



National Conference of State Legislatures  
**CHILD CARE AND EARLY EDUCATION  
COORDINATION IN THE STATES**  
A STATUTORY OVERVIEW

April 2002

By Scott Groginsky, Program Manager

### **Key Findings of the Survey**

- State legislatures are coordinating child care and early education systems primarily to improve government efficiency, child development and families' access to needed services.
- Three out of four states have enacted laws related to early childhood coordination.
- Nearly half of the states' laws require programs to coordinate their services.
- Four out of 10 states have laws that provide for multiple ways to coordinate.
- The prevalence of coordination laws indicates that state legislatures are beginning to recognize the need for coordination, but unfortunately we know very little about the success of these laws.

### **Introduction**

Governments of all levels have increased their involvement in early childhood services during the past several decades, and policymakers and administrators have implemented programs for young children from two general systems: child care and early education. Early education includes both state preschool programs and the federal Head Start program. Government officials have funded child care programs to support parents while they work or participate in training or education programs. Public backing of preschool and Head Start programs has mainly stemmed from a movement to educate young children and provide them with skills to prepare them for school and life. Other differences exist between the two systems. For example, preschool programs tend to be part-day, target children ages 3 to 5, and usually are administered by state education agencies. Child care programs are mostly full-day, include children from birth to age 5, and are most often administered by state human services agencies.

As policymakers expand and improve these programs to serve more children and produce successful outcomes, they are recognizing that the two systems provide similar services to children in comparable circum-

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stances. Because of this, government leaders who are interested in expanding access to good early care and education services are seeking workable strategies to combine significant aspects of the two systems.

### *State Legislative Coordination*

One way to shape systemic coordination is by codifying policies in statute. Because key child care financing decisions, preschool funding and collaboration with the federal Head Start preschool program are in the hands of state leaders, it is critical to examine state policies in this area. State lawmakers have several overarching reasons for incorporating such policies in statute. They aim to increase systemic coordination, improve programmatic efficiency, maximize resources and services, increase quality, and streamline administrative procedures. By establishing policies in law, legislators can shape state and local agency coordination efforts even if institutional agency barriers exist. Some agencies avoid collaboration because it may be more complicated and time-consuming and may be perceived as threatening to an agency's independence and budget. Through requirements and specific oversight measures, state laws can help overcome these barriers and ensure that agencies and programs work toward coordinated functions.

This report presents a 50-state survey of state laws conducted by the National Conference of State Legislatures (NCSL). The report focuses on coordination of child care systems and early education systems, including preschool and Head Start. It also describes challenges facing state legislatures based on a recent national report on three states' coordination policies. This NCSL survey provides a comprehensive compilation and analysis of state laws on early childhood system coordination. It addresses only a portion of this issue—state laws. Statutes can have a substantial effect on policies, although laws are only one way to affect policy. In some cases, states are developing and implementing wide-ranging policies independent of statutory provisions. It also is important to examine federal and local early childhood coordination laws and policies. (See pages 5 and 24 for further clarification of what is included in and excluded from this survey.)

*This survey identified 36 states that currently have laws aimed at coordinating the child care system with the early education system.*

This survey identified 36 states that currently have laws aimed at coordination of the child care system with the early education system. The statutes vary from detailed to brief. Some laws specify certain collaborative actions and others simply state legislative intent. Some state statutes require particular policies, some offer incentives, and others are more permissive. (To see statutory language, see appendix A.)

## Findings in Brief: Statutory Approaches to Coordination

- *Program Requirements*—Requiring preschool programs to coordinate with child care programs to be eligible for funding under a statewide early childhood or school readiness initiative. The survey found 21 states with these types of laws—Alabama, Arizona, Colorado, Connecticut, Florida, Hawaii, Iowa, Indiana, Louisiana, Maryland, Massachusetts, Michigan, New Jersey, New York, Ohio, Oregon, Rhode Island, Tennessee, Texas, Virginia and Wisconsin.
- *Government Facilitation*—Requiring a state entity to facilitate coordination or collaboration among programs, agencies, policies or funding. The survey found 21 states with these types of laws—Alabama, Arkansas, California, Connecticut, Florida, Hawaii, Kansas, Kentucky, Maryland, Michigan, Minnesota, Mississippi, Nebraska, New Jersey, Oregon, South Carolina, Texas, Virginia, Vermont, Washington and West Virginia.
- *Structural Examination*—Requiring a study of a state’s early childhood coordination policies, usually including recommendations. The survey found 15 states with these types of laws—Arkansas, Colorado,

### Reasons for Coordination

State legislatures around the country are focusing on coordinating early childhood systems for three main reasons. These reasons permeate the different types of statute categories identified in this report (discussed on pages 3 and 4).

- *Government Efficiency*

Many state early childhood coordination laws aim to increase government efficiency, especially in regard to maximizing funds or reducing duplicative services or efforts. By streamlining state and federal early childhood systems, preschool, Head Start and child care programs can complement each other and maximize public resources, including administration, staff and service costs. Many of the cited laws explicitly included this goal.

- *Child Development*

Many state legislators seek to improve child development and outcomes through quality enhancement of early childhood services. Because Head Start and some state preschool programs adhere to higher quality performance standards, state policies that integrate child care with these programs can raise the overall quality of early childhood experiences. These quality standards often include regulatory elements such as provider training and education, parent involvement and a safe and stimulating environment. By applying such standards to all early childhood programs, these laws can help promote school readiness and long-term positive academic and behavioral outcomes for all children participating in early childhood programs.

- *Family Support*

The third purpose of state legislative coordination is to strengthen family access to early childhood services. Some state laws accomplish this by easing families’ logistical and financial burdens, by extending services to full-day and full-year, and by linking parents more closely with their children’s early care and education programs. These are particularly critical for working parents of young children. Laws often combine application and eligibility procedures, which can simplify a family’s entry into a variety of early childhood programs. In addition, some laws reinforce families’ involvement with their children’s programs by adding relevant components, including parent education, literacy and job skill development.

Florida, Hawaii, Iowa, Kentucky, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Oregon, South Carolina, Texas and Washington.

- *Legislative Intent*—Statutory expression that the state’s policy is to integrate child care and early education policies for a variety of purposes. The survey found 12 states with these types of laws—Arkansas, California, Colorado, Delaware, Florida, Indiana, Maryland, Mississippi, Nebraska, South Carolina, Texas and West Virginia.
- *Definitions of Terms*—Inclusion of preschool under the state’s child care definition or the inclusion of child care under the state’s preschool definition. The survey found six states with these types of laws—California, Iowa, New Hampshire, North Dakota, Tennessee and Wyoming.

***The CLASP Report<sup>1</sup>—State Initiatives to Promote Early Learning: Next Steps in Coordinating Subsidized Child Care, Head Start, and State Prekindergarten***

*Significant Challenges Facing State Legislatures*

A recent report published by the Center for Law and Social Policy (CLASP), examined state early childhood coordination in general and policies in three states—Georgia, Massachusetts and Ohio—in depth. The report identified a variety of factors that led to system coordination, key challenges, and state responses. Some of these findings apply to state legislative actions, and others are more applicable to actions by state agencies, advocates or federal decisionmakers. The CLASP report identified five major challenges to coordinating early childhood programs:

- Developing a comprehensive vision;
- Expanding fiscal resources;
- Addressing regulatory differences among programs and funding streams;
- Implementing early education initiatives across different structures and constituencies; and
- Tracking progress and measuring results.

Within the statute categories, the NCSL survey report includes some of these CLASP findings and responses that state legislators have addressed in law.

## Program Requirements

### *Background and General Findings*

During the past decade, many states established statewide early childhood initiatives that expand funding for preschool services. As previously mentioned, many of these initiatives grew out of the school readiness movement. In many states, populations that receive child care subsidies very closely resemble the populations enrolled in state-funded preschool programs, including children from low-income families, children with special needs, and, increasingly, children with working parents who have moderate incomes. This common target population has motivated state policymakers to develop fiscal and regulatory mechanisms to integrate early childhood services for children from birth to age 5. Many state leaders agree that quality child care programs can educate young children and that preschool and Head Start programs can raise the quality level of child care through curricula and standards that provide age-appropriate education. State policymakers also intend to use child care programs to help extend a half- or part-day preschool program to help meet the needs of working families. In 21 states, laws direct funding to early childhood programs if preschool and child care programs coordinate with each other (figure 1). Most of these provisions are part of a statewide early childhood or school readiness initiative.

