families who no longer meet eligibility	This option is not currently available.
2.6.2a Child care services available through grants or contracts	This option is not currently available as DCF does not purchase child care slots.
2.6.2b Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs	Child care subsidy will be utilized to wrap-around HS/EHS and pre-k programs, as long as programs are following appropriate program cost allocation plans.
2.6.2c Are child care services provided through grants or contracts offered throughout the state/territory?	This option is not currently available as DCF does not purchase child care slots.

KANSAS [cont.]

Pre-K Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	*Pre-k is housed within and provided by KSDE.
For hours outside of the Head Start program to extend the day	*Pre-k is housed within and provided by KSDE.
During HS program hours, to cover the cost of specific services other than those paid for by HS (e.g., certified BA-level teacher salary)	*Pre-k is housed within and provided by KSDE.
That extend Head Start service components (e.g., family support) during pre-k program hours	*Pre-k is housed within and provided by KSDE.
During Head Start program hours to cover a range of program costs without the need to report cost allocations by funding source to the state (blending)	*Pre-k is housed within and provided by KSDE. Head Start and Early Head Starts need to consider cost allocation plans.

Child Care Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	Yes, Head Start and Early Head Starts need to follow a cost allocation plan.
For before and after Head Start program hours only (braiding)	Yes, child care can be utilized for wrap-around services, as long as HS/EHS are following a cost allocation plan.
During the same hours as the Head Start program (e.g., to support full-workday, full-year services) (blending)	No, child care can be utilized for wrap-around services, as long as HS/EHS are following a cost allocation plan.

Child Care Funds May Be Used For a Child In Pre-K to Cover Costs...	
At all	Yes, child care can be utilized for wrap-around services, as long pre-k follows a cost allocation plan.
For before and after pre-k program hours only (braiding)	Yes, child care can be utilized for wrap-around services, as long as pre-k follows a cost allocation plan.
During the same hours as the pre-k program (e.g., to support full-workday, full-year services) (blending)	No, programs need to follow a cost allocation plan.
Pre-k, Head Start and child care funds may be combined for an individual child (e.g., to support full-workday, full-year services)	No.

LOUISIANA

Agencies/Funding Streams	Contact Name	Email	Phone
Child care subsidy	Gail Kelso	Gail.Kelso@la.gov	225.342.2125
Head Start Collaboration Office	Kahree Wahid	Kahree.Wahid@la.gov	225.342.1292
Early Head Start			
Head Start			
State preschool	Jenna Conway	Jenna.Conway@la.gov	225.342.3647
Other:	Kimberly Tripeaux	Kimberly.Tripeaux@la.gov	225.342.8727
Completed by:	Petrouchka Moise	Petrouchka.Moise@la.gov	225.342.0425

Information from Louisiana CCDF Reports

Criteria	Description
2.2.6d Longer eligibility redetermination periods (in months)	12 months.
2.2.6e Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs	No.
2.2.6i Using non-CCDF funds to continue subsidy for families who no longer meet eligibility	No.
2.6.2a Child care services available through grants or contracts	No.
2.6.2b Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs	No.
2.6.2c Are child care services provided through grants or contracts offered throughout the state/territory?	No.

LOUISIANA [cont.]

Pre-K Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	Yes, but rarely done.
For hours outside of the Head Start program to extend the day	No, both our pre-k programs and Head Start programs are full-day.
During HS program hours, to cover the cost of specific services other than those paid for by HS (e.g., certified BA-level teacher salary)	No.
That extend Head Start service components (e.g., family support) during pre-k program hours	No.
During Head Start program hours to cover a range of program costs without the need to report cost allocations by funding source to the state (blending)	No.

Child Care Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	Yes.
For before and after Head Start program hours only (braiding)	Yes.
During the same hours as the Head Start program (e.g., to support full-workday, full-year services) (blending)	No.

Child Care Funds May Be Used For a Child In Pre-K to Cover Costs...	
At all	Almost all public pre-k slots in Louisiana are on school sites which are not licensed centers and therefore do not qualify for CCAP. For the few sites where publicly funded pre-k is in a licensed child center, CCAP can be used for before and after care.
For before and after pre-k program hours only (braiding)	Yes, as explained above.
During the same hours as the pre-k program (e.g., to support full-workday, full-year services) (blending)	No.
Pre-k, Head Start and child care funds may be combined for an individual child (e.g., to support full-workday, full-year services)	Yes, but not for the same child, for the same hour of the day, for the same service.

