

University of New Hampshire

University of New Hampshire Scholars' Repository

Preschool Development Grant

Early Childhood

2022

2023 Strategic Plan Background Research: Systems Integration and Office of Early Childhood

NH Preschool Development Grant

Follow this and additional works at: https://scholars.unh.edu/preschool_development_grant

Recommended Citation

NH Preschool Development Grant, "2023 Strategic Plan Background Research: Systems Integration and Office of Early Childhood" (2022). *Preschool Development Grant*. 42.

https://scholars.unh.edu/preschool_development_grant/42

This Report is brought to you for free and open access by the Early Childhood at University of New Hampshire Scholars' Repository. It has been accepted for inclusion in Preschool Development Grant by an authorized administrator of University of New Hampshire Scholars' Repository. For more information, please contact Scholarly.Communication@unh.edu.

NH Early Childhood Strategic Initiative Background Research

Strategic Theme: Systems integration

Objective 1: Increase state, regional, and local level collaboration and program integration

A. Are there New Hampshire study groups and/or recommendations about this area that should be considered?

- Professional Development (PD)– early intervention matters could be a way to tie groups together – how do we create these structures to create those opportunities
 - EX: Family outreach specialist in Portsmouth – schools have a more robust mechanism for PD than small child care centers, but providers have identified that PD is a positive experience when it is offered
 - Leverage higher ed for PD (local community colleges etc.)
 - NH DOE brings in regional consultants who help with this
 - Also bring the state-level lens to their approaches – potential to have state level knowledge infused into the school community
 - EX: in the past, folks who were focused on PD would convene quarterly – it provided a way to help people connect the dots, so they weren't doing this great training program in isolation – people are not aware of the opportunities à building up specific trainings and creating awareness of different programs/opportunities, because people do not where to access these things
 - There is so much out there – how do we wrangle it in

B. What ideas emerged from the recent focus groups?

C. What is currently working well in NH to support this objective, even if it is not done uniformly or consistently? What has been done in the past in NH that positively affected this objective that is no longer happening?

- Community management teams (aka DCLT) – integrates all of the players who regularly come to the table and identify issues (of all sizes) and work on community coordination; have been able to leverage funds and apply for grants due to dynamic community work
 - o It is housed at school, but it should be ownership of the community
 - o District and community coming together
- Milford Thrives is a huge component of their DCLT so that there is that early childhood to grade 12 vertical alignment – when this is done well you have all of those players there at the table actively collaborating
- There is a system of care focused on children’s behavioral health – could be an opportunity to tap into since it is a vast network of providers across many agencies, public and private; also a family support clearing house housed under the Department of Health and Human Services
 - o Large amount of interagency work that happens
 - o System of care is family and youth driven and their needs are met by accessing those resources in the community
- Early childhood coalitions – some are well established, and some are relatively newà how to strengthen and build those connections, so many things that could be spotlighted as things that are happening in the community right now and raising up these community endeavors/ how to tell that story
 - o When these are done well, you can have all the players at the table collaborating
 - o Examples:
 - Amoskeag Health has Project Health – created ASERT team (federally funded TA center) à how to strengthen this
 - Milford Thrives – huge component of DCLT; ECH through grade 12 (vertical alignment)
 - COAS for Young Children and Families Coalition – doing it across the entire county and including all; highlighted for their different subcommittees, sharing of resources, and potentially blending and creating different fundings
 - Family Support New Hampshire
 - o <https://www.fsnh.org>
 - o Map of EC Regions: https://mypages.unh.edu/sites/default/files/pdg/files/nh_pdg_early_childhood_regions_15july2021.pdf
 - o <https://www.childcareaware.org/state/new-hampshire/>

D. What Early Childhood practices are occurring in other states that are effective in supporting this objective?

E. What do research studies conclude about effective practices to reach this objective?

F. Are there any parallel processes in other systems that we could adopt? (Higher education, business, community organizations?)

Follow up assignments for completion by next meeting:

Task	Person Assigned

NH Early Childhood Strategic Initiative Background Research

Strategic Theme: Systems integration

Objective 2: Enhance family navigation of integrated programs and services

A. Are there New Hampshire study groups and/or recommendations about this area that should be considered?

- At the micro level, have some community mental health center switching the way they do intake – allow the school to be an intermediary to provide an information-sharing agreement that the parents sign so the center can receive that information and can call the parents to schedule a service
- <https://nhcsoc.org>
- Have to ask and seek out your own services in rural areas since there is so little there
- Two large rural communities that span multiple counties have some integrated networks ☐ what is the impact/influence of this? Includes family resource centers
 - Like the COAS coalition
 - Impact Monadnock
- The Build Initiative= a national organization that advances work on behalf of young children from prenatal to five, their families, and communities
 - Their "Nuts and Bolts" document is an orienting document with lessons learned and recommendations. There are state specific examples on their site:
<https://buildinitiative.org/>
- Unite Us= a national and state-wide effort that is not state sponsored. It is a database to help identify and locate resources.
 - Website: <https://uniteus.com>
- First Things First has a very comprehensive website that is a nice example.
 - Website: www.firstthingsfirst.org
- NH has been good about supporting family navigation in the form of Kinship Navigator. It helps workers in research and community health centers, which is an important element.
 - Link: www.nhchildrenstrust.org/kinship
- Maneuvering the Maze is a document that outlines the family needs of those with health needs.
 - nhfv.org/publication/maneuvering-through-the-maze/
- Massachusetts has a strong community outreach program.
- Other shared links:
 - www.dhhs.nh.gov/sites/g/files/ehbemt476/files/documents/2021-11/closing-cliff-effect.pdf
 - challengingbehavior.cbcs.usf.edu/Pyramid/overview/index.html
 - sites.google.com/education.nh.gov/social/family-engagement
 - positiveexperience.org

B. What ideas emerged from the recent focus groups?

<ul style="list-style-type: none"> • Establish one-stop-shops for families and organizations to utilize while being careful of duplicating effort of other coalitions that are currently not being used or supported. • Having multiple systems increases the burden on organizations to stay updated and valid, which means we should focus on the resources already available. • District offices are available to families who have questions about resources and assistance programs • Schools are resources families can use to gain information, however, many families won't utilize schools as resources if they don't have school aged children
<p>C. What is currently working well in NH to support this objective, even if it is not done uniformly or consistently? What has been done in the past in NH that positively affected this objective that is no longer happening?</p>
<ul style="list-style-type: none"> • Unite Us- an effort to coordinate services and make it easier for families to access and facilitate communication across multiple entities and agencies; a national company that will facilitate the referral when there is a request <ul style="list-style-type: none"> ◦ Integrated across a lot of different spaces – there is a fee, but some school districts are looking to pilot • https://newhampshire.uniteus.com • New Hampshire connections – child care aware for providers, communities, families <ul style="list-style-type: none"> ◦ Currently building it out so would be worth it to have a conversation meaning not just child care but other things within DHHS in terms of accessing – helps families find child care • https://www.nh-connections.org • No Wrong Door • NH Easy (a state DHHS site) – where community members can go to apply for a lot of different programs (SNAP, child care assistance); for families who need assistance to pay for child care, not finding the child care (NH Connections helps families find child care) <ul style="list-style-type: none"> ◦ For these who don't qualify for those services, there is not anything for them • https://nheasy.nh.gov/#/ • Personal experience: live in a school district in an area where there wasn't a lot of child care so the district created family groups (for all ages) with parent nights in order to educate on the supports available and create a cohort of families to form connections
<p>D. What Early Childhood practices are occurring in other states that are effective in supporting this objective?</p>
<ul style="list-style-type: none"> • South Carolina has an integrated intake form
<p>E. What do research studies conclude about effective practices to reach this objective?</p>
<p>F. Are there any parallel processes in other systems that we could adopt? (Higher education, business, community organizations?)</p>

Follow up assignments for completion by next meeting:

Task	Person Assigned

NH Early Childhood Strategic Initiative Background Research

Strategic Theme: Systems integration

Objective 3: Increase community voice and influence in design of programs and services

A.	<p>Are there New Hampshire study groups and/or recommendations about this area that should be considered?</p> <ul style="list-style-type: none"> • Making sure we get to the parents: have tried different approaches in terms of outreach to (i.e., housing authorities etc.) but would like to find better solutions to true family engagement with the most marginalized families • DOE offers the 603 bright futures surveys: designed for educational staff, family, and community members (if you're not a specific family of a district but live within the community of, there is a specific survey for you, that data gets aggregated and sent back to the SAUs to leverage <ul style="list-style-type: none"> o Amount of response differs community to community • Pyramid model in NH – steering leadership committee <ul style="list-style-type: none"> o Community teams that bring together o Grant opportunities to implement the pyramid model o Thinks it is integrated well in one elementary school – small pockets of success; there is a family engagement component to this <ul style="list-style-type: none"> ▪ Parents creating classes for other parents – if pyramid models are implemented with fidelity, there is opportunity there but there is a lot of silence because we are not aware of many places where it is being done particularly well • Dr. Karen Mapp offers dual capacity building framework but not system wide • To respond to local needs, utilize the regional leadership teams and engage local leaders from all sectors and understanding. • Municipalities need to have a sense of what their communities needs are.
B.	<p>What ideas emerged from the recent focus groups?</p>
C.	<p>What is currently working well in NH to support this objective, even if it is not done uniformly or consistently? What has been done in the past in NH that positively affected this objective that is no longer happening?</p> <ul style="list-style-type: none"> • DCLTs offer voice and choice on intervention strategies and programs being brought into schools at the micro level so families are able to engage – this is not at large
D.	<p>What Early Childhood practices are occurring in other states that are effective in supporting this objective?</p>