#### About the NCSL Survey

The National Conference of State Legislatures (NCSL) conducted this survey in the winter and spring of 2001. NCSL project staff conducted the survey to provide a national picture of state legislative efforts to integrate child care and early education policies. Project staff completed two Lexis/Nexis searches and followed up with phone conversations with appropriate early childhood agency officials (for a more detailed description of the survey methodology, see appendix B). The survey defines early childhood education as a state preschool or prekindergarten program or a Head Start program. Child care programs are defined as out-of-home, nonresidential services for children from birth to age 5. Excluded from this survey are laws on broad streamlining of children or family services or coordination of services for children older than age 5. This report identifies language in state laws that brings together key components of child care subsidy or regulatory policies with early childhood education programs. (Other definitions of coordination laws are described in appendix B.)

### *Implications*

More than the other types of state coordination laws, the program requirement laws omit the intent or reasoning, possibly because they are geared more toward practical, concrete actions, compared to the other types of coordination laws. Statutes in about a third of these 21 states convey particular reasons for the provisions, including facilitating full-day and year-round care, maximizing available public resources, reducing service costs, and discouraging service duplication.

**Figure 1. States with Laws that Direct Funding to Early Childhood Programs if Preschool and Child Care Programs Coordinate with Each Other**



Source: NCSL, 2002.

**Full-Day, Full-Year Care.** Preschool and Head Start programs are often part-day, failing to fully address the needs of parents who work full-time. State leaders place a high priority on integrating child care with these early education programs to support more full-day, full-year programs. Seven states—Connecticut, Delaware, Maryland, New Jersey, Ohio, Tennessee and Wisconsin—have enacted legislation that promotes full-day services. The CLASP report notes that

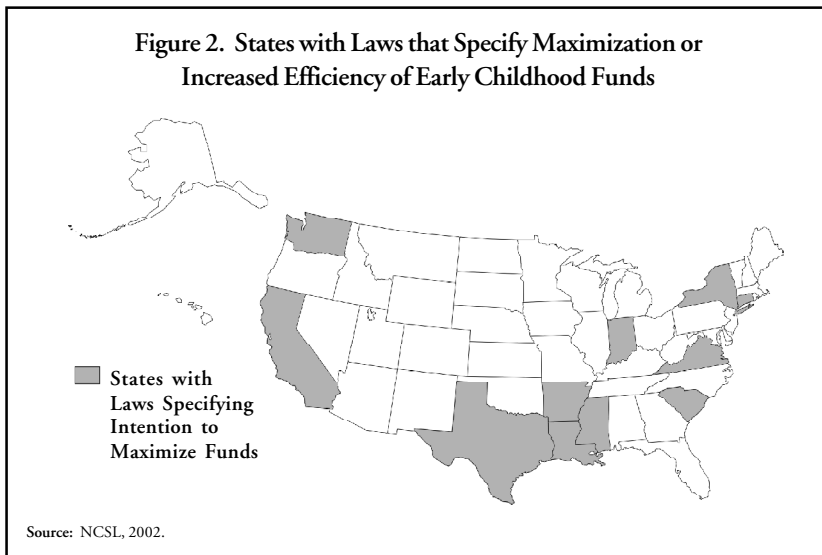
early childhood funding partnerships can help provide full-day, full-year early education services. Ohio’s law authorizes Head Start programs to partner with child care programs or access child care funds directly to establish full-day, full year services. The law also coordinates Head Start and child care funding by allowing Head Start grantees to enroll children who are receiving a child care subsidy. Colorado, Connecticut and Tennessee laws include full-day care and family services as specific components of program coordination. Some state laws—Delaware, Maryland and Tennessee—explicitly state that integrating programs will assist families through continuity of services or by providing full-day services.

**Funding Strategies.** The CLASP report points out the need for funding early childhood programs because the current funding levels of child care, preschool and Head Start programs are insufficient to serve all eligible families. Some of the state coordination provisions were part of a larger initiative that increased funds, although this survey did not track appropriations levels of these laws. Several laws specify the intent to maximize early childhood funds and services through greater system efficiency (figure 2). These laws specify either increases in cost-effectiveness, reduction in duplicated services or maximization of resources. Beyond stating intent, some state laws covered in this survey address the need for more resources by directing funds to programs that are working collaboratively and by prescribing specific funding coordination approaches that programs can take. Specifically, laws in at least 16 states address this challenge, including providing funds for collaboration, adding funds to collaborative policies, or specifying which funding streams to combine.

Eight of the 21 states’ “program requirement” laws—in Florida, Indiana, Michigan, New York, Ohio, Rhode Island, Virginia and Wisconsin—direct funds to programs that demonstrate collaboration or fund programs specifically for the purpose of collaboration. Several state laws—Michigan, New York, Ohio, Rhode Island and Virginia—provide grants or funding priority to programs if they demonstrate system coordination. Florida and Indiana allow financial incentive

awards for successful integration, New York law requires a 10 percent set-aside of its universal preschool funds for collaborative efforts, and Rhode Island statute sets collaboration with child care as one priority for Head Start allocations. A Wisconsin law requires school boards in Milwaukee to contract with child care centers only if the center also provides early childhood education and operates full-day, full-year.

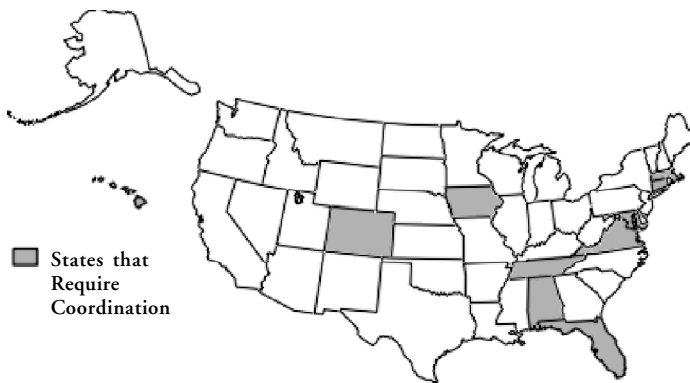
Some state laws prescribe how programs should coordinate funds. Ten such laws require coordination between either preschool or Head Start programs and child care programs funded with either state or federal money (figure 3). These laws usually outline this requirement generally, although a few provide more detail. Six states—Colorado, Florida, Iowa, Louisiana, Massachusetts and Ohio—have laws that require or encourage programs to combine or blend funds, and three of these delineate the exact funding sources. Florida’s statute lists about a dozen separate funding streams that programs can access as part of an integrated system. Colorado, Florida, and Iowa require combining funds, and Massachusetts encourages it.



#### Examples of Program Requirements Laws

- **Iowa’s** law stipulates that school readiness plans for grants should include “... *current and desired levels of community coordination of services for children from birth through five years of age.*” It also requires the plan to “... *describe how funding sources will be used collaboratively and the degree to which the moneys can be combined to provide the necessary services to children.*”
- **New York’s** universal preschool law provides that “... *not less than 10 percent of the total grant award to the school district shall be set aside for collaborative efforts with eligible agencies.*” (The New York statutory definition of eligible agencies includes child care, preschool and Head Start.)
- **Ohio’s** statute allows Head Start programs to access child care subsidy funds, or coordinate with child care programs to “... *meet the child care needs of low-income families who are working, in training or education programs, or participating in Ohio Works First approved activities.*”

**Figure 3. States with Laws that Require Coordination Between Preschool or Head Start and Publicly Funded Child Care**



Source: NCSL, 2002.

In five state statutes—Connecticut, Iowa, Oregon, Tennessee and Virginia—preschool programs are required to specify in a plan how they will collaborate with child care programs in order to receive funding. Three laws specifically require the plans to discuss the coordination of funds, and two laws require plans to describe the integration of administrative functions. A Virginia law offers information to programs about how they can coordinate funding sources.

