The Office of Child Care, part of the Administration for Children and Families (ACF), has many important resources on its website. Postings include Program Instructions, Information Memoranda, state plans for implementing CCDF, and policy interpretation for all aspects of implementing CCDBG.

Some of the resources relevant to building Early Head Start-Child Care Partnerships include:

Side-by-Side Comparisons of Federal and State Requirements for Early Childhood Education Services
The Side-by-Side Comparison of Federal and State Requirements for Early Childhood Education Services shows key elements of Early Head Start (EHS) and Child Care and Development Fund (CCDF) legislation and regulations. The document also can serve as a tool for States and local organizations to enter state-specific early education program requirements. Once complete, the grid can be used as an at-a-glance resource to identify similarities and differences across regulations and funding sources, as well as a springboard for determining ways to overcome barriers to successful early education partnerships.

Parental Choice Provisions and Policies that Require Child Care Providers to meet Quality Requirements
This policy interpretation clarifies that the parental choice provisions included in CCDF regulations do not preclude a Lead Agency from establishing policies that require child care providers serving subsidized children to meet certain quality requirements, including those specified within a quality improvement system, provided that the Lead Agency does so in a manner consistent with the CCDF parental choice requirements.

Eligibility Determination for Head Start Collaboration
This policy interpretation clarifies the length of CCDF eligibility for children in collaboratively-funded slots. CCDBG does not prescribe a specific eligibility period for families receiving CCDF-funded child care. Nor does the Act address the frequency of, or need for, re-determining eligibility once it is established. The Lead Agency of each State has the flexibility to establish its eligibility process, including establishing categorical eligibility for target populations.
Policies and Practices that Promote Continuity of Child Care Services and Enhance Subsidy Systems

This Information Memorandum provides guidance to encourage Lead Agencies to adopt policies that promote continuity of child care services for the benefit of children and families.

CLASP’s Charting Progress for Babies in Child Care Project links research to policy ideas and examples that support the healthy growth and development of infants and toddlers in child care settings. The project provides resources to help states make the best decisions for infants and toddlers in child care. The central tenet of the Charting Progress for Babies in Child Care Project is that state child care subsidy, licensing, and quality enhancement policies that promote the quality and continuity of early childhood experiences can positively impact the healthy growth and development of babies and toddlers.

Child Care Subsidy Literature Review

Child Trends produced a literature review on the research of child care subsidy as part of the Child Care and Early Education Policy and Research Analysis (CCEPRA) project. It provides information about subsidy use; the association between receiving a subsidy and choosing high quality care; the relationship between continuity of care and subsidized care arrangements; and the association of child care subsidy and child and family outcomes.

Subsidized Child Care and Quality: A Key Topic Resource List

This list, compiled by Research Connections, a project funded by the Office of Planning, Research and Evaluation in ACF, includes an overview and listing of selected resources from the literature. Resources of various types- including reports and papers, fact sheets and briefs, summaries, and reviews are included. Selection criteria included policy relevance and relatively recent publication (from the years 2003 - 2013).

Toward Better Policy for Early Care and Education in the United States

Published by the Alliance for Early Childhood Finance, this collaboratively-produced discussion paper proposes a four-part framework for improving ECE policy: 1) put child development first, 2) build a standards-based system, 3) share costs to improve efficiency and 4) use data to drive quality.

Designing Subsidy Systems to Meet the Needs of Families an Overview of Policy Research Findings

This Urban Institute report synthesizes findings from various research projects regarding child care subsidy. A range of policy strategies states are implementing to support eligible families in accessing and retaining child care subsidies are described, and policy recommendations are also included.

Confronting the Child Care Eligibility Maze: Simplifying and Aligning with Other Work Supports

This CLASP and the Urban Institute paper provides an overview of steps that state child care agencies can take to link CCDF with other benefit systems to help meet key administrative and program operation goals. It includes practical examples of policy changes that states can take to move in this direction.

Data Resources:

CLASP State Child Care Assistance Profiles and Data Base. CLASP provides state-by-state profiles of CCDBG funding, policies, and use data and also provides a report for Head Start.
Community Assessment Process, Data Collection and Program Needs

The Early Childhood Learning and Knowledge Center and the National Center on Program Management and Fiscal Operation have a website dedicated to providing resources for Head Start and Early Head Start. It includes a guide and toolkit for grantees to conduct a community assessment that aligns with the performance standards.