<ul style="list-style-type: none"> • Annie Casey foundation – when they are active in the state family connection entities in specific communities and regions; are about getting community voice and customizing programs and services <ul style="list-style-type: none"> o Georgia is an example of this https://gafcp.org/ o Does require a certain level of funding and investment in order to stand them up because there are professionals behind them, not just volunteers but not a big investment • Pine Tree Institute located in Elliot Maine and coastal parts of NH – partnered with ACE (Adverse Childhood Experiences) Interface and created a group of coaches who were experts in adverse childhood experiences ☐ for free of charge, the coaches would go out into community entities and spread the word about what adverse childhood experiences are how to recognize them, how to mitigate them, and how to build up assets
E. What do research studies conclude about effective practices to reach this objective?
<p>Collective Impact is a heavily researched model of effective community collaboration https://ssir.org/articles/entry/collective_impact# https://collectiveimpactforum.org/</p>
F. Are there any parallel processes in other systems that we could adopt? (Higher education, business, community organizations?)

Follow up assignments for completion by next meeting:

Task	Person Assigned

This document was supported by the Preschool Development Grant, which is sponsored by the Department of Health and Human Services, Administration for Children and Families (Award# 90TP0060-01-00). Any opinions, findings, conclusions, or recommendations expressed in this publication do not necessarily reflect the views of any organization or agency that provided support for the project.

Examples of State-level Early Childhood Governance Structure

July 22, 2022

Prepared for



This document was supported by the Preschool Development Grant, which is sponsored by the Department of Health and Human Services, Administration for Children and Families (Award# 90TP0060-01-00). Any opinions, findings, conclusions, or recommendations expressed in this publication do not necessarily reflect the views of any organization or agency that provided support for the project.

Contents

Introduction	3
Alabama	5
Connecticut	7
Georgia	10
Maryland	12
Massachusetts	15
Michigan	17
New Hampshire	20
New Jersey	22
New Mexico	24
Oregon	26
Pennsylvania	29
Vermont	33
Washington	35

Examples of State-level Early Childhood Governance Structure

Introduction to this Guide

The structure of state governments varies considerably for all functions, including the organization of programs and services for young children and families. These profiles of 13 states—including New Hampshire—show some of the variety utilized to govern early childhood services. These profiles are not intended to be an exhaustive list, but rather to offer examples of how states structure early childhood governance in ways that might increase effectiveness or streamline funding. A few of these states have created one agency with consolidated functions, while others house many components of early care and education within one or multiple offices or divisions that are overseen by the state education or health and human services agency. These examples are intended to provide ideas and insights for your consideration into how early care and education services might be organized to meet the needs of young children and families in your state more effectively.

The two tables below summarize some of the information presented in each profile, including which of these 13 states have consolidated several of the early care and education functions into a stand-alone agency and which states group many services and programs within one or more divisions within a state department or agency.

For further information, links to sources are listed in each profile, as well as the resources from the Education Commission of the States listed below.

- The Education Commission of the States comparison of each state:
<https://c0arw235.caspio.com/dp/b7f93000ac9474f0c2524b34b062>
- Report summarizing how 23 states have been rethinking their governance of early childhood systems:
<https://www.ecs.org/improving-early-childhood-education-systems/>
- Report to help understand early childhood governance across the US:
https://www.flpadvisors.com/uploads/4/2/4/2/42429949/flp_gettingtherefromhere_061120.pdf
- Report including policy considerations for states rethinking early childhood governance:
<https://www.ecs.org/governance-in-early-childhood-education/>

Examples of State-level Early Childhood Governance Structure

Structure of Early Childhood Functions Within These States

	AL	CT	GA	MD	MA	MI	NH	NJ	NM	OR	PA*	VT	WA
Stand-alone office or agency	X	X	X						X				X
Entity and/or most early childhood functions overseen by state education department or agency				X	X	X		X		X	X		
Entity and/or most early childhood functions overseen by state health and human services department or agency							X				X	X	

*Note that Pennsylvania organizes early care and education functions within an office that is a collaborative effort between the two state agencies.

Early Childhood Programs and Services Housed Within the Primary Oversight Entity Profiled in this Document

	AL	CT	GA	MD	MA	MI	NH	NJ	NM	OR	PA	VT	WA
Child Care Development Fund		X	X	X	X	X	X		X	X	X	X	X
Head Start Collaboration Office	X	X	X	X	X	X	X	X	X		X	X	X
State-Funded Pre-K	X	X	X	X	X	X		X	X	X	X	X	X
Maternal, Infant, & Early Childhood Home Visiting	X	X					X		X		X	X	X
Individuals with Disabilities Education Act, Part C		X		X		X	X		X	X	X	X	X
Preschool Development Grants	X	X	X	X	X	X			X	X	X	X	X
Kindergarten-3 rd Grade	X			X	X	X		X		X	X		
Quality Rating Improvement System		X	X	X	X	X	X	X	X	X	X	X	X
State Longitudinal Data System					X			X			X		

Source: ECS 50-State Comparison <https://c0arw235.caspio.com/dp/b7f93000ac9474f0c2524b34b062>

Examples of State-level Early Childhood Governance Structure Alabama

Governing entity	Alabama Department of Early Childhood Education (DECE)
Date created	
Oversight agency	
Structure	<p>Separate state agency- led by a secretary who reports to the governor</p> <ul style="list-style-type: none"> • Comprised of: <ul style="list-style-type: none"> ○ Alabama Children’s Policy Councils ○ Early Childhood Advisory Council ○ Alabama Head Start State Collaboration Office ○ Children First Trust Fund ○ Office of Early Learning and Family Support ○ First Teacher Home Visiting ○ Office of Early Childhood Development and Professional Support ○ Office of School Readiness ○ Alabama First Class Pre-K • Pros of this structure: <ul style="list-style-type: none"> ○ Effective at operationalizing its scope and authority, mastering the art of relationships, and slowly growing high-quality programs and services for young children in AL ○ Benefits from having a direct line of authority to the governor’s office and strong political and fiscal support for early care and education and to expand First Class Pre-K and other programs for young children and families ○ Effectively maximized the support of key advocacy partners, which have helped to fuel the growth of programs for families and elevated the agency on a national level ○ DECE is poised for continued growth as an agency and as a leader of the state’s early learning system
Early care and education components overseen by this entity	<ul style="list-style-type: none"> • Head Start Collaboration Office • State Funded Pre-kindergarten • Maternal, Infant, and Early Childhood Home Visiting • Preschool Development Grant • Kindergarten-3rd Grade
Description of services	Mission= to innovate, support, and deliver cohesive, equitable systems of high-quality care and education so that Alabama children and families thrive and learn

Examples of State-level Early Childhood Governance Structure Alabama

Funds managed	<p>Stable state funding, with steady expansion of state and federal funds and grants.</p> <ul style="list-style-type: none"> • <i>First Class Pre-K Program</i>= AL’s state-funded voluntary program for four-year-old children who are residents of the State of Alabama; all state-funded classrooms receive coaching from specialized coaches to support classroom instruction and Developmentally Appropriate Practice (DAP); 2021-2022 state appropriations= \$151,245,22 and 1,396 number of classrooms • Grants are awarded on a 1-3 year cycle; each organization reapplies every 3 years • <i>First Teacher Home Visiting Funding</i>= provides grant funding for voluntary home visiting programs that focus on school readiness and family and child health and well-being as well as help families access resources in their communities • <i>Alabama Pre-K-3rd grade Integrated Approach to Early Learning Competitive Grant</i>= provides \$15,000 for each awarded class • <i>Special Projects Funding</i>: Born Ready University, Campaign for Grade Level Reading, Workforce Development • Read here for more information on Alabama’s funding: https://children.alabama.gov/for-educators/grants-funding/ • The 2022 budget for the Department of Early Childhood Education is \$40 million.
Staffing of entity	100 Full time employees
Number of children 0-5	353,925
Number in state early childhood workforce	10,810
Earnings by education	Alabama (AL) early educators with a bachelor’s degree are paid 35.2% less than their colleagues in the K-8 system
References	<p>https://children.alabama.gov https://children.alabama.gov/home/about/about-adece/ https://cscce.berkeley.edu/workforce-index-2020/states/alabama/ https://nieer.org/research-report/effective-state-offices-of-early-learning-structural-features-enabling-conditions-and-key-functions-in-four-states https://c0arw235.caspio.com/dp/b7f930004be8731f716a42a6b5be?state=Alabama https://children.alabama.gov/for-educators/grants-funding/ https://www.alabamaschoolreadiness.org/annual-pre-k-funding-appropriations/ https://www.wsfa.com/2022/04/13/more-first-class-pre-k-programs-come-fall/</p>