## Government Facilitation

### *Background and General Findings*

To administer large-scale early childhood initiatives, several states have authorized government entities to be responsible for funding allocations, among other responsibilities. Twenty-one states require or direct these governmental structures to ensure coordination between the child care and the early education systems (figure 4). In nine states, existing state agencies were charged with coordinating services, and in the other 15 states, the laws

**Figure 4. States with Laws that Direct Government Entities to Ensure Coordination Between the Child Care and Early Education Systems**

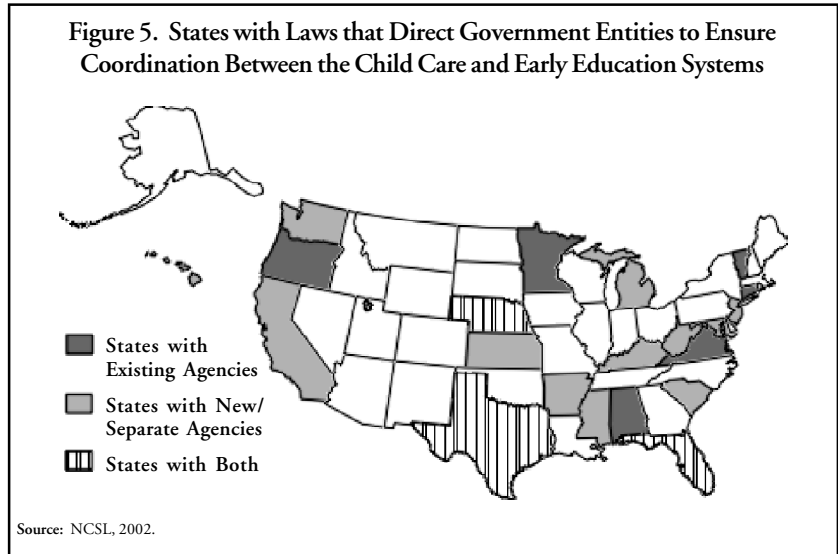


Source: NCSL, 2002.

created new agencies for this purpose (figure 5). Three states—Florida, Nebraska and Texas—gave coordination responsibilities to both existing and newly established agencies. In 19 of the 21 states, statutes direct a state entity to accomplish this task, and in two states—California and Maryland—laws give local agencies the authority and responsibility to ensure coordination.



Several states with government facilitation statutes specify the purpose for authorizing an entity to ensure coordination of child care and early education programs. These reasons include streamlining locations, administrative and budget procedures, funding and program standards; improving resource efficiency; and extending programs to full day. As mentioned earlier, some government facilitation and program requirement laws clearly intend to maximize early childhood funds.



### *Implications*

**Interagency Administration.** Of the nine states that authorize existing agencies to promote collaboration, seven—Connecticut, Florida, Minnesota, Nebraska, Oregon, Texas and Vermont—require collaboration among two or more agencies in doing so. The CLASP report found that interagency structures designed to increase coordinated planning have had varying degrees of success because agency representatives often lack time, place a low priority on these efforts, and have different perspectives and uneven authority levels. The programs also may have substantial differences in regard to regulations and curricula, for example. Six of these seven states—Connecticut, Florida, Minnesota, Nebraska, Texas and Vermont—specifically designated the state education and human services agencies to jointly administer this process. One of these states, Minnesota, assigned early childhood coordination duties to the state Department of Children, Families and Learning, an agency that includes administration of both children and education programs. Names of the new governmental coordination structures established by state law vary, but may include councils, committees or partnerships on school readiness, child care or early childhood services.

**Direction and Funding.** Statutory requirements also vary in how they direct the agencies to accomplish early childhood coordination. These include general state encouragement of coordination, studying and recommending approaches, and assisting with and leading such efforts. Some state laws authorize multiple activities for a coordinating agency. Laws

that authorize state leadership on coordination include language that requires agencies to establish, provide, develop, implement, advise, be responsible for, or request action on policies, or submit county coordination plans to the state. Florida’s law spells out the leadership role specifically, requiring the School Readiness Partnership to “provide leadership for a unified plan.” Texas law requires the state to integrate preschool, child care and Head Start programs to the greatest possible extent. Texas and Mississippi are the only two states where laws specify the coordination of program regulations. Texas’s law requires state integration of program staff, and Mississippi’s promotes high standards for all programs

serving preschool children. West Virginia’s law requires a new agency in the governor’s Cabinet on Children and Families to review local collaborative agreements for approval prior to funding.

Two states—Kansas and Michigan—have laws that generally authorize and fund agencies to foster a coordinated early childhood system and also provide funding for them to do so. Laws in Louisiana and West Virginia authorize or provide funding for coordination efforts. Nebraska and Washing-

ton laws require these states to identify funds to coordinate. Eight government facilitation states—Florida, Hawaii, Kentucky, Minnesota, Oregon, South Carolina, Texas and Washington—have laws that require a state entity to conduct evaluations or develop recommendations on their findings. (More details about the state provisions on assessing coordination are included on pages 11 and 12.)

**Technical Assistance.** Because of these laws, state agencies are required to more consciously focus on early childhood systems coordination. Part of this responsibility includes providing child care and early education programs with technical assistance on collaborative strategies. The CLASP report identified technical assistance in the three states studied as a way of monitoring the implementation of a state’s early childhood initiative. The NCSL survey

**Examples of Government Facilitation Laws**

- **Kentucky** law requires the Child Care Policy Council to “... *promote coordination and communication among state agencies responsible for child care and early childhood education services.*”
- **Texas** law states that “... *for the purpose of providing cost-effective care for children during the workday with developmentally appropriate curriculum, the commissioners shall investigate the use of existing child care program sites as prekindergarten sites. Following the evaluation required by this section, the commissioners, in cooperation with school districts and other program administrators, shall integrate programs, staff, and program sites for prekindergarten, child-care, and federal Head Start programs to the greatest extent possible.*”
- A **Washington** law established a child care coordinating committee, which “... *shall serve as an advisory coordinator for all state agencies responsible for early childhood or child care programs for the purpose of improving communication and interagency coordination.*”

found that four states—Oregon, South Carolina, Virginia and West Virginia—require state-level technical assistance to local agencies or programs.

**Local Flexibility.** Another important implication of government facilitation statutes is that they add coordination responsibilities to local governments. The CLASP report identifies a few examples of state policies that allowed for local flexibility in using funds to increase coordination. Because many recent state early childhood initiatives devolve key decisions to local governments or other entities, this can be a strategy for achieving successful cross-systems collaboration. The NCSL survey found that seven states—California, Maryland, Michigan, Oregon, South Carolina, Virginia and West Virginia—with coordination laws extended these policies to local systems or specified that the state will provide assistance to programs or agencies as they implement early childhood coordination. Four states—California, Maryland, Virginia and West Virginia—have enacted laws that authorize local responsibility for coordination. Three of these states—Maryland, Virginia and West Virginia—require a local entity to describe collaborative activities in order to receive state early childhood funds.

## Structural Examination

### *Background and General Findings*

States often conduct assessments of existing programs and policies as part of their oversight capacities and responsibilities, which are essential to tracking results and progress. Examination and evaluation of how state policies affect the success of programs and outcomes for children help policymakers understand the strengths and weaknesses of particular policies. This process can include advancing a set of recommendations to improve services and outcomes. During the past decade, evaluations of child care and preschool coordination policies in approximately a dozen states have revealed far-reaching conclusions that show the importance of

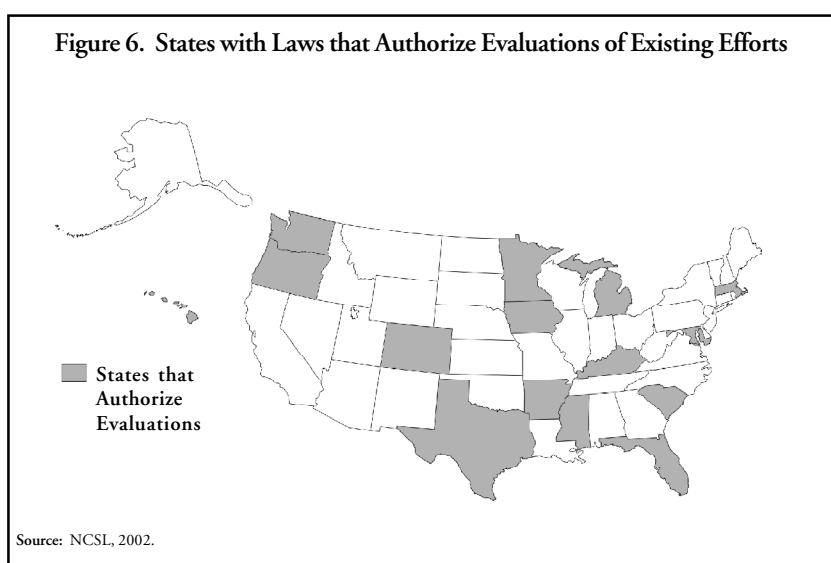
#### Examples of Structural Examination Laws

- **Hawaii** statute requires a special corporation to “... *develop policy recommendations concerning all aspects of a coordinated early childhood education and care system, including coordination strategies, resource development, and advocacy more particularly described in the Good Beginnings early education and care master plan as developed under the auspices of the office of the governor.*”
- **Oregon** law requires the Joint Interim Task Force on Children and Families to “... *evaluate the feasibility of a statewide coordinated early childhood assessment program.*”
- **Washington** appropriated funds “... *to study the best methods for coordinating and consolidating child care and early education programs currently funded by the state government.*”

collaboration in this area. In the 1990s, evaluations found positive outcomes, such as better access to services, more efficient use of funds, better quality programs, and less duplication of services.