Data Resources:

The State Early Childhood Policy Technical Assistance Network and the National Neighborhood Indicators Partnership produced this guide and toolkit to describe data which could be disaggregated to the neighborhood level to contribute to community assessments that can focus attention on areas within communities that have the highest need.

Data Resources:

Fifty State Chartbook. BUILD developed this chartbook which provides, at the state level, a number of indicators of young children’s health and development, disaggregated by race and ethnicity and/or economic status. The chartbook allows states to compare across states and within their own states on how well they are doing on young child well-being and limiting disparities based upon race and ethnicity.

County Health Rankings and Roadmaps. This website provides county health rankings which provide demographic, family, social, and economic information in addition to health information. While only a few indicators (infant mortality, low birthweight) are explicitly about young children, the data provide a lot of contextual information that offer comparisons across counties.

Kids Count Data Center
KIDS COUNT is the premier source for data on child and family well-being in the United States. Access hundreds of indicators, download data and create reports and graphics on the KIDS COUNT Data Center that support smart decisions about children and families.

Child Trends and the Annie E. Casey Foundation also have a review of 15 federal data sources from which child indicators can be assessed and tracked over time for many states and localities.

Diversity Data Kids
This site has data organized with a focus on race and ethnicity, equity and geography. This resource website, managed by the Heller School for Social Policy and Management at Brandeis, provides a comprehensive data base of over 100 measures of child well-being. You can query data, find related policy analysis, and create customized reports for your specific geographic region.
The Youngest Americans: A Statistical Portrait of Infants and Toddlers in the United States
This Child Trends report presents information and data on infants and toddlers on basic demographics; indicators of health and well-being; and, the risk and protective factors that are closely linked with those conditions, including parental well-being. The report also provides analysis of how the country’s array of formal supports for the youngest children and their families—from both the private and public sectors—is meeting their needs.

ZERO TO THREE Baby Fact Sheets
Annually updated factsheets for each of the 50 states and the District of Columbia provide information for early childhood professionals and policymakers about the status of infants, toddlers, and families.

Resources: Comprehensive Services

Putting the Pieces Together for Infants and Toddlers: Comprehensive, Coordinated Systems
This policy brief, written by ZERO TO THREE, outlines the need for a comprehensive, coordinated early childhood system. It discusses the necessary components – high-quality, affordable early care and education, health and mental health, and family support services – that such a system needs as well as the infrastructure that supports them. The brief also offers policy recommendations for those working at the federal, state and local levels of government.

National Head Start Center on Cultural and Linguistic Responsiveness
The Center on Cultural and Linguistic Responsiveness provides the early childhood community with research based resources, strategies, practices and information to support the social and academic progress of linguistic and culturally diverse children.

Baby Matters
This ZERO TO THREE searchable database contains information on state policies and initiatives that impact infants, toddlers and their families. The policies and initiatives are searchable by category, state, or keyword. A detailed description of each policy or initiative is provided, as are links to additional resources. The National Academy for State Health Policy (NASHP) is an independent academy of state health policymakers dedicated to helping states achieve excellence in health policy and practice. This NASHP resource page provides state policymakers, Medicaid officials, and other interested parties with state-specific information about strategies for delivering the Medicaid benefit for children and adolescents.

The National Center on Parent, Family, and Community Engagement is the technical assistance provider for Early Head Start and Head Start family engagement. Their website provides resources including Assessment tools and guides to recognize program successes and improve strategies for engaging families. Resources are also available for designing strong program governance systems. These resources help programs develop integrated and comprehensive approaches to PFCE. These tools are informed by the Office of Head Start PFCE Framework and the Head Start Program Performance Standards.
Child Welfare and Child Care Partnerships: Partnering with Families Involved in Child Care Subsidy Programs
This Information Memorandum, jointly issued by the Director of the Office of Child Care, Shannon Rudisill, and the Commissioner for the Administration on Children, Youth and Families, Bryan Samuels. The purpose of this memorandum is to provide information to Child Care and Development Fund (CCDF) Lead Agencies and State and local child welfare agencies to encourage partnerships across these agencies to better serve vulnerable child populations and families.