Early Childhood Structure of Other States

Connecticut

Governing entity	Connecticut Office of Early Childhood (OEC)
Date created	Established in 2014
Oversight agency	
Structure	<ul style="list-style-type: none"> • Distinct, cabinet-level agency, led by a commissioner appointed by the Governor- OEC produces a report of activities each year, which are compiled and published in the annual Digest of Administrative Reports to the Governor. • The agency incorporates early childhood programs previously found within the Department of Education, Social Services, Board of Regents, Developmental Services, and Public Health. <ul style="list-style-type: none"> ○ Divisions: <ul style="list-style-type: none"> ▪ Early Care and Education ▪ Family Support ▪ Fiscal ▪ Grants & Contracts ▪ Information Technology ▪ Legal ▪ Licensing ▪ Quality Improvement ○ https://www.ctoec.org/contact-us/ <ul style="list-style-type: none"> ▪ In-depth breakdown of the administration, divisions and programs/services set-ups • A state agency that oversees a network of programs and services that help young children and families thrive. A key part of that work is supporting the providers, teachers, and other professionals who've dedicated their careers to caring for and educating children
Early care and education components overseen by this entity	<ul style="list-style-type: none"> • Child Care Development Fund • Head Start Collaboration Office • State Funded Pre-Kindergarten • Maternal, Infant, and Early Childhood Home Visiting • Individuals with Disabilities Education Act, Part C • Preschool Development Grants • Quality Rating Improvement System
Description of services	<ul style="list-style-type: none"> • Focuses on children from birth into grade school; helping children learn, develop, and overcome barriers will have benefits that last a lifetime • Work hard to support and strengthen families in CT and support our partners in the early childhood field • Created to improve the delivery of early childhood services for children in CT

Early Childhood Structure of Other States

Connecticut

Funds managed	<ul style="list-style-type: none"> • <i>The Child Care and Development Fund (CCDF)</i>= a federal program that helps low income families pay for childcare <ul style="list-style-type: none"> ○ The primary federal funding source devoted to providing low-income families that are working or participating in education and training with help paying for child care and improving the quality of child care for all children ○ Every 3 years, CT must complete a new plan that is approved by the Federal Office of Child Care (OCC) ○ 8 Components of the CCDF Plan: <ol style="list-style-type: none"> 1. Define CCDF Leadership and Coordination 2. Promote Family Engagement 3. Provide Stable Child Care Financial Assistance to Families 4. Ensure Equal Access to High Quality Child Care 5. Standards & Monitoring Processes to Ensure the Health 6. Recruit & Retain a High Quality Child Care Workforce 7. Support Continuous Quality Improvements 8. Ensure Great Accountability • <i>CT Early Childhood Funder Collaborative</i>= a project of the Connecticut Council for Philanthropy (CCP) for which CCP serves as a fiscal sponsor; comprises 21 funders from around the state who bring many years of experience in supporting and operating programs that serve the needs of children and families • <i>Care4Kids</i>= helps low to moderate income families in CT pay for child care costs; sponsored by OEC • <i>The Women’s Business Development Council</i> is offering grants of up to \$5,000 to qualified child care start-up businesses in CT • A total of \$189.2 million in federal COVID relief funding allocated to the OEC has been expended
Staffing of entity	
Number of children 0-5	219,776
Number in state early childhood workforce	16,270
Earnings by education	Connecticut (CT) early educators with a bachelor’s degree are paid 31.3% less than their colleagues in the K-8 system.

Early Childhood Structure of Other States Connecticut

References	<p>https://www.ctoec.org https://cscce.berkeley.edu/workforce-index-2020/states/connecticut/ https://www.ctoec.org/ccdf/ https://www.ctphilanthropy.org/ct-early-childhood-funder-collaborative https://www.ctcare4kids.com https://ctwbdc.org/start-up-grant/ https://www.cga.ct.gov/app/related/20220202_2022%20Elementary%20&%20Secondary%20Ed%20Subcommittee%20Work%20Session%20Documents/OEC%20Reponses%20to%20Appropriations%20Committee%203.4.22.pdf https://www.ctoec.org/agency-program-reports/#governor</p>
-------------------	--

Early Childhood Structure of Other States

Georgia

Governing entity	Georgia Department of Early Care and Learning (DECAL)- <i>Bright from the Start</i>
Date created	2004
Oversight agency	
Structure	<ul style="list-style-type: none"> • Led by a commissioner appointed by the Governor • Formed by merging the Office of School Readiness with units from the Department of Human Resources, the Department of Education, and the Georgia Care Council • Houses the Head Start Collaboration Office, distributes federal funding to enhance the quality and availability of child care, and works collaboratively with GA Child Care resource and referral agencies and organizations throughout the state to enhance early care and education
Early care and education components overseen by this entity	<ul style="list-style-type: none"> • Child Care Development Fund • Head Start Collaboration Office • State Funded Pre-Kindergarten • Preschool Development Grants • Quality Rating Improvement System
Description of services	<ul style="list-style-type: none"> • Responsible for meeting the child care and early education needs of GA’s children and their families • Created to streamline the state’s services to GA’s children from birth to age five and their families • Administers the nationally recognized GA’s Pre-K Program, licensed child care centers, and home-based child care, administers GA’s Childcare and Parent Services (CAPS) program, federal nutrition programs, and manages Quality Rated, GA’s community powered child care rating system.
Funds managed	<ul style="list-style-type: none"> • Distributes federal funding to enhance the quality and availability of child care • <i>Child Care and Development Fund (CCDF)</i>= provides funds to states to support low-income, working families through child care assistance for children ages birth through 13 and to promote children’s learning by improving the quality of child care and afterschool programs <ul style="list-style-type: none"> ○ DECAL serves as GA’s lead agency for the administration of funding from the CCDF. They must submit a state plan detailing how funds will be used to receive these funds • <i>Preschool Development Grant Birth Through Five</i>= a three0year, \$11.2 million grant that will allow GA to expand efforts to help families access high quality early childhood services statewide <ul style="list-style-type: none"> ○ Awarded by the U.S. Dept. of Health and Humans and the U.S. Dept. of Education • Received COVID-19 relief funding • Offer opportunities through competitive grants (RFA/RFP) or program applications to improvement efforts: http://www.decals.ga.gov/QualityInitiatives/Grants.aspx

Early Childhood Structure of Other States Georgia

	<ul style="list-style-type: none"> Proposed FY 2023 Budget= \$461 million – increases investment in the agency by \$21 million more than the approved FY 2022 budget
Staffing of entity	10 Executive Staff members
Number of children 0-5	791,581
Number in state early childhood workforce	31,300
Earnings by education	Georgia (GA) early educators with a bachelor’s degree are paid 20.4% less than their colleagues in the K-8 system.
References	https://cscce.berkeley.edu/workforce-index-2020/states/georgia/ http://www.dec.state.ga.us/BftS/About.aspx http://www.dec.state.ga.us/BftS/AboutTheCommissioner.aspx https://edsources.org/2018/unlike-california-many-states-have-umbrella-agency-for-early-childhood-programs/595536 http://www.dec.state.ga.us/BFTS/CCDFPlan.aspx http://www.dec.state.ga.us/BftS/PreschoolDevelopmentGrant.aspx http://www.dec.state.ga.us/BftS/COVID-19ReliefFunding.aspx https://gbpi.org/overview-2023-fiscal-year-budget-for-the-georgia-department-of-early-care-and-learning/