This NCSL survey found that 15 states have enacted laws that require an evaluation of the state's early childhood coordination policies (figure 6). The CLASP report discusses the

importance of evaluations, including data analysis and upgrades, program effectiveness, child outcome measurements and needs assessments. The statutes identified in the NCSL survey focus only on the success of the coordination policies and the affected programs. Several of these also include recommendations. None of the statutes address data analysis or improvements, measurements of child progress as a result of coordination, or needs assessments.



### *Specific Findings*

Of the 15 state coordination laws that authorize evaluations of existing efforts and/or studies of early childhood coordination strategies, those in nine states—Florida, Hawaii, Kentucky, Massachusetts, Michigan, Minnesota, South Carolina, Texas and Washington—require recommendations based on their findings, and eight—Florida, Kentucky, Massachusetts, Michigan, Minnesota, Mississippi, South Carolina and Washington—require the recommendations to be presented to the legislature. Most of the 15 state structural examination laws specify which state entity must conduct the evaluation. Some of these laws require the assessment to generally cover the coordination policies. However, two of them—Florida and South Carolina—specifically require the evaluation to report on funding efficiencies, two others—Oregon and Texas—require a study of the feasibility or potential of statewide coordination, and one—Maryland—requires performance-based and implementation evaluations. The Washington legislature appropriated \$500,000 to evaluate how coordinated and consolidated programs can lead to efficient administration and funding, as well as to increased accessibility.

## Legislative Intent

### Background and Implications

State legislation can serve several different functions, such as requiring or authorizing actions, appropriating funds, reorganizing government structures and responsibilities, or establishing or expanding new programs.

The legislature may enact a law to clarify or communicate official state policy. This declaration of policy typically is known as legislative intent. A bill may open with legislative intent and then provide for substantive changes, or a piece of legislation may contain only legislative intent without making any substantial changes in programs or funding. The CLASP report notes the importance for state policymakers who are developing a comprehensive vision to

integrate child care services with preschool programs that express a school readiness purpose. Twelve states have laws that declare the legislature's intent to support the coordination of the child care system with the early childhood education system (figure 7).

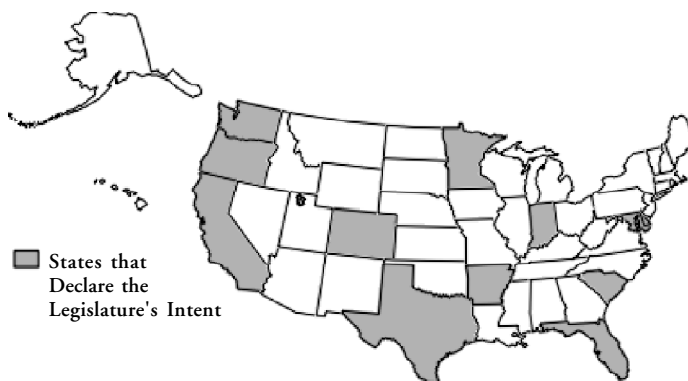
### Specific Findings

Laws in at least five states—California, Colorado, Maryland, Mississippi and Nebraska—note that early childhood collaboration will help improve access to quality programs via comprehensive services, family involvement, or developmentally appropriate standards. Three of the laws—Colorado, Maryland and Nebraska—pointed to such coordination's positive effect on improving the quality of early childhood services. Several

#### Examples of Legislative Intent Laws

- **Colorado** law maintains that “... consolidation of these various sources of funding from both state and federal sources would allow for an integrated delivery system of quality programs for children in low-income families.”
- **Maryland** statute notes that “... there is an imperative need to improve access to quality early care and education programs through collaborative partnerships.”
- **South Carolina** law states that “... the purpose of the First Steps initiative is to develop, promote, and assist efforts of agencies, private providers, and public and private organizations and entities, at the state level and the community level, to collaborate and cooperate in order to focus and intensify services, assure the most efficient use of all available resources, and eliminate duplication of efforts to serve the needs of young children and their families.”

Figure 7. States with Laws that Declare the Legislature's Intent to Support the Coordination of the Child Care System with the Early Childhood Education System



Source: NCSL, 2002.

*In most states, legislative intent language serves as a prelude to other provisions.*

states—Florida, Maryland, Mississippi, Texas and West Virginia—have laws that articulate the importance of system coordination for school readiness and success. Five states—Arkansas, California, Indiana, Mississippi and South Carolina—enacted legislation specifying that coordination can lead to greater efficiency or cost-effectiveness, including maximization of resources or reduction of duplication. Two of these state laws—Delaware and Maryland—mentioned the need for full-day services as a reason to coordinate early childhood systems.

In all but one of these states, the legislative intent language served as a prelude to other provisions that either set program requirements, funding resources, or government oversight of early childhood coordination. Only a Delaware resolution stated legislative intent of coordinated services but contained no follow-up provisions.

## **Definitions of Terms**

At least six states—California, Colorado, Iowa, North Dakota, Tennessee and Vermont—include preschool in the child care definition or vice versa, which can help to unify the two systems. In contrast to the more direct coordination laws mentioned previously, it is unclear whether the legislatures in these definition states intended to establish a coordinated approach. However, the correlated definitions are a type of streamlined system, so they were included in the overall count of state coordination statutes.

## Appendix A. Coordination Provisions of State Laws Statutory Language that Specifies Coordination (36 states)

### *Alabama*

*Act 613 (2000), Sections 6 and 8*

**Section 6.** Requires “coordination” among “... the regulatory division for the licensing of child care centers and with the administration of the United States Child and Adult Food Programs at the child care centers participating in the pre-kindergarten program.”

“The Office of School Readiness shall do all of the following:”

**Section 8.** Efforts to enhance school readiness through “... aggressively establishing a unified approach to the state’s efforts toward enhancement of school readiness.”

### *Arizona*

*Senate Bill 1516 (2001), Section C 2-6*

**Section C.** “A school district or charter school that devotes part or all of its program funding to preschool programs shall comply with all of the following requirements:

2. Allow participating pupils to receive preschool services only from a public, federally funded or private child care provider, each of which shall be licensed by the department of health services and each of which, beginning fiscal year 1999-2000, also shall be accredited by a state board of education approved organization that provides accreditation for preschool programs.
3. Provide all federally funded or private child care providers located within the school district or within ten miles of the charter school with information necessary for them to participate in the program, including names and addresses of children selected for participation and of their parents or guardians.
4. Provide all parents or guardians of children selected for the program with a list of licensed federally funded or private child care providers located within the school district or within ten miles of the charter school and explain to parents or guardians that they may choose to have their child receive services under the program from any provider on the list if that provider agrees to participate.
5. Allow at least fifty percent of pupils selected for the program to receive preschool services from a federally funded or private child care provider of their parent’s or guardian’s own choosing.
6. Allow any eligible child care provider located within the school district or within ten miles of the charter school to participate in the program if it is willing to provide services at a unit cost

similar to that paid to other providers in the area under the program.”

### *Arkansas*

*Act 324 (1999), Sections 2(a)(5) and 20-78-205*

**Section 2(a)(5).** Requires the state Early Childhood Commission to “... facilitate coordination and communication among state agencies providing early childhood programs to promote non-duplication and coordination of services in such programs and recommend a structure for the administration of the current existing programs and recommended programs.”

**Section 2 (a).** “The Arkansas Early Childhood Commission shall ... annually report their progress[.]”

**Section 20-78 – 205.** “There is created the Division of Child Care and Early Childhood Education within the Department of Human Services. In creating the division, the General Assembly intends for the following to be maintained and enhanced: (A) Coordination of existing early childhood education and child care programs[.]”

### *California*

*Education Code (2000), Sections 8201, 8202 and 8208, The Child Care and Development Services Act*

**Section 8201.** Purpose: “To provide a comprehensive, coordinated, and cost-effective system of child care and development services for children to age 14 and their parents, including a full range of supervision, health, and support services through full and part time programs.”

**Section 8202.** “It is the intent of the Legislature that: (d) Community-level coordination in support of child care and development services be encouraged.”

**Section 8208.** Child care and development programs are defined as including, but not limited to, child care centers and family homes, state preschool, school-age parenting and infant development, and other programs that offer a full range of services for children until age 14.