MAINE

Agencies/Funding Streams	Contact Name	Email	Phone
Child Care Subsidy			
Head Start Collaboration Office			
Early Head Start			
Head Start			
State Preschool			
Other:	Rita Furlow or Kathy Colfer	rfurlow@mekids.org or kathyc@kvcap.org	207.623.1868 x205 or 207.859.1618
Completed by:	Anne Owens	anneo@kvcap.org	

Information from Maine CCDF Reports

Criteria	Description
2.2.6d Longer eligibility redetermination periods (in months)	12 months (with six-month informal review).
2.2.6e Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs	12 months eligibility (with six-month informal review).
2.2.6i Using non-CCDF funds to continue subsidy for families who no longer meet eligibility	Yes, at the community level (no state involvement).
2.6.2a Child care services available through grants or contracts	No.
2.6.2b Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs	No.
2.6.2c Are child care services provided through grants or contracts offered throughout the state/territory?	No.

MAINE [cont.]

Pre-K Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	Yes, for 4-year-olds.
For hours outside of the Head Start program to extend the day	No.
During HS program hours, to cover the cost of specific services other than those paid for by HS (e.g., certified BA-level teacher salary)	Yes.
That extend Head Start service components (e.g., family support) during pre-k program hours	No.
During Head Start program hours to cover a range of program costs without the need to report cost allocations by funding source to the state (blending)	No, cost allocation required.

Child Care Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	Yes, to provide full-workday, full-year.
For before and after Head Start program hours only (braiding)	No.
During the same hours as the Head Start program (e.g., to support full-workday, full-year services) (blending)	Yes, to provide full-workday, full-year.

Child Care Funds May Be Used For a Child In Pre-K to Cover Costs...	
At all	Yes, to provide full-workday, full-year.
For before and after pre-k program hours only (braiding)	Yes, to provide full-workday, full-year.
During the same hours as the pre-k program (e.g., to support full-workday, full-year services) (blending)	Yes, to provide full-workday, full-year.
Pre-k, Head Start and child care funds may be combined for an individual child (e.g., to support full-workday, full-year services)	Yes, cost allocation required.

MICHIGAN

Agencies/Funding Streams	Contact Name	Email	Phone
Child care subsidy	Lisa Brewer Walraven	brewer-walravenl@michigan.gov	517.373.4116
Head Start Collaboration Office	Jeremy Reuter	reuterj@michigan.gov	517.335.9172
Early Head Start			
Head Start			
State preschool	Lindy Buch	BuchL@michigan.gov	517.241.3592
Other:			
Completed by:	Mina Hong	mina@michiganschildren.org	517.664.9815

Information from Michigan CCDF Reports

Criteria	Description
2.2.6d Longer eligibility redetermination periods (in months)	Michigan uses a one-year or earlier eligibility period depending on other program redetermination dates.
2.2.6e Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs	No.
2.2.6i Using non-CCDF funds to continue subsidy for families who no longer meet eligibility	No, but scholarships are available through community-based and other non-profit entities.
2.6.2a Child care services available through grants or contracts	Generally no, but new program in pilot phase (Early Learning Enhancement Grant) will provide grants beginning in fiscal year 2014 to child care providers who provide full-day, full-year child care that's wrapped around Early Head Start, Head Start, or the state funded preschool program.
2.6.2b Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs	Generally no, but new program in pilot phase (Early Learning Enhancement Grant) will provide grants beginning in fiscal year 2014 to child care providers who provide full-day, full-year child care that's wrapped around Early Head Start, Head Start, or the state funded preschool program.
2.6.2c Are child care services provided through grants or contracts offered throughout the state/territory?	No.

MICHIGAN [cont.]

Pre-K Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	Yes—see below.
For hours outside of the Head Start program to extend the day	Yes—see below.
During HS program hours, to cover the cost of specific services other than those paid for by HS (e.g., certified BA-level teacher salary)	Yes—see below.
That extend Head Start service components (e.g., family support) during pre-k program hours	Yes—see below.
During Head Start program hours to cover a range of program costs without the need to report cost allocations by funding source to the state (blending)	Yes. The option is called “Head Start Blend” and requires that the program operate as long as a typical school day in the local district, at least four days per week for at least 30 weeks. The most rigorous requirement of either Head Start or pre-k must be followed all day. Funds can be used for the entire day to support salaries, materials, other curriculum and comprehensive program needs. In addition, CCDF funds can be billed hourly for wrap-around care for before- and after-school, fifth day, additional weeks of programming, but children must be individually eligible for the child care.

Child Care Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	Yes.
For before and after Head Start program hours only (braiding)	Yes.
During the same hours as the Head Start program (e.g., to support full-workday, full-year services) (blending)	No, except for grantees of the Early Learning Enhancement Grant beginning in FY2014.

Child Care Funds May Be Used For a Child In Pre-K to Cover Costs...	
At all	Yes.
For before and after pre-k program hours only (braiding)	Yes.
During the same hours as the pre-k program (e.g., to support full-workday, full-year services) (blending)	No, except for grantees of the Early Learning Enhancement Grant beginning in FY2014.
Pre-k, Head Start and child care funds may be combined for an individual child (e.g., to support full-workday, full-year services)	Yes.