Putting it Together: A Guide to Financing Comprehensive Services in Child Care and Early Education
CLASP’s guide helps states look beyond the major sources of child care and early education funding to consider alternative federal financing sources to bring comprehensive services into early childhood settings.

Child Trends and ZERO TO THREE developed a policy brief, “Changing the Course for Infants and Toddlers: A Survey of State Child Welfare Policies and Initiatives,” with survey results from state child welfare representatives to identify and share innovations in policy and practice, and highlight key challenges, gaps, and barriers that child welfare agencies face in meeting the needs of very young children who have experienced maltreatment.

The Strengthening Families Initiative of the Center for the Study of Social Policy offers resources for early childhood providers to increase their capacity and competency in working successfully with families. A key component of this initiative is the online self-assessment and training. This guides programs to look at what they are doing to build protective factors in seven key practice areas and help programs both identify their strengths and provide concrete plans to strengthen their practice.

Resources: Continuum of Services

Building Communities That Help Young Children and Families Thrive
This policy brief provides descriptions of successful community efforts designed to ensure a continuum of service for children and families. It provides insight to the common elements of these successful initiatives and is a resource for community leaders who are working to ensure early childhood systems are integrated. This is part of a project of the Center for the Study of Social Policy (CSSP) in collaboration with the Children’s Services Council of Palm Beach County, other local leaders and a group of early childhood national experts. Early Childhood-LINC is dedicated to supporting families to improve results for young children by accelerating the development of community-based integrated early childhood systems.
Infant and Toddler Continuity of Care Assessment Tool
This assessment tool, from the National Center on Child Care Professional Development Systems and Workforce Initiatives, examines a continuum of practices that support continuity of care of vulnerable infants and toddlers, encouraging strong attachments among families, staff and children.

Infants and Toddlers in the Policy Picture: A Self-Assessment Checklist for States
This self-assessment from ZERO TO THREE provides questions to spark discussion about the needs of infants, toddlers, and their families and to lay the foundation for building an effective state early childhood development system. The checklist is based on research about effective practices in states, and is organized around the key areas known to impact healthy development for infants and toddlers: good health, strong families, and positive early learning experiences.

Nurturing Change: State Strategies for Improving Infant and Early Childhood Mental Health
This paper from ZERO TO THREE provides an in-depth look at some of the promising strategies states have employed to address access, delivery, financing, evidence base, and systems-level issues across the promotion, prevention, and treatment continuum. State policymakers will find actionable models and policy strategies, as well as strategic questions to consider in planning.

Resources: Layered Funding

Blending Early Care and Education Funds: Issues, Opportunities, and Strategies
This 2003 research brief provides information on the sources of resources, strategies used to manage funds, and issues in managing funds from different sources when implementing Head Start-Child Care partnerships. The information is compiled from the longitudinal research EDC conducted on Head Start and Child Care partnerships.

Foundations: How States Can Plan & Fund Programs for Babies & Toddlers
This Ounce publication offers strategies for states to plan and structure funding for programs for babies and toddlers.

Cost Allocation Narrative
The Early Childhood Learning and Knowledge Center provides information on all aspects of implementing Head Start. It explains the requirements for cost allocation for grantees that layer and blend funding.

Management Matters
Also from the Early Childhood Learning and Knowledge Center, Management Matters is a series of informational videos. Each 15- to 20-minute presentation focuses on an aspect of program management or fiscal operations relevant for Early Head Start administration.

Blending and Braiding Early Childhood Program Funding Streams Toolkit: Enhancing Financing for High-Quality Early Learning Programs
This Ounce toolkit is designed to provide strategies, tools, resources and options to make policy choices that facilitate the blending and braiding of funding streams. This approach to funding improves access to full-workday, full-year, high-quality early learning programs that benefit vulnerable young children and working families.
Inspiring Innovation: Creative State Financing Structures for Infant-Toddler Services
This paper, written jointly by the Ounce of Prevention and ZERO TO THREE, highlights the work of four states—Illinois, Kansas, Nebraska, Oklahoma—that have developed innovative financing structures to support services for at-risk infants and toddlers. It reveals key policy elements that cut across all four states, as well as strategic decisions and recommendations critical to the establishment of financing structures that support high-quality programs for infants and toddlers.