*Welfare and Institutions Code (2000) Section 18986.15*

**Section 18986.1.** Counties that want to participate in a county interagency children’s services coordination council shall develop a three-year plan for implementing a coordinated children’s services plan. “[A] plan for coordinated children’s services may include proposals to combine and coordinate services to one or more of the following special populations of children provided by two or more existing local service agencies.” This list includes “... children in

need of preschool or child care services;" with children needing health services, foster care, children with developmental disabilities, and at-risk children. Among agencies: "Interagency collaboration and program consolidation among publicly and privately funded agencies providing services for children."

### **Colorado**

*Senate Bill 97-174 (1997), Section 4, 3(a), 26-6.5-101 and 26-6.5-105, The Consolidated Child Care Services Act*

**Section 26-6.5-101.** "The General Assembly hereby finds and declares that there is a critical need to increase full-year, full-day child care services for children whose parents are entering the workforce due to Colorado's reform of the welfare system, transitioning off welfare, or in need of child care assistance to avoid the welfare system."

**Section 4.** "Consolidation of these various sources of funding from both state and federal sources would allow for an integrated delivery system of quality programs for children in low-income families[.]"

**Section 3(a).** Requires the pilot agencies to: "Consolidate or coordinate funding to create a seamless system." This includes public and private stakeholders, program components such as "full-day and full-year programs, educationally enriched programs," health screenings, parental education, home visits, staff development and family support services.

**Section 26-6.5-105.** "No later than March 1, 1999, the State Department of Human Services shall prepare an assessment of the pilot program to determine its effectiveness in serving children in community consolidated child care programs."

### **Connecticut**

*Public Act 99-230 (1999), Section 2(a), An Act Concerning School Readiness*

**Section 2(a).** "Each school readiness program shall include: (1) A plan for collaboration with other community programs and services, including public libraries, and for coordination of resources in order to facilitate full-day and year-round care and education programs for children of working parents and parents in education or training programs[.]"

**Section 2(10).** "Each school readiness program shall include: (10) an annual evaluation of the effectiveness of the program."

*Public Act 1997-259, Section 1(3).*

**Section 1(3).** The state shall "... [e]ncourage coordination and cooperation among programs and prevent the duplication of services[.]"

### **Delaware**

*House Resolution 52 (1996)*

"Whereas, because coordination of the child care and early childhood education systems can improve the continuity of services for young children, the Governor has established a task force on child care which will recommend policies which will address all areas of this issues, and Whereas, coordination of the child care and early education systems to expand the full-day needs of working parents can reduce transportation costs." "Be it resolved ... to accelerate the efforts strongly supported by the citizens of Delaware to continue to coordinate and extension of child care and early education which will enhance children's readiness for their school experience."

### **Florida**

*Sections 411.01 (2)(f), (3), (4)(2)(I)3, (9)(c), (d), and (10)*

**Section 411.01 (2)(f).** It is the intent of the Legislature that the school readiness program coordinate and operate in conjunction with the district school systems. However, it is also the intent of the Legislature that the school readiness program not be construed as part of the system of free public schools but, rather, as a separate program for children under the age of kindergarten eligibility, funded separately from the system of free public schools, utilizing a mandatory sliding fee scale, and providing an integrated and seamless system of school readiness services for the state's birth-to-kindergarten population.

**Section 411.01 (3).** Referring to the School Readiness Program. The school readiness program shall be phased in on a coalition-by-coalition basis. Each coalition's school readiness program shall have available to it funding from all the coalition's early education and child care programs that are funded with state, federal, lottery, or local funds, including but not limited to Florida First Start programs, Even-Start literacy programs, prekindergarten early intervention programs, Head Start programs, programs offered by public and private providers of child care, migrant prekindergarten programs, Title I programs, subsidized child care programs, and teen parent programs, together with any additional funds appropriated or obtained for purposes of this section. These programs and their funding streams shall be components of the coalition's integrated school readiness program, with the goal of preparing children for success in school.

**Section 411.01 (4)(2)(I)3.** The school readiness partnership shall "Provide leadership for enhancement of school readiness in this state by aggressively establishing a unified approach to the state's efforts toward enhancement of school readiness."

**Section 411.01 (9)(c).** By February 15, 2000, the partnership shall present to the Legislature recommendations for combining funding streams for school readiness programs into a School Readiness Trust Fund. These recommendations must include recommendations for the inclusion or non-inclusion of prekindergarten disabilities pro-



grams and funding. The partnership shall annually distribute all eligible funds as block grants to assist coalitions to integrate services and funding to develop a quality service delivery system. Subject to appropriation, the partnership also may provide financial awards to coalitions that demonstrate success in merging and integrating funding streams to serve children and school readiness programs.

**Section 411.01(10).** “The Office of Program Policy Analysis and Government Accountability shall assess the implementation, efficiency, and outcomes of the school readiness program and report its findings” to the Legislature by January 1, 2002. “Subsequent reviews shall be conducted at the direction of the Joint Legislative Auditing Committee.”

### *Hawaii*

*Act 77 (1997), Sections 1 and 2(1), Good Beginnings Alliance Act*  
**Section 1:** “The purpose of this Act is to recognize a public private partnership between the State and a private nonprofit corporation created as a focal point for policy development and dedicated to enhancing, developing, and coordinating quality early childhood education and care services.” “This Act is intended to authorize a sustainable, effective, participatory coordinating structure that cuts across existing social services systems to coordinate early childhood services for families with young children.”

**Section 2(1)** (specifies state and private collaboration conditions for receiving state funds):  
“The corporation, as a condition for receiving public funds, shall be subject to this chapter and be organized to: (1) Develop policy recommendations concerning all aspects of a coordinated early childhood education and care system, including coordination strategies, resource development, and advocacy more particularly described in the good beginnings early education and care master plan as developed under the auspices of the office of the governor[.]”

### *Indiana*

*20-1-1.8 (2000), Step Ahead Comprehensive Early Childhood Grant Program;*

*20-1-1.8-11, Sections 11 and 12, 20-1-1.8-4, Section 4*

**Section 11:** “The step ahead comprehensive early childhood grant program is established to provide financial assistance and other incentives to eligible entities to implement, coordinate, and monitor eligible programs countywide.”

**Section 12:** The step ahead program aims to: ... (3) “discourage the duplication of systems.” ... (7) To strengthen the family unit through the following: (A) encouragement of parental involvement in a child’s development and education.”

**Section 20-1-1.8-4, Section 4:** “[e]ligible program” includes a “... federal, state, local, or private program or service aimed at serving,

assisting, or otherwise benefiting a child[.]” List of programs or services includes child care, preschool and parent information.

### *Iowa*

*House File 662 (2001), Section (1)*

**Section (1):** “Assessing the status of the efforts to achieve full cooperation between the programs offered through the funding streams ... and community empowerment area boards in order to avoid duplication, enhance efforts, combine planning, and take other steps to best utilize public funding to meet the needs to the families in the areas.”

*Chapter 203 (1999) Section 2*

**Section 2:** Funding shall be used by communities for “... enhancing linkages between the Head Start and Early Head Start programs, early development programs, and child day care assistance programs[.]”

*Chapter 1206 (1998), Section 8 (1)(c) (2), (4), and 4*

**Section 8 (1):** “The departments of education, human services, and public health shall jointly develop and promote a school ready children grant program[.]”

**Section 8 (1) (c):** “A comprehensive school ready children grant plan developed by a community board for providing services for children from birth through five years of age including but not limited to child development services, child day care services, [and] training child day care providers to encourage early intellectual stimulation of very young children[.]”

Plans for grants should include “(2) ... current and desired levels of community coordination of services for children from birth through five years of age[.]”

“At a minimum, the plan shall do all of the following: ... (4) Describe how funding sources will be used collaboratively and the degree to which the moneys can be combined to provide the necessary services to children.”

**Section 4:** “The community board shall submit an annual report on the effectiveness of the grant program in addressing school readiness and children’s health and safety needs to the Iowa empowerment board and to the local governing bodies. The annual report shall indicate the effectiveness of the community board in achieving state and locally determined goals.”

*Section 237A.1(14):* “Preschool means a child care facility which provides to children ages three through five, for periods of time not exceeding three hours per day...”

## *Kansas*

*Senate Substitute for House Bill 2558 (1999), Section 8(g) (1)-(6)*, Creates the Kansas Children's Cabinet<sup>2</sup>

**Section 8:** Functions of the Cabinet are to “ (1) assist the Governor in developing and implementing a coordinated, comprehensive service delivery system to serve the children and families of Kansas; (2) identify barriers to service and gaps in service due to strict definitions of boundaries between departments and agencies; (3) facilitate the interagency and interdepartmental cooperation toward the common goal of serving children and families; (4) investigate and identify methodologies for the combining of funds across departmental boundaries to better serve children and families; (5) propose actions needed to achieve coordination of funding and services across departmental lines; (6) encourage and facilitate joint planning and coordination between the public and private sectors to better serve the needs of children and families[.]”