MISSISSIPPI

Agencies/Funding Streams	Contact Name	Email	Phone
Child care subsidy	Jill Dent	jill.dent@mdhs.ms.gov	601.359.4555
Head Start Collaboration Office	Holly Spivey	holly.spivey@governor.ms.gov	
Early Head Start			
Head Start			
State preschool			
Other:			
Completed by:	Carol Burnett	cburnett@mschildcare.org	

Information from Mississippi CCDF Reports

Criteria	Description
2.2.6d Longer eligibility redetermination periods (in months)	In FY2012, DHS extended eligibility from six months to 12 months.
2.2.6e Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs	No.*
2.2.6i Using non-CCDF funds to continue subsidy for families who no longer meet eligibility	No.
2.6.2a Child care services available through grants or contracts	No.
2.6.2b Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs	No.
2.6.2c Are child care services provided through grants or contracts offered throughout the state/territory?	No.

* In the 2013 legislative session, Mississippi lawmakers passed and the governor signed into law for the first time in the state's history, a voluntary pre-kindergarten program with an initial appropriation of \$3 million to begin in the 2013–2014 school year. This program seeks to provide high-quality pre-k through a collaborative delivery model including Head Start, licensed child care facilities and licensed public, parochial and private school pre-kindergarten programs. The legislation provides matching funds for early childhood programs in school districts, private child care centers and Head Start agencies that can raise half the costs of their programs on a 1:1 basis using tax dollars, federal dollars as allowed, parent tuition, philanthropic contributions, or in-kind donations of facilities, equipment and services required as part of the program such as food service or health screenings.

MISSISSIPPI [cont.]

Pre-K Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	No pre-k exists.
For hours outside of the Head Start program to extend the day	No pre-k exists and there is no coordination between child care subsidy and Head Start/Early Head Start.
During HS program hours, to cover the cost of specific services other than those paid for by HS (e.g., certified BA-level teacher salary)	No pre-k exists and there is no coordination between child care subsidy and Head Start/Early Head Start.
That extend Head Start service components (e.g., family support) during pre-k program hours	No pre-k exists.
During Head Start program hours to cover a range of program costs without the need to report cost allocations by funding source to the state (blending)	No pre-k exists and there is no coordination between child care subsidy and Head Start/Early Head Start.

Child Care Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	No coordination exists between child care subsidy and Head Start/Early Head Start.
For before and after Head Start program hours only (braiding)	No coordination exists between child care subsidy and Head Start/Early Head Start.
During the same hours as the Head Start program (e.g., to support full-workday, full-year services) (blending)	No coordination exists between child care subsidy and Head Start/Early Head Start.

Child Care Funds May Be Used For a Child In Pre-K to Cover Costs...	
At all	No pre-k exists.
For before and after pre-k program hours only (braiding)	No pre-k exists.
During the same hours as the pre-k program (e.g., to support full-workday, full-year services) (blending)	No pre-k exists and there is no coordination between child care subsidy and Head Start/Early Head Start.
Pre-k, Head Start and child care funds may be combined for an individual child (e.g., to support full-workday, full-year services)	No pre-k exists and there is no coordination between child care subsidy and Head Start/Early Head Start.

NEBRASKA

Agencies/Funding Streams	Contact Name	Email	Phone
Child care subsidy	Teri Chasten	Teri.Chasten@nebraska.gov	402.471.9434
Head Start Collaboration Office	Eleanor Kirkland	Eleanor.Kirkland@nebraska.gov	402.471.3501
Early Head Start			
Head Start			
State preschool	Melody Hobson	Melody.Hobson@nebraska.gov	402.471.0263
Other:			
Completed by:	Becky Veak	bveak@firstfivebraska.org	
	Jen Hernandez	jhernandez@firstfivebraska.org	

Information from Nebraska CCDF Reports

Criteria	Description
2.2.6d Longer eligibility redetermination periods (in months)	Yes. Unless the family’s circumstances are likely to change substantially before then, eligibility is redetermined every 12 months.
2.2.6e Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs	No.
2.2.6i Using non-CCDF funds to continue subsidy for families who no longer meet eligibility	No.
2.6.2a Child care services available through grants or contracts	No.
2.6.2b Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs	No.
2.6.2c Are child care services provided through grants or contracts offered throughout the state/territory?	No.

NEBRASKA [cont.]

Pre-K Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	Yes, pre-k funds may be used for a child in Head Start to extend the day. Hours cannot be supplanted by both program funds.
For hours outside of the Head Start program to extend the day	Yes, pre-k funds may be used for a child in Head Start to extend the day. Hours cannot be supplanted by both program funds.
During HS program hours, to cover the cost of specific services other than those paid for by HS (e.g., certified BA-level teacher salary)	Yes, if a formal partnership exists between the school district and Head Start, pre-k funds may be used to cover the cost of a BA-certified teacher.
That extend Head Start service components (e.g., family support) during pre-k program hours	Yes.
During Head Start program hours to cover a range of program costs without the need to report cost allocations by funding source to the state (blending)	No.