Social Impact Bonds: Overview and Considerations
Because of the high level of interest in Social Impact Bonds (SIB), many policymakers, practitioners, funders and advocates may need to respond to the question of whether a SIB would be a good way to expand funding for a particular intervention or population in a given state or community. CLASP has developed a paper that provides background information and a framework to help answer this question.

Resources: Practical Implementation of EHS-CC Partnerships: Building from the Strengths of Both Systems

Head Start Performance Standards are available on the Office of Head Start, Early Learning and Knowledge Center website. You can download the full set of standards, or you can select from specific categories.

NHSA Early Head Start Child Care Partnership Project
The National Head Start Association, the California Head Start Association, and representatives from numerous other child care and Head Start practitioner organizations came together to guide the planning and creation of successful partnerships that will reach a growing number of vulnerable children and families with high quality services that enable children to learn and grow in nurturing environments while their families achieve greater stability and long-term success.

Child Care Head Start Partnership Study: Final Report
This 2005 publication is a report of findings of a longitudinal quantitative research study investigating the impact of child care/Head Start partnerships on quality of care and parents access to services. This study was conducted by the Education Development Corporation, Inc. (EDC).

Child Care Head Start Partnerships: What the Research Says About Establishing and Sustaining Partnerships
This one-page research snapshot summarizes findings from EDC’s extensive research on partnerships between child care centers and Head Start. Topics covered include the benefits of child care/Head Start partnerships, key steps in establishing and sustaining partnerships, and the important role that communication plays in partnerships.

Strategies for Head Start — Child Care Partnerships Revisited
This article provides an overview of the approaches and issues related to establishing Head Start-child care partnerships. There are also links to tools and resources for developing partnerships.
Migrant and Seasonal Head Start and Child Care Partnerships: A Report from the Field
This report was the result of a collaborative study by the Migrant and Seasonal Head Start (MSHS) Collaboration Office and the Quality in Linking Together: Early Education Partnerships (QUILT) project located at the Education Development Corporation.

**Practical Implementation of EHS-CC Partnership Resources: Connections to Part C**

The Early Childhood Technical Assistance Center provides technical assistance to State Part C Administrators. A number of publications are available for free. Some highlights include:

- **Implementing and Sustaining an Effective Service Delivery System**
  This guide describes five major stages in the process of changing a state’s Part C service delivery approach and the critical considerations and steps that need to be addressed for each stage. The authors recognize that in actual implementation, change activities may cross stages and may be worked on simultaneously. Also, a change effort may begin at a later stage but back-track to do the work of the earlier stages.

- **Part C Updates: Selected Aspects of the Early Intervention Program for Infants and Toddlers with Disabilities, (Part C) of IDEA**
  This publication provides a compilation of resources on the Early Intervention Program for Infants and Toddlers with Disabilities (Part C) of the Individuals with Disabilities Education Act (IDEA). Information on Part C program administration, funding appropriations, and trend data related to the numbers of children served, the settings in which children receive services and the status of children exiting Part C. Also included are resources on Part C program implementation, including: federal regulations, states’ Part C rules, regulations, and policies, OSEP policy clarification letters, and a bibliography of selected online publications and journal articles related to the implementation of Part C published in 2010-2011.

The Early Intervention Family Alliance is a national group of family leaders dedicated to improving outcomes for infants and toddlers with disabilities and their families. The EIFA works to assure meaningful family involvement in the development of Part C policies and their implementation at community, state and federal levels.

**Relationship of Quality Practices to Child and Family Outcome Measurement Results**
This document was developed to assist states in identifying ways to improve results for children and families participating in Part C early intervention services through the implementation of quality practices. It provides a table of key quality practices that, when implemented, will have direct impact on child family outcomes. The instructions describe a number of ways it can be used by states to identify areas in need of improvement, develop improvement activities, orient providers to the key practices, and conduct self-assessments.
Infant Toddler Screening and Assessment
This ZERO TO THREE document, funded by the Administration for Children and Families, Office of Child Care, is one of three infant/toddler modules created to support consultants working in child care settings, especially those who have not had education or training specific to infants and toddlers in group care. It provides concrete information on infant/toddler development, how to engage parents in screening and assessment, and what to do when a child is not typically developing.