## *Kentucky*

*Senate Bill 211 (1992), Section 5 (1)(a), (c), (f)*, Creates the Child Care Policy Council

**Section 5:** The Council shall: “(1)(a): ... Promote coordination and communication among state agencies responsible for child care and early childhood education services[.] ... (c): review program and make recommendations about coordination, ... and (f): requires submission of a report to legislature biennially.”

## *Louisiana*

*Senate Bill 776 (2001), Sections D(3), E(3), and I(1)(a)(ii)*

D. “Each participating school system shall: ... (3). Meet with all other governmentally funded providers of early childhood education which serve children residing within the jurisdiction of the system, including federal programs such as Head Start, to discuss common issues and establish means to coordinate programs in such a way as to ensure that a high quality early childhood education program is available to the maximum number of children who would be eligible under this Section. Such a meeting shall occur as often as necessary, but not less often than quarterly.”

“E(3). Each participating school system shall work collaboratively with other governmentally funded providers of early childhood education which serve children residing within the jurisdiction of the system, including federal programs such as Head Start, in providing the services provided for in this Section. Such collaboration may include agreements to share resources provided that such agreements are documented, no regulation of any provider is compromised or violated, and a clear demarcation of responsibility as to costs, employee supervision, and program administration is maintained.”

“I(1)(a)(ii). “[A] participating school system may claim funding from the state Department of Education on a reimbursement basis

for money actually spent to provide resources in compliance with a collaborative agreement reached pursuant to Subsection E(3).”

## *Maryland*

*Chapter 680 (2000), Sections 7,10, B(2), D1(I)*, Early Child Care and Education Enhancement Program

“Whereas, There is an imperative need to improve access to quality early care and education programs through collaborative partnerships[.]”

**Section 7:** “*Judy Center* means a site where comprehensive early child care and education services are provided to young children and their families for the purpose of promoting school readiness through collaboration with participating agencies and programs.”

**Section 10:** Participating programs include pre-kindergarten programs, Head Start, family literacy programs, infant and toddlers programs, child care centers and family child care homes, family support programs, child care resource and referral agencies, and home visiting programs.

**Section B(2):** The purpose of the program is to promote school readiness through the development and expansion of collaborative approaches to the delivery of high quality, comprehensive, full-day early child care and education programs and family support services.”

**Section D:** Grant requirements. K: requires two reports—one on program implementation (annually) and the other a performance-based evaluation (by 2004).

“D(1)(I): The Department may distribute a Judy Center grant to a county board if the county board submits an application to the Department that includes the terms of the collaboration to be undertaken by the county board, the participating agencies and programs, and, if applicable, the local management board, including the roles and responsibilities for each of these entities.”

## *Massachusetts*

*General Laws Chapter 15 (2000), Section 54 (e), (k)*

**Section 54 (e):** “Community partnership councils are encouraged to develop collaborative programs that coordinate services from various providers whenever such coordination can facilitate the efficient provision of early care and education services. ... [L]ocal councils shall seek to coordinate programs funded by this section with services funded or operated by the department of transitional assistance and other sources, including Head Start ...

**Section 54 (k):** “The [state] board [of education] shall appoint a state advisory council on early care and education. The advisory council shall conduct a comprehensive study of future trends in early care and education, including the provision of services for children from birth to age three, and shall examine all early care and

education services provided by the state to evaluate which populations have the greatest need for services, to what degree those populations are served by the program created by this section as well as by other existing services, and shall develop strategies for serving all unserved segments of the population. The council shall report its findings to the board, the chairman of the house and senate committees on ways and means, the house and senate chairman of the joint committee on education, arts and humanities and the secretary of administration and finance[.] In addition, the advisory council shall review early care and education program evaluations, certifications and program standards, and make recommendations to the board on needed program changes. The board shall report on the progress of the early care and education program and make recommendations to the general court by filing the same with the clerks of the House of Representatives and of the Senate[.]”

### *Michigan*

*Public Act 297 (2000), Section 32b (2)(b), (3)(b)(c)*

**Section 32b (2)(b):** To qualify for funding, a school readiness improvement program must “... be a collaborative community effort that includes at least the intermediate district or district, local multipurpose collaborative bodies, local health and welfare agencies, and private nonprofit agencies involved in programs and services for preschool children and their parents.”

**Section 32b (3)(b)(c):** “To be considered for a grant under this section, a grant application must provide all of the following: ... (b) Demonstrate an adequate collaboration of local entities involved in providing programs and services for preschool children and their parents. (c) Provide evidence of a review and approval by the local multipurpose collaborative body of the program plan.”

*Public Act 294 (2000), Section 628*

**Section 628:** Appropriates to the “ready to succeed” program to “... continue the exploration and development of a system of early childhood education, care, and support in this state that meets the needs of every child” ... (2) The ‘ready to succeed dialogue with Michigan’ shall provide a report to the legislature on its activities and recommendations not later than September 30, 2001.”

### *Minnesota*

*Chapter 205 (1999), Section 61*

**Section 61:** “The commissioner of children, families, and learning shall develop a plan for integrating child care and early childhood education programs and services. The commissioner must report on the plan by January 15, 2001, to the senate and house committees having jurisdiction over child care and early childhood education programs.”

### *Mississippi*

*House Bill 418 (2000)*

**Section 2 (e).** Establishes an Early Childhood Services Interagency Coordinating Council “... created to ensure coordination among the various agencies and programs serving preschool children in order to support school district’s efforts to achieve the goal of readiness to start school, to facilitate communication, cooperation and maximum use of resources and to promote high standards for all programs serving preschool children and their families in Mississippi. (e) Publish annually, before November 1, a comprehensive report on the status of all programs and services for preschool children in Mississippi and distribute the report to the governor, the legislature and local school districts and make the report available to the general public[.]”

### *Nebraska*

*Section 79-1101*

(2) “It is the intent of the Legislature and the public policy of this state to encourage schools and community-based organizations to work together to provide high-quality early childhood education programs for infants and young children which include family involvement. The purpose of sections 79-1101 to 79-1104 are to provide state assistance to selected schools, cooperatives of school districts, and educational service units for early childhood education, to encourage coordination between public and private services providers of early childhood education and child care programs, and to provide state support for efforts to improve training opportunities for staff in such programs.”

**Section 79-1103.** In relation to the early childhood education pilot project. (2)(c) requires “... evidence that the project will be coordinated or contracted with existing programs, including those listed in subdivision (d) of this subsection and nonpublic programs which meet the requirements of subsection (2) of section 79-1104. Subdivision (d) lists Head Start, Even Start Family Literacy Program, Title 1, and child care assistance through the Department of Health and Human Services.”

**Section 43-2620.** “The Department of Health and Human Services, the Department of Health and Human Services Regulation and Licensure, and the State Department of Education shall collaborate in their activities and may: ... (4) Promote continuing study of the need for child care and early education and the most effective methods by which these needs can be served through governmental and private programs; (5) Coordinate activities with other state agencies serving children and families[.]”

**Section 43-3401.** “The Early Childhood Interagency Coordinating Council is created. The council shall advise and assist the collaborating agencies in carrying out the provisions of the Early Intervention Act, the Quality Child Care Act, sections 79-1101 to 79-1104, and other early childhood care and education initiatives under state supervision.”

**Section 43-3402.** “[T]he Early Childhood Interagency Coordinating Council shall serve in an advisory capacity to state agencies responsible for early childhood care and education, including care for school-age children, in order to: ... (2) Facilitate collaboration with the federally administered Head Start program” and act in accordance with the Early Intervention Act. The Early Intervention Act: Council will make recommendations to agencies relating to “[t]he identification and coordination of all available resources within the state from federal, state, local, and private sources.”

### *New Hampshire*

*Section 170-E:2 (1991), Section IV, IV(f)*

**Section IV.** “Child day care agency’ means any person, corporation, partnership, voluntary association or other organization, either established for profit or otherwise, which regularly receives for child day care one or more children, unrelated to the operator or staff of the agency ... The types of child day care agencies are defined as follows: ... (f) ‘Preschool program’ means a child day care agency providing care and a structured program for children 3 years of age and older who are not attending a full day program.”