Child Care Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	Yes.
For before and after Head Start program hours only (braiding)	Yes.
During the same hours as the Head Start program (e.g., to support full-workday, full-year services) (blending)	No.

Child Care Funds May Be Used For a Child In Pre-K to Cover Costs...	
At all	Yes, to extend the day.
For before and after pre-k program hours only (braiding)	Yes.
During the same hours as the pre-k program (e.g., to support full-workday, full-year services) (blending)	No.
Pre-k, Head Start and child care funds may be combined for an individual child (e.g., to support full-workday, full-year services)	Yes, with restrictions. Cannot supplant funding. Can only be used to extend the day or provide additional services.

NEW MEXICO

Agencies/Funding Streams	Contact Name	Email	Phone
Child care subsidy	Cinthia Lopez	cinthia.lopez@state.nm.us	505.827.7499
Head Start Collaboration Office	Karen Ziegler	karen.ziegler@state.nm.us	505.827.4033
Early Head Start			
Head Start			
State preschool	Judith Paiz	judith.paiz@state.nm.us	505.827.7689
Other:	Dan Haggard	dan.haggard@state.nm.us	505.827.6614
Completed by:			

Information from New Mexico CCDF Reports

Criteria	Description
2.2.6d Longer eligibility redetermination periods (in months)	Six months, except high school students may recertify upon the completion of the school year. Clients who have continuously received child care assistance for at least two years, who have been employed at the same location for at least two years, and who have not had frequent changes to their case may recertify every 12 months.
2.2.6e Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs	No.
2.2.6i Using non-CCDF funds to continue subsidy for families who no longer meet eligibility	No.
2.6.2a Child care services available through grants or contracts	No.
2.6.2b Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs	No.
2.6.2c Are child care services provided through grants or contracts offered throughout the state/territory?	No.

NEW MEXICO [cont.]

Pre-K Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	No, pre-k children may not be simultaneously enrolled in Head Start.
For hours outside of the Head Start program to extend the day	No.
During HS program hours, to cover the cost of specific services other than those paid for by HS (e.g., certified BA-level teacher salary)	No.
That extend Head Start service components (e.g., family support) during pre-k program hours	Yes. If the Head Start program is already meeting all pre-k requirements they may provide additional services to their pre-k students, including those required by Head Start. However, given the limited pre-k funding, it is much more likely that Head Start grantees would share Head Start resources such as parent liaison services and hearing and vision screenings with their NM pre-k students.
During Head Start program hours to cover a range of program costs without the need to report cost allocations by funding source to the state (blending)	No.

Child Care Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	Yes, for the hours when the child is not in Head Start.
For before and after Head Start program hours only (braiding)	Yes, for the hours when the child is not in Head Start.
During the same hours as the Head Start program (e.g., to support full-workday, full-year services) (blending)	No.

Child Care Funds May Be Used For a Child In Pre-K to Cover Costs...	
At all	Yes, for the hours when the child is not in pre-k.
For before and after pre-k program hours only (braiding)	Yes.
During the same hours as the pre-k program (e.g., to support full-workday, full-year services) (blending)	No.
Pre-k, Head Start and child care funds may be combined for an individual child (e.g., to support full-workday, full-year services)	Yes, with restrictions.

NEW YORK

Agencies/Funding Streams	Contact Name	Email	Phone
Child care subsidy	Rhonda Duffney	Rhonda.Duffney@ocfs.state.ny.us	518.474.3775
Head Start Collaboration Office	Patricia Persell	Patricia.persell@ccf.ny.gov	518.474.9352
Early Head Start			
Head Start			
State preschool	Meg McNiff	mmcniff@mail.nysed.gov	518.473.8018
Other:			
Completed by:	Jessica Klos	JKlos@earlycareandlearning.org	

Information from New York CCDF Reports

Criteria	Description
2.2.6d Longer eligibility redetermination periods (in months)	Eligibility must be redetermined periodically but not less frequently than every 12 months for child care service. A social services district selects the eligibility determination period to be applied in its district.
2.2.6e Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs	Up to two years for Head Start/Early Head Start and until the subsequent school year for pre-k for 4-year-olds.
2.2.6i Using non-CCDF funds to continue subsidy for families who no longer meet eligibility	There are no state-funded extensions beyond eligibility, but can be extended at the local level, or if there is funding available through other sources such as private foundations/scholarships by the child care provider.
2.6.2a Child care services available through grants or contracts	The proportion of children served through contracts is dependent on a variety of factors within each locality. The proportion estimated on the Child Care and Development Fund annual report (ACF-800) submitted by New York state for federal fiscal year 2010 was 36%.
2.6.2b Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs	Yes, social service districts have the flexibility to do so, and some Head Start and Early Head Start programs use subsidies to extend the day.
2.6.2c Are child care services provided through grants or contracts offered throughout the state/territory?	The 58 social service districts have flexibility to enter into contracts with child care providers to meet needs in their communities, such as: programs to serve children with special needs; wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs; programs to serve infants and toddlers; school-age programs; center-based providers; family child care providers; group family providers; programs that serve specific geographic areas; support programs in providing higher-quality services; support programs in providing comprehensive services and serve underserved families.