The Head Start Center for Inclusion
Funded by the Office of Head Start, the University of Washington provides technical assistance and resources for programs to increase the competence, confidence, and effectiveness of personnel in Head Start programs to include children with disabilities. Training materials, tools for teachers and coordinators, as well as other resources are available.

● Practical Implementation of EHS-CC Partnership Resources: Family Child Care

The National Association for Family Child Care
The National Association for Family Child Care is a non-profit organization dedicated to promoting quality child care by strengthening the profession of family child care. Resources, including state and regional contacts are available on their website.

Building Partnerships between Early Head Start Grantees and Family Child Care Providers: Lessons from the Early Head Start for Family Child Care Project
In 2010, the Office of Head Start and the Office of Child Care contracted with ZERO TO THREE and its subcontractor, Mathematica Policy Research, to implement and evaluate the Early Head Start for Family Child Care project to develop and pilot strategies for building Early Head Start–family child care partnerships. This is the final report of that project.

● Practical Implementation of EHS-CC Partnerships: Shared Services

Shared Services: Supporting Quality in Early Care and Education
This provides a brief summary of the Shared Services movement in Early Care and Education and how it strengthens the quality and sustainability.

Sharing Staff Roles and Responsibilities across Sites
This document from the Opportunities Exchange describes how seven different Shared Service Alliances share staff roles and responsibilities to deliver sustainable high quality early care and education.

Shared Services: A Powerful Strategy to Support Sustainability of ECE Businesses
This Exchange Magazine article, written by Louise Stoney, describes how a Shared Services Alliance in Chattanooga TN has enabled small child care centers to boost quality, pay better wages, and sustain quality over time.
For more information on this Alliance see also:

Chattanooga, TN

Videos about Shared Services Alliances

For more detailed information on Governance Structures, management agreements, and implementation tools for center-and home-based Shared Service Alliances, visit the Opportunities Exchange website.

Resources: Professional Development Systems

NAEYC provides a resource website, the Early Childhood Workforce Systems Initiative, which focuses on the policies that connect professional development activities and that support and make possible an effective implementation of a state system of professional development. The report, planning guide and related tools highlight policy principles and essential policy areas that build or sustain an integrated system—a system that ensures quality in all settings in which early childhood professionals work.

Relationships: The Heart of Development and Learning

This ZERO TO THREE document, funded by the Office of Child Care, is one of three infant/toddler modules created to support consultants working in child care settings, especially those who have not had education or training specific to infants and toddlers in group care. This module provides information on the centrality of relationships within infant/toddler development and basic concepts of relationships-based practices.

Competencies for Early Childhood Educators in the Context of Inclusion: Guidance and Issues for States

This 2005 concept paper identifies issues and provides guidance to states as they develop, revise, and utilize early educator competencies in the context of inclusion. Key issues include ensuring that early educator competencies reflect knowledge, skills and emerging research on effective practices for working in inclusive settings with children with and without disabilities and children who are Dual Language Learners and that early educator competencies that support inclusion are linked with quality professional development opportunities, accountability systems, and other components of a comprehensive early childhood system.

Getting Ready for Quality: The Critical Importance of Developing and Supporting a Skilled, Ethnically and Linguistically Diverse Early Childhood Workforce

This policy paper, written by Hedy Chang, provides insight on the need to grow the early care and education field to reflect the children and families accessing the programs and services. To promote quality early care and education in diverse communities, policies should promote three goals: (1) redefine what is quality care and education in a culturally and linguistically diverse society; (2) promote diversity and inclusion of ethnic, cultural, and language diverse educators in the workforce; and (3) improve the working conditions and professional status for all early childhood educators.