### *New Jersey*

*Administrative Code (DATE), Sections 6A:24-3.3 and 18A:44-6(2)(a), (3), Early Childhood Education Programs*

**Section 6A:24-3.3.** This section requires the board to offer a half-day early childhood education program to all 3- and 4-year-old students. The Department is proposing to require the board to implement a plan to provide full-day, full-year preschool programs by the 2001-2002 school year. The board also is required to utilize a Department of Human Services licensed child care provider (DHS-licensed child care provider) whenever practical, and the board is restricted from duplicating programs or services available in the community. (Note: The term ‘board’ refers to the local school board).

**Section 18A:44-6.** “(2)a There is established a Division of Early Childhood Education in the Department of Education shall be responsible for (3) the coordination of early childhood programs and services in consultation with the Department of Human Services.”

### *New York*

*Chapter 436 (1997), Section 5(e), Section 9, Section 3602-e*

**Section 5(e).** “Not less than ten percent of the total grant award to the school district shall be set aside for collaborative efforts with eligible agencies.” (Allows for a state waiver if evidence that the school district could not collaborate). “Eligible agencies” include child care providers, preschool, special education and Head Start. **Section 9.** “The commissioner shall give preference to those applications which demonstrate innovative methods for serving eligible children, are strong collaborative arrangements which maximize, to the extent possible, the utilization of existing resources of the school

district, eligible agencies and the community, and have an immediate capacity for providing services, and which can most effectively address the prekindergarten needs of each of the eligible children.”

### *North Dakota*

*50-11.1-02, Sections 4 and 5 (Per definition)*

**Section 4.** “Early childhood facility’ means any facility where early childhood services are provided, whether the facility is known as a child care center, day care home, day care center, ... family child care home, group child care home, preschool educational facility nursery school, ... child development center, preschool, or known by any other name.”

**Section 5.** “Early childhood services’ means the care, supervision, education, or guidance of a child or children, unaccompanied by the child’s parent, guardian, or custodian, which is provided in exchange for money, goods, or other services and is, or anticipated to be, ongoing for periods of two or more hours per day for a part of three days or more.”

### *Ohio*

*Section 44.02 (C), Section 50.02 (D)*

**Section 44.02 (C).** “In order to serve children whose families receive child care subsidy and whose incomes do not exceed 185 percent of the federal poverty guidelines, Head Start grantees may enroll children whose families receive child care subsidy from the Ohio Department of Job and Family Services. Head Start grantees providing full-day, full-year comprehensive services, or otherwise meeting the child care needs of working families, may partner with child care centers or family day care homes or may access child care subsidy directly. This provision is to meet the child care needs of low-income families who are working, in training or education programs, or participating in Ohio Works First approved activities.”

**Section 50.02 (D).** All Head Start agencies are eligible to apply for competitive expansion grants. “Grantees may submit application under Priority One: Head Start/Early Childhood Partnerships. Increase services through collaborative funding and/or service models designed to meet the needs of families who are employed, entering the workforce, or participating in Temporary Assistance to Needy Families (TANF) related to education, training, or community services activities. These partnerships may include early care and education programs licensed under Chapter 3301 or 5104 of the Revised Code and certified family homes.”

### *Oregon*

*House Bill 3659 (2001), Section 4 (5)(6)*

**Section 4(5)(6).** “[T]here is created the Oregon Early Childhood System. The goals of this system are to: ... (5) Link and integrate services and supports in the voluntary statewide early childhood system pursuant to ORS 417.748; (6) Link and integrate services

and supports in the voluntary local early childhood system pursuant to section 9 of this 2001 Act[.]”

*Senate Bill 555 (1999), Sections 47 1(a), 2(a) (b), 417.748 (1), (2)(a)-(e)*

1(a). “During the 1999-2001 biennium, there is created a Joint Interim Task Force on Children and Families ... (2) “The interim task force shall: (a) Gather information about early childhood assessment programs; and (b) Evaluate the feasibility of a statewide coordinated early childhood assessment program.”

*Section 417.748 (1), (3)(c)(D)(E), (4)(a), (e)(g)(i), (j)*

“(1) The State Commission on Children and Families, the Department of Education and the Department of Human Services shall lead a joint effort with other state and local early childhood partners to establish the policies necessary for a voluntary statewide early childhood system that shall be incorporated into the local coordinated comprehensive plan ... (3) The voluntary statewide early childhood system shall include the following components: (c)(D) High quality child care; (E) Preschool and other early education services. (4)(a) “Consolidate administrative functions relating to the voluntary statewide early childhood system, to the extent practicable, including but not limited to training and technical assistance, planning and budgeting; ... (e) Coordinate existing and new early childhood education programs to provide a range of community based supports; ... (g) ensure that all plans for voluntary early childhood services are coordinated and consistent with federal and state prekindergarten programs, federal Head Start programs, early childhood special education services, early intervention services, and public health services; ... (i) Contract for an evaluation of the outcomes of the voluntary statewide early childhood system; and (j) During January of each odd-numbered year, report to the Governor and Legislative Assembly on the voluntary statewide early childhood system.”

### *Rhode Island*

*98-H 8466 (1998), Section 11 2(b); Section 5, 542-12-26(c), Starting Right Initiative*

**Section 11, Sec 2(b).** “For purposes of this section “appropriate child care” means child care, including infant/toddler, pre-school, nursery school, school-age, and youth care which is provided by a person or organization qualified, approved, and authorized to provide such care by the department of children, youth, and families, or by the department of elementary and secondary education, or such other lawful providers as determined by the department of human services, in cooperation with the department of children, youth and families and the department of elementary and secondary education[.]”

**Section 5, 42-12-26(c).** Related to low-income: appropriation to increase Head Start for low-income children: ... “provided, however, that priority shall be given in the allocation of funds to appli-

cants who serve children in underserved communities, who integrate children with special needs, who collaborate with existing early education and are programs and other existing services including ... the child care of the families to be served.”

### *South Carolina*

*Act 99 (1999), Sections 59-152-20 and 20-7-9720 (7) (10), First Steps Act*

**Section 59-152-20.** “The purpose of the First Steps to School Readiness initiative is to develop, promote, and assist efforts of agencies, private providers, and public and private organizations and entities, at the state level and the community level, to collaborate and cooperate in order to focus and intensify services, assure the most efficient use of all available resources, and eliminate duplication of efforts to serve the needs of young children and their families.”

**Section 20-7-9720 (7).** The First Steps to School Readiness Board of Trustees is authorized to ... “assess and develop recommendations: for ensuring coordination and collaboration among service providers at both the state and county level, for increasing the efficiency and effectiveness of state programs and funding and other programs and funding sources, as allowable, as necessary to carry out the First Steps to School Readiness initiative, including fiscal strategies, redeployment of state resources, and development of new programs.

(10). Requires annual report to the legislature.

### *Tennessee*

*Chapter 980 (2000), Section 49-1-1102 (3), Section 49-6-101(F)(2)*

**Section 49-1-1102: (3).** “‘Child care program’ means any place or facility operated by any person or entity which provides child care for children in a before or after school-based program operated by local board of education ..., a public school administered early childhood education program, ... or a federally funded early childhood education program such as Title I program, a school-administered head start or an even start program, and state-approved Montessori school programs.”

**Section 49-6-101(f)(2).** To be considered for early childhood education and prekindergarten grants, “[a]ll early childhood education and pre-kindergarten programs established under this subsection shall be developed through a collaborative effort of the departments of education, health, children’s services, and human services, and shall build upon resources and services within the community. Efforts should be made by the interdepartmental group to gather recommendations from those with expertise in early childhood education, those whose families may have need of such services, and others at the community level who may have a particular interest in such programs. Programs should strive to assist families by providing full-day, year-round services. Programs should include a daily component of developmentally appropriate educational activities

and, where possible, child care for children of parents who need extended day services.”

### **Texas**

*Senate Bill 665 (2001), Section 531.283, 531.285 (4), (5), and (7)(c)(1), Section 29.154*

*Subchapter E, Office of Early Childhood Coordination*

**Section 531.283.** “The goals of the office are to: (1) promote community support for parents of all children younger than six years of age through an integrated state and local-level decision making process; and (2) provide for the seamless delivery of health and human services to all children younger than six years of age to ensure that all children are prepared to succeed in school.”

**Section 531.285 (4), (5), and (7)(c)(1).** “The office shall identify: ... (4) opportunities for collaboration between the Texas Education Agency and health and human services agencies to better serve the needs of children younger than six years of age; (5) methods for coordinating the provision of early childhood services provided by the Texas Head Start-State Collaboration Project, the Texas Education Agency, and the Texas Workforce Commission[.]”

**Section (7)(c)(1),** “The office shall make recommendations to the commission on strategies to: (1) ensure optimum collaboration and coordination between state agencies serving the needs of children younger than six years of age and other community stakeholders.”