NEW YORK [cont.]

Pre-K Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	Yes.
For hours outside of the Head Start program to extend the day	Yes.
During HS program hours, to cover the cost of specific services other than those paid for by HS (e.g., certified BA-level teacher salary)	Yes, they are used to extend the day, or to help pay for certified teachers in areas outside New York City. Child care teachers in New York City are required to be state-certified.
That extend Head Start service components (e.g., family support) during pre-k program hours	Yes.
During Head Start program hours to cover a range of program costs without the need to report cost allocations by funding source to the state (blending)	There is no formal prohibitions prohibiting blending funds for the same hours. But Head Start days and years will always be longer. Pre-k in NY = 2.5 hours, Head Start = 3+ hours, so it will never be an exact overlay.

Child Care Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	Yes, generally, to extend the Head Start day.
For before and after Head Start program hours only (braiding)	Yes.
During the same hours as the Head Start program (e.g., to support full-workday, full-year services) (blending)	No, not the same exact hours.

Child Care Funds May Be Used For a Child In Pre-K to Cover Costs...	
At all	Yes, usually to extend their day.
For before and after pre-k program hours only (braiding)	Child care funds may be used for a child in pre-k before and after pre-k program hours.
During the same hours as the pre-k program (e.g., to support full-workday, full-year services) (blending)	No.
Pre-k, Head Start and child care funds may be combined for an individual child (e.g., to support full-workday, full-year services)	Yes, in some instances. In New York City, Head Start, Universal Pre-K for 4-year-olds and child care funds are being combined to create a new program model called EarlyLearnNYC. This is a unique situation for all programs being administered under the authority of the mayor and the NYC Administration for Children's Services being a Head Start super grantee. In other areas of the state, these funds can only be combined for extending the day/year or for improving the quality of services as stated above. You will have to show cost allocation for Head Start. Rules for child care dollars vary by county.

OKLAHOMA

Agencies/Funding Streams	Contact Name	Email	Phone
Child care subsidy	Lesli Blazer	Lesli.Blazer@okdhs.org	405.521.4441
Head Start Collaboration Office	Kay Floyd	Kfloyd@okacaa.org	405.949.1945
Early Head Start			
Head Start			
State preschool	Teri Brecheen	Teri.Brecheen@sde.ok.gov	405.521.2537
Other:			
Completed by:	Paul Shinn	pshinn@captc.org	

Information from Oklahoma CCDF Reports

Criteria	Description
2.2.6d Longer eligibility redetermination periods (in months)	No.
2.2.6e Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs	No.
2.2.6i Using non-CCDF funds to continue subsidy for families who no longer meet eligibility	No.
2.6.2a Child care services available through grants or contracts	No.
2.6.2b Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs	Child care funds may be used by pre-k and Head Start providers when caring for eligible children outside of regular Head Start or pre-k program hours of instruction.
2.6.2c Are child care services provided through grants or contracts offered throughout the state/territory?	No.

OKLAHOMA [cont.]

Pre-K Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	Yes, if agreed upon by school district and Head Start provider.
For hours outside of the Head Start program to extend the day	Yes, only if during the regular public school day (approximately 8:30am–2:30pm)
During HS program hours, to cover the cost of specific services other than those paid for by HS (e.g., certified BA-level teacher salary)	Yes, if agreed upon by school district and Head Start provider.
That extend Head Start service components (e.g., family support) during pre-k program hours	Yes, provided school district and Head Start provider agree and Head Start meets all requirements of pre-k.
During Head Start program hours to cover a range of program costs without the need to report cost allocations by funding source to the state (blending)	Yes, if agreed upon by school district and Head Start provider.

Child Care Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	Yes, only during hours not paid for by Head Start.
For before and after Head Start program hours only (braiding)	Yes.
During the same hours as the Head Start program (e.g., to support full-workday, full-year services) (blending)	No.

Child Care Funds May Be Used For a Child In Pre-K to Cover Costs...	
At all	Yes, only during non-school hours.
For before and after pre-k program hours only (braiding)	Yes.
During the same hours as the pre-k program (e.g., to support full-workday, full-year services) (blending)	No.
Pre-k, Head Start and child care funds may be combined for an individual child (e.g., to support full-workday, full-year services)	Child care funds may not be used for care during hours funded by other public sources. However, pre-k and Head Start funds can be combined. Child care funds may be used by pre-k and Head Start providers when caring for eligible children outside of regular hours of instruction.