Infant/Toddler Curriculum and Individualization

This ZERO TO THREE document, funded by the Office of Child Care, is one of three infant/toddler modules created to support consultants working in child care settings, especially those who have not had education or training specific to infants and toddlers in group care. It focuses on curriculum definitions; the developing and implementation of curriculum and the key community partners needed for successful implementation.
A Guide to Effective Consultation in Settings Serving Infants
Written by ZERO TO THREE in partnership with the Administration for Children and Families, this document defines the core knowledge, competencies, and dispositions for consultants working in all early care and education settings and sectors serving infants, toddlers, and their families.

Infant Toddler Consultant Self-Assessment Tool
This resource was developed as a companion to the Infant-Toddler Consultant Core Knowledge Competencies for consultants to assess their own level of proficiency needed to support early childhood programs serving infants and toddlers. The tool may also be used in shared reflection with a supervisor or peer to set professional development goals and action steps for consultants and program staff as well.

Infant mental health associations in many states have developed formal professional endorsements and or credentials. Below are five examples:
Michigan New Hampshire Illinois Connecticut Indiana

● Resources: Shared/Joint Monitoring

Head Start Performance Standards are available on the Office of Head Start, Early Learning and Knowledge Center website. You can download the full set of standards, or you can select from specific categories.

The Quality Rating and Improvement System (QRIS) National Learning Network provides information, learning opportunities and direct technical assistance to states that have a QRIS or that are interested in developing one. Their website has been developed as a QRIS information clearinghouse and is a resource for advocacy, planning and implementation of QRIS. The resource library targets a wide variety of topical issues for QRIS and can be browsed by topic, author and date.

The Network developed a series of five presentations on QRIS development and implementation by experts in the field. The two presentations from that series focused on cross-systems monitoring are:

• Efficiency in Monitoring: Streamlining Documentation
• Effective Cross Sector QRIS: Challenges and Opportunities

Quality in Early Childhood Care and Education Settings: A Compendium of Measures Second Edition
Compiled by Child Trends for the Office of Planning, Research and Evaluation of ACF, US Department of Health and Human Services, this compendium provides a framework with which to review the existing measures of quality in early care and education settings. Measures are sorted by purpose (improvement, monitoring/accreditation, research/evaluation).

A Count for Quality: Child Care Center Directors on Rating and Improvement Systems
Published by The Center for Law and Social Policy and the National Women’s Law Center, this report describes the experience of child care center directors in several states with key QRIS components, including quality standards,
monitoring and assessment and financing supports. Findings on meeting the needs of infants and toddlers, culturally and linguistically diverse children, and children with special needs within QRIS standards as well as recommendations for policy makers are included.

Louise Stoney was a guest blogger for Sara Mead at Education Week and outlined important issues for states to consider in relation to cross systems monitoring:

- QRIS: A Powerful Tool for System Reform
- Crafting QRIS Standards that Work Across Sectors
- Effective QRIS Technical Assistance and Coaching: Challenges and Opportunities
- Building Systemic Capacity for High Quality ECE

A Foundation for Quality Improvement Systems: State Licensing, Preschool, and QRIS Program Quality Standards
This National Center on Child Care Quality Improvement brief contains an overview of the types of program quality standards in states, discusses challenges faced by states in establishing a common set of standards, and describes the applicability of standards to varied programs and settings for young children. It also includes an analysis of the content of program standards focused on five areas that all programs serving young children need to address: pre-service qualifications and ongoing professional development; curriculum and learning activities; child assessment; children’s health; and family engagement.

Supporting Babies through QRIS: Inclusion of Infant Toddler Quality Standards
This document, from ZERO TO THREE, presents a national review of states’ and jurisdictions’ Quality Rating and Improvement Systems (QRIS) that have been implemented statewide, focusing on how these systems can include standards that explicitly address the needs of infants and toddlers.

Creating this resource list has been made possible by the generous support of the Buffett Early Childhood Fund, the W. K. Kellogg Foundation, the Alliance for Early Success, the Bill & Melinda Gates Foundation, the Harris Foundation, the McCormick Foundation, and the David and Lucile Packard Foundation. Together, they are funding a number of products and activities, including the April in-person technical assistance meeting, to ensure that the birth to five (and birth to eight) systems we are building better meet the needs of infants, toddlers, and their families.