



Integrated Efficient Early Care and Education Systems

REVISITING A STATE-BY-STATE ANALYSIS

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ACRONYM GUIDE

The nation's early childhood system, and the administration of federal funding at the state level, consists of intersecting relationships among multiple programs. For reference, throughout the document, the following acronyms are used:

CACFP	Child and Adult Care Food Program
CCAMPIS	Child Care Access Means Parents in School
CCDBG	Child Care and Development Block Grant
CCDF	Child Care and Development Fund
ECE	Early Care and Education
ECIDS	Early Childhood Integrated Data System
ED	Department of Education
EHS-CCP	Early Head Start-Child Care Partnership
FACE	Family and Child Education
GAO	Government Accountability Office
HHS	Department of Health and Human Services
IDEA	Individuals with Disabilities Education Act
IDEA Part B, Section 619	Preschool Grants for Children with Disabilities
IDEA Part C	Early Intervention Program for Infants and Toddlers with Disabilities
IPB	Federal Early Learning Interagency Policy Board
LEAs	Local Educational Agencies
PDG	Preschool Development Grants
QRIS	Quality Rating Improvement System
RTT-ELC	Race to the Top-Early Learning Challenge
SAC	Early Childhood State Advisory Counsel
SLDS	State Longitudinal Data Systems
TA	Technical Assistance
TANF	Temporary Assistance for Needy Families
USDA	U.S. Department of Agriculture

Foreword

In 2018, the Bipartisan Policy Center set out to examine state management of federal early childhood programs with an eye on maximizing the use of public funds and responding to Congressional concerns that more children and families could be served if the states were just more efficient. At the same time, state officials complained that Washington, DC, and the federal government were the source of the inefficiencies and pointed to over-regulation as the source of the problem.

Our work was spurred on by a 2017 [GAO report](#) that responded to a Congressional concern about the “duplication, fragmentation and lack of coordination” of early care and education programs and the underlying belief that there were sufficient funds to serve the children and the long waiting lists were due primarily to inefficiencies. BPC’s goal in doing this work was to better understand whether or not there were efficiencies to be gained and where. At the same time, we began our examination of the actual need for, and corresponding supply of, [child care across the country](#).

We began by identifying the [primary federal funding sources](#) that support actual slots for children.^a These included CCDBG, CACFP, Head Start, IDEA – Part B and C, TANF and the Preschool Development Grants. We also looked at the State Advisory Councils, and within which state agency the Head Start Collaboration Offices, state licensing offices and the state’s QRIS systems resided. In examining where programs were administered within State governments, we considered whether any requirements existed, by either Congress or federal regulations, that influenced where programs must or should be housed. We found only one (Part B of IDEA) that is Congressionally mandated to be in the state’s corresponding Department of Education.

What we found instead was, with one exception, states have complete discretion over the organization and management of the federal funds, thus dispelling the myth in many states that either Congress or federal agencies are responsible for where programs are located. Moreover, our primary focus was on the biggest programs, child care, Head Start, Pre-K and the food program and the degree to which they are housed together. We awarded points for co-location and oversight of programs and then [ranked](#) them accordingly. As could be expected, we found wide variation in the state governance structures.

^a [Early Childhood Initiative, Creating an Integrated Efficient Early Care and Education System to Support Children and Families: A State-by-State Analysis](#), December 2018, p.14.

Fast forward to 2020. As the pandemic unfolded and impacted nearly every aspect of our lives, child care moved to the forefront of federal and state policy discussions. In a few short months, a program that had already been challenging for parents became a national crisis as essential workers needed to go to work, but child care was shuttering caused by loss of enrollment and lack of stable funding. As programs began to slowly reopen, new health and safety measures were required, adult to child ratios were reduced and mandated closures became a routine way of life. These measures took a deep toll on our nation's early care and education system as programs scrambled to continue services while absorbing additional health and safety costs.

The federal government responded to the pandemic's impact with three successive relief packages totaling over \$50 billion dollars for child care alone. The state's management of these funds proved challenging at best, and their governance structures were severely tested. Despite this fact—and possibly because of it—many states continued their work to improve their governance and oversight of child care funding.

Now, as we emerge from the pandemic, BPC has revisited the 2018 report. Several states deserve a special shout out for their work. They are Maine, Virginia, Florida, North Dakota, and Missouri. Michigan improved its score significantly by drawing down all available federal funds. Arkansas also gained points because they became a state-level Early Head Start/Child Care Partnership grantee. New Mexico, while a top scorer in the 2018 report, continued to advance its system with the creation of a cabinet-level position. Finally, Colorado has passed significant legislation that will be implemented this year, but we were not able to evaluate it during this review period.

We have heard from state officials that their governance structures were important as they worked to execute federal COVID-19 relief funds. Now, as we continue to advance the delivery of child care and early learning programs, it is our hope that this report will help states as they continue to improve services to our families and children.

Linda K. Smith

Introduction

In 2018, the Bipartisan Policy Center released the seminal report [*Creating an Integrated Efficient Early Care and Education System to Support Children and Families: A State-by-State Analysis*](#). Analyzing the governance structure of every state's early care and education system offered a window into the opportunities—and challenges—in administering comprehensive Early Care and Education (ECE) systems.

Prior to COVID-19, the federal government invested billions of dollars each year in programs designed to support early learning and positive development opportunities for children under age 5. The majority of these funds flow through programs managed by federal agencies—principally the Department of Education (ED) and the Department of Health and Human Services (HHS)—to the states, which have discretion regarding how these funds are administered. Additionally, many states fund pre-kindergarten (pre-K) programs and preschool programs using their own state resources.

As the pandemic unfolded and impacted every aspect of our nation's social and economic fabric, ECE programs moved to the forefront of federal and state policy discussions as an essential service. Health and safety measures implemented to prevent the spread of COVID-19 included mandated closures, restricted in-person interactions, and limited adult-to-child ratios. These measures took a deep toll on the financial viability of our nation's ECE system, as programs scrambled to replace lost revenues while investing in safe methods to provide ECE service delivery.

In 2020, the federal government responded to the pandemic's impact on early childhood programs with three successive federal relief packages.¹ Collectively, these packages invested approximately \$52.5 billion in the nation's child care system—funding intended

to stabilize programs as parents returned to work. This significant increase in funding heightened the awareness of state administrative structures and the understanding that states must be well-positioned to efficiently and effectively distribute this increase of federal funding.

Given how critical the state-federal partnership in ECE is, the Bipartisan Policy Center revisited the 2018 state administration study to explore whether states have made significant progress in the governance of ECE programs. This issue continues to be important for the two reasons established in the initial report.

First, support for early childhood programs can only be sustained if the programs are viewed as effective and efficient in their use of public funds. At a time when demand for ECE services continues to far outpace available resources—in many states, thousands of families who are eligible for Head Start or child care assistance cannot access these programs—the case for continued and expanded investment must be accompanied by a commitment to efficiency, good governance, and a consistent focus on quality assurance and results.

Second, and equally important, fragmentation, bureaucratic inefficiency, and lack of coordination in the administration of ECE programs create real obstacles to access. Sadly, this often results in many children—including those who are already most vulnerable—missing out on the support they need. When families must apply to multiple programs, housed across multiple agencies, often with duplicative paperwork requirements and inconsistent eligibility criteria, many give up or receive fewer services than their family would benefit from. Thus, the focus on integration and alignment should not be viewed as an exercise designed to satisfy abstract notions of organizational efficiency. Rather, these issues matter on the ground, in the everyday lives of families with young children who too often have trouble determining what services they might be eligible for, let alone how to go about accessing them.

As part of this review, BPC updated information about each state’s specific approaches to organizing, administering, and coordinating ECE programs. Specifically, BPC analyzed:

- The number of state agencies and divisions within state agencies involved in administering ECE programs
- The institutional “housing” of related programs and the level of coordination and collaboration that takes place across programs
- Whether the state has a functioning early learning state advisory council and where that council is housed, if it exists, and, similarly, where the Head Start Collaboration Office is housed
- The integration of early childhood data across programs and implementation of quality rating and improvement systems at the state level

BPC used a scoring system developed in 2018 that incorporates several measures of programmatic governance and integration. Parameters considered in the scoring system include the number of state agencies involved in administering core ECE programs; whether some funding streams were split across these agencies; and the institutional placement of key offices such as the Head Start

Collaboration Office. BPC’s scoring system also considered factors such as the presence of a Early Childhood State Advisory Counsel (SAC) to provide guidance on ECE issues and efforts to integrate quality metrics, such as a Quality Rating Improvement System (QRIS), with state child care subsidy programs. Finally, our system awarded bonus points if states supplemented federal ECE resources with their own funding; for example, to expand Head Start. Conversely states lost points in our scoring system if they failed to fully draw down federal ECE funds. Previously, BPC also examined the total of state and federal dollars spent on ECE programs.

States were reassessed for their progress across these same categories for this report. In recognition of this movement, the states that ranked in the highest 10 spots in 2021 using BPC’s scoring system, and the 10 states that scored lowest, are summarized in Table 1. As in the 2018 report, BPC’s analysis is grounded in the theory that better program alignment and coordination matters to outcomes because it: a) affects how readily families can access services; b) maximizes ECE benefits by leveraging scarce public resources more efficiently; and c) promotes better monitoring and oversight to identify service gaps and target continued improvements in program design and delivery.

Table 1. Results of BPC Scoring System for State Integration

STATES RANKED IN TOP 10	STATES RANKED IN BOTTOM 10
<ul style="list-style-type: none"> 1. Maryland 1. Arkansas 1. Washington, DC 3. Michigan 3. New Mexico 5. Georgia 6. Washington 6. Maine 8. North Carolina 9. Pennsylvania 10. Louisiana 10. Connecticut 10. Massachusetts 	<ul style="list-style-type: none"> 41. New Jersey 42. Arizona 42. Idaho 42. Mississippi 45. Hawai’i 46. Tennessee 47. Kansas 48. South Dakota 49. Texas 50. Wyoming

As before, there continues to be considerable variation in states' approaches to organizing ECE programs. In most or all of the top 10 scoring states, a single agency administered funds from the largest federal programs, including the Child Care and Development Fund (CCDF), the Child and Adult Care Food Program (CACFP), and the state's pre-K

programs. Nearly all of these states also housed their Head Start Collaboration Office in the same agency. Overwhelmingly, we found states largely progress in a positive direction, moving their ECE systems to more consolidated structures that increase efficiency and potential to reduce duplication across services for children and families.

State-by-State Scores

BY RANK					
State	2021 Rank	Total Score	Base Score (Out of 50)	Bonus Score (Out of 15)	2018 Rank
Arkansas	1	57	47	10	3
Maryland	1	57	47	10	1
Washington, DC	1	57	47	10	1
Michigan	3	54	44	10	22
New Mexico	3	54	44	10	3
Georgia	5	52	42	10	3
Washington	6	50	40	10	8
Maine	6	50	35	15	16
North Carolina	8	48	40	8	7
Pennsylvania	9	47.5	37.5	10	6
Connecticut	10	47	32	15	16
Louisiana	10	47	32	15	8
Massachusetts	10	47	42	5	11
Montana	13	46	41	5	8
Wisconsin	14	45	30	15	20
Delaware	15	44	29	15	12
Indiana	15	44	34	10	12
Oregon	15	44	34	10	12
Minnesota	15	44	34	10	16
Iowa	19	43	35	8	23
Oklahoma	20	42.5	27.5	15	19
Virginia	21	42	32	10	37

Florida	21	42	32	10	32
Utah	21	42	32	10	23
North Dakota	24	39	34	5	39
Vermont	24	39	29	10	N/A
Rhode Island	26	37	27	10	20
South Carolina	26	37	32	5	23
Nebraska	26	37	27	10	23
Alaska	29	36.5	21.5	15	28
Colorado ^a	30*	35.5	27.5	8	27
Illinois	31	35	30	5	35
Ohio	31	35	30	5	31
California	33	34.5	24.5	10	12
West Virginia	34	32	27	5	30
Alabama	35	31.5	26.5	5	28
New Hampshire	35	31.5	16.5	15	33
Missouri	37	30	20	10	45
New York	37	30	25	5	40
Kentucky	39	29.5	19.5	10	33
Nevada	39	29.5	24.5	5	42
New Jersey	41	26.5	16.5	10	37
Idaho	42	21.5	26.5	-5	46
Arizona	42	21.5	16.5	5	42
Mississippi	42	21.5	16.5	5	44
Hawai'i	45	20	15	5	40
Tennessee	46	19	24	-5	36
Kansas	47	17	22	-5	48
South Dakota	48	15	15	0	47
Texas	49	14	9	5	50
Wyoming	50	10	10	0	49

*bolded and italicized states indicate those that have improved in their ranking since 2018

^a Colorado's governor approved landmark legislation in 2021 to create a new agency-level early childhood department. The department will be fully implemented in 2022, and department structure is currently under consideration. For this reason, BPC was unable to score the new department structure at the time of publication.

FEDERAL AGENCY MANGEMENT

Federal agencies oversee multiple ECE programs providing direct funding to states, and in the case of Head Start, directly to local organizations. The following overview provides a review of the most significant early childhood federal programs.

U.S. Department of Health and Human Services

The Child Care and Development Fund (CCDF) is administered by the Office of Child Care within Department of Health and Human Services' Office of the Administration for Children & Families (ACF). Child Care and Development Fund grants funding to states to subsidize child care expenses for low-income families and increase the quality of child care.

Head Start, including Early Head Start and Early Head Start-Child Care Partnerships, is administered by ACF's Office of Head Start. Grants go to local organizations to implement Head Start for 3- and 4-year-old children and Early Head Start for infants and toddlers. Grants to form Early Head Start-Child Care Partnerships for infants and toddlers are awarded to local community organizations and states.

Temporary Assistance for Needy Families (TANF) is administered by ACF's Office of Family Assistance. TANF provides state grants to help meet the needs of low-income families.

States can transfer up to 30% of TANF funding to CCDF and can spend an unlimited amount of TANF funding directly to help low-income families cover child care expenses.

U.S. Department of Education

Early Intervention for Infants and Toddlers with Disabilities was established under Part C of the Individuals with Disabilities Education Act (IDEA). It is administered by the Department of Education's Office of Special Education Programs and provides funds to states to support early intervention services for infants and toddlers with developmental delays or disabilities.

Preschool Grants for Children with Disabilities is a program established under IDEA Part B, Section 619. It is also administered by the Office of Special Education Programs and provides grants to states to meet the needs of preschool-age children with disabilities.

U.S. Department of Agriculture:

The Child and Adult Care Food Program is administered by the U.S. Department of Agriculture (USDA)'s Food and Nutrition Service. It provides funds to states to support nutritious meals and snacks for low-income children in early care and education programs.²

Competitive Grant Programs

Since the release of BPC's prior report, Congress increased funding for a number of competitive grant programs that increase access, improve quality, and create efficiencies for early learning programs. Grants are awarded to states, organizations, universities, and communities. The current competitive grant programs with an ECE focus include:

1. Early Head Start-Child Care Partnership (EHS-CCP) grants, administered by HHS
2. Child Care Access Means Parents in School (CCAMPIS), administered by ED
3. Preschool Development Grants (PDG) Birth through Five, or PDG B-5, administered by HHS

ASPECTS OF STATE ECE SYSTEMS

States have far-reaching abilities to administer federal funds, yet specific aspects of state systems demonstrate commonalities, such as state-funded pre-K programs. Here we provide an overview of the recognized features of state early childhood systems.

State Advisory Councils

Authority to create or designate a SAC to support high quality child care is included in the Improving Head Start for School Readiness Act of 2007 (P.L. 110-134).³ The responsibilities of a state SAC under the Head Start statute include conducting a periodic statewide needs assessment and identifying opportunities for coordination among federally funded and state-funded ECE programs and services.⁴

State Pre-K Programs

In the 2019-2020 school year, 44

states funded pre-K programs. Only six states did not report any such spending—Idaho, Indiana, Montana, New Hampshire, South Dakota, and Wyoming.⁵ While Indiana did not report any state spending in 2019, the state does operate a grant program that provides preschool slots in high quality ECE programs for low-income 4-year-old children.

Head Start Collaboration Offices

Under the Improving Head Start for School Readiness Act of 2007, state Head Start Collaboration Offices are charged with assisting, coordinating, and adopting approaches that address the needs of a state's Head Start agencies.⁶ These offices are also tasked with promoting partnerships between Head Start agencies, state and local governments, and the private sector to help ensure that Head Start children

are receiving comprehensive services to prepare them for elementary school.

Early Head Start-Child Care Partnerships

HHS competitively awards Early Head Start-Child Care Partnership grants to states and local organizations to support high quality early learning programs for infants and toddlers.⁷ Six states—Alabama, Arkansas, California, Delaware, Georgia, and Pennsylvania receive funding to administer Early Head Start-Child Care Partnership grants at the state level.⁸

Child Care Licensing and Quality Rating Improvement Systems

The enforcement of health and safety standards, as required by CCDF, is managed through a state's child care licensing systems.⁹ Licensing may be connected to systems that support continuous quality improvement known as QRIS. QRIS provides program-level standards that promote developmentally appropriate settings that, when added to health and safety standards, rate the quality of child care programs. In some states, providers must participate in QRIS to be eligible for child care subsidies. QRIS ratings can be a source of information for parents and create incentives for providers for continued quality improvement.

Data Systems

Congress has provided federal funds to help states develop and integrate

ECE data systems. For example, 28 states have received federal funding to incorporate ECE data into their State Longitudinal Data Systems database or to enhance their early childhood data systems.¹⁰ Currently, 28 states have been awarded implementation grants through the Preschool Development Grant Birth through Five program.¹¹ States can target these dollars to improve and integrate data systems across multiple early childhood programs.