Early Childhood Structure of Other States

Maryland

Governing entity	Maryland Division of Early Childhood
Date created	
Oversight agency	State Department of Education (MSDE)
Structure	<p>The State Superintendent of Schools is responsible for the administration of the MSDE and carries out the educational policies of the State Board. The State Board appoints the State Superintendent, and the 14 State Board members are appointed by the Governor.</p> <p><u>The Department of Education</u> oversees four offices, which contain divisions and offices:</p> <ul style="list-style-type: none"> • Office of the State Superintendent • Office of Organizational Effectiveness • Office of Teaching and Learning <ul style="list-style-type: none"> ○ Division of Early Childhood ○ Division of Early Intervention and Special Education ○ Division of Educator Certification and Program Approval ○ Division of Career and College Readiness ○ Division of Curriculum, Instructional Improvement, and Professional Learning ○ Office of Leadership Development and School Improvement ○ Athletics/MPSSAA • Office of Operations <p><u>Division of Early Childhood</u></p> <p>The division is composed of:</p> <ol style="list-style-type: none"> 1) Office of Child Care= works to support and guide early education and child care so that every young child in MD has a strong foundation and will be ready for Kindergarten oversees: <ol style="list-style-type: none"> i) Licensing Branch ii) Subsidized child care program iii) Child Care Credentialing System, Child Care Trainers/Training Proposal Approval Program iv) Maryland EXCELS v) Regional Licensing Offices vi) Workforce Advancement Branch vii) Scholarship Branch 2) Early Learning Branch= responsible for pre-k and kindergarten policy and programs; oversees the following: <ol style="list-style-type: none"> i) Ready for Kindergarten Early Childhood Comprehensive Assessment System ii) Developmental Screening iii) Early Childhood Curriculum

Early Childhood Structure of Other States Maryland

	<ul style="list-style-type: none"> iv) The Judith P. Hoyer Center Early Learning Hubs v) Maryland Approved Alternative Program Preparation 3) Collaboration and Program Improvement Branch= manages early childhood initiatives and issues and administers early care contracts and grants <ul style="list-style-type: none"> i) Head Start State Collaboration Project
Early care and education components overseen by this entity	<ul style="list-style-type: none"> • Child Care Development Fund • Head Start Collaboration Office • State Funded Pre-Kindergarten • Individuals with Disabilities Education Act, Part C • Preschool Development Grants • Kindergarten-3rd grade • Quality Rating Improvement System
Description of services	<ul style="list-style-type: none"> • MSDE is dedicated to supporting a world-class educational system that prepares all students for college and career success in the 21st century. • Responsible for early care and education in Maryland • Mission= to improve early education in Maryland so that young children are prepared for school
Funds managed	<ul style="list-style-type: none"> • <i>CCDF</i> • <i>Accreditation Support Fund</i>= works to assist both licensed child care centers and registered family child care providers with the cost of pursuing accreditation • <i>Child Care Quality Incentive Grant</i>= supports projects that improve the professionalism and quality of child care programs; also supports initiatives that improve children’s school readiness • <i>Family Child Care Provider Grant Program</i> • <i>Child Care Scholarship Program</i>= provides financial assistance with child care costs to eligible working families in MD • <i>Maryland PreK Grant Programs</i>= provides funding for private providers to administer high-quality prekindergarten; designed to serve three- and four-year-old children from families with income at or below 300 percent of the federal poverty guidelines in full-day settings and meet the definition of high-quality prekindergarten programs; administered by the Division of Early Childhood at the MD State Dept. of Education <ul style="list-style-type: none"> ○ used for salaries, wages, and fringe benefits for teaching staff; equipment, materials and supplies; reasonable rental costs; technology costs; costs associated with maintaining MD or national accreditation status, or MD EXCELS rating; costs for contracts to administer screening and intervention services for prekindergarten students; costs associated with the provision of staff and professional development activities recertification of qualified teaching staff; costs associated with evaluation and monitoring of the project, indirect costs, costs for at least one meal per day for students, costs for academic field trips

Early Childhood Structure of Other States

Maryland

	<ul style="list-style-type: none"> • <i>Prekindergarten Expansion Grant</i>= a competitive grant program administered by the Division of Early Childhood at the MD State Dept. of Education; provides funding for local education agencies (LEAs) and private providers to administer high-quality prekindergarten <ul style="list-style-type: none"> ○ Use of funds: same as the Maryland PreK Grant Program • <i>Judy Center Grant Program</i>= provides funding for local school systems to establish additional Judy Centers; the funds must be used to serve children ages birth through five years of age and their families by providing comprehensive early care and education services to promote continuous improvement toward school readiness; administered by the Division of Early Childhood at the MD State Dept. of Education • DOE Total Funds for 2022= \$352,809,368
Staffing of entity	State Department of Education total staff for 2022= 1,576
Number of children 0-5	435,183
Number in state early childhood workforce	19,850
Earnings by education	Maryland early educators with a bachelor's degree are paid 42% less than their colleagues in the K-8 system.
References	https://earlychildhood.marylandpublicschools.org/about https://www.marylandpublicschools.org/stateboard/Pages/default.aspx https://cscce.berkeley.edu/workforce-index-2020/states/maryland/ https://edsources.org/2018/unlike-california-many-states-have-umbrella-agency-for-early-childhood-programs/595536 https://c0arw235.caspio.com/dp/b7f930004be8731f716a42a6b5be?state=Maryland https://earlychildhood.marylandpublicschools.org/news-announcements/funding-opportunities https://www.marylandpublicschools.org/programs/Pages/default.aspx# https://msa.maryland.gov/msa/mdmanual/13sdoe/html/sdoeb.html

Early Childhood Structure of Other States Massachusetts

Governing entity	Department of Early Care and Education and Department of Elementary and Secondary Education
Date created	
Oversight agency	Massachusetts Executive Office of Education (EOE)
Structure	<ul style="list-style-type: none"> • Education Secretary James A. Peyser oversees the Executive Office of Education and is Governor Baker’s top advisor on education. The Governor appoints the Education Secretary in Massachusetts. • The Executive Office of Education is one of nine Executive Offices under Governor Charlie Baker. EOE works with 3 organizations: Department of Early Education and Care (EEC), Department of Elementary and Secondary Education, and Department of Higher Education. • An eleven-member Board of Early Education and Care sets policies and regulations related to early education and care programs and services in the Commonwealth of Massachusetts.
Early care and education components overseen by this entity	<ul style="list-style-type: none"> • Child Care Development Fund • Head Start Collaboration Office • State Funded Pre-Kindergarten • Preschool Development Grants • Kindergarten-3rd grade • Quality Rating Improvement System • State Longitudinal Data System
Description of services	<p>The Executive Office of Education works to connect all Massachusetts residents with an education that creates opportunities. EOE works with the Department of Early Education of Early Education and Care, Department of Elementary and Secondary Education (K-12), Department of Higher Education, and the state’s 29 public colleges and universities to connect programs and policies across the entire public education system.</p> <p>The Department of Early Education and Care includes formal programs for infants, toddlers, preschoolers, and school age children during out-of-school time; group homes; foster care and adoption placement agencies; and residential schools for children with special needs; as well as programs in informal settings such as home visiting, and community-based family engagement networks</p> <ul style="list-style-type: none"> • Mission= to support the healthy growth and development of all children by providing high quality programs and resources for families and communities
Funds managed	<ul style="list-style-type: none"> • EEC provides grants and funding opportunities subject to budget appropriation: <ul style="list-style-type: none"> ○ <i>Commonwealth Preschool Partnerships Initiative (CPPI) Maintenance Grant</i> ○ <i>Commonwealth Preschool Partnerships Initiative (CPPI) Cohort 3 Grant</i> ○ <i>Early Childhood Career Pathways Grant</i> ○ <i>Head Start State Supplement Grant</i>

Early Childhood Structure of Other States Massachusetts

	<ul style="list-style-type: none"> ○ <i>Early Childhood Mental Health Consultation Grant</i> ○ <i>Coordinated Family and Community Engagement Grant</i> ○ <i>EEC Continuation Grants</i> ○ <i>Ear-Marked Grants</i> ○ <i>Incidental Grants</i> ● <i>CCDF</i> ● Executive Office of Education FY 2020 General Appropriations Act (GAA)= 7,931,385,714 <ul style="list-style-type: none"> ○ Department of Early Education and Care FY 2020 GAA= \$686,700,576
Staffing of entity	45 EEC staff members – commissioner’s office; Administration & Finance; Business Systems & Infrastructure; Field Operations; Professional Qualifications; Program Quality; Background Records Checks; Community & Family Supports; Internal Operations; Legal; Research, Innovation, & Program Supports; Strategic Engagement
Number of children 0-5	430,159
Number in state early childhood workforce	34,020
Earnings by education	Massachusetts early educators with a bachelor’s degree are paid 35.2% less than their colleagues in the K-8 system.
References	https://www.mass.gov/orgs/executive-office-of-education https://www.mass.gov/orgs/department-of-early-education-and-care https://cscce.berkeley.edu/workforce-index-2020/states/massachusetts/ https://edsources.org/2018/unlike-california-many-states-have-umbrella-agency-for-early-childhood-programs/595536 https://c0arw235.caspio.com/dp/b7f930004be8731f716a42a6b5be?state=Massachusetts https://www.mass.gov/lists/fy-2023-eec-funding-and-grant-opportunities#fy2023-eec-competitive-grants- https://budget.digital.mass.gov/summary/fy20/enacted/education/