**Section 29.154 Subchapter E.** “The commissioners shall also evaluate the potential for coordination on a statewide basis of prekindergarten programs with government-funded early childhood care and education programs such as child care...and federal Head Start ... For the purpose of providing cost-effective care for children during the workday with developmentally appropriate curriculum, the commissioners shall investigate the use of existing child care program sites as prekindergarten sites. Following the evaluation required by this section, the commissioners, in cooperation with school districts and other program administrators, shall integrate programs, staff, and program sites for prekindergarten, child-care, and federal Head Start programs to the greatest extent possible.”

*House Bill 1863 (1995), Sections 14A and 3.08 (b)*

**Section 14A.** “To integrate and streamline service delivery and facilitate access to services, the commissioner may request a health and human services agency to take a specific action and may recommend the manner in which the streamlining is to be accomplished[.]”

**Section 3.08 (b).** “[H]ealth and human services agencies includes the: (1) Interagency Council on Early Childhood Intervention Services[.]”

### **Vermont**

*Public Act 154 (1994), Section 4702 (b), (c)*

**Section 4702 (b).** “The secretary of the human services and the commissioner of education shall develop and implement, through community-based organizations, a coordinated system of state and local agencies that identifies children at risk of school failure, makes available to them and their families, as eligible and willing, coordinated early education and support services designed with each family and based on a family’s identified needs, and encourages parents to use these services.”

(c) Lists who is included in the development and implementation process—parents, local schools boards, physicians, children’s advocates, and the Birth to Age 3 Interagency Coordinating Council.

### **Virginia**

*House Bill 30 Item 143 (2000), Section 12(2) (3) (c) and 2). 22.1-199.1*

**Section 12(2).** “The proposal (that localities submit for 4-year old preschool) must demonstrate coordination with all parties necessary for the successful delivery of comprehensive services, including the schools, child care providers, local social services agency, Head Start, local health department and other groups identified by the lead agency ... (3) “Localities shall also continue to pursue and coordinate other funding sources, including child care subsidies (describes the local match) ... (3)(c) Local plans must provide clear methods of service coordination for the purpose of reducing the per child cost for the service, including the number of at-risk children served and/or extending services for the entire year.”

2). “The Department shall provide interested localities with information on models for service delivery, methods of coordinating funding streams, such as funds to match federal IV-A child care dollars, to maximize funding without supplanting existing sources of funding for the provision of services to at-risk four-year-old children.”

### **Washington**

*House Bill 1778 (1993), Sections 7(1), (2)(a), (b)*

**Section 7(1).** “There is established a child care coordinating committee to provide coordination and communication between state agencies responsible for child care and early childhood education services.”

**Section 7(2)(a).** “The child care coordinating committee shall serve as an advisory coordinator for all state agencies responsible for early childhood or child care programs for the purpose of improving communication and interagency coordination ... (b) Annually review state programs and make recommendations to the agencies and the legislature which will maximize funding and promote furtherance of the policies set forth in RCW 74.13.085.”

**House Bill 2487 (1999)** Appropriation to Office of Financial Management to study the best methods for ... “coordinating and consolidating child care and early education programs currently funded by the state government.”

### ***West Virginia***

**Senate Bill 217 (2000), Sections 5-26-B-3, 5-26B-6(a), (b), (h)**, West Virginia Educare Act.<sup>3</sup>

**Section 5-26B-3.** Educare is established within the office of the Governor’s Cabinet on Children and Families ... “for the purpose of establishing, and coordinating with local areas, a complement to education and care available to preschool children with the goal of preparing them for school and lifelong learning. Educare programs shall be phased in as funds become available and may be introduced as pilot operations before statewide implementation. Activities employed by Educare in the implementation of its educational programs shall include development of quality standards, review of local collaborative agreements for approval prior to funding, distribution of funds, technical assistance and monitoring of funded programs and development of an evaluation component.” Funding program.

### ***Wisconsin***

**Section 120.13(14), 119.72 (a), (b)**

**Section 120.13 (14).** “Establish and provide or contract for the provision of day care programs for children. The school board may

receive federal or state funds for this purpose. The school board may charge a fee for all or part of the cost for participation in a day care program established under this subsection. Costs associated with a day care program under this subsection may not be included in shared costs under 121.07 (6).”

**Section 119.72.** “The board shall contract with private, non-profit, nonsectarian day care centers located in the city to provide early childhood education to 4-year-olds and 5-year-olds who are residents of the city. The board may not contract with any day care center under this section unless the day care center (b) offers developmental child day care and early education through age 6 at least 10 hours each day for at least 250 days each year.” (Note: The term “board” refers to the school board.)

### ***Wyoming***

**Section 14-4-101 (a)(vi), (K)**, (Per definition)

**Section (a)(vi).** “Child caring facility’ means any person who operates a business to keep or care for any minor at the request of the parents, legal guardians or an agency.”

**Section (K).** “Day or hourly nurseries, nursery schools, kindergartens or any other preschool establishment not accredited by the state board of education.”

## Appendix B. Methodology

This survey covers only legislative language that specifically cites coordination or integration of early education and child care services in enacted laws, final appropriations bills, or passed resolutions. This survey's scope is limited to including legislative language that mentioned the coordination of child care with preschool, prekindergarten, Head Start, or other early education programs. Statutes that call for coordination of children and families services, without specific mention of early childhood services, were omitted from the survey. The report also excludes executive orders, signature initiatives, and other policies that were not legislated. In addition, this survey excludes coordination laws solely focused on children with special needs. Although many states have developed comprehensive coordination policies, this document includes only those policies that originated in legislation. The authors recognize that many states purposefully structure coordination approaches independent of legislation, and this report in no way intends to minimize these efforts.

Compilation of information regarding enacted state laws on coordination between child care and early childhood education programs began with a LEXIS-NEXUS search. Using legislative language from known examples, project staff developed an initial LEXIS search consisting of two sub-searches, first linking the terms *day care* and then *child care*, with variations of *unified*, *coordinate*, *collaborate*, *consolidate*, *preschool*, *prekindergarten*, *early learning*, and *early education*. This search yielded many inapplicable results. Another LEXIS search, with the same sub-search delimitation, was designed to be more specific. Search terms included the above terms and variations on the word *integrate*. This second search also specified that *adult* and *family support* were to be excluded. Statutes that were found to be relevant were included in a master list of states with some coordination laws.

This master list was compiled in order to identify those states that LEXIS did not cite. State web site searches and NCSL documents such as legislative summaries added to the data. The primary method for developing a more complete list was to conduct a telephone survey for those states without clearly evident information on coordination statutes. A standardized set of questions was developed into a phone survey sheet for each state, including contact information for every state's Head Start collaboration office and child care licensing agency and, when available, specific early childhood agency or program contacts. Fact-finding calls were made to each state by NCSL Child Care Project staff. Follow-up calls for more details were made based on referrals by the first round of contacts to other



pertinent agencies, such as state child care financing offices and legislative staff. Some of these contacts faxed, mailed, or e-mailed laws, legislation, reports or other information. Other officials provided verbal details on state laws and policy activity. The master list of state policies was updated, and collected legislation, statutes, appropriations bills, or reports were researched for relevance and clarity. In cases where information was unclear or missing, a second round of calls was conducted.

During the course of several months, project staff contacted every state to confirm whether a state had coordination. Project staff developed a document that included statutory language and organized state coordination laws into several categories. This provided an ongoing central document that staff could update. Finally, an external review was conducted in every state by e-mailing the survey report to state contacts.

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## Notes

1. To see a brief version of the CLASP report on the Internet, link to <http://www.clasp.org/pubs/childcare/POLICYBR.PDF>; for the full report, link to <http://www.clasp.org/pubs/childcare/FULLRPRT.PDF>.

2. Smart Start Kansas—a recommendation of the legislatively created Children’s Cabinet, to support the above goals, is the “expansion of discretionary grants awarded to community partnerships associated with the Smart Start Kansas framework. Smart Start Kansas is a significant step to integrate existing services, initiatives and systems together into a comprehensive system which will impact early childhood care and education and propel the State of Kansas toward more healthy communities for all citizens.” (Quoted from the August 2000 Recommendations report of the Children’s Cabinet). This is a tobacco settlement allocation.

3. Section 5-26B-6 (From Educare rules): (a) referring to board of directors rules: “At a minimum the rules shall provide for: (a) Programs that avoid duplication and maximize the effectiveness of qualified existing programs. (b) The formation of written collaborative agreements among different qualified programs to maximize existing resources and ensure equity in the distribution of funds.” (h) Requires evaluation.

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