Programs for Young Children with Special Needs

The Individuals with Disabilities and Education Act provides early intervention services to infants and toddlers with disabilities, birth to age 3, through Part C. IDEA Part B, Section 619 provides special education services to preschool-age children with disabilities. Funding for Part B, Section 619 is required by statute to be administered by state education agencies and distributed across local educational agencies (LEAs).

These programs are flexible, and state policies are not uniform regarding IDEA administration. Part B, Section 619 and Part C may be administered by separate agencies at the state level and are not necessarily aligned with early childhood programs. This misalignment can create significant challenges for families. For example, infants and toddlers may receive services under Part C but must requalify when they turn 3 as part of the Part B, Section 619 program.

Revisiting State Governance of Early Childhood Programs

As BPC established in our prior report, there are a variety of state agencies and administrative configurations responsible for administering various ECE funding streams and programs. The structure, relationship, and potential to collaborate across programs and services—that may reach the same family—have real implications.

When programs have differing eligibility, monitoring, and quality requirements, a unified agency structure under consolidated leadership more easily supports efficiency. Aligning program standards and monitoring can reduce costs for the state, and decrease the administrative burden for small early learning programs and community organizations providing the services. BPC revisited publicly available data sources, and worked with individual states to update information in the following areas:

- The total amount of federal and state funds spent on early childhood development programs
- How states are responding to federal requirements, including the coordination requirements set forth in various authorizing statutes
- The number of state agencies, and divisions within state agencies, involved in administering early childhood development programs
- The institutional “housing” of related programs and the level of coordination and collaboration that takes place across programs
- Whether the state has a functioning advisory council, where the council is housed, if it exists, and similarly, where the Head Start Collaboration Office is housed

- The integration of early childhood data across programs and implementation of QRIS at the state level

In revisiting the 2018 data, BPC found that more than half—29 states—implemented a more efficient structure or strategy since BPC’s 2018 report was issued. While the following report details examples of where states have created positive movement, particular highlights include:

- Two states—**Missouri** and **New Mexico**—implemented a consolidated governance structure that decreased the number of agencies responsible for coordinating early childhood programs
- Three states—**Missouri**, **North Dakota**, and **Virginia**—combined oversight of two or more programs inclusive of CCDF, Child and Adult Care Food Program, and state pre-K programs, increasing the potential to reduce administrative and monitoring burden at the community level
- Four states—**Florida**, **Idaho**, **Kansas**, and **Texas**—implemented an early childhood SAC
- Twelve states—**Colorado**, **Illinois**, **Iowa**, **Maine**, **New York**, **North Carolina**, **Ohio**, **Oklahoma**, **Pennsylvania**, **Vermont**, **Washington**, and **Wisconsin**—now use licensing health and safety standards as the foundation of their state’s QRIS, ensuring inclusion of all early learning programs in quality standards
- Nearly half, or 24 states, increased the amount of the TANF funding transferred to the state’s CCDF program, reducing the potential for administrative redundancy

BPC also found wide variations in the level of ECE program integration at the state level. Some states have implemented highly integrated and functional systems to administer these programs, while administration in other states remains quite fragmented. Governors, despite having substantial discretion in terms of assigning programs to state agencies, may not be aware how much leeway they have to make institutional changes that would help better align and coordinate ECE services. Thus,

one of the chief recommendations to emerge from this report is that governors should appoint an independent review board to conduct a complete business analysis of state administration and governance of ECE programs.

NUMBER OF AGENCIES INVOLVED IN ECE AND CLUSTERING OF ECE PROGRAMS IN AGENCIES

Since BPC first reviewed the number of agencies involved in administering ECE funding within each state as a measure of organizational integration, some states have moved in the direction of further integration within agencies. As before, most states—30 out of 50—have at least three state agencies involved in administering ECE funding.

Since 2018, Missouri and New Mexico created a department focused on early childhood education and consolidated the number of administering agencies. This year, Colorado enacted landmark legislation to create a consolidated department of early childhood.¹² The legislation created a working group to determine the administrative structure of the department, which will be implemented in 2022. At the time of the report’s publication, Colorado was operating under the same structure and was overseeing transition planning for the department’s full implementation in the next fiscal year.

As previously noted, governors generally have wide latitude when assigning ECE funding and program responsibility to different state agencies. The one notable exception is IDEA, Part B, Section 619 funding, which is required by statute to be administered by state departments of education.

Table 2: Number of Agencies Administering ECE Programs

Number of Agencies	# of States	Percent	States
TWO agencies or less	20	40%	AR, DC, DE, IA, ID, IN, MD, ME, MI, MN, MT, NC, ND, NE, NH, OR, PA, SC, SD, VT, WV
THREE agencies	20	40%	AK, AZ, CA, CO, CT, FL, IL, KS, KY, LA, MO, NM, NV, OH, OK, RI, TN, UT, WA, WI
FOUR agencies	8	16%	AL, GA, HI, MA, MS, NJ, VA, WY
FIVE agencies	2	4%	NY, TX
TOTAL	51	100%	

The potential for collaboration and coordination is expected to increase across programs located in the same agency. However, since 2018, some states did make changes that decreased the number of programs within a single agency. Notably, Tennessee now houses IDEA Part C in the Department of Intellectual and Developmental Disabilities, while IDEA Part B, Section 619 was retained in the Department of Education, as federally required.¹³

California also enacted legislation that directed its state’s pre-K programs to be housed within its state department of education, while CCDF and other early childhood programs were separated into another agency.¹⁴

In other instances, program-level changes within state agencies appear to support greater consolidation. Montana’s new Early Childhood and Family Support

Division in the Department of Public Health and Human Services brings together CCDF, IDEA Part C, CACFP, the state Head Start Collaboration Office, and the state’s early learning advisory council.¹⁵ North Dakota’s Department of Human Services’ Early Childhood Division, created in 2021, brings together the administrative functions of CCDF and the state’s

two pre-K approval process, along with the state’s QRIS and early childhood data systems.¹⁶

Our findings are shown in Table 3. It remains common to have four programs administered by a single agency—21 states. In some states, five or six programs were administered by a single agency.

Table 3: Concentration of ECE Programs Administered by State Agencies

Agencies and Number of Programs Administered	# of States	Percent	States
THREE PROGRAMS administered by ONE AGENCY	7	14%	KS, MA, MO, MS, NJ, UT, VA
FOUR PROGRAMS administered by ONE AGENCY	21	42%	CA, CO, CT, FL, GA, ID, IL, ME, NH, ND, NM, OH, OK, RI, SC, SD, TN, VT, WA, WI, WV
FIVE PROGRAMS administered by ONE AGENCY	8	16%	DE, IA, IN, LA, MN, MT, NC, NE
SIX PROGRAMS administered by ONE AGENCY	5	8%	AR, DC, MD, MI, OR
TWO PROGRAMS administered by THREE AGENCIES each	4	8%	AL, HI, TX, WY
ALL PROGRAMS co-lead by TWO AGENCIES	1	2%	PA
THREE PROGRAMS administered by TWO agencies each	4	8%	AK, AZ, KY, NV
TWO PROGRAMS administered by TWO AGENCIES each	1	2%	NY
TOTAL	51	100%	

Education departments—either alone or in combination with one or more other agencies—continue to be the most prevalent agency responsible for administering the largest share of ECE programs

in states. Other state entities that are frequently involved in ECE programs are health and human services agencies, including family and workforce services.

Table 4: State Agencies Administering the Greatest Number of ECE Programs in each State

Type of Agency	# of States	Percent	States
Education	21	40%	DC, DE, FL, IA, KS, LA, MD, ME, MI, MN, MO, MS, NE, NJ, OH, OK, OR, RI, SD, TN, WI
Early Care and Education specific	5	10%	CT, GA, MA, NM, WA
Health and Human Services related	10	20%	CA, AR, CO, ID, IL, MT, NC, ND, NH, WV
Family/Social Services related	5	10%	IN, SC, UT, VA, VT
Education AND other agency/agencies	10	20%	AK, AL, AZ, HI, KY, NV, NY, PA, TX, WY
TOTAL	51	100%	

PLACEMENT OF STATE ADVISORY COUNCILS AND HEAD START COLLABORATION OFFICES

BPC also looked at the placement of SACs and Head Start Collaboration Offices to better understand how these entities were integrated within state ECE efforts.

- We found that while Head Start Collaboration Offices coordinate and collaborate on Head Start, child care, and state pre-K, these offices were not always housed with both CCDF and state pre-K programs.
- The Head Start Collaboration Office was housed with both CCDF and state pre-K programs in 17 states—Arkansas, Connecticut, Delaware, Florida, Georgia, Indiana, Louisiana, Massachusetts, Maryland, Michigan, Montana, New Mexico, Oregon, Pennsylvania, Utah, Virginia, and Washington.
- In 11 other states, the Head Start Collaboration Office was housed with CCDF but not state pre-K—California, Colorado, Idaho, Illinois,

Kansas, New Hampshire, Rhode Island, South Carolina, Vermont, West Virginia, and Wisconsin, and in 11 other states, it was housed with state pre-K but not CCDF—Alabama, Hawai'i, Iowa, Maine, Minnesota, Nebraska, New Jersey, Nevada, Ohio, and Tennessee.

On the issue of SACs to provide guidance on ECE programs, we found that nearly all states (49) and the District of Columbia have established an ECE council based on fiscal year 2019-2021 CCDF state plans submitted to HHS.¹⁷ South Dakota has not implemented a SAC.

USE OF QUALITY RATING SYSTEMS

Perhaps the most significant movement within state administrative systems since 2018 is the integration of quality ratings as part of state ECE systems. Previously, we found only three states—Colorado, North Carolina, and Oklahoma—had fully integrated QRIS in the statewide ECE system. Currently, 12 states have embedded their quality systems within their state's licensing system to create a seamless approach

of continuous quality improvement. There is further movement in states requiring early learning programs receiving child care subsidies, with 13 states requiring subsidized providers to participate in QRIS.

This movement may be related to federal grants that encouraged systems integration, including the now-

defunct Race to the Top-Early Learning Challenge Grant and the current Preschool Development Grant Birth through Five. These grant programs targeted comprehensive and collaborative systems reforms, including the integration of health and safety standards with QRIS.

Table 5: State Quality Rating and Improvement Systems

Type of QRIS	# of States	Percent	States
Rated License/Require All Programs to be in QRIS	12	24%	CO, IL, IA, ME, NC, NY, OH, OK, PA, VT, WA, WI
Require Providers Receiving Subsidy to participate in QRIS	14	26%	AR, DC, FL, GA, KY, LA, MA, MD, NE, NV, RI, SC, UT, VA
Voluntary Participation in QRIS	18	36%	AK, AL, AZ, CA, DE, ID, IN, MI, MN, MT, MS, ND, NH, NJ, NM, OR, TN, TX
QRIS Pilot	3	6%	CT, KS, WV
None	4	8%	HI, MS, SD, WY
TOTAL	51	100%	

Conclusion

With the pandemic still impacting local economies and household functions, the profile of early care and education as an essential service has only risen in Congress and state legislatures. States and the federal government are currently overseeing vast resources that are targeted to ensure the stability of early care and education programs. It is more important than ever for states to be well-positioned to meet the needs of children and parents with efficiency and fidelity. Reducing administrative burdens, eliminating duplication, and easing families' entry into multiple programs serves to increase reaching those that need early care and education services the most.

State policymakers should focus efforts on the governance of early care and education to create an accessible system for families, while maintaining processes that uphold accountability. Federal funds issued under the Preschool Development Grant Birth through Five program can support initiatives to improve state governance structures, as can the administrative set aside in federal programs, such as CCDF and Head Start.

In the past few years, state administrations have made progress in decreasing the fragmentation of their ECE systems. Governors have considerable discretion to determine how federal and state funds will be administered within their jurisdictions, and it is clear many are using their authority to move toward a more seamless integration of services for families with young children.

Recommendations

Our review identified distinct coordination challenges at different levels (and branches) of government. For that reason, our recommendations are grouped by actions that can be undertaken by states, by Congress, and by federal agencies.

FOR GOVERNORS

- Create a family stakeholder group to provide consistent feedback on barriers to services.
 - Using allowable set-aside funding from federal resources to support state administration, commission an independent review board that develops concrete recommendations for improving ECE program administration and governance.
 - Support or create an early childhood integrated data system.
 - Review the placement of and requirements for the State Head Start Collaboration Office to ensure maximum alignment of Head Start services with other state ECE efforts.
 - Ensure that licensing is the foundation for the state quality rating improvement system.
 - Ensure that monitoring efforts are coordinated between the child care licensing agencies, Child and Adult Care Food Programs, and QRIS systems.
 - Ensure that the SAC for early education and care is conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Conduct hearings on current programs that serve infants, toddlers and preschool children with disabilities under the Individuals with Disabilities Education Act Parts B and C to identify barriers that families transitioning from one program to another are facing, and consider a birth-to-age-5 alignment whereby families with young children can maintain eligibility until school entry.
 - Allow governors the flexibility to move the administration of IDEA Part B Section 619 to align with other early education programs to create a more seamless system.
 - Require all funds spent on child care under the Temporary Assistance for Needy Families program—whether the funds are direct or transferred—to meet Child Care and Development Block Grant (CCDBG) requirements, including requirements for data reporting.
 - As part of Head Start reauthorization, conduct hearings on the effectiveness of the Head Start Collaboration Offices and on how these offices can help better align Head Start with other state ECE programs.
 - Request a Government Accountability Office (GAO) study of activities undertaken by SACs, including a review of whether these councils are meeting their statutorily defined objectives, and offer recommendations about ways to improve SAC effectiveness.

FOR CONGRESS

- Align eligibility requirements by defining consistent income ranges and by requiring states to serve those with the highest need first, while still giving states latitude to serve children in low-wage families.

FOR FEDERAL AGENCIES

- Encourage states to fully allocate the maximum allowable set aside for administration in CCDF.
- Identify lessons learned from the Early Head Start-Child Care Partnership grants that were awarded to states, and issue a report identifying barriers to better alignment of federal and state efforts.
- Evaluate the Preschool Development Grant Birth through Five program to assess both its impact on state administration and the extent to which states sustained the work as indicated in their grant applications.

Appendix A: Scoring Methodology

The following summarizes the scoring metric used by BPC to compare ECE integration across states.

Base Score

BPC scored and ranked how effectively each state aligned programs serving children to create an integrated ECE system. States can receive a maximum of 50 points for their base score.

To determine the base score, BPC looked at the following:

1. The number of agencies involved in administering the major federal programs—CCDF; Head Start; TANF; IDEA Part C; IDEA Part B, Section 619; and CACFP—and state preschool programs
 - a. Because the governor cannot choose where to place Part B, Section 619 of IDEA, the agency score was adjusted if an additional agency was involved solely for administration of Part B (i.e. the major federal programs and state pre-K were spread across three agencies in a state and Part B, Section 619 was located in a fourth agency, the state would be scored as having three agencies involved in administration.
 - b. Because TANF does not have an exclusive focus on ECE, the agency score was adjusted if an additional agency was involved solely for administration of TANF.
 - c. While states were scored on whether or not they had functioning State Advisory Councils, SACs were not included in the agency count, as they are not a funding stream.

2. If CCDF, CACFP, and state pre-K programs are under the same agency or are split across agencies
3. If the Head Start Collaboration Office is located in the same agency as CCDF
4. If the Head Start Collaboration Office is located in the same agency as the pre-K program
5. If the state has a Quality Rating Improvement System
6. If the state has a functioning State Advisory Council

BPC deducted points from the base score for states that split CCDF subsidy and quality across agencies.

Bonus Score

BPC also reviewed how states do or do not contribute state dollars to ECE programs. States could receive a maximum of 20 bonus points.

To determine the bonus score, BPC considered the following:

1. If the state spent its own money on preschool programs
2. If the state spent its own money on Early Head Start or Head Start programs
3. If the state applied for and received a state-level Early Head Start-Child Care Partnership grant
4. If the state transferred TANF money to its CCDF program

BPC deducted points from the bonus score of states that did not draw down all federal child care dollars.

Appendix B: State-by-State Scores

BY RANK					
State	2021 Rank	Total Score	Base Score (Out of 50)	Bonus Score (Out of 15)	2018 Rank
Arkansas	1	57	47	5	3
Maryland	1	57	47	10	1
Washington, DC	1	57	47	10	1
Michigan	3	54	44	10	22
New Mexico	3	54	44	10	3
Georgia	5	52	42	10	3
Washington	6	50	40	10	8
Maine	6	50	35	15	16
North Carolina	8	48	40	8	7
Pennsylvania	9	47.5	37.5	10	6
Connecticut	10	47	32	15	16
Louisiana	10	47	32	15	8
Massachusetts	10	47	42	5	11
Montana	13	46	41	5	8
Wisconsin	14	45	30	15	20
Delaware	15	44	29	15	12
Indiana	15	44	34	10	12
Oregon	15	44	34	10	12
Minnesota	15	44	34	10	16
Iowa	19	43	35	8	23
Oklahoma	20	42.5	27.5	15	19
Virginia	21	42	32	10	37
Florida	21	42	32	10	32
Utah	21	42	32	10	23
North Dakota	24	39	34	5	39
Vermont	24	39	29	10	N/A
Rhode Island	26	37	27	10	20
South Carolina	26	37	32	5	23

Nebraska	26	37	27	10	23
Alaska	29	36.5	21.5	15	28
Colorado ^b	30*	35.5	27.5	8	27
Illinois	31	35	30	5	35
Ohio	31	35	30	5	31
California	33	34.5	24.5	10	12
West Virginia	34	32	27	5	30
Alabama	35	31.5	26.5	5	33
New Hampshire	35	31.5	16.5	15	28
Missouri	37	30	20	10	45
New York	37	30	25	5	40
Kentucky	39	29.5	19.5	10	33
Nevada	39	29.5	24.5	5	42
New Jersey	41	26.5	16.5	10	37
Idaho	42	21.5	26.5	-5	46
Arizona	42	21.5	16.5	5	42
Mississippi	42	21.5	16.5	5	44
Hawai'i	45	20	15	5	40
Tennessee	46	19	24	-5	36
Kansas	47	17	22	-5	48
South Dakota	48	15	15	0	47
Texas	49	14	9	5	50
Wyoming	50	10	10	0	49

^b Colorado's governor approved landmark legislation in 2021 to create a new agency-level early childhood department. The department will be fully implemented in 2022, and department structure is currently under consideration. For this reason, BPC was unable to score the new department structure at the time of publication.