Early Childhood Structure of Other States

Michigan

Governing entity	Michigan Office of Great Start (OGS)
Date created	June 2011
Oversight agency	MI Department of Education (MDE)
Structure	<p>The State Superintendent is appointed by and responsible to the State Board of Education, which is elected at-large on a partisan basis. The Superintendent sits on Governor’s Cabinet, the State Administrative Board, and acts as chair and a non-voting member of the State Board of Education.</p> <p>The Office of Great Start is led by the assistant superintendent who reports directly to the superintendent.</p> <ul style="list-style-type: none"> • The DOE houses the Office of the Superintendent; Diversity, Equity, and Inclusion; Public and Governmental Affairs; the Superintendent Division; the Office of Human Services; the Office of Partnership Districts; the Office of Strategic Planning & Implementation; the Division of Educator, Student, & School Supports; the Office of Educational Assessment & Accountability; the Office of Educator Excellence; the Office of Educational Supports; the Office of Systems, Evaluation, & Technology; the Finance & Operations Division; the Office of Administrative Law; the Office of Financial Management; the Office of Health & Nutrition Services; the Library of Michigan; the P20 System and Student Transitions; the Office of Career & Technical Education; the Office of Child Development & Care; Early Childhood Development & Family Education; Head Start-State Collaboration Office; the Office of Preschool & Out-of-School Time Learning; the Office of Special Education. <ul style="list-style-type: none"> ○ The Office of Child Development and Care supports low-income working families by providing access to affordable, high quality early care and afterschool programs ○ The Early Childhood Development and Family Education ○ Organization chart: https://www.michigan.gov/mde/-/media/Project/Websites/mde/Homepage/MDE_Org_Chart.pdf?rev=714b2b7473cb4f1982b6c0015ad367a7&hash=0551BD8E07CD1E8FD59D413AD04865A2 • The OGS is housed in the Division of P-20 Systems and Transition Services, 1 of 3 MDE divisions <ul style="list-style-type: none"> ○ Includes the Offices of Early Childhood Development and Family Education, Preschool and Out-of-School Time Learning, Child Development and Care, and Head Start-State Collaboration ○ Long-standing support for the Great Start School Readiness Program, operating for more than 30 years ○ In FY2012, the governor moved child care subsidy and quality (but not licensing) and Head Start collaboration to OGS ○ Pros of structure: <ul style="list-style-type: none"> ▪ Best known for implementing the high-quality GRSP ▪ Benefited from strong leaders and highly capable staff members, who are highly valued by senior leaders and called on nationally to share their experiences and insights

Early Childhood Structure of Other States Michigan

	<ul style="list-style-type: none"> ▪ A critical contributor is its long-standing focus on using research and data to drive policy, inform practice, and advocate for funding
Early care and education components overseen by this entity	<ul style="list-style-type: none"> • Child Care Development Fund • Head Start Collaboration Office • State Funded Pre-Kindergarten • Individuals with Disabilities Education Act, Part C • Preschool Development Grants • Kindergarten-3rd grade • Quality Rating Improvement System
Description of services	<p>The MI Department of Education supports learners and learning in Michigan. Every learner in Michigan’s public schools will have an inspiring, engaging, and caring learning environment that fosters creative and critical thinkers who believe in their ability to positively influence Michigan and the world beyond.</p> <p>OGS works to ensure that all children birth to age eight, especially those in highest need, have access to high-quality early learning and development programs and enter Kindergarten prepared for success.</p>
Funds managed	<p>OGS Local Decision pay parity, PreK program</p> <ul style="list-style-type: none"> • <i>CCDF</i> • <i>Preschool Development Grant Birth through Five</i>= a \$250-million competitive federal grant designed to improve states’ early childhood landscape by building on existing federal, state, and local early care and learning investments <p>In 2021, Michigan received \$3.7 billion in Michigan’s American Rescue Plan Elementary and Secondary School Emergency Relief funds via the U.S. Department of Education.</p> <ul style="list-style-type: none"> • DOE Budget Breakdown: https://www.house.mi.gov/hfa/PDF/Briefings/MDE_BudgetBriefing_fy20-21.pdf • Grant information for DOE= https://www.michigan.gov/mde/services/financial-management/grants
Staffing of entity	397 staff
Number of children 0-5	683,798
Number in state early childhood workforce	28,360
Earnings by education	Michigan early educators with a bachelor’s degree are paid 21.5% less than their colleagues in the K-8 system.

Early Childhood Structure of Other States

Michigan

References	
	https://www.michigan.gov/mde/mde-pa-370-contact-page
	https://www.michigan.gov/mde/about/superintendent-office
	https://cscce.berkeley.edu/workforce-index-2020/states/michigan/
	https://nieer.org/research-report/effective-state-offices-of-early-learning-structural-features-enabling-conditions-and-key-functions-in-four-states
	https://www.michigan.gov/mde/services/early-learners-and-care
	https://edsources.org/2018/unlike-california-many-states-have-umbrella-agency-for-early-childhood-programs/595536
	https://c0arw235.caspio.com/dp/b7f930004be8731f716a42a6b5be?state=Michigan
	https://www.zoominfo.com/pic/michigan-department-of-education/347786505
	https://www.michigan.gov/mde/-/media/Project/Websites/mde/Homepage/MDE_Org_Chart.pdf?rev=714b2b7473cb4f1982b6c0015ad367a7&hash=0551BD8E07CD1E8FD59D413AD04865A2
	https://www.ed.gov/news/press-releases/us-department-education-approves-michigans-plan-use-american-rescue-plan-funds-support-k-12-schools-and-students-distributes-remaining-12-billion-state
	https://www.michigan.gov/mde/services/financial-management/grants
	https://www.house.mi.gov/hfa/PDF/Briefings/MDE_BudgetBriefing_fy20-21.pdf

Early Childhood Structure of Other States New Hampshire

Governing entity	
Date created	
Oversight agency	New Hampshire Department of Health and Human Services (DHHS)
Structure	<ul style="list-style-type: none"> • Many programs and services are under the auspices of DHHS because the New Hampshire Legislative and Executive branches have recognized over the years that the majority of people who access Department services have multiple needs that require coordinated assistance from more than one program area. • Charged with administering many federally enacted health and social service programs at the State level • Offices/ Divisions within DHHS: <ul style="list-style-type: none"> ○ Office of the Commissioner ○ Division for Behavioral Health ○ Division for Economic and Housing Stability ○ Division of Long Term Supports and Services ○ Division of Children, Youth, and Families ○ Division of Public Health Services ○ Division of Medicaid Services ○ Division of Legal and Regulatory Services ○ Division of Program Quality and Integrity ○ Family Assistance ○ Elderly and Adult Services ○ Child Support Services ○ Operations Support ○ Organizational chart/current structure: <ul style="list-style-type: none"> https://www.dhhs.nh.gov/sites/g/files/ehbemt476/files/documents/2021-11/dhhs-overview-org-chart.pdf https://www.dhhs.nh.gov/about-dhhs/program-organization
Early Care and Education Components Under the Primary Oversight Entity	<ul style="list-style-type: none"> • Child Care Development Fund • Head Start Collaboration Office • Maternal, Infant, and Early Childhood Home Visiting • Individuals with Disabilities Education Act, Part C • Quality Rating Improvement System

Early Childhood Structure of Other States New Hampshire

Description of services	<ul style="list-style-type: none"> • DHHS provides services for individuals, children, families and seniors, and administers programs and services such as mental health, developmental disability, substance misuse, and public health. This is accomplished through partnerships with families, community groups, private providers, other state and local government entities, and many citizens throughout the State who help make NH a special place in which to live. • offers resources for parents from childbirth • Mission= to join communities and families in providing opportunities for citizens to achieve health and independence
Funds Managed	<ul style="list-style-type: none"> • <i>The federal Child Care and Development Fund (CCDF)</i>, along with the required state match, provides funding for the NH Child Care Scholarship Program, Mental Health/Substance Misuse, and for many quality initiatives. • <i>The Bureau of Child Development</i> administers federal funds and state general funds for child care.
Staffing of entity	Staff organizational charts for the divisions, offices, and programs within DHHS: https://www.dhhs.nh.gov/about-dhhs/dhhs-staff-organization
Number of children 0-5	76,875
Number in state early childhood workforce	5,540
Earnings by occupation	NH early educators with a bachelor’s degree are paid 22.5 percent less than their colleagues in the K-8 system.
References	https://cscce.berkeley.edu/workforce-index-2020/states/new-hampshire/ https://www.dhhs.nh.gov/about-dhhs https://www.dhhs.nh.gov/reports-regulations-statistics/budget-finance https://www.dhhs.nh.gov/sites/g/files/ehbemt476/files/documents/2021-11/dhhs-overview-org-chart.pdf https://www.dhhs.nh.gov/about-dhhs/program-organization