OREGON

Agencies/Funding Streams	Contact Name	Email	Phone
Child care subsidy	Rhonda Prodzinski	Rhonda.PRODZINSKI@dhsosha.state.or.us	503.945.6108
Head Start Collaboration Office			
Early Head Start			
Head Start			
State preschool			
Other:			
Completed by:			

Information from Oregon CCDF Reports

Criteria	Description
2.2.6d Longer eligibility redetermination periods (in months)	Yes. Standard eligibility determination is six months. The eligibility redetermination period becomes 12 months for Oregon’s child care subsidy, Employment Related Day Care (ERDC), if the provider has a companion Supplemental Nutrition Program (SNAP) benefit. In addition, there is a field test to expand the use of 12-month protected eligibility currently with 10 certified centers, nine certified family and two registered family programs who have achieved the Oregon Program of Quality designation. This field test will help prepare for an emerging statewide Tiered Quality Rating and Improvement System.
2.2.6e Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs	Yes. Children in Head Start contracted child care slots have protected eligibility, as long as they meet the requirements of the contract. Children can be placed in a contracted slot anytime during the contract period, which is set up for a 12-month period from Sept. 1 through Aug. 31 of the contract year. Protected eligibility for a child is up to 12 months if they are placed in a contracted slot.
2.2.6i Using non-CCDF funds to continue subsidy for families who no longer meet eligibility	N/A
2.6.2a Child care services available through grants or contracts	Yes. Head Start providers receive child care contracts for 12-month child care slots for families eligible for Head Start and ERDC. ERDC requirements include a child’s parent must work at least 25 hours per week and the child is expected to attend at least 136 hours per month.
2.6.2b Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs	Yes. ERDC increases the supply of Head Start services for children of low income, working families in contracted child care.
2.6.2c Are child care services provided through grants or contracts offered throughout the state/territory?	Yes. There is a field test to expand the use of 12-month protected eligibility slots. Currently, 21 programs who have achieved the Oregon Program of Quality designation. This field test will help prepare for an emerging statewide Tiered Quality Rating and Improvement System.

OREGON [cont.]

Pre-K Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	N/A. Oregon modeled its state pre-kindergarten program on the federal Head Start program. The state provides funding to federal Head Start program and community-based providers to provide the same services as Head Start. All programs are required to comply with the federal Head Start Program Standards.
For hours outside of the Head Start program to extend the day	
During HS program hours, to cover the cost of specific services other than those paid for by HS (e.g., certified BA-level teacher salary)	
That extend Head Start service components (e.g., family support) during pre-k program hours	
During Head Start program hours to cover a range of program costs without the need to report cost allocations by funding source to the state (blending)	

Child Care Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	Yes.
For before and after Head Start program hours only (braiding)	No.
During the same hours as the Head Start program (e.g., to support full-workday, full-year services) (blending)	Yes.

Child Care Funds May Be Used For a Child In Pre-K to Cover Costs...	
At all	Yes.
For before and after pre-k program hours only (braiding)	Yes.
During the same hours as the pre-k program (e.g., to support full-workday, full-year services) (blending)	No.
Pre-k, Head Start and child care funds may be combined for an individual child (e.g., to support full-workday, full-year services)	No.

WASHINGTON

Agencies/Funding Streams	Contact Name	Email	Phone
Child care subsidy	Lynne Shanafelt	lynne.shanafelt@del.wa.gov	360.725.2829
Head Start Collaboration Office	Jennifer Jennings-Shaffer	jennifer.jennings-shaffer@del.wa.gov	360.725.4423
Early Head Start			
Head Start			
State preschool	Nicole Rose	nicole.rose@del.wa.gov	306.725.4567
Other:			
Completed by:	Leslie Dozono	Leslie@childrensalliance.org	

Information in Table B collected from John Bancroft (consultant for Puget Sound ESD), Karen Tvedt, Lori Pittman (Pugest Sound ESD), Katy Warren (WA State Association of Head Start/ECEAP) , and Joel Ryan (WA State Association of Head Start/ECEAP)

Information from Washington CCDF Reports

Criteria	Description
2.2.6d Longer eligibility redetermination periods (in months)	12-month eligibility redetermination periods for child care.
2.2.6e Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs	Included in 12-month eligibility for child care. First step to getting 12-month authorization for all families was to start with families with a child in Head Start, Early Head Start of Early Childhood Education and Assistance Program (Washington’s state pre-k program).
2.2.6i Using non-CCDF funds to continue subsidy for families who no longer meet eligibility	Some Head Start programs currently use Head Start funds to allow continuity of care when a family loses their subsidy.
2.6.2a Child care services available through grants or contracts	Child care subsidies currently available through vouchers, though the homeless child care program is through contracts. WA is currently putting together a task force to consider how we integrate contracts, particularly as the state considers implementation of tiered reimbursement. Several Washington cities and/or counties have child care subsidies; they have varying eligibility criteria and are administered through grants and contracts.
2.6.2b Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs	Beginning in 1997, Head Start and ECEAP programs were given permission to blend child care subsidy funds with Head Start or ECEAP funding to provide full-day services that met the requirements of both child care licensing and Head Start standards for the entire day. If programs could demonstrate that child care funds were used to meet basic licensing standards, while Head Start funds were used to enhance and expand their services to provide comprehensive child development and family support, and that there was no “double dipping,” programs could collect child care funding for the entire day, while adding Head Start funds to the mix. This blending was approved in writing by the state of Washington, Region X Head Start, and the national Office of Head Start.

WASHINGTON [cont.]

2.6.2c Are child care services provided through grants or contracts offered throughout the state/territory?	See 2.6.2a above
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Pre-K Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	No, by Washington state law, a child enrolled in Head Start may not be enrolled in ECEAP.
For hours outside of the Head Start program to extend the day	No.
During HS program hours, to cover the cost of specific services other than those paid for by HS (e.g., certified BA-level teacher salary)	No.
That extend Head Start service components (e.g., family support) during pre-k program hours	No.
During Head Start program hours to cover a range of program costs without the need to report cost allocations by funding source to the state (blending)	No.

Child Care Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	Yes.
For before and after Head Start program hours only (braiding)	Yes.
During the same hours as the Head Start program (e.g., to support full-workday, full-year services) (blending)	Yes.

Child Care Funds May Be Used For a Child In Pre-K to Cover Costs...	
At all	Yes.
For before and after pre-k program hours only (braiding)	Yes.
During the same hours as the pre-k program (e.g., to support full-workday, full-year services) (blending)	No.
Pre-k, Head Start and child care funds may be combined for an individual child (e.g., to support full-workday, full-year services)	No.

WISCONSIN

Agencies/Funding Streams	Contact Name	Email	Phone
Child care subsidy	Susan Mathison	Susan.Mathison@Wisconsin.gov	608.266.8286
Head Start Collaboration Office	Linda Leonhart	Linda.Leonhart@Wisconsin.gov	608.261.2137
Early Head Start			
Head Start			
State preschool	Jill Haglund	Jill.Haglund@Wisconsin.gov	608.267.9625
Other:			
Completed by:	Ruth Schmidt	ruschmidt@wisconsinearlychildhood.org	608.729.1042

Information from Wisconsin CCDF Reports

Criteria	Description
2.2.6d Longer eligibility redetermination periods (in months)	N/A
2.2.6e Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs	N/A
2.2.6i Using non-CCDF funds to continue subsidy for families who no longer meet eligibility	N/A
2.6.2a Child care services available through grants or contracts	Wisconsin funds a Contracted Child Care Grant program in which Wisconsin Works (TANF) agencies support child care. This program provides funding for DCF to reimburse W-2 agencies for child care provided on-site to the children of participants in W-2. DCF also has a \$548,000 grant to a non-profit agency that serves migrant and farm workers' children.
2.6.2b Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs	Yes—increase the supply of specific types of care; Yes—wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs; Contracted child care services for the children of Wisconsin Works (W-2/TANF) participants; Yes—support programs in providing higher-quality services.
2.6.2c Are child care services provided through grants or contracts offered throughout the state/territory?	Yes.

WISCONSIN [cont.]

Pre-K Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	
For hours outside of the Head Start program to extend the day	Yes.
During HS program hours, to cover the cost of specific services other than those paid for by HS (e.g., certified BA-level teacher salary)	Yes.
That extend Head Start service components (e.g., family support) during pre-k program hours	Yes.
During Head Start program hours to cover a range of program costs without the need to report cost allocations by funding source to the state (blending)	

Child Care Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	
For before and after Head Start program hours only (braiding)	No.
During the same hours as the Head Start program (e.g., to support full-workday, full-year services) (blending)	Yes.

Child Care Funds May Be Used For a Child In Pre-K to Cover Costs...	
At all	
For before and after pre-k program hours only (braiding)	No.
During the same hours as the pre-k program (e.g., to support full-workday, full-year services) (blending)	Yes.
Pre-k, Head Start and child care funds may be combined for an individual child (e.g., to support full-workday, full-year services)	Yes.

STATE NAME:

Agencies/Funding Streams	Contact Name	Email	Phone
Child care subsidy			
Head Start Collaboration Office			
Early Head Start			
Head Start			
State preschool			
Other:			
Completed by:			

Information from State CCDF Reports

Criteria	Description
2.2.6d Longer eligibility redetermination periods (in months)	
2.2.6e Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs	
2.2.6i Using non-CCDF funds to continue subsidy for families who no longer meet eligibility	
2.6.2a Child care services available through grants or contracts	
2.6.2b Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs	
2.6.2c Are child care services provided through grants or contracts offered throughout the state/territory?	

STATE NAME [cont.]:

Pre-K Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	
For hours outside of the Head Start program to extend the day	
During HS program hours, to cover the cost of specific services other than those paid for by HS (e.g., certified BA-level teacher salary)	
That extend Head Start service components (e.g., family support) during pre-k program hours	
During Head Start program hours to cover a range of program costs without the need to report cost allocations by funding source to the state (blending)	

Child Care Funds May Be Used For a Child In Head Start to Cover Costs...	
At all	
For before and after Head Start program hours only (braiding)	
During the same hours as the Head Start program (e.g., to support full-workday, full-year services) (blending)	

Child Care Funds May Be Used For a Child In Pre-K to Cover Costs...	
At all	
For before and after pre-k program hours only (braiding)	
During the same hours as the pre-k program (e.g., to support full-workday, full-year services) (blending)	
Pre-k, Head Start and child care funds may be combined for an individual child (e.g., to support full-workday, full-year services)	

CHECKLISTS & WORKSHEETS

Instructions: In the first column, indicate the early childhood program funding streams that exist in your state (1 = Yes, 0 = No). Use the second column for notes to develop as accurate a picture as possible of the funding streams available in your state and those that you may wish to explore further.

ASSESSING FEDERAL, STATE AND LOCAL PUBLIC FUNDING STREAMS

	Question	Exists in State	Notes
	Major Early Childhood Funding Streams		
1	Federal Early Head Start		
2	Federal Head Start		
3	State-funded Early Head Start		
4	State-funded Head Start		
5	Child care subsidy program		
6	Child care quality enhancement		
7	TANF-funded child care		
8	State pre-kindergarten		
9	Local pre-kindergarten		
10	State-funded birth-to-three program (center-based)		
11	Part C—Early Intervention (0–3)		
12	Part B—Early Childhood Special Education (3–5)		
13	USDA Child and Adult Care Food Program		
14	Title I funds (spent on early childhood)		
15	Medicaid funds (spent on early childhood)		
16	Private tuition		
	Separate Quality Enhancement Funds (Federal, State, Local)		
17	Quality rating and improvement system		
18	T.E.A.C.H. and/or other scholarships		
19	Child Care Wage Supplement Program		
20	Child Care Quality Enhancement Mini-Grants		
21	Facilities funding for new construction and/or renovation funding		
22	Early Reading First (federal grant program)		

ASSESSING FEDERAL, STATE, AND LOCAL PUBLIC FUNDING STREAMS

[cont.]

	Question	Exists in State	Notes
	Other State and Local Funding Streams		
23	Home visiting program funding streams		
24	Smart Start funding		
25	Early Childhood Mental Health Consultation		
26	Mental health funding		
27	Maternal & Child Health/Public Health funding		
	Training and Consultation Funds		
28	Infant-toddler specialists		
29	Program for Infant-Toddler Care (PITC) training		
30	Nurse consultants		
31	Strengthening Families training		
	Others		
32	Tobacco settlement funds		
33	Local United Way agencies		
34	Local and state tax benefits and credits		
35			
36			
37			

IDENTIFYING REGULATORY DIFFERENCES ACROSS EARLY CHILDHOOD FUNDING STREAMS

Areas of Regulatory Differences	Head Start	Early Head Start	Child Care Subsidy
Eligibility & Enrollment Issues			
Parent/family eligibility requirements			
Family income			
Income verification requirements			
Child support cooperation requirements			
Parents' work status			
Parents' work hours			
Teen parent provisions			
Eligibility (re-) determination timelines and process			
Length of child care subsidy vs. Early Head Start/Head Start continuous eligibility			
Job search (including eligibility for new applicants seeking employment)			
Provider eligibility			
Programmatic Issues			
Age of children served			
Different funding streams for different ages			
Teacher-child ratios			
Group/class size			

IDENTIFYING REGULATORY DIFFERENCES ACROSS EARLY CHILDHOOD FUNDING STREAMS [cont.]

Areas of Regulatory Differences	Head Start	Early Head Start	Child Care Subsidy
Programmatic Issues			
Groupings by age			
Differences between licensing groups by age & child care payment groups			
Space requirements			
Continuity of care issues			
Primary caregiver is in place for each child			
Children able to remain with same teaching team from 0–3 & 3–5			
Length of program day & year			
Staff qualifications by title			
Staffing training/ professional development			
Family engagement & support requirements (or lack thereof)			
Funding Issues			
Parent co-payment requirements			
Prohibitions on blending or braiding funding streams			
Attendance requirements			
Enrollment requirements			
Vacancy requirements			
Grants vs. purchase of service			

IDENTIFYING REGULATORY DIFFERENCES ACROSS EARLY CHILDHOOD FUNDING STREAMS [cont.]

Areas of Regulatory Differences	Head Start	Early Head Start	Child Care Subsidy
Funding Issues			
Contracts vs. certificates (vouchers)			
Payment receipt issues			
Monitoring frequency			
Monitoring process			

IDENTIFYING REGULATORY DIFFERENCES ACROSS EARLY CHILDHOOD FUNDING STREAMS [cont.]

Child Care Licensing	State Pre-K	State 0-3 Program	Other

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