#35 Alabama

AL Score: 31.5



Average score: 35



AL drew down 100% of federal child care funds

AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Alabama.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF ALABAMA'S EARLY CARE AND EDUCATION SYSTEM

- Alabama was awarded an Early Head Start - Child Care Partnership grant, which integrates Early Head Start services and resources into child care settings, aligns child care standards with Early Head Start Performance Standards, and creates opportunities for improving outcomes for children and families.

RECOMMENDATIONS FOR ALABAMA'S EARLY CARE AND EDUCATION SYSTEM

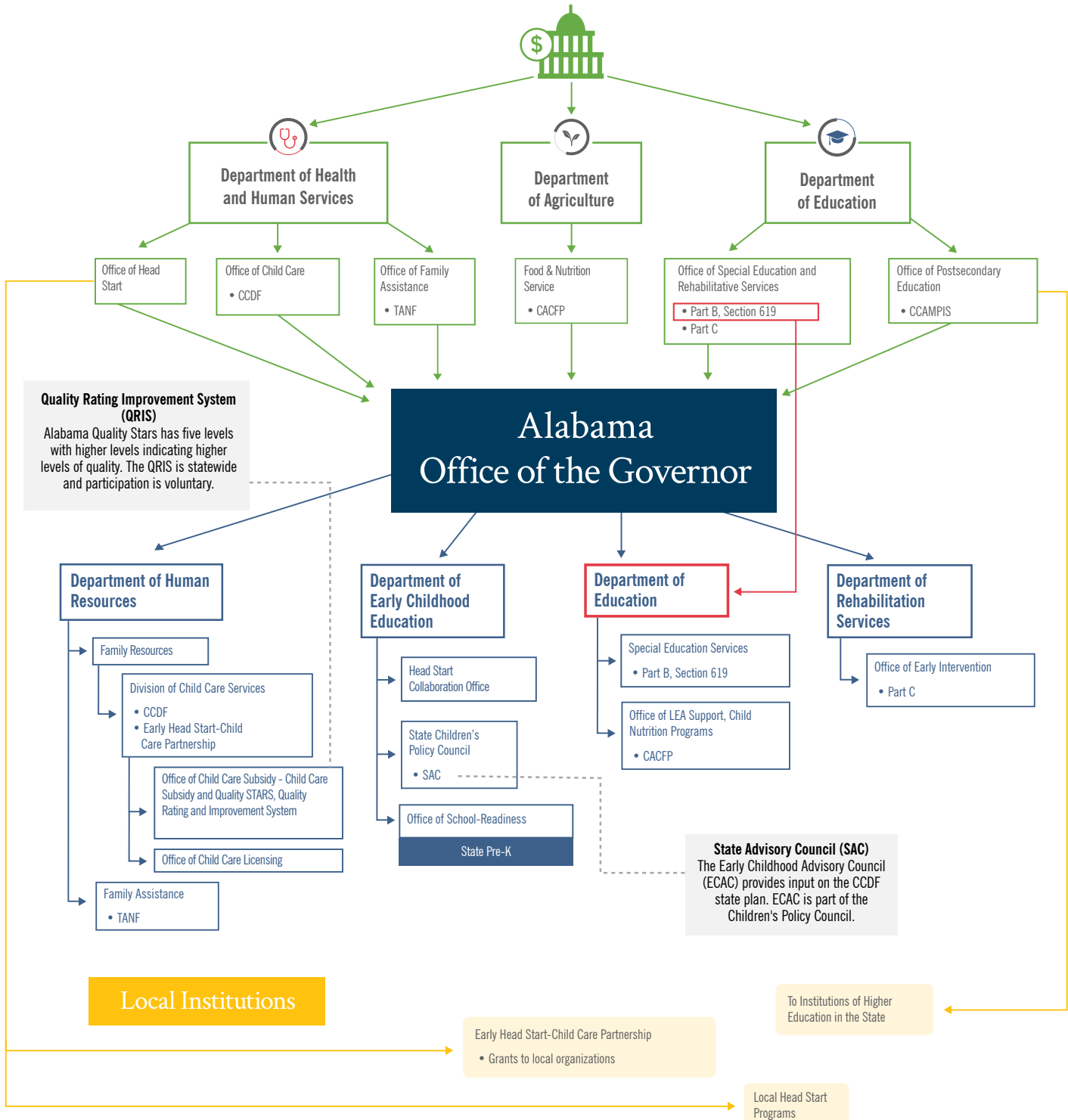
- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning the administration of the Child Care and Development Fund (CCDF) with state Pre-K and the Child and Adult Care Food Program.
- Improve program alignment and efficiency by colocating CCDF with state Pre-K and the Head Start Collaboration Office.
- Facilitate cross-agency communication to ensure seamless coordination and transition for IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds).
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state Quality Rating and Improvement System to ensure program quality.



Flow of Federal Early Childhood Funds: Alabama

KEY: → Funding mandated for State Departments of Education

→ Funding provided directly to local organizations





AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Alaska.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF ALASKA'S EARLY CARE AND EDUCATION SYSTEM

- Alaska's state Pre-K program is administered by the same agency that oversees the Child and Adult Care Food Program, which can increase efficiency and cost-effectiveness.

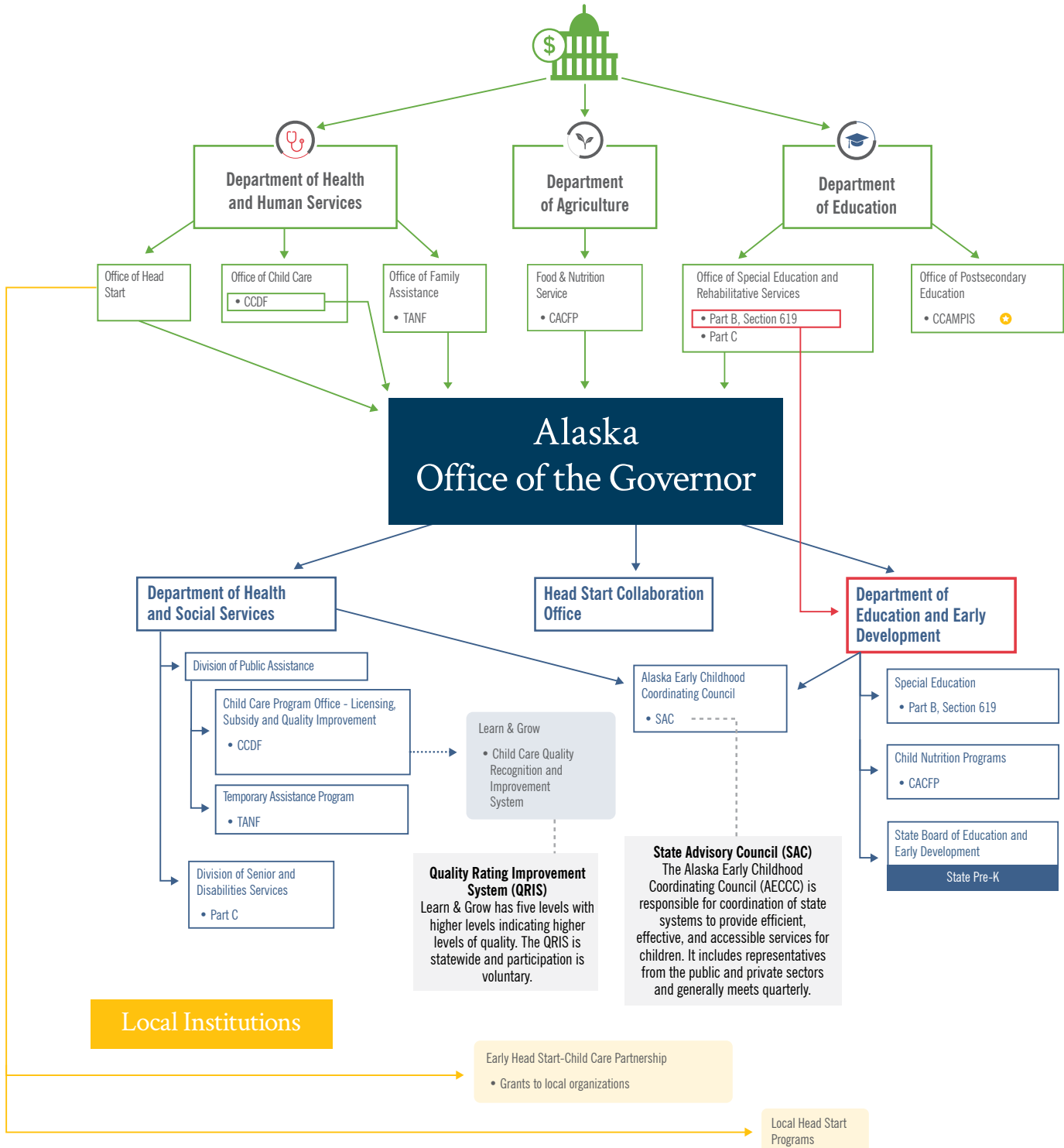
RECOMMENDATIONS FOR ALASKA'S EARLY CARE AND EDUCATION SYSTEM

- Further increase efficiency and cost-effectiveness of monitoring and oversight by aligning the administration of the Child Care and Development Fund (CCDF) with state Pre-K and the Child and Adult Care Food Program.
- Improve program alignment and efficiency by collocating CCDF with state Pre-K and the Head Start Collaboration Office.
- Facilitate cross-agency communication to ensure seamless coordination and transition for IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds).
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state Quality Rating and Improvement System to ensure program quality.



Flow of Federal Early Childhood Funds: Alaska

- KEY:**
- Funding mandated for State Departments of Education
 - Funding provided directly to local organizations
 - ✱ State does not receive funding
 - ⇨ Partnership with funding provided by state department or agency





AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Arizona.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

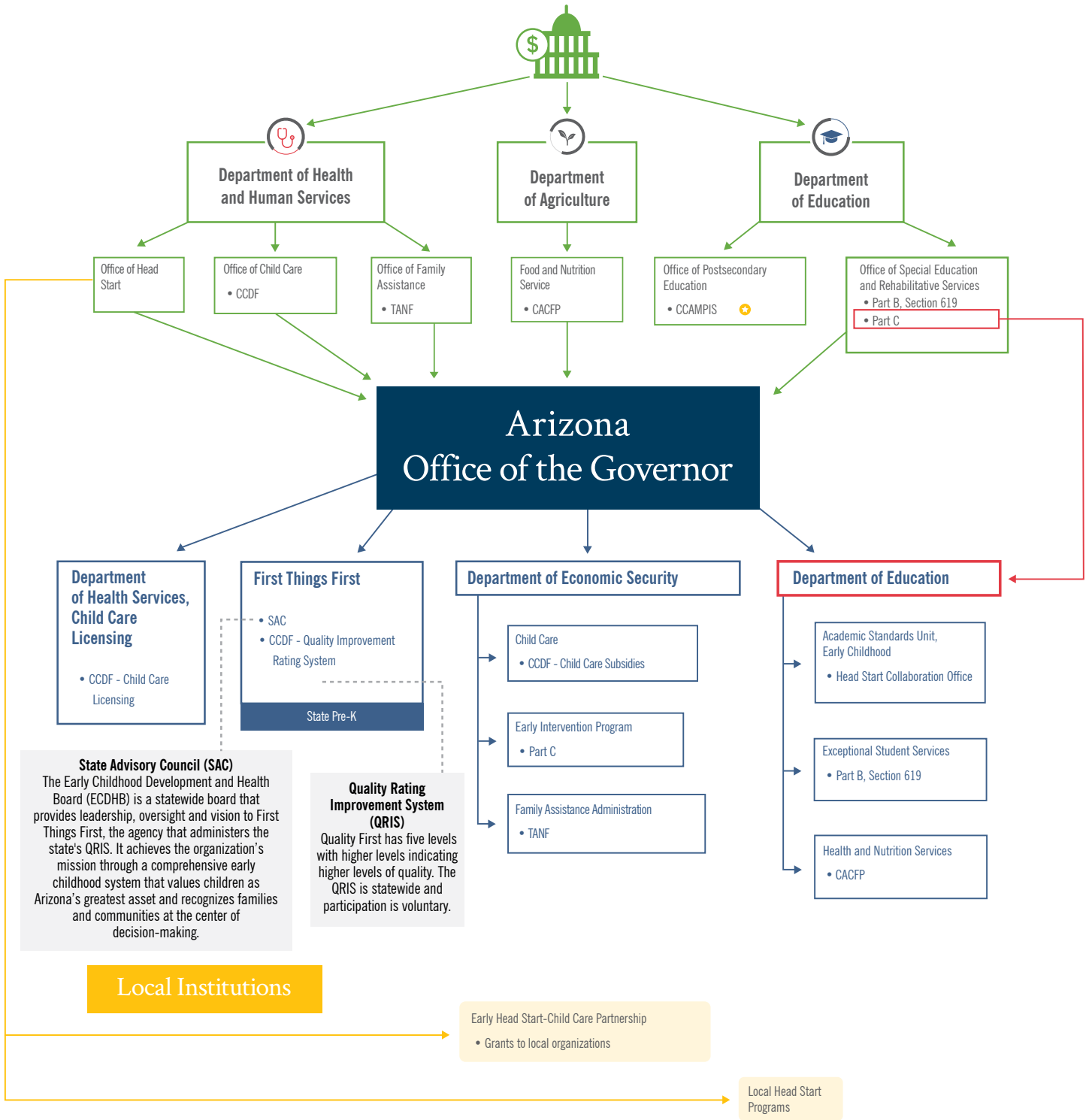
RECOMMENDATIONS FOR ARIZONA'S EARLY CARE AND EDUCATION SYSTEM

- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning the administration of the Child Care and Development Fund (CCDF), Arizona's child care scholarship program (shown as "state Pre-K"), and the Child and Adult Care Food Program.
- Improve program alignment and efficiency by collocating CCDF subsidies with Arizona's child care scholarship program and the Head Start Collaboration Office.
- Reduce program fragmentation and duplication of efforts by aligning administration of CCDF Subsidy, Quality, and Licensing.
- Facilitate cross-agency communication to ensure seamless coordination and transition for IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds).
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state Quality Rating and Improvement System to ensure program quality.



Flow of Federal Early Childhood Funds: Arizona

KEY: → Funding mandated for State Departments of Education → Funding provided directly to local organizations
+ State does not receive funding



State Advisory Council (SAC)
 The Early Childhood Development and Health Board (ECDHB) is a statewide board that provides leadership, oversight and vision to First Things First, the agency that administers the state's QRIS. It achieves the organization's mission through a comprehensive early childhood system that values children as Arizona's greatest asset and recognizes families and communities at the center of decision-making.

Quality Rating Improvement System (QRIS)
 Quality First has five levels with higher levels indicating higher levels of quality. The QRIS is statewide and participation is voluntary.





AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

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For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding.

The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Arkansas.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF ARKANSAS' EARLY CARE AND EDUCATION SYSTEM

- Arkansas administers five programs serving children--Child Care and Development Fund (CCDF); Head Start Collaboration Office; IDEA Part C; Child and Adult Care Food Program (CACFP); Temporary Assistance for Needy Families--under one agency, which improves efficiency and allows for better alignment of eligibility and monitoring requirements and quality improvement activities.
- CACFP is administered through the same agency as CCDF, which improves efficiency and cost-effectiveness of monitoring and oversight.
- Arkansas was awarded an Early Head Start - Child Care Partnership grant, which integrates Early Head Start services and resources into child care settings, aligns child care standards with Early Head Start Performance Standards, and creates opportunities for improving outcomes for children and families.

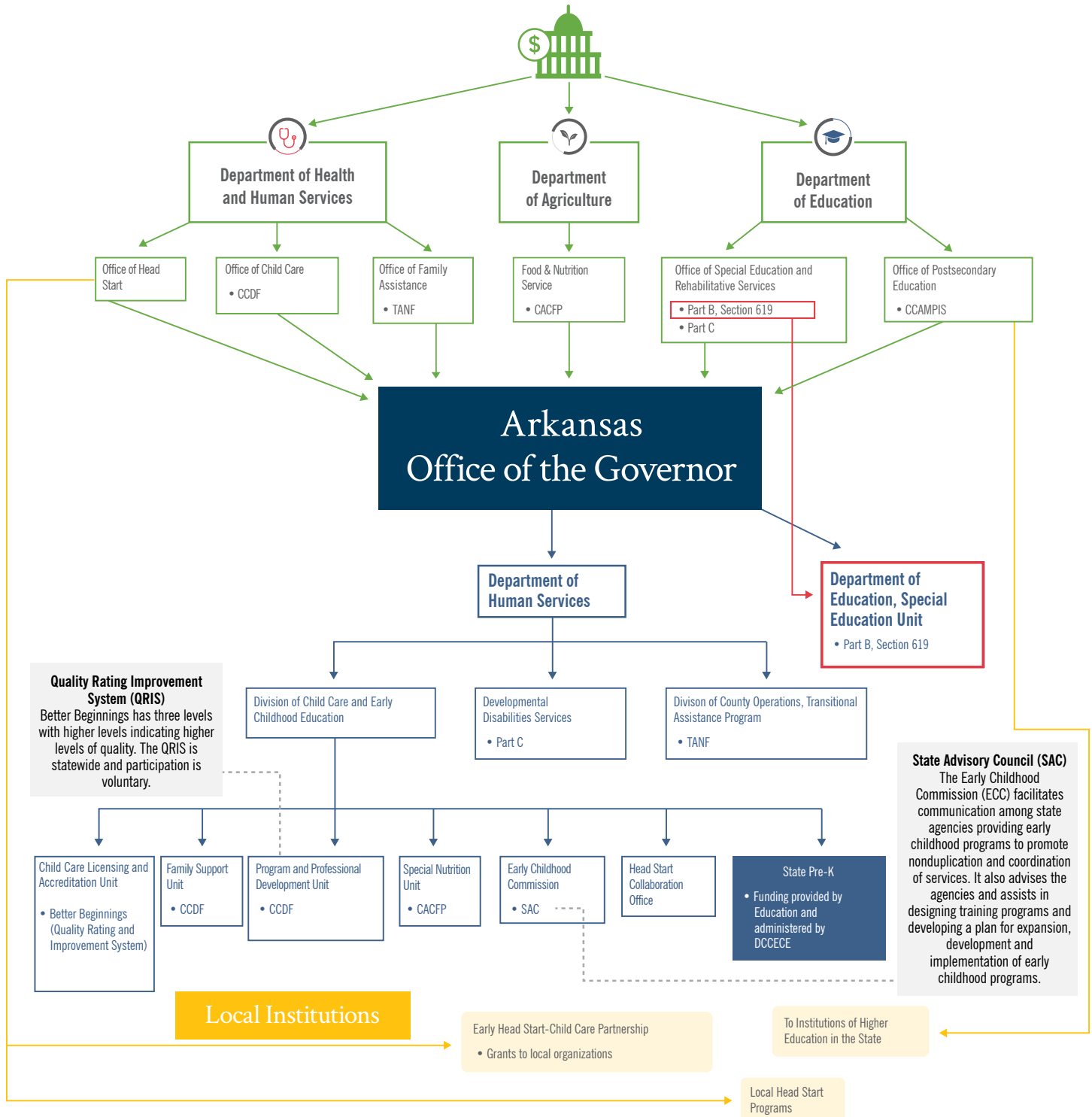
RECOMMENDATIONS FOR ARKANSAS' EARLY CARE AND EDUCATION SYSTEM

- Facilitate cross-agency communication to ensure seamless coordination and transition for IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds).
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state QRIS to ensure program quality.



Flow of Federal Early Childhood Funds: Arkansas

KEY: → Funding mandated for State Departments of Education → Funding provided directly to local organizations





#33 California

CA Score: 34.5



Average score: 35



CA drew down 100% of federal child care funds

AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding.

The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for California.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF CALIFORNIA'S EARLY CARE AND EDUCATION SYSTEM

- California administers four programs serving children—Child Care and Development Fund (CCDF); Head Start Collaboration Office; Child and Adult Care Food Program (CACFP); IDEA Part B, Section 619—under one agency, which improves efficiency and allows for better alignment of eligibility, monitoring requirements, and quality improvement activities.
- CACFP is administered through the same agency as CCDF, which improves efficiency and cost-effectiveness of monitoring and oversight.
- California was awarded an Early Head Start - Child Care Partnership grant, which integrates Early Head Start services and resources into child care settings, aligns child care standards with Early Head Start Performance Standards, and creates opportunities for improving outcomes for children and families.

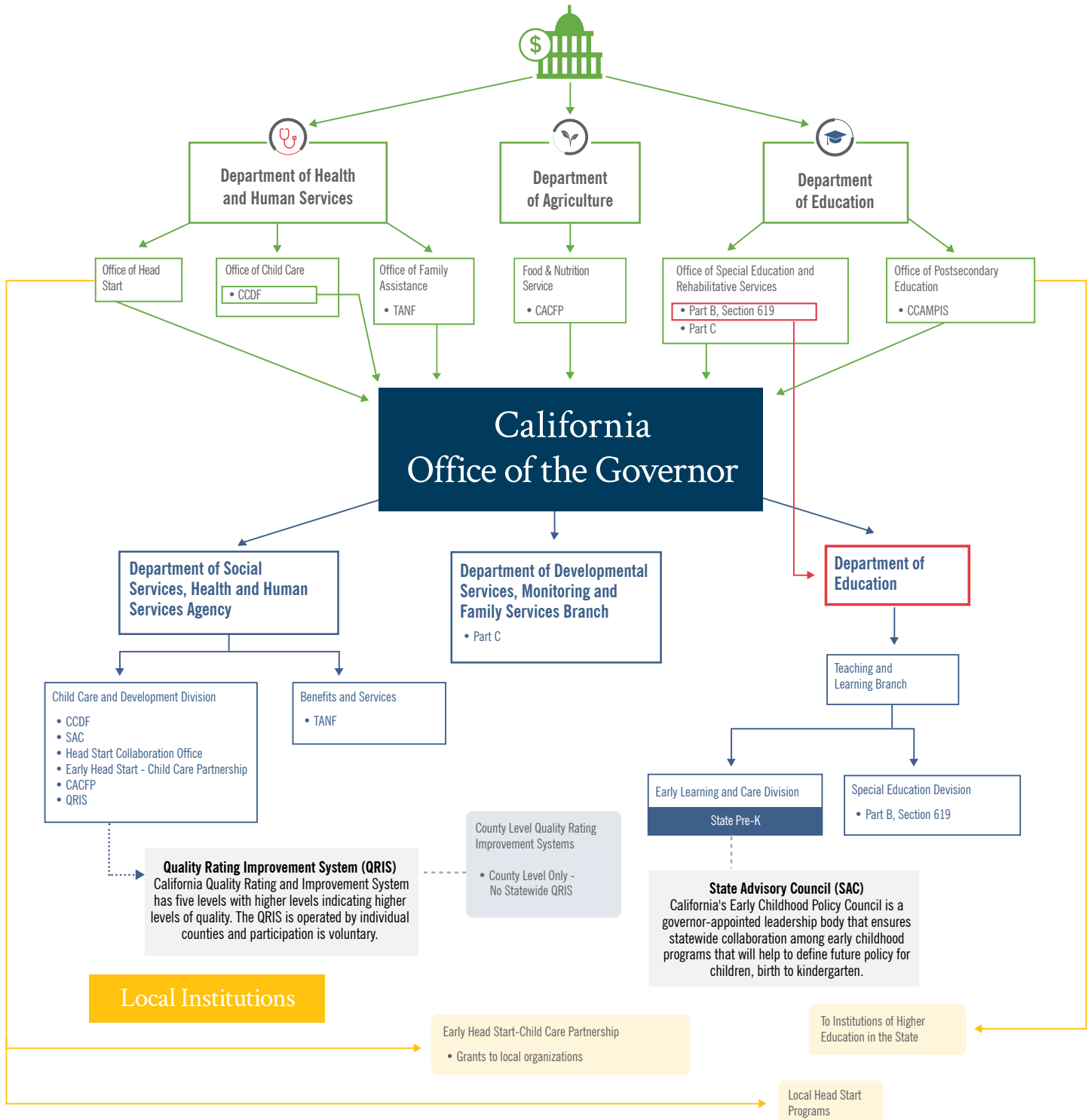
RECOMMENDATIONS FOR CALIFORNIA'S EARLY CARE AND EDUCATION SYSTEM

- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning the administration of the Child Care and Development Fund (CCDF) with state Pre-K and the Child and Adult Care Food Program.
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state Quality Rating and Improvement System to ensure program quality.



Flow of Federal Early Childhood Funds: California

- KEY:**
- Funding mandated for State Departments of Education
 - Funding provided directly to local organizations
 - ⊛ State does not receive funding
 - ⋯→ Partnership with funding provided by state department or agency





AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Colorado.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF COLORADO'S EARLY CARE AND EDUCATION SYSTEM

- Colorado includes licensing as the entry level for its Quality Rating and Improvement System (QRIS), which ensures quality for all programs serving children.

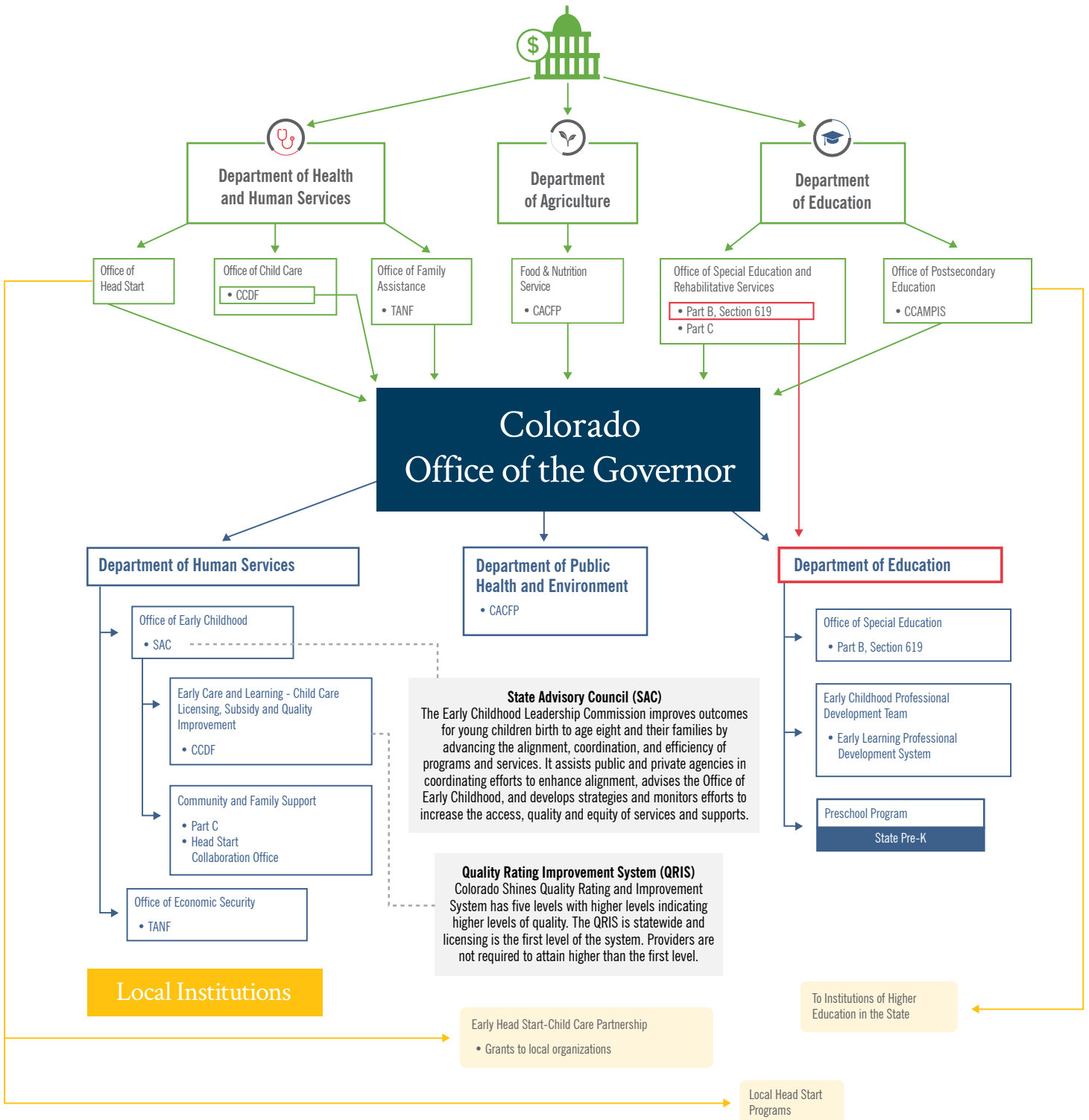
RECOMMENDATIONS FOR COLORADO'S EARLY CARE AND EDUCATION SYSTEM

- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning the administration of the Child Care and Development Fund (CCDF) with state Pre-K and the Child and Adult Care Food Program.
- Improve program alignment and efficiency by collocating CCDF with state Pre-K and the Head Start Collaboration Office.
- Facilitate cross-agency communication to ensure seamless coordination and transition for IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds).
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.



Flow of Federal Early Childhood Funds: Colorado

KEY: → Funding mandated for State Departments of Education → Funding provided directly to local organizations
* State does not receive funding





#10 Connecticut

CT Score: 47



Average score: 35



CT drew down 100% of federal child care funds

AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

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For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding.

The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Connecticut.

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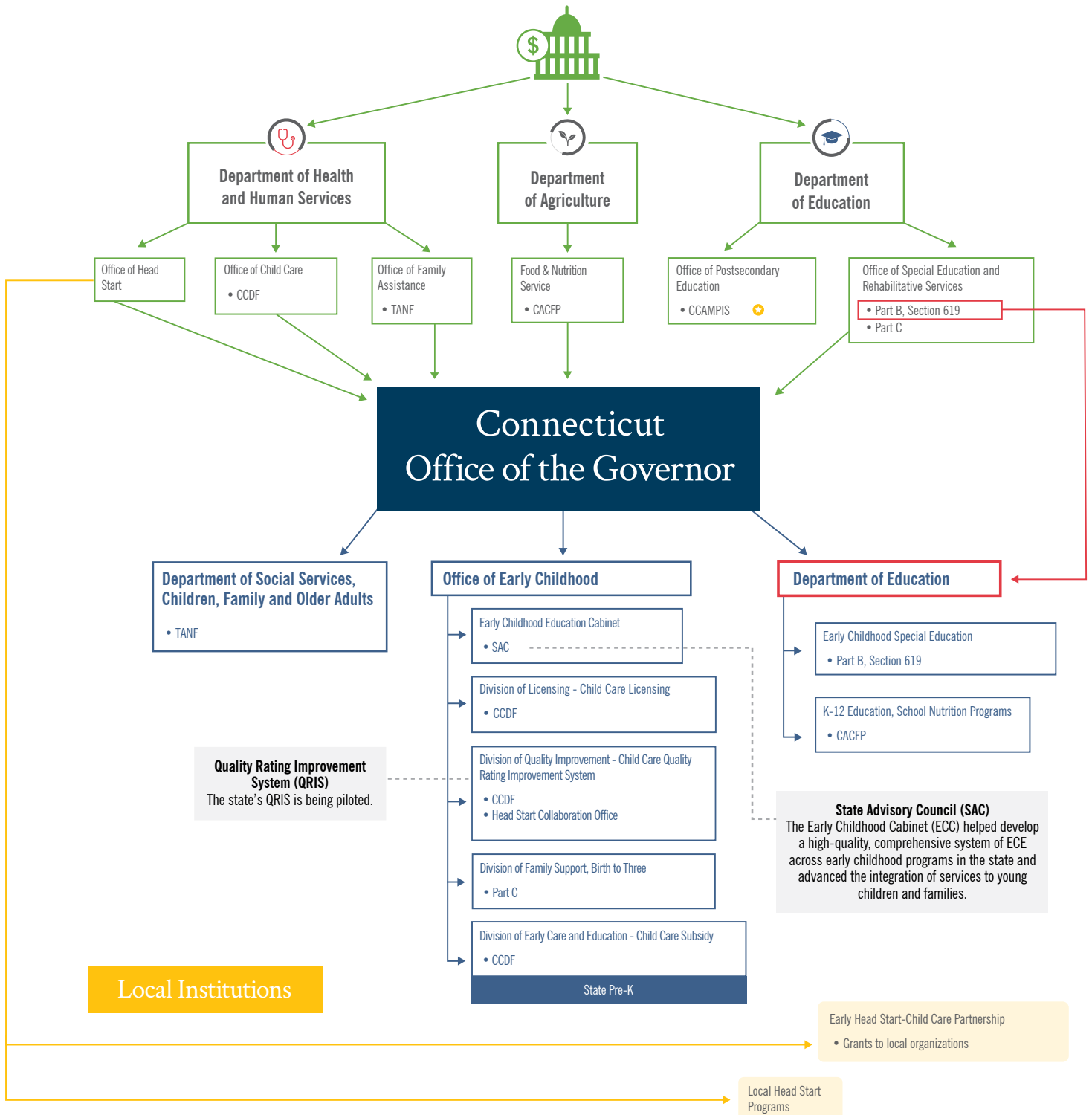
RECOMMENDATIONS FOR CONNECTICUT'S EARLY CARE AND EDUCATION SYSTEM

- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning administration of the Child Care and Development Fund with state Pre-K and the Child and Adult Care Food Program.
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state Quality Rating and Improvement System to ensure program quality.



Flow of Federal Early Childhood Funds: Connecticut

KEY: → Funding mandated for State Departments of Education → Funding provided directly to local organizations
 * State does not receive funding





#15 Delaware

DE Score: 44



Average score: 35



DE drew down 100% of federal child care funds

AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

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For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Delaware.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF DELAWARE’S EARLY CARE AND EDUCATION SYSTEM

- Delaware administers five programs serving children—Child Care and Development Fund (CCDF); Head Start Collaboration Office; state Pre-K; Child and Adult Care Food Program (CACFP); IDEA Part B, Section 619—under one agency, which improves efficiency and allows for better alignment of eligibility and monitoring requirements and quality improvement activities.
- Delaware combined the administration of CCDF Licensing and Quality, reducing duplication and increasing monitoring efficiency.
- CACFP is administered through the same agency as state Pre-K and CCDF, which improves efficiency and cost-effectiveness of monitoring and oversight.
- Delaware was awarded an Early Head Start - Child Care Partnership grant, which integrates Early Head Start services and resources into child care settings, aligns child care standards with Early Head Start Performance Standards, and creates opportunities for improving outcomes for children and families.

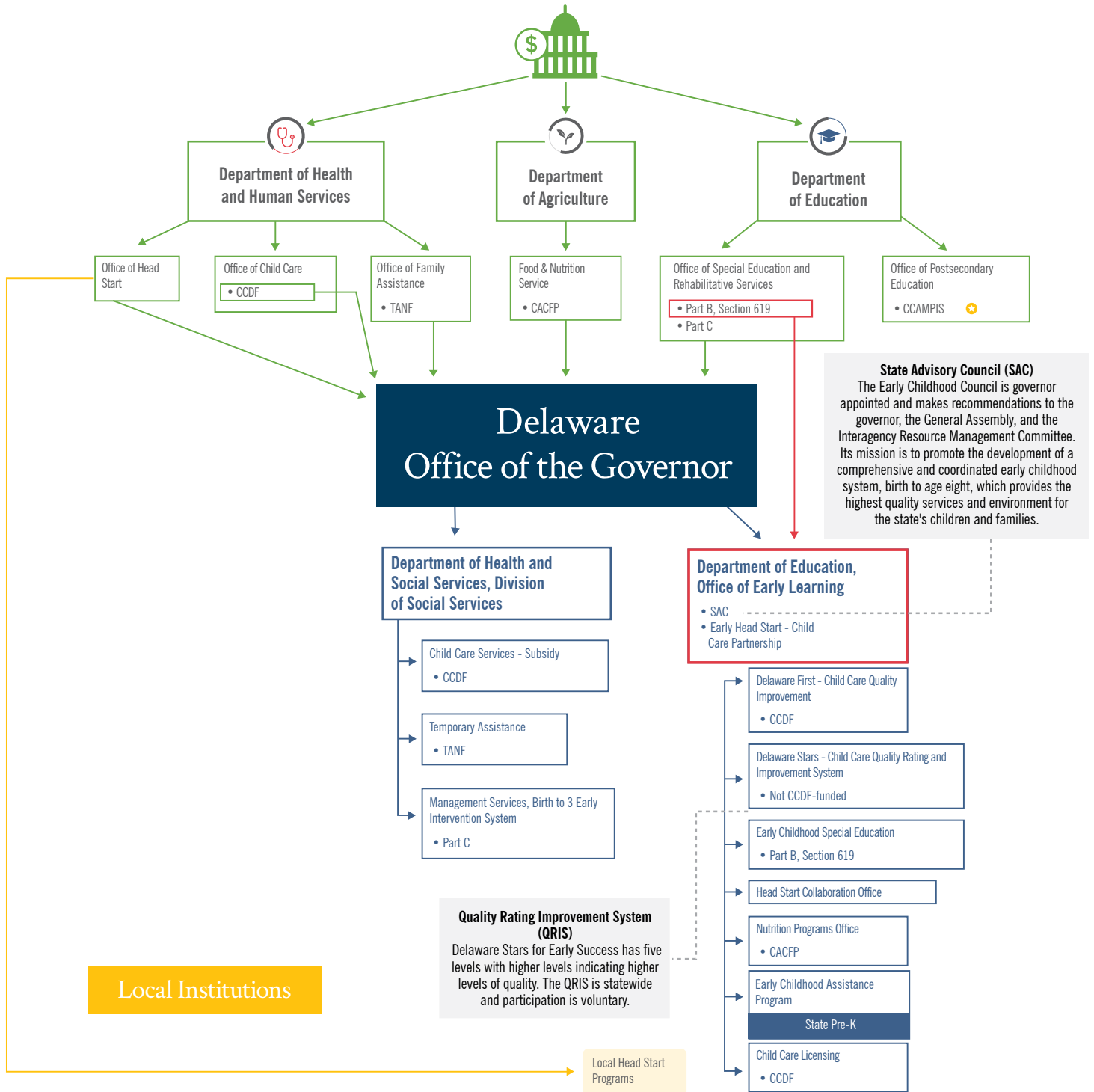
RECOMMENDATIONS FOR DELAWARE’S EARLY CARE AND EDUCATION SYSTEM

- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state Quality Rating and Improvement System to ensure program quality.



Flow of Federal Early Childhood Funds: Delaware

KEY: → Funding mandated for State Departments of Education → Funding provided directly to local organizations
 * State does not receive funding





AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

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For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

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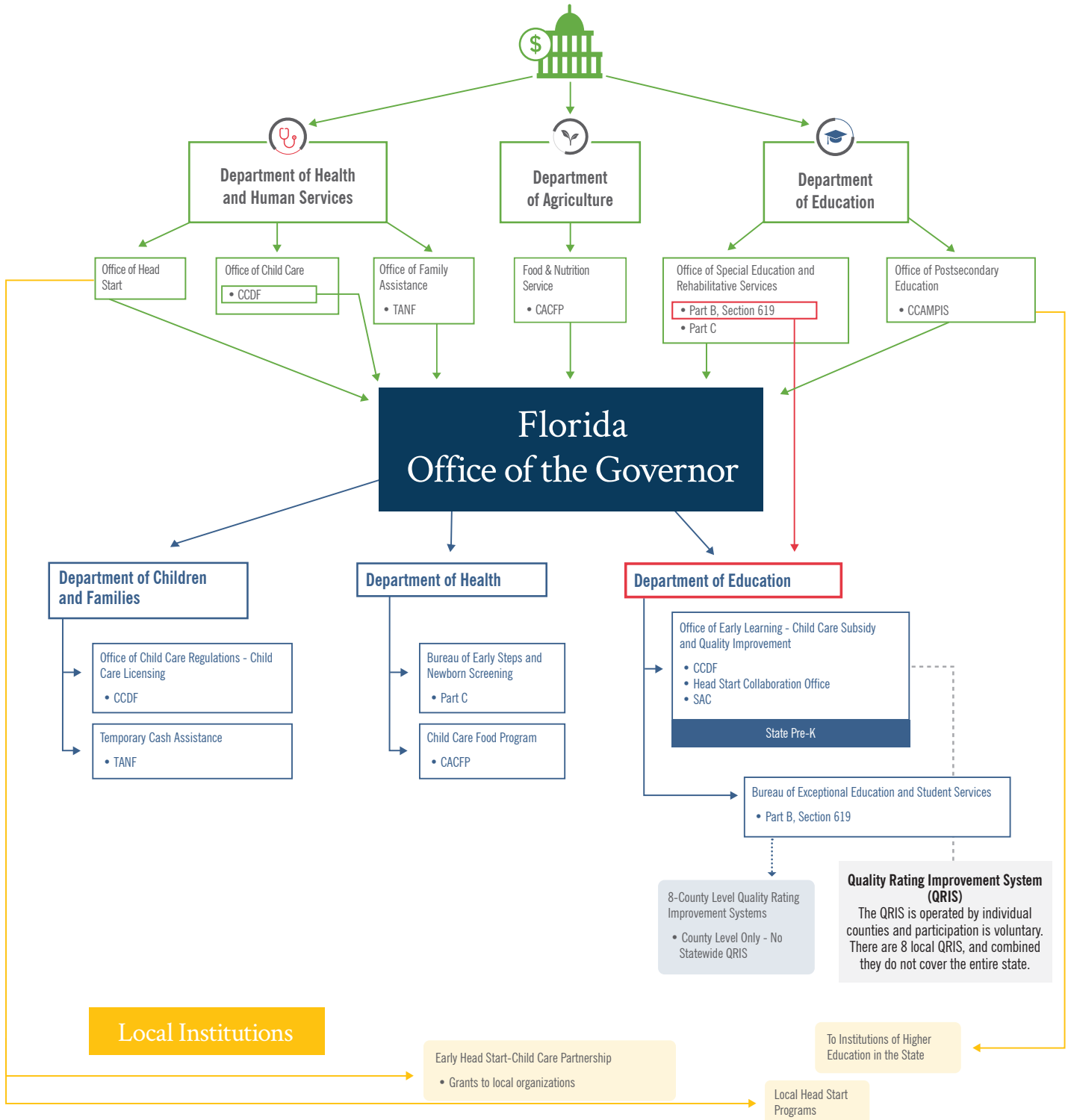
RECOMMENDATIONS FOR FLORIDA'S EARLY CARE AND EDUCATION SYSTEM

- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning the administration of the Child Care and Development Fund (CCDF) with state Pre-K and the Child and Adult Care Food Program.
- Improve program alignment and efficiency by collocating CCDF with state Pre-K and the Head Start Collaboration Office.
- Reduce duplication of efforts by administering CCDF Licensing with CCDF Subsidy and Quality.
- Facilitate cross-agency communication to ensure seamless coordination and transition for IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds).
- Provide support for the establishment of a new State Advisory Council (SAC) for Early Education and Care, as mandated by the Improving Head Start for School Readiness Act of 2007, and ensure the SAC is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state Quality Rating and Improvement System to ensure program quality.



Flow of Federal Early Childhood Funds: Florida

- KEY:**
- Funding mandated for State Departments of Education
 - Funding provided directly to local organizations
 - * State does not receive funding
 - Partnership with funding provided by state department or agency





#5 Georgia

GA Score: 52



Average score: 35



GA drew down 100% of federal child care funds

AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

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STRENGTHS OF GEORGIA'S EARLY CARE AND EDUCATION SYSTEM

- Georgia administers the Child and Adult Care Food Program, the Child Care and Development Fund, and state Pre-K under one agency, which improves efficiency and cost-effectiveness of monitoring and oversight.
- Georgia was awarded an Early Head Start - Child Care Partnership grant, which integrates Early Head Start services and resources into child care settings, aligns child care standards with Early Head Start Performance Standards, and creates opportunities for improving outcomes for children and families.

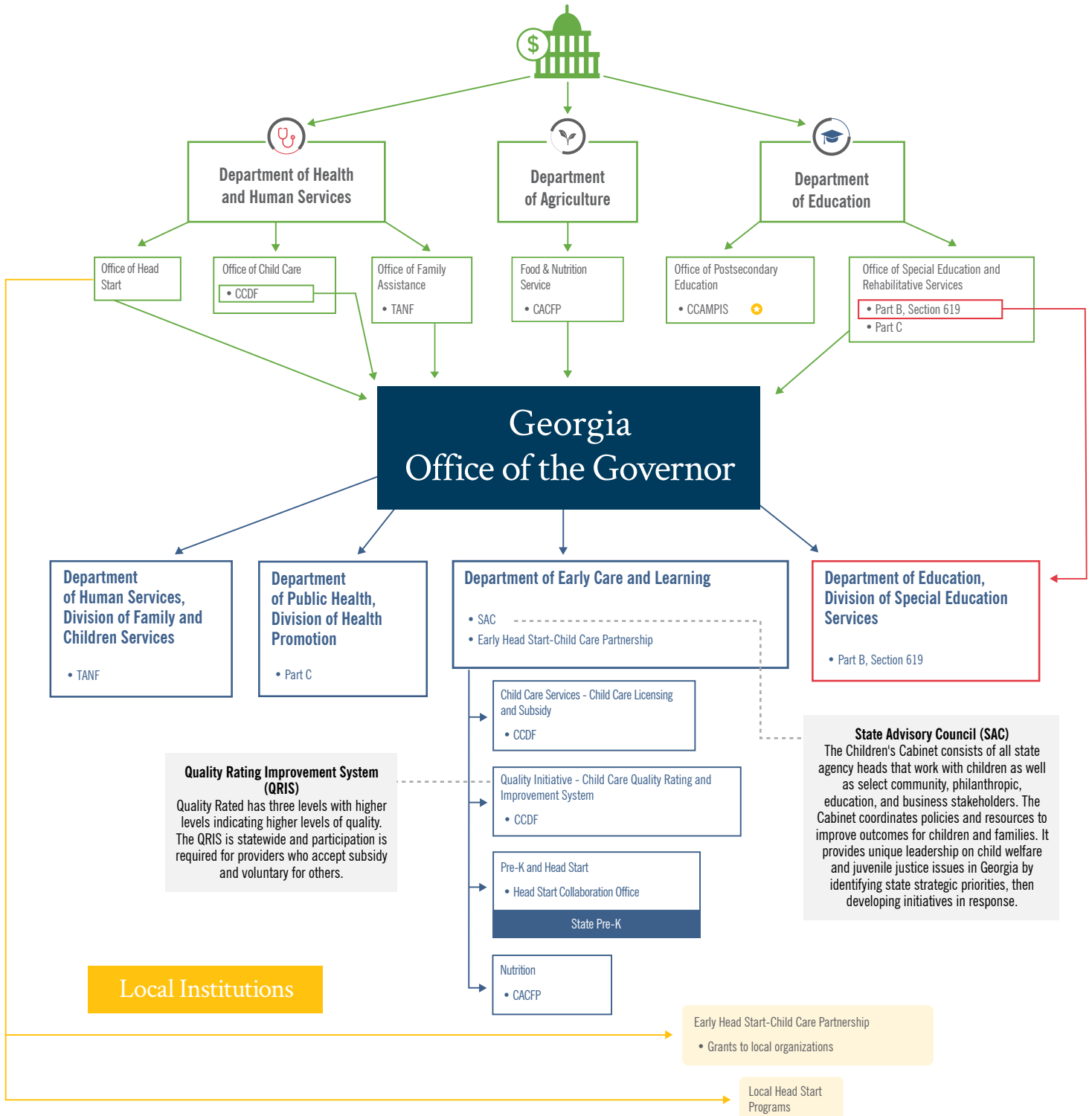
RECOMMENDATIONS FOR GEORGIA'S EARLY CARE AND EDUCATION SYSTEM

- Facilitate cross-agency communication to ensure seamless coordination and transition for IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds).
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state Quality Rating and Improvement System (QRIS) to ensure program quality.



Flow of Federal Early Childhood Funds: Georgia

KEY: → Funding mandated for State Departments of Education → Funding provided directly to local organizations
 + State does not receive funding





AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

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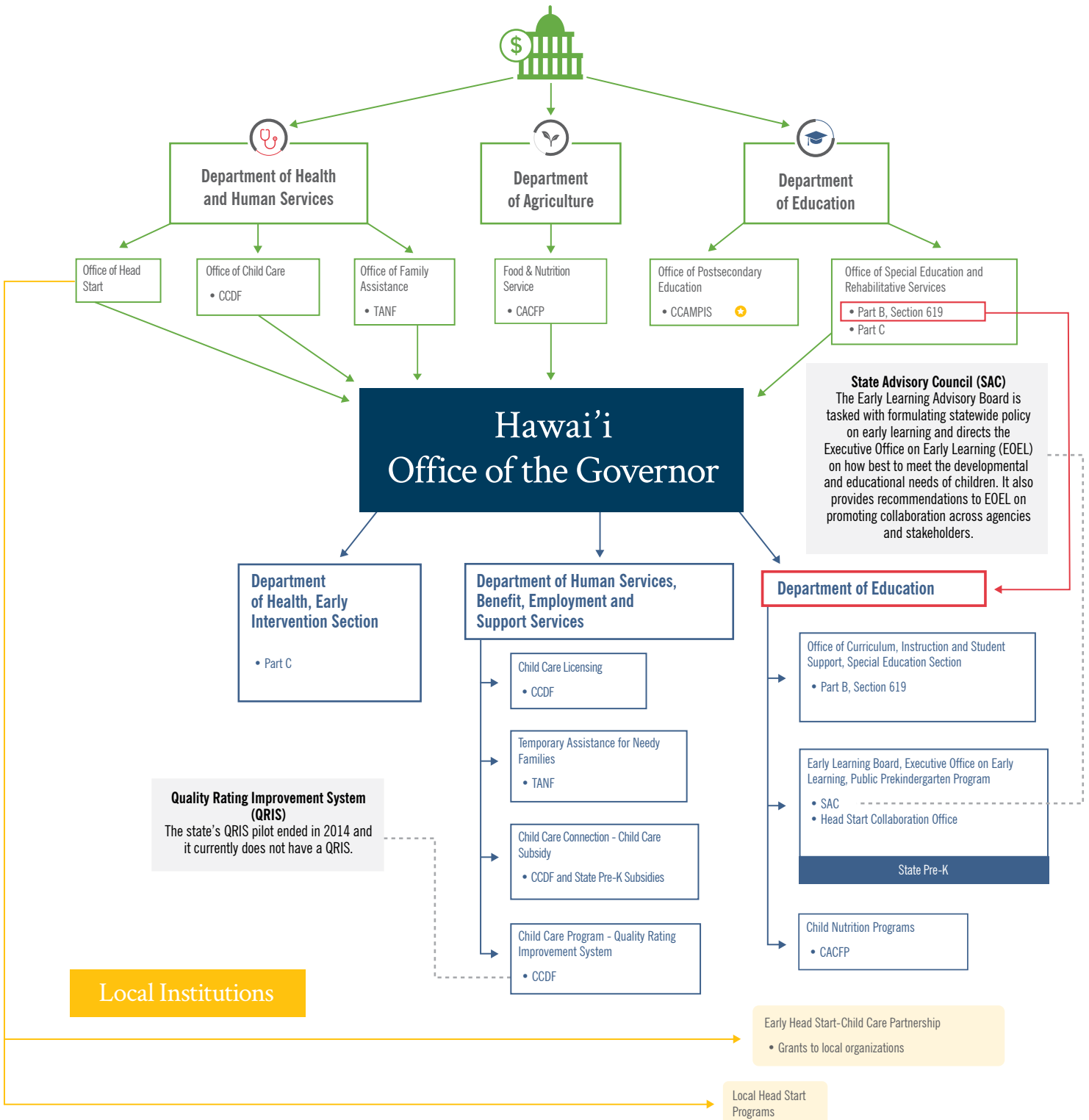
RECOMMENDATIONS FOR HAWAII'S EARLY CARE AND EDUCATION SYSTEM

- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning administration of the Child Care and Development Fund (CCDF) with state Pre-K and the Child and Adult Care Food Program.
- Improve program alignment and efficiency by colocating CCDF with state Pre-K and the Head Start Collaboration Office.
- Facilitate cross-agency communication to ensure seamless coordination and transition for IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds).
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state Quality Rating and Improvement System to ensure program quality.



Flow of Federal Early Childhood Funds: Hawai'i

KEY: → Funding mandated for State Departments of Education → Funding provided directly to local organizations
+ State does not receive funding





AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

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With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Idaho.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF IDAHO'S EARLY CARE AND EDUCATION SYSTEM

- SAC is overseen by the Idaho Association for the Education of Young Children

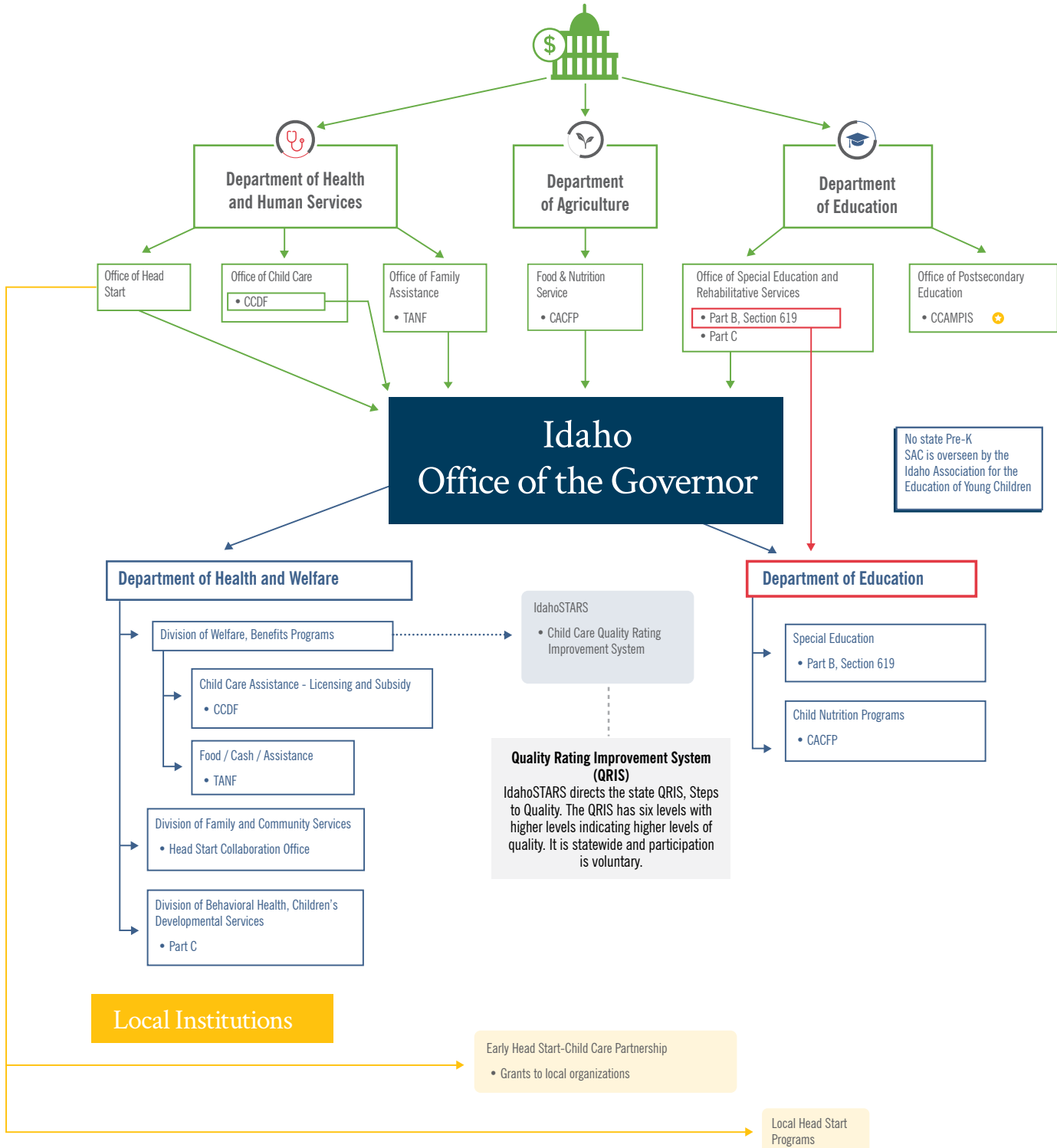
RECOMMENDATIONS FOR IDAHO'S EARLY CARE AND EDUCATION SYSTEM

- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning the administration of the Child Care and Development Fund (CCDF) with the Child and Adult Care Food Program.
- Improve program alignment and efficiency by colocating CCDF with the Head Start Collaboration Office.
- Facilitate cross-agency communication to ensure seamless coordination and transition for IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds).
- Provide support for the establishment of a new State Advisory Council (SAC) for Early Education and Care, as mandated by the Improving Head Start for School Readiness Act of 2007, and ensure the SAC is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state Quality Rating and Improvement System to ensure program quality.



Flow of Federal Early Childhood Funds: Idaho

- KEY:**
- Funding mandated for State Departments of Education
 - Funding provided directly to local organizations
 - ⊕ State does not receive funding
 - ⋯→ Partnership with funding provided by state department or agency





AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

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With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Illinois.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF ILLINOIS' EARLY CARE AND EDUCATION SYSTEM

- Illinois includes licensing as the entry level for its Quality Rating and Improvement System (QRIS), which ensures quality for all programs serving children.

RECOMMENDATIONS FOR ILLINOIS' EARLY CARE AND EDUCATION SYSTEM

- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning the administration of the Child Care and Development Fund (CCDF) with state Pre-K and the Child and Adult Care Food Program.
- Improve program alignment and efficiency by collocating CCDF with state Pre-K and Head Start Collaboration Office.
- Facilitate cross-agency communication to ensure seamless coordination and transition for IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds).
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.

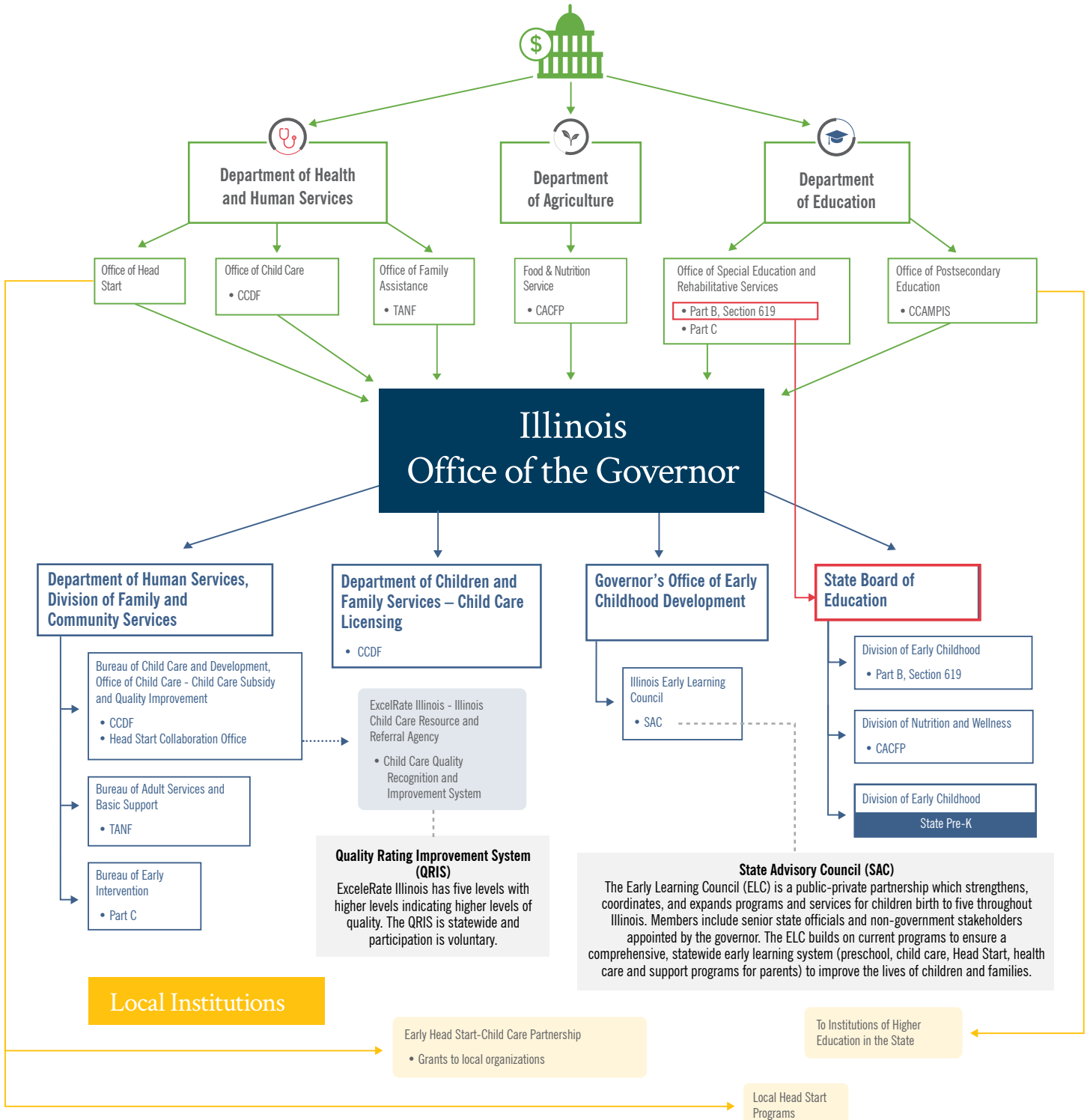


Flow of Federal Early Childhood Funds: Illinois

KEY: → Funding mandated for State Departments of Education

→ Funding provided directly to local organizations

→ Partnership with funding provided by state department or agency





#15 Indiana

IN Score: 44



Average score: 35



IN drew down 100% of federal child care funds

AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
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WI	14
DE	15
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AK	29
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IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Indiana.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF INDIANA'S EARLY CARE AND EDUCATION SYSTEM

- Indiana manages five programs serving children—Child Care and Development Fund (CCDF); Head Start Collaboration Office; state Pre-K; IDEA Part C; Temporary Assistance for Needy Families (TANF)—under one agency, which improves efficiency and allows for better alignment of eligibility and monitoring requirements and quality improvement activities.
- Indiana transfers 30 percent of TANF funds to CCDF, which ensures these funds comply with CCDF regulations.

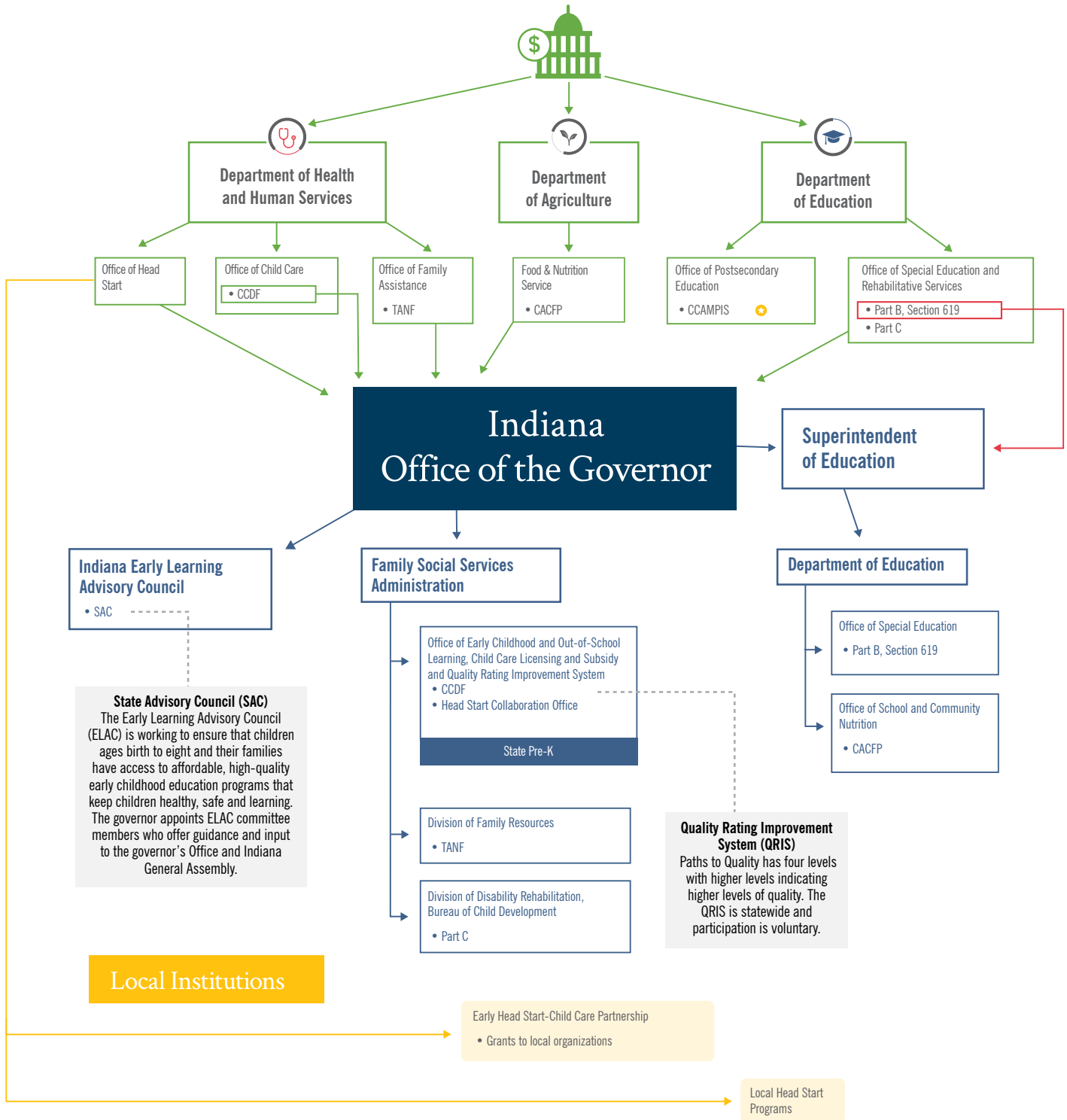
RECOMMENDATIONS FOR INDIANA'S EARLY CARE AND EDUCATION SYSTEM

- Facilitate cross-agency communication to ensure seamless coordination and transition for IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds).
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state Quality Rating and Improvement System to ensure program quality.



Flow of Federal Early Childhood Funds: Indiana

KEY: → Funding mandated for State Departments of Education → Funding provided directly to local organizations
+ State does not receive funding





AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Iowa.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF IOWA'S EARLY CARE AND EDUCATION SYSTEM

- Iowa manages five programs serving children—Head Start Collaboration Office; state Pre-K; Child and Adult Care Food Program (CACFP); IDEA Part C; IDEA Part B, Section 619—under one agency, which improves efficiency and allows for better alignment of eligibility and monitoring requirements and quality improvement activities.
- IDEA Part C and Part B, Section 619 are administered within the same agency, which supports a smooth transition for parents.
- Iowa includes licensing as the entry level for its Quality Rating and Improvement System (QRIS), which ensures quality for all programs serving children.

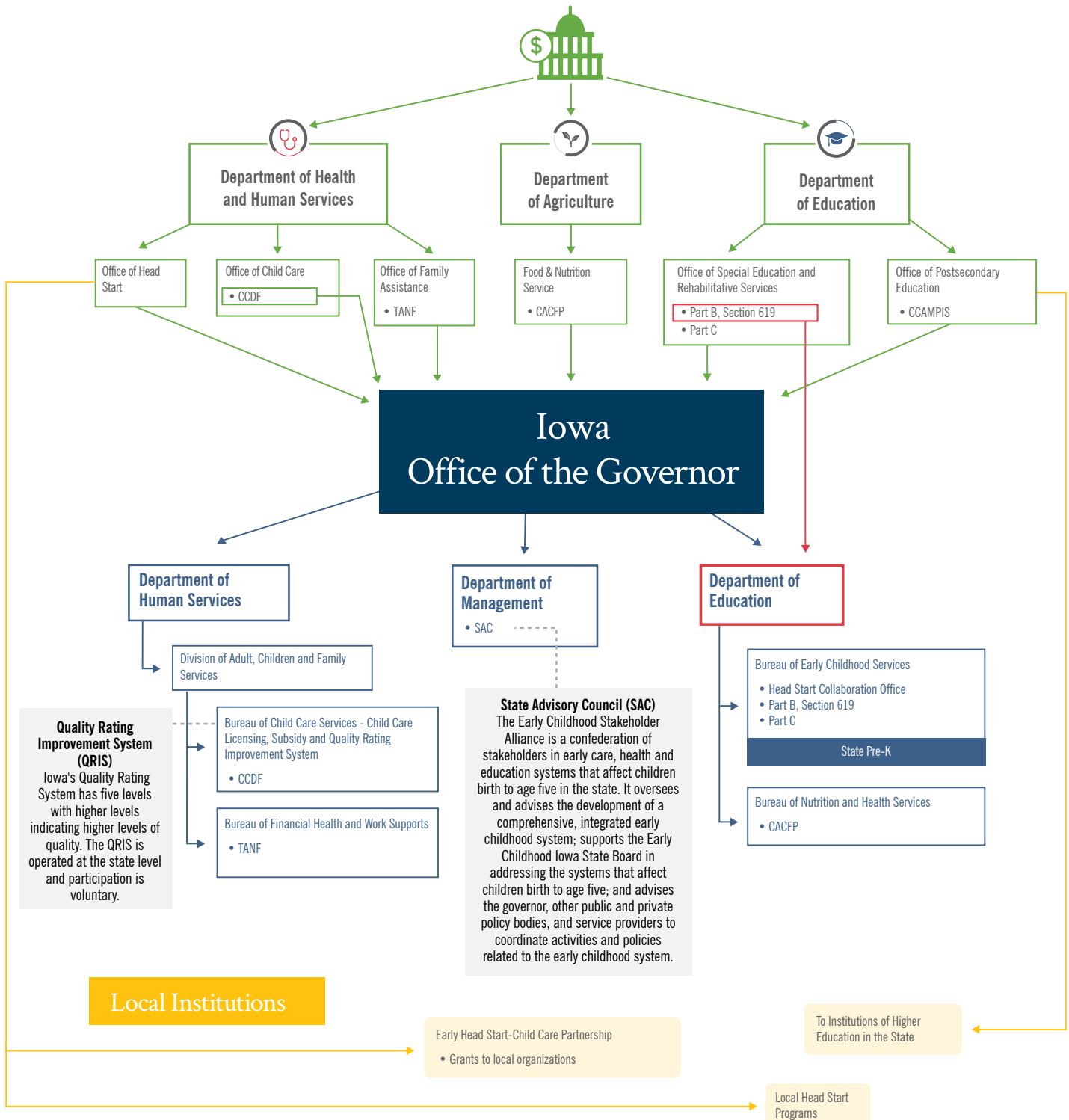
RECOMMENDATIONS FOR IOWA'S EARLY CARE AND EDUCATION SYSTEM

- Improve program alignment and efficiency by colocating administration of the Child Care and Development Fund with state Pre-K and the Head Start Collaboration Office.
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.



Flow of Federal Early Childhood Funds: Iowa

KEY: → Funding mandated for State Departments of Education → Funding provided directly to local organizations
 * State does not receive funding





AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
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RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Kansas.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF KANSAS' EARLY CARE AND EDUCATION SYSTEM

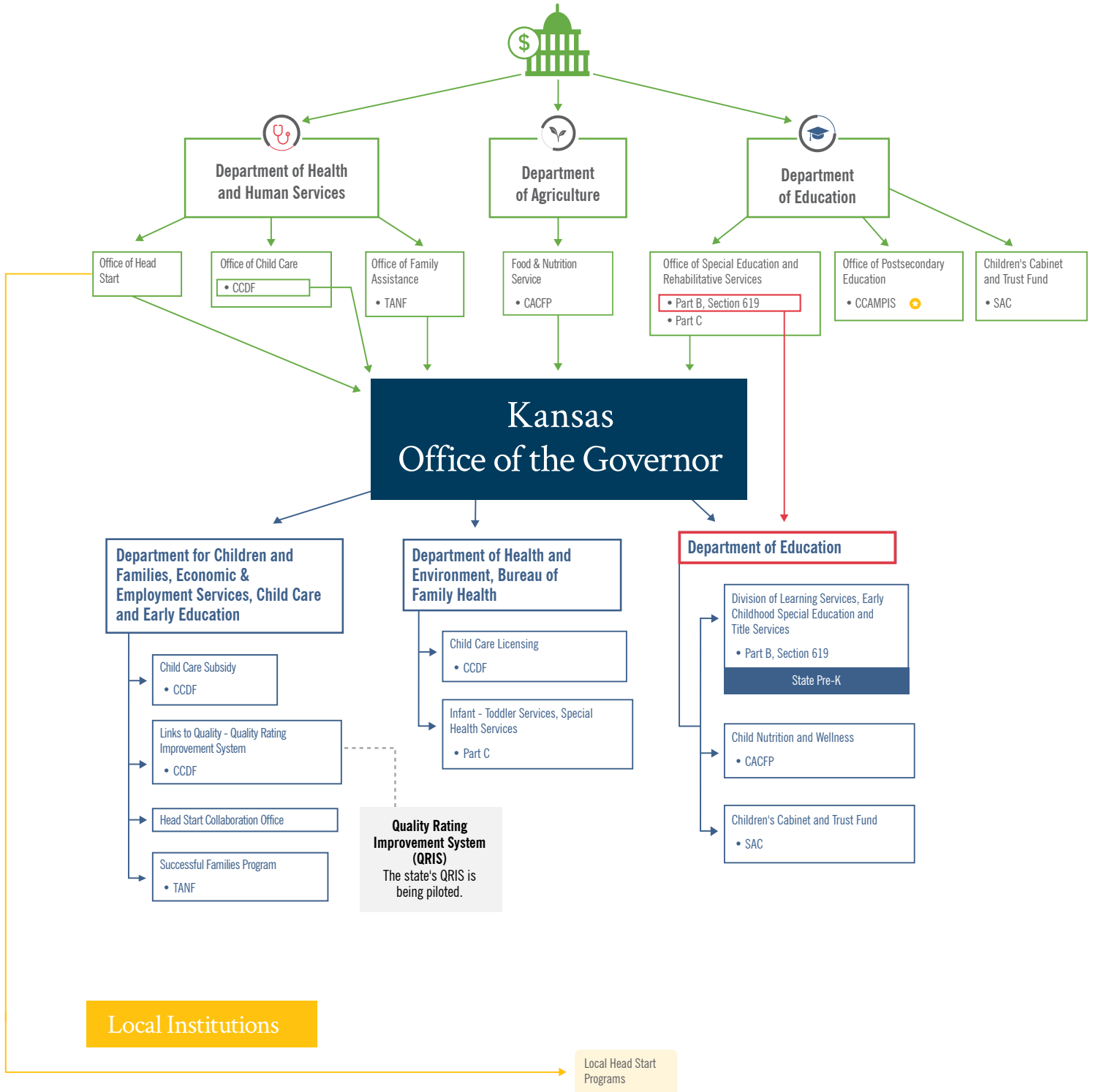
- Kansas established of a new State Advisory Council (SAC) for Early Education and Care, as mandated by the Improving Head Start for School Readiness Act of 2007.

RECOMMENDATIONS FOR KANSAS' EARLY CARE AND EDUCATION SYSTEM

- Facilitate cross-agency communication to ensure seamless coordination and transition for IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds).
- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning the administration of the Child Care and Development Fund (CCDF) with state Pre-K and the Child and Adult Care Food Program.
- Improve program alignment and efficiency by collocating CCDF with state Pre-K and Head Start Collaboration Office.
- Provide support for the establishment of a new State Advisory Council (SAC) for Early Education and Care, as mandated by the Improving Head Start for School Readiness Act of 2007, and ensure the SAC is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state Quality Rating and Improvement System to ensure program quality.

Flow of Federal Early Childhood Funds: Kansas

KEY: → Funding mandated for State Departments of Education → Funding provided directly to local organizations
+ State does not receive funding





AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
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SC	26
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OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

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For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding.

The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Kentucky.

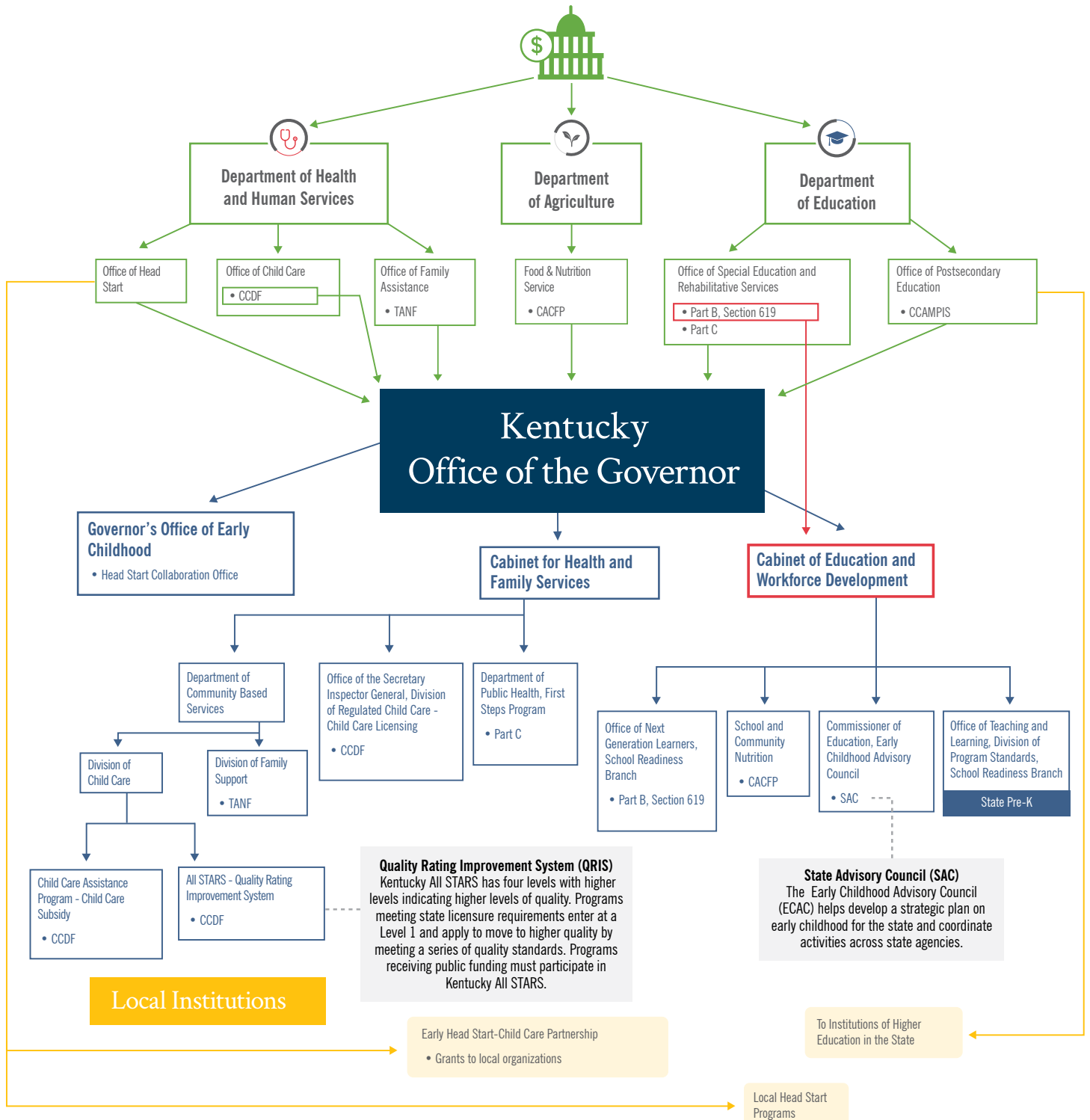
More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

RECOMMENDATIONS FOR KENTUCKY'S EARLY CARE AND EDUCATION SYSTEM

- Facilitate cross-agency communication to ensure seamless coordination and transition for IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds).
- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning the administration of the Child Care and Development Fund (CCDF) with state Pre-K and the Child and Adult Care Food Program.
- Improve program alignment and efficiency by colocating CCDF with state Pre-K and Head Start Collaboration Office.
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state Quality Rating and Improvement System to ensure program quality.

Flow of Federal Early Childhood Funds: Kentucky

KEY: → Funding mandated for State Departments of Education → Funding provided directly to local organizations
* State does not receive funding





#10 Louisiana

LA Score: 47



Average score: 35



LA drew down 100% of federal child care funds

AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
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MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

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For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Louisiana.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF LOUISIANA'S EARLY CARE AND EDUCATION SYSTEM

- Louisiana manages five programs serving children—Child Care and Development Fund; Head Start Collaboration Office; state Pre-K; Child and Adult Care Food Program; IDEA Part B, Section 619—under one agency, which improves efficiency and allows for better alignment of eligibility and monitoring requirements and quality improvement activities.
- Louisiana's Quality Rating and Improvement System (QRIS) is mandatory for providers receiving subsidy, which can ensure quality of care for all children.

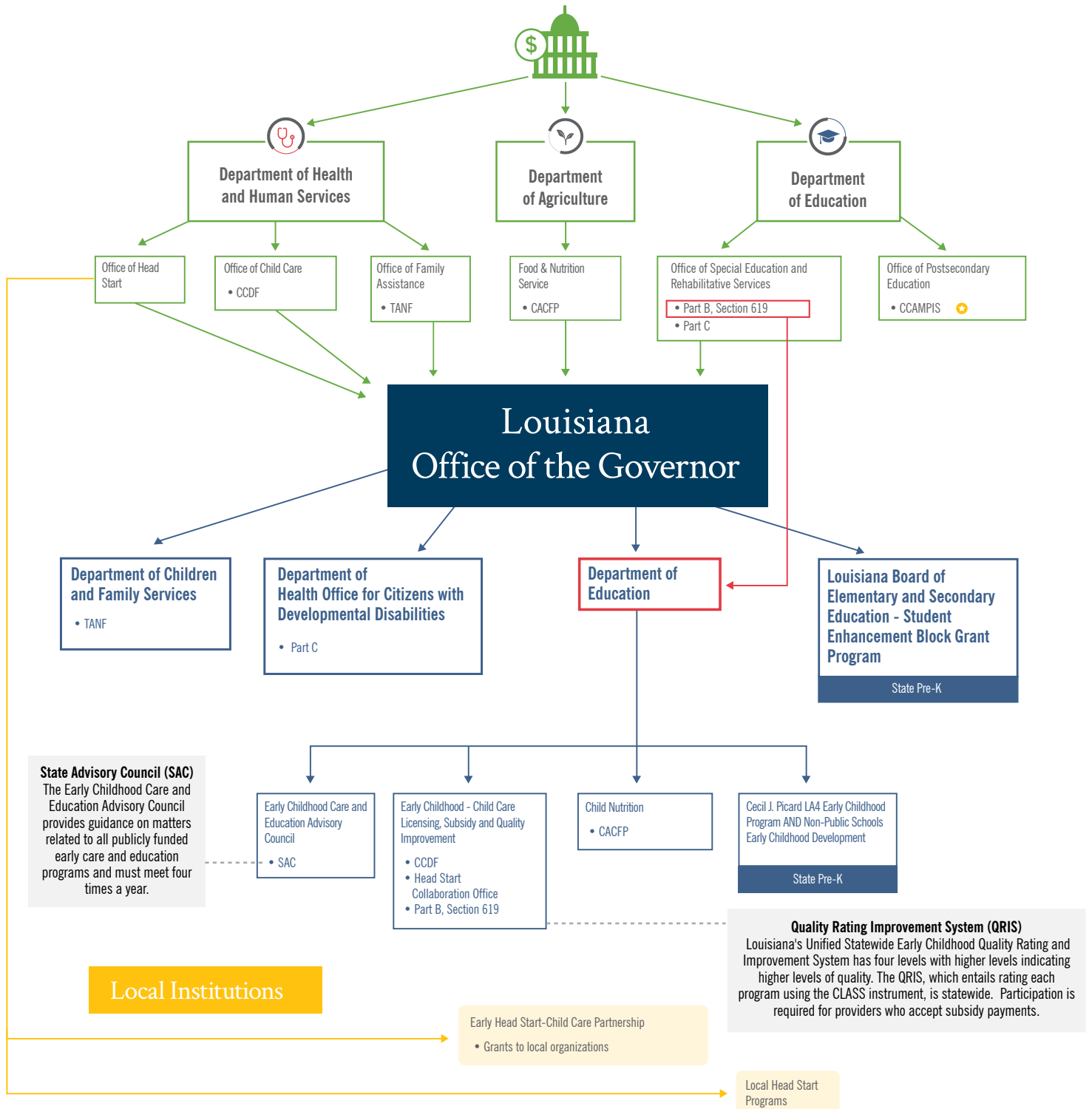
RECOMMENDATIONS FOR LOUISIANA'S EARLY CARE AND EDUCATION SYSTEM

- Facilitate cross-agency communication to ensure seamless coordination and transition for IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds).
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state QRIS to ensure program quality.



Flow of Federal Early Childhood Funds: Louisiana

KEY: → Funding mandated for State Departments of Education → Funding provided directly to local organizations





AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
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OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

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For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Maine.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF MAINE'S EARLY CARE AND EDUCATION SYSTEM

- IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds) are administered within the same agency, which can support a smooth transition for parents.
- Maine's includes licensing as the entry level for its Quality Rating and Improvement System (QRIS), which ensures quality for all programs serving children.

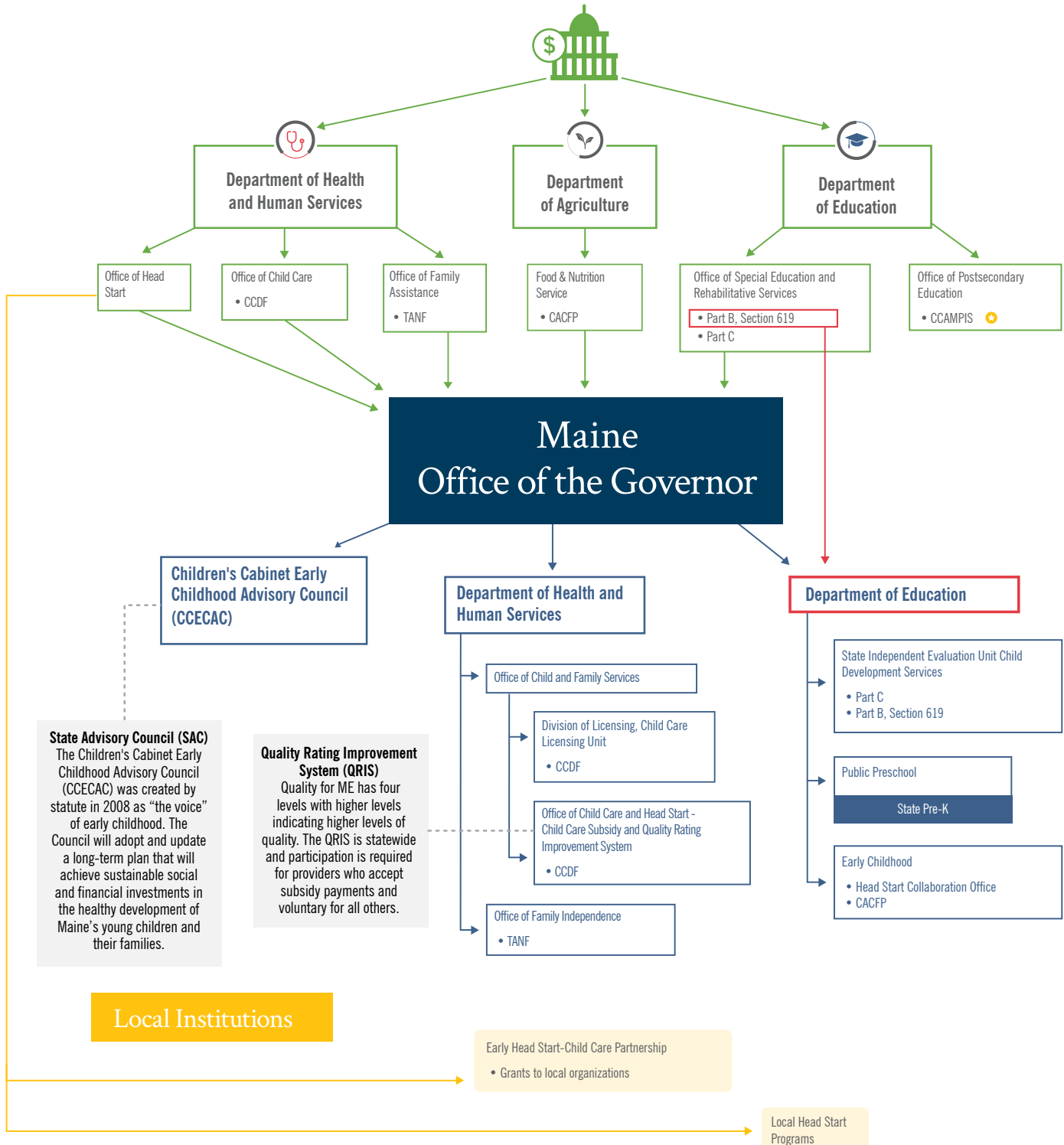
RECOMMENDATIONS FOR MAINE'S EARLY CARE AND EDUCATION SYSTEM

- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning administration of the Child Care and Development Fund with state Pre-K and the Child and Adult Care Food Program.
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.



Flow of Federal Early Childhood Funds: Maine

KEY: → Funding mandated for State Departments of Education → Funding provided directly to local organizations
 * State does not receive funding





#1 Maryland

MD Score: 57



Average score: 35



MD drew down 100% of federal child care funds

AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
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CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding.

The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Maryland.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF MARYLAND'S EARLY CARE AND EDUCATION SYSTEM

- Maryland manages six programs serving children—Child Care and Development Fund (CCDF); Head Start Collaboration Office; state Pre-K; IDEA Part C; IDEA Part B, Section 619; Child and Adult Care Food Program (CACFP)—under one agency, which improves efficiency and allows for better alignment of eligibility and monitoring requirements and quality improvement activities.
- CACFP is administered through the same agency as state Pre-K and CCDF, which improves efficiency and cost-effectiveness of monitoring and oversight.
- IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds) are administered within the same agency, which can support a smooth transition for parents.
- Maryland's Quality Rating and Improvement System (QRIS) is mandatory for providers receiving subsidy, which can ensure quality of care for all children.

RECOMMENDATIONS FOR MARYLAND'S EARLY CARE AND EDUCATION SYSTEM

- Ensure the State Advisory Council (SAC) for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state QRIS to ensure program quality.





#10 Massachusetts

MA Score: 47



Average score: 35



MA drew down 100% of federal child care funds

AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Massachusetts.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF MASSACHUSETTS EARLY CARE AND EDUCATION SYSTEM

- Massachusetts' Quality Rating and Improvement System (QRIS) is mandatory for providers receiving subsidy, which can ensure quality care for all children.

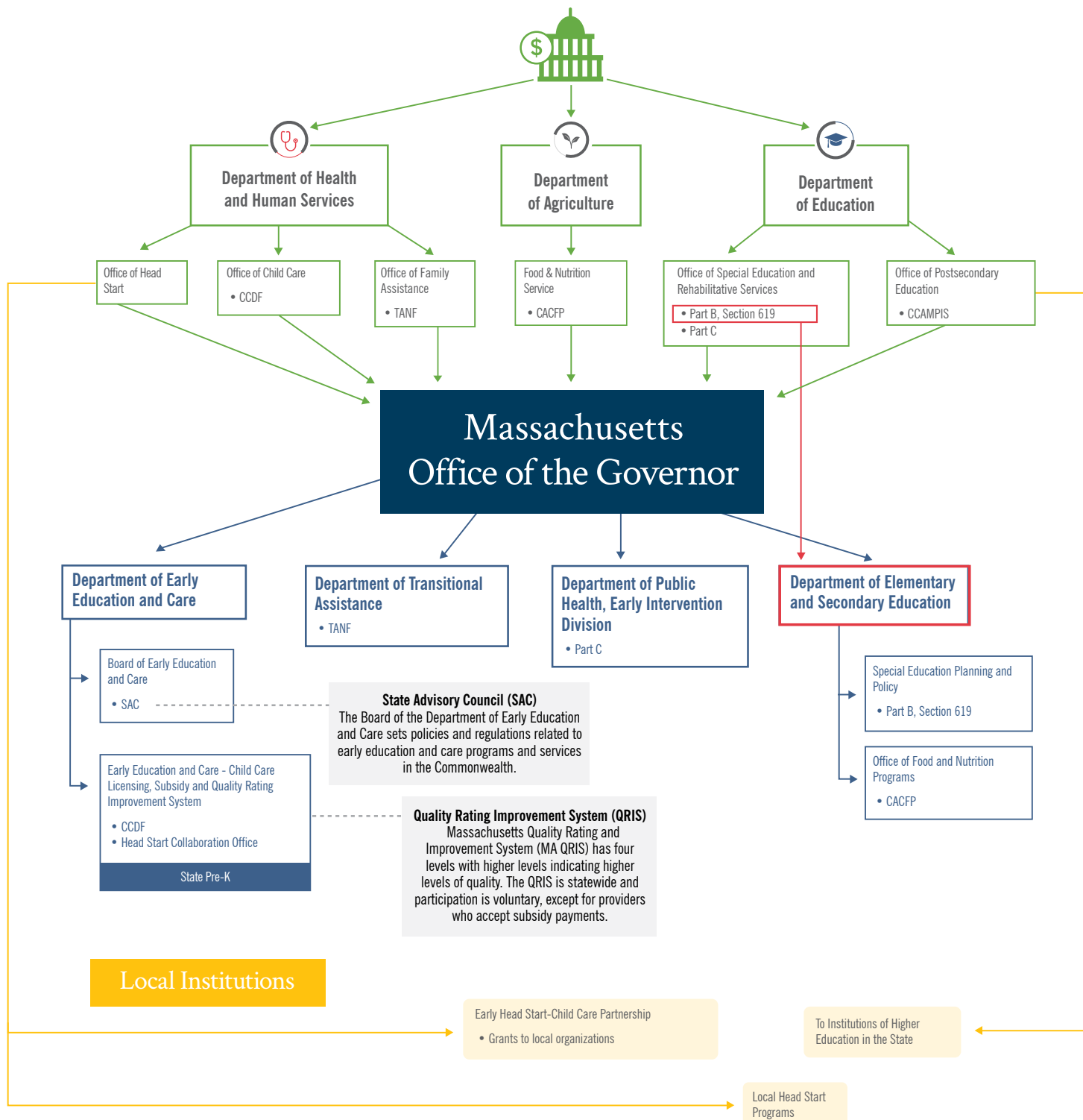
RECOMMENDATIONS FOR MASSACHUSETTS EARLY CARE AND EDUCATION SYSTEM

- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning administration of the Child Care and Development Fund (CCDF) with state Pre-K and the Child and Adult Care Food Program.
- Ensure the State Advisory Council (SAC) for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state QRIS to ensure program quality.



Flow of Federal Early Childhood Funds: Massachusetts

KEY: → Funding mandated for State Departments of Education → Funding provided directly to local organizations





#3 Michigan

MI Score: 54



Average score: 35



MI drew down 100% of federal child care funds

AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Michigan.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF MICHIGAN'S EARLY CARE AND EDUCATION SYSTEM

- Michigan administers six programs serving children—Child Care and Development Fund (CCDF); Head Start Collaboration Office; state Pre-K; IDEA Part C; IDEA Part B, Section 619; Child and Adult Care Food Program (CACFP)—under one agency, which improves efficiency and allows for better alignment of eligibility and monitoring requirements and quality improvement activities.
- CACFP is administered through the same agency as state Pre-K and CCDF, which improves efficiency and cost-effectiveness of monitoring and oversight.

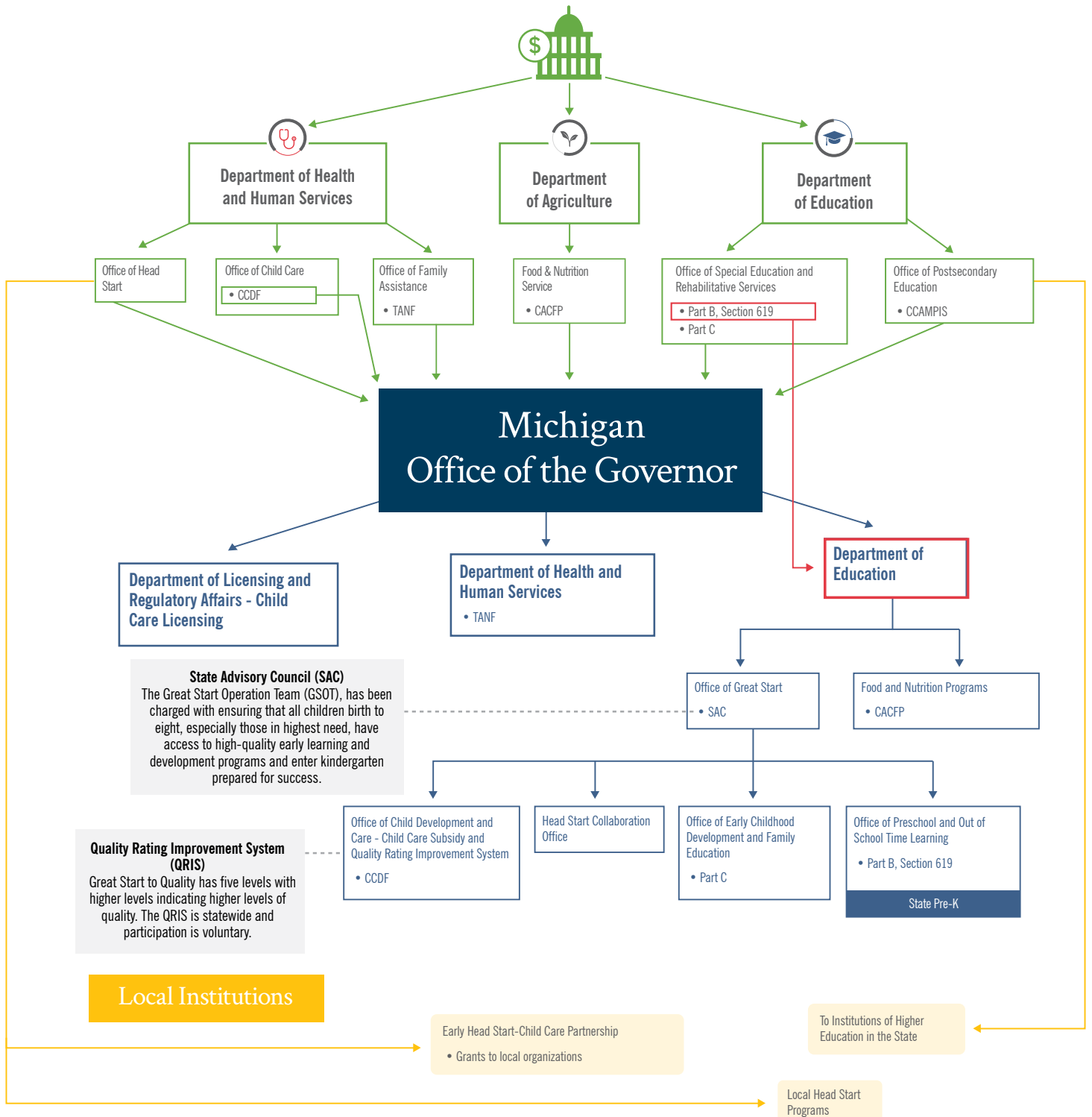
RECOMMENDATIONS FOR MICHIGAN'S EARLY CARE AND EDUCATION SYSTEM

- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state Quality Rating and Improvement System to ensure program quality. Include licensing as the entry level for state QRIS to ensure program quality.



Flow of Federal Early Childhood Funds: Michigan

- KEY:**
- Funding mandated for State Departments of Education
 - Funding provided directly to local organizations
 - ⊛ State does not receive funding
 - ⋯→ Partnership with funding provided by state department or agency





#15 Minnesota

MN Score: 44



Average score: 35



MN drew down 100% of federal child care funds

AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Minnesota.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF MINNESOTA'S EARLY CARE AND EDUCATION SYSTEM

- Minnesota manages five programs serving children—Head Start Collaboration Office; state Pre-K; Child and Adult Care Food Program (CACFP); IDEA Part C; IDEA Part B, Section 619—under one agency, which improves efficiency and allows for better alignment of eligibility and monitoring requirements and quality improvement activities.
- IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds) are administered within the same agency, which can support a smooth transition for parents.

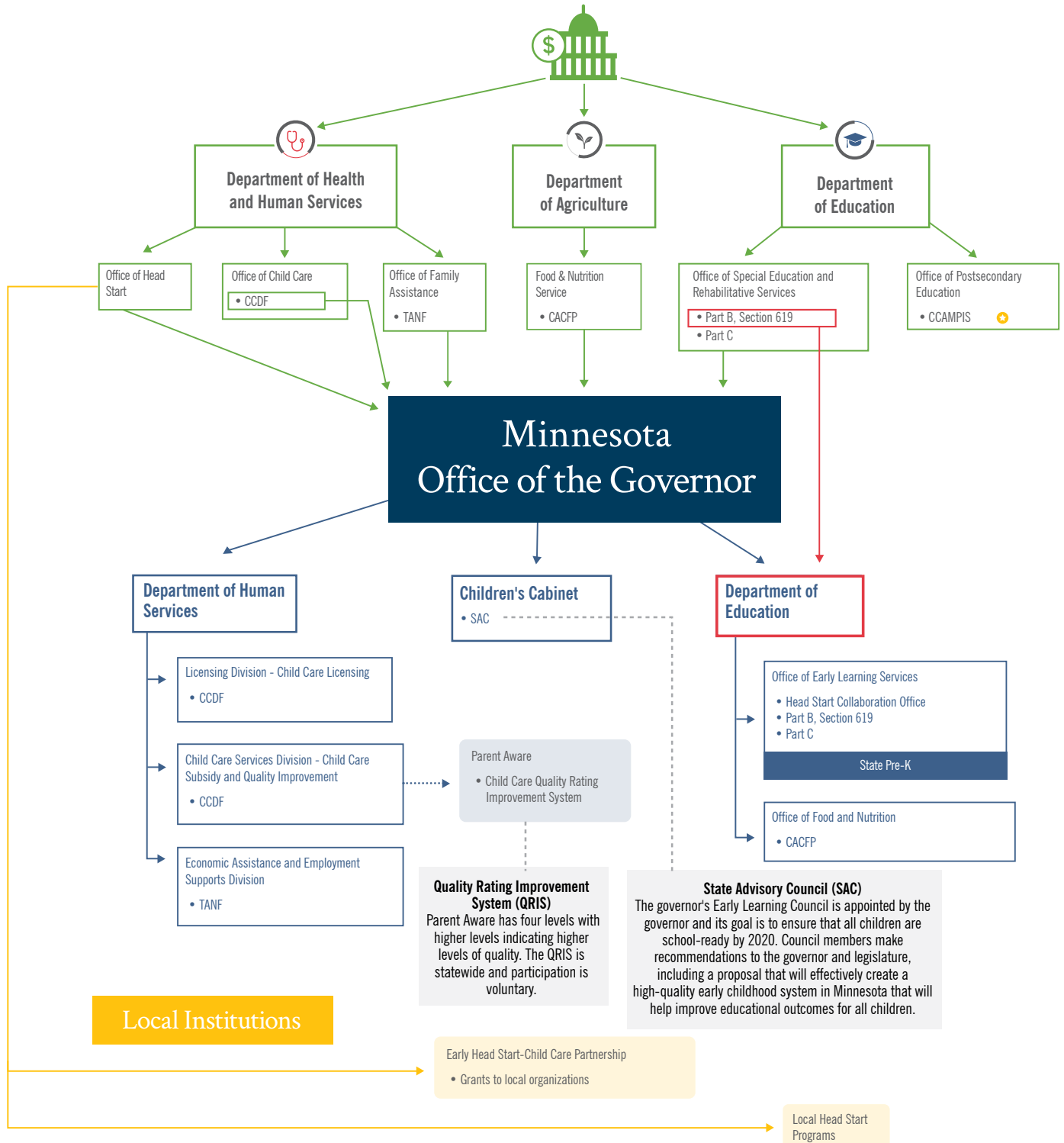
RECOMMENDATIONS FOR MINNESOTA'S EARLY CARE AND EDUCATION SYSTEM

- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning administration of the Child Care and Development Fund (CCDF) with state Pre-K and the Child and Adult Care Food Program.
- Co-locate Head Start Collaboration Office and state Pre-K with CCDF, which can improve alignment and coordination of programs.
- Ensure the State Advisory Council (SAC) for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state Quality Rating and Improvement System to ensure program quality.



Flow of Federal Early Childhood Funds: Minnesota

- KEY:**
- Funding mandated for State Departments of Education
 - Funding provided directly to local organizations
 - ⊕ State does not receive funding
 - ⋯ Partnership with funding provided by state department or agency





#42 Mississippi

MS Score: 21.5



Average score: 35



MS drew down 100% of federal child care funds

AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding.

The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Mississippi.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