Early Childhood Structure of Other States

New Jersey

Governing entity	New Jersey Division of Early Childhood Education (DECE)
Date created	
Oversight agency	NJ Department of Education (NJDOE)
Structure	<p>The Commissioner of Education is the chief executive school officer of NJ and supervises all public schools. He or she is also a member of the Governor’s cabinet, appointed by the Governor with the advice and consent of the NJ Senate. The Commissioner recommends legislative initiatives and changes, suggests rules and regulations for state board consideration, produces educational research, conducts initiatives to meet the state’s educational needs, and serves as liaison between the local school districts and the federal government.</p> <p>Divisions:</p> <ul style="list-style-type: none"> • Acting Chief of Staff • Division of Teaching and Learning Services • Division of Educational Services • Division of Field Supports and Services • Division of Finance and Business Services • Division of Early Childhood Services • Division of Administrative Services • Division of Legal and External Services • Organizational chart: https://www.nj.gov/education/about/org/ <p>Division of Early Childhood Education (DECE) in NJ Department of Education (NJDOE)</p> <ul style="list-style-type: none"> • DECE established to oversee implementation of Abbot and other funding for preschool • Pros of current structure: <ul style="list-style-type: none"> ○ DECE oversees all aspects of the pre-K program, and while it supports K-3 implementation, it does so in conjunction with other offices in the DOE ○ Leverages relationships with partners, other agencies, advocacy organizations, and research organizations to conduct work that limited staffing may otherwise preclude ○ DECE strives to overcome staffing shortages and provide the comprehensive technical assistance it aims for by “borrowing” highly qualified staff from school districts
Early care and education components overseen by this entity	<ul style="list-style-type: none"> • Head Start Collaboration Office • State Funded Pre-Kindergarten • Kindergarten-3rd grade • Quality Rating Improvement System • State Longitudinal Data System

Early Childhood Structure of Other States

New Jersey

Description of services	<p>The NJ DOE supports schools, educators, and districts to ensure all of NJ'S 1.4 million students have equitable access to high quality education and achieve academic excellence.</p> <ul style="list-style-type: none"> • Division of Early Childhood Education= Committed to enhance the social-emotional, physical, and cognitive development of New Jersey's children from birth through third grade by supporting the implementation of comprehensive services that address the needs of the whole child • Focuses: <ul style="list-style-type: none"> ○ Provide leadership, resources, and professional opportunities that support high-quality early childhood and early elementary learning programs ○ Provide guidance and capacity-building for meaningful family engagement in the developmental and learning support for children from birth through third grade
Funds managed	<ul style="list-style-type: none"> • State policy parity, PreK program <ul style="list-style-type: none"> ○ Preschool Expansion Grant <p>The Office of Grants Management= provides assistance to Local Education Agencies (LEAs), other agencies, and Department program offices through the establishment and maintenance of systems to plan for, acquire, award and manage grant funds to support initiatives that promote academic excellence, teacher and leader effectiveness, school innovation and choice, and accountability.</p> <p>Since 2018, Governor Murphy has increased funding to expand preschool.</p>
Staffing of entity	DECE: 14 FTE
Number of children 0-5	619,743
Number in state early childhood workforce	37,880
Earnings by education	New Jersey early educators with a bachelor's degree are paid 39.4% less than their colleagues in the K-8 system.
References	<p>https://www.nj.gov/education/</p> <p>https://www.nj.gov/education/ece/</p> <p>https://cscce.berkeley.edu/workforce-index-2020/states/new-jersey/</p> <p>https://nieer.org/research-report/effective-state-offices-of-early-learning-structural-features-enabling-conditions-and-key-functions-in-four-states</p> <p>https://www.nj.gov/education/about/org/</p> <p>https://www.nj.gov/education/about/divisions/</p> <p>https://www.nj.gov/education/grants/</p>

Early Childhood Structure of Other States

New Mexico

Governing entity	New Mexico Early Childhood Education & Care Department (ECECD)
Date created	Created in 2019 and launched in July 2020
Oversight agency	
Structure	<p>ECECD is led by Secretary Elizabeth Groginsky</p> <ul style="list-style-type: none"> • ECECD is responsible for administering the following programs and services for families and young children: <ul style="list-style-type: none"> ○ Child and Adult Care Food Program ○ Child Care Assistance ○ Child Care Regulatory and Oversight ○ Families FIRST (Perinatal Case Management) ○ Family Infant Toddler (FIT) Programs (Individuals with Disabilities Education Act Part C) ○ Head Start State Collaboration Office ○ Home Visiting ○ New Mexico PreK (public school and community-based) • Organizational charts located here: https://www.nmececd.org/wp-content/uploads/2021/09/ECECD-Organizational-Chart-for-Web_SEPT-2021.pdf • Early Learning Advisory Council (ELAC)= a group that makes recommendations and advises the government and legislature regarding early learning issues in New Mexico
Early care and education components overseen by this entity	<ul style="list-style-type: none"> • Child Care Development Fund • Head Start Collaboration Office • State Funded Pre-Kindergarten • Maternal, Infant, and Early Childhood Home Visiting • Individuals with Disabilities Education Act, Part C • Preschool Development Grants • Quality Rating Improvement System
Description of services	<p>Mission= optimize the health, development, education, and well-being of babies, toddlers, and preschoolers through a family-driven, equitable, community-based system of high-quality prenatal and early childhood programs and services</p> <p>Vision= All New Mexico families and young children are thriving</p> <ul style="list-style-type: none"> • Aim to create a more cohesive, equitable, and effective early childhood system in New Mexico by coordinating a continuum of programs from prenatal to five and ensuring that families in every corner of the state can access the services they need

Early Childhood Structure of Other States

New Mexico

Funds managed	<ul style="list-style-type: none"> • <i>NM Early Childhood Trust Fund</i> • <i>CCDF</i> • <i>Early Childhood Education and Care Fund</i>= established with \$300 million on July 2, 2002. In FY22, the fund will distribute \$20 million to the Early Childhood Education Department. Thereafter, the fund will distribute the greater of \$30 million or 5 percent of the three-year average of the Fund to the Early Childhood Education Department. • FY23 Total Summary of Expense Projections= \$505,883,920 • FY23 Summary Revenue Projections by fiscal year= \$520,643,889 <p>More budget info: https://www.nmeccd.org/wp-content/uploads/2021/12/ECECD-Four-Year-Finance-Plan-12.9.2021.pdf</p>
Staffing of entity	11
Number of children 0-5	146,923
Number in state early childhood workforce	5,490
Earnings by education	New Mexico early educators with a bachelor’s degree are paid 50.6 % less than their colleagues in the K-8 system.
References	<p>https://www.nmeccd.org/early-childhood-professionals/</p> <p>https://cscce.berkeley.edu/workforce-index-2020/states/new-mexico/</p> <p>https://www.nmeccd.org/wp-content/uploads/2022/06/ECECD-Organizational-Chart-for-Web_June2022.pdf</p> <p>https://hunt-institute.org/wp-content/uploads/2021/01/New-Mexico-ECECD-Transition-Committee-Final-Report-18-Month-Action-Plan.pdf</p> <p>https://www.sic.state.nm.us/investments/permanent-funds/early-childhood-education-and-care-fund/</p> <p>https://nmindepth.com/2021/new-mexico-early-childhood-trust-fund-flush-with-new-revenue/</p> <p>https://www.nmeccd.org/wp-content/uploads/2021/12/ECECD-Four-Year-Finance-Plan-12.9.2021.pdf</p> <p>https://www.nmlegis.gov/handouts/ALFC%20120320%20Item%201%20%202020.12.2%20LFC%20PPT%20FINAL.pdf</p>

Early Childhood Structure of Other States

Oregon

Governing entity	Oregon Division of Early Learning
Date created	The Early Learning Council was created in 2011 and modified in 2019
Oversight agency	Department of Education (DOE)
Structure	<p>The Oregon Department of Education is led by the Governor as the Superintendent of Schools. The Governor has the authority to appoint a director to run the department.</p> <p><u>DOE</u> Comprised of the following offices/divisions:</p> <ul style="list-style-type: none"> • Office of Child Nutrition, Research, Accountability, Fingerprinting, and Transportation • Office of the Director • Office of Education Innovation and Improvement • Office of Enhancing Student Opportunities • Office of Equity, Diversity, and Inclusion • Office of Finance and Information Technology • Office of Teaching, Learning, and Assessment • Early Leaving Division • Youth Development Council <p><u>Early Learning Division</u></p> <ul style="list-style-type: none"> • The Division consolidates a number of early learning services including Oregon Prekindergarten, Healthy Families Oregon, and the Office of Child Care which were spread across several state agencies • Early Learning Council: charged with coordinating a unified and aligned system of early learning throughout Oregon to ensure that all children, no matter what their background or their community, enter school ready to learn and that all families are healthy, stable, and attached • Consists of nine members appointed by the governor • Current organizational chart: https://oregonearlylearning.com/wp-content/uploads/2022/02/ELD-Org-Chart.pdf
Early care and education components overseen by this entity	<ul style="list-style-type: none"> • Child Care Development Fund • State Funded Pre-Kindergarten <ul style="list-style-type: none"> ○ State Funded Pre-Kindergarten, Oregon Prekindergarten Program ○ State Funded Pre-Kindergarten, Oregon Preschool Promise • Individuals with Disabilities Education Act, Part C • Preschool Development Grants • Kindergarten-3rd grade • Quality Rating Improvement System

Early Childhood Structure of Other States

Oregon

Description of services	<p>DOE fosters equity and excellence for every learner through collaboration with educators, partners, and communities</p> <ul style="list-style-type: none"> • Mission of Early Learning Division= to support all of Oregon’s young children and families to learn and thrive • Work as an integrated team focused on: Child Care, Early Learning Programs and Cross Systems Integration, Policy and Research, and Equity
Funds managed	<ul style="list-style-type: none"> • <i>CCDF</i> • <i>COVID-19 Child Care Reopening Grant</i>= a grant funding opportunity through the federal Coronavirus Response and Relief Supplemental Appropriations Act for children care providers who stopped providing services during the pandemic • <i>Preschool Promise Request for Applications</i>= a publicly funded program serving children ages 3 to 4 years old from families with incomes at or below 200 percent of the Federal Poverty Level • <i>Kindergarten Readiness Partnership & Innovation Program</i>= invests in promising models for connecting early learning and K-3 education across the state and promotes community and school partnerships that result in measurable increases in children’s readiness for kindergarten • <i>Oregon Student Child Care Grant</i>= established to assist parents enrolled in post-secondary education obtain safe, dependable care that supports their children’s development while allowing completion of the parent’s academic programs • <i>Early Childhood Equity Fund</i>= will provide about \$10 million annually in grants to support culturally specific, kindergarten readiness, and family support programming <p>2021-23 Governor’s Recommended Budget DOE: https://www.oregon.gov/ode/schools-and-districts/finance/Documents/2021-23%20Governor%27s%20Recommended%20Budget.pdf</p>
Staffing of entity	<p>DOE: 797</p> <p>Early Learning Division: 6 positions, 2 of which are currently vacant</p> <ul style="list-style-type: none"> • Early Learning Systems Director, Chief of Staff, OOC Director, Chief Operating Officer, Chief of Policy and Research, Chief of Programs <p>Office of Child Care Manager List: 13</p>
Number of children 0-5	276,001
Number in state early childhood workforce	12,220
Earnings by education	Oregon early educators with a bachelor’s degree are paid 35.6% less than their colleagues in the K-8 system.

Early Childhood Structure of Other States

Oregon

References	<p>https://www.oregon.gov/ode/about-us/Pages/Offices.aspx</p> <p>https://oregonearlylearning.com</p> <p>https://oregonearlylearning.com/wp-content/uploads/2022/02/ELD-Org-Chart.pdf</p> <p>https://cscce.berkeley.edu/workforce-index-2020/states/oregon/</p> <p>https://c0arw235.caspio.com/dp/b7f930004be8731f716a42a6b5be?state=Oregon</p> <p>https://oregonearlylearning.com/COVID-19-Resources/Grants</p> <p>https://oregonearlylearning.com/administration/grant_opportunities/</p> <p>https://oregonearlylearning.com/Early-Childhood-Equity-Fund</p> <p>https://www.ode.state.or.us/search/staff/staff.aspx</p> <p>https://www.oregon.gov/ode/schools-and-districts/finance/Documents/2021-23%20Governor%27s%20Recommended%20Budget.pdf</p>
-------------------	---

Early Childhood Structure of Other States Pennsylvania

Governing entity	Pennsylvania Office of Child Development and Early Learning (OCDEL)
Date created	OCDEL was created in 2007
Oversight agency	Department of Education (DOE) and Department of Human Services (DHS)
Structure	<p>DOE= oversees 500 public school districts, more than 170 public charter schools, public cyber charter schools, Career and Technology Centers/Vocational Technical schools, public Intermediate Units, the education of youth in State Juvenile Correctional Institutions, Head Starts and publicly funded preschools, and community colleges</p> <p>DHS= divide their resources and services into the following categories: children, disabilities & aging, other services, and assistance; oversee the following executive offices and program offices:</p> <ul style="list-style-type: none"> • Office of Administration • Office of the Budget • Office of General Counsel • Office of Legislative Affairs • Office of Policy Development • Office of Press and Communication • Office of Child Development and Early Learning (OCDEL) • Office of Children, Youth, and Families • Office of Developmental Programs • Office of Income Maintenance • Office of Long-Term Living • Office of Medical Assistance Programs • Office of Mental Health and Substance Abuse Services <p>OCDEL= a collaborative effort between the Pennsylvania Department of Education and the Pennsylvania Department of Human Services; includes:</p> <ul style="list-style-type: none"> • Bureau of Early Intervention Services • Bureau of Early Learning Services • Bureau of Subsidized Child Care Services • Children’s Trust Fund • Bureau of Certification Services <p>Office of Children, Youth, and Families= Pennsylvania's child welfare system is county-administered and state-supervised. Child welfare and juvenile justice services are organized, managed, and delivered by County Children and Youth agencies and county Juvenile probation offices</p> <ul style="list-style-type: none"> • Bureau of Budget and Fiscal Support • Bureau of Child and Family Services

Early Childhood Structure of Other States Pennsylvania

	<ul style="list-style-type: none"> • Bureau of Juvenile Justice Series • Bureau of Policy, Programs, and Operations • Child Welfare Information Solution
<p>Early care and education components overseen by this entity</p>	<ul style="list-style-type: none"> • Child Care Development Fund • Head Start Collaboration Office • State Funded Pre-Kindergarten <ul style="list-style-type: none"> ○ State Funded Pre-Kindergarten, Ready to Learn Block Grant ○ State Funded Pre-Kindergarten, Head Start Supplemental Assistance Program ○ State Funded Pre-Kindergarten, Kindergarten for Four-Year-Olds and School-Based Pre-K ○ State Funded Pre-Kindergarten, Pre-K Counts • Maternal, Infant, and Early Childhood Home Visiting • Individuals with Disabilities Education Act, Part C • Preschool Development Grants • Kindergarten-3rd grade (just DOE) • Quality Rating Improvement System • State Longitudinal Data System (just DOE)
<p>Description of services</p>	<ul style="list-style-type: none"> • Mission of the DOE= to ensure that every learner has access to a world-class education system that academically prepares children and adults to succeed as productive citizens; and seeks to establish a culture that is committed to improving opportunities throughout the commonwealth by ensuring that technically support, resources, and optimal learning environments are available for all students, whether children or adults • DHS exists to help Pennsylvanians lead safe, health, and productive lives through equitable, trauma-informed, and outcome-focused services while being an accountable steward of commonwealth resources. DHS oversees daily care and supportive services for Pennsylvanians through residential licensing work, oversight of day and residential treatment programs, supervision of Pennsylvania’s county-administered child welfare system and oversight of long-term care facilities • OCDEL strives to build a strong foundation for children, starting at birth through the establishment of a quality education continuum to age five. The success of these efforts will translate into a brighter future for tomorrow with citizens who are strong, independent, and well-prepared for the future. • Focused on creating opportunities for the commonwealth’s youngest citizens to develop and learn to their fullest potential • Parents, schools, child care providers, Early Intervention and Head Start programs, libraries, community organizations, and other stakeholders have joined with the OCDEL to provide high quality early childhood

Early Childhood Structure of Other States Pennsylvania

	programs and effective family support programs to address challenges faced by families that affect school readiness and academic success
Funds managed	<p>Uses a mix of state and federal funds to administer its early learning system. Child care funding for subsidies and grants comes from federal and state funds.</p> <ul style="list-style-type: none"> • <i>Temporary Assistance for Needy Families (TANF) legislation</i> • <i>CCDF</i> • <i>Supplemental Nutrition Assistance Program (SNAP)</i> • <i>Pennsylvania Pre-K Counts</i> • <i>Head Start Supplemental Assistance Program</i> • <i>Subsidized Child Care Program</i>= helps low-income families pay their child care fees; state and federal governments fund this program • <i>Children’s Trust Fund</i>= dedicated to funding innovative and creative community-based child abuse and neglect prevention programs; specific emphasis for funding is placed on primary prevention programs that focus on the prevention of abuse before it occurs for the first time • <i>Coronavirus Response and Relief Supplemental Appropriations Act of 2021</i>= further support child care providers across PA • <i>Work Force Support Grants</i> <p>DOE 2022-23 total budget= \$16,613,457 https://www.education.pa.gov/Teachers%20-%20Administrators/School%20Finances/Education%20Budget/Pages/default.aspx</p> <ul style="list-style-type: none"> • <i>“Level Up” program</i>= directs \$100 million in funding to the poorest and most historically underfunded districts in Pennsylvania <p>DHS 2022-2023 Governor's Executive Budget: https://www.dhs.pa.gov/docs/Publications/Documents/Budget%20Information/2022-23-DHS-Blue-Book.pdf</p> <ul style="list-style-type: none"> • <i>Human Services Development Fund</i>= provides funding for a variety of programs: https://www.dhs.pa.gov/about/DHS-Information/Pages/Human-Services-Developmental-Fund.aspx
Staffing of entity	DOE Administrative Offices: 26 employees DHS: 15 Employees
Number of children 0-5	842,742
Number in state early childhood workforce	41,960

Early Childhood Structure of Other States Pennsylvania

Earnings by education	Pennsylvania early educators with a bachelor’s degree are paid 22% less than their colleagues in the K-8 system.
References	https://www.education.pa.gov/Pages/Mission.aspx https://www.dhs.pa.gov/Services/Children/Pages/default.aspx https://www.dhs.pa.gov/about/Pages/Priorities.aspx https://www.dhs.pa.gov/contact/DHS-Offices/Pages/DHS-Offices.aspx https://www.education.pa.gov/Early%20Learning/Pages/default.aspx https://cscce.berkeley.edu/workforce-index-2020/states/pennsylvania/ https://edsource.org/2018/unlike-california-many-states-have-umbrella-agency-for-early-childhood-programs/595536 http://pafamiliesinc.org/understanding-systems/early-intervention/office-of-child-development-and-early-learning-ocdel https://www.pacca.org/state_policy_budget_issues.php https://www.education.pa.gov/Teachers%20-%20Administrators/School%20Finances/Education%20Budget/Pages/default.aspx https://eddirectory.berksiu.org/government/pa-department-of-education/ https://www.dhs.pa.gov/about/Pages/DHS-Leadership.aspx https://www.dhs.pa.gov/docs/Publications/Documents/Budget%20Information/2022-23-DHS-Blue-Book.pdf https://www.dhs.pa.gov/about/DHS-Information/Pages/Human-Services-Developmental-Fund.aspx

Early Childhood Structure of Other States

Vermont

Governing entity	Department for Children and Families and Department of Health
Date created	Created by the Vermont Legislature in 1969 to serve as the umbrella organization for all human service activities within state government
Oversight agency	Vermont Agency of Human Services
Structure	<p>Agency of Human Services (AHS)– led by interim Secretary, Jenney Samuelson</p> <ul style="list-style-type: none"> • The Secretary’s Office (or Central Office) is responsible for strategically leading the agency and its departments in establishing and implementing agency-wide and government wide policies and practices <ul style="list-style-type: none"> ○ 6 departments, 12 district offices, and a network of community partners and providers <ul style="list-style-type: none"> ▪ Each department has a distinct area of focus and responsibility and contributes to the creation and sustenance of an entire system of human service supports. Departments: <ul style="list-style-type: none"> ○ Department for Aging, Disabilities, and Independent Living (DAIL) ○ Department for Children and Families (DCF) <ul style="list-style-type: none"> ▪ Mission= foster the healthy development, safety, well-being, and self-sufficiency of Vermonters ▪ Six divisions: <ol style="list-style-type: none"> 1. Child Development Division (CDD) 2. Economic Services Division (ESD) 3. Family Services Division (FSD) 4. Office of Child Support (OCS) 5. Office of Disability Determination Services (DDS) 6. Office of Economic Opportunity (OEO) ○ Department of Corrections (DOC) ○ Department of Mental Health (DMH) ○ Department of Vermont Health Access (DVHA) ○ AHS organizational chart: https://humanservices.vermont.gov/about-us
Early care and education components overseen by this entity	<ul style="list-style-type: none"> • Child Care Development Fund • Head Start Collaboration Office • State Funded Pre-Kindergarten • Maternal, Infant, and Early Childhood Home Visiting • Individuals with Disabilities Education Act, Part C • Preschool Development Grants • Quality Rating Improvement System
Description of services	Strives to improve the health and well-being of Vermonters today and tomorrow and to protect those among us who are unable to protect themselves

Early Childhood Structure of Other States

Vermont

	<ul style="list-style-type: none"> • Vision: envision Vermont as a place where: people prosper, children and families are safe and have strong, loving connections, and individuals have the opportunity to fully develop their potential
Funds managed	<ul style="list-style-type: none"> • <i>Home and Community-Based Services Enhanced Funding</i>= the American Rescue Plan Act of 2021 offers states an unprecedented opportunity to enhance, expand, and strengthen home and community-based services (HCBS) under the Medicaid program • Health Care Provider Stabilization Grant Program (HCS program)= funded by the Federal government’s Coronavirus Relief Fund (CRF) under which Vermont received \$1.25 billion in aid • <i>Agency of Human Services 2021 Budget Breakdown:</i> https://humanservices.vermont.gov/about-us/central-office/fiscal-operations/budget/2021-budget
Staffing of entity	25 staff members in AHS and the AHS Field Services Division
Number of children 0-5	35,273
Number in state early childhood workforce	2,880
Earnings by education	Vermont early educators with a bachelor’s degree are paid 17.2% less than their colleagues in the K-8 system.
References	https://humanservices.vermont.gov https://humanservices.vermont.gov/about-us https://dcf.vermont.gov/about-dcf https://cscce.berkeley.edu/workforce-index-2020/states/vermont/ https://humanservices.vermont.gov/about-us/medicaid-administration/global-commitment-health-1115-waiver/home-and-community-based https://auditor.vermont.gov/sites/auditor/files/documents/HCS%20FINAL%20report.pdf https://humanservices.vermont.gov/about-us/central-office/fiscal-operations/budget/2021-budget https://secure.vermont.gov/phonebook/department.php?page=1&t1=802&t2=&t3=&dept=34&city=&org=

Early Childhood Structure of Other States

West Virginia

Governing entity	Washington State Department of Children, Youth, and Families (DCYF)
Date created	Created in 2017
Oversight agency	
Structure	<p>A cabinet-level agency focused on the well-being of children. The DCYF Government Affairs team works closely with DCYF program staff and leadership to develop Agency Request Legislation (bills requested by an agency) that we submit to the Governor’s Office for approval.</p> <ul style="list-style-type: none"> • Oversees several services previously offered through the state Department of Social and Health Services and the Department of Early Learning (DEL) • Include all programs from the Children’s Administration in DSHS, such as Child Protective Services’ investigations and Family • Include DEL services, such as the Early Childhood Education and Assistance Program for preschoolers, Working Connections Child Care, and Home Visiting • In 2019, they started administering programs offered by the Juvenile Rehabilitation division and the Office of Juvenile Justice in DSHS.
Early care and education components overseen by this entity	<ul style="list-style-type: none"> • Child Care Development Fund • Head Start Collaboration Office • State Funded Pre-Kindergarten • Maternal, Infant, and Early Childhood Home Visiting • Individuals with Disabilities Education Act, Part C • Preschool Development Grants • Quality Rating Improvement System
Description of services	<ul style="list-style-type: none"> • The lead agency for state-funded services that support children and families to build resilience and health, and to improve educational outcomes <ul style="list-style-type: none"> ○ Accomplish this by partnering with state and local agencies, tribes, and other organizations in communities across the state of Washington ○ Focus: to support children and families at their most vulnerable points, giving them the tools, they need to succeed • Vision= to ensure that “Washington state’s children and youth grow up safe and healthy—thriving physically, emotionally and academically, nurtured by family and community.”
Funds managed	<ul style="list-style-type: none"> • <i>Family Resource Centers Capacity Building</i>= Strengthening Families Washington at DCYF offers funding availability to support Family Resource Centers and similar organizations that provide community-based, family strengthening and support services in Washington State

Early Childhood Structure of Other States

West Virginia

	<ul style="list-style-type: none"> • <i>Tribal Fatherhood Support Programs</i>= Strengthening Families Washington at DCYF in partnership with the DCYF Office of Tribal Relations offers funding to support tribal fatherhood within Washington State • Budget Breakdown: https://ofm.wa.gov/budget/state-budgets/gov-inslees-proposed-2021-23-budgets/agency-detail-budgets/307
Staffing of entity	9 staff members
Number of children 0-5	550,167
Number in state early childhood workforce	20,710
Earnings by education	Washington early educators with a bachelor's degree are paid 21.4% less than their colleagues in the K-8 system.
References	https://www.dcyf.wa.gov/about/about-us https://www.dcyf.wa.gov/about/government-affairs https://cscce.berkeley.edu/workforce-index-2020/states/washington/ https://edsource.org/2018/unlike-california-many-states-have-umbrella-agency-for-early-childhood-programs/595536 https://www.dcyf.wa.gov/services/child-dev-support-providers/home-visiting/funding-opportunities https://ofm.wa.gov/budget/state-budgets/gov-inslees-proposed-2021-23-budgets/agency-detail-budgets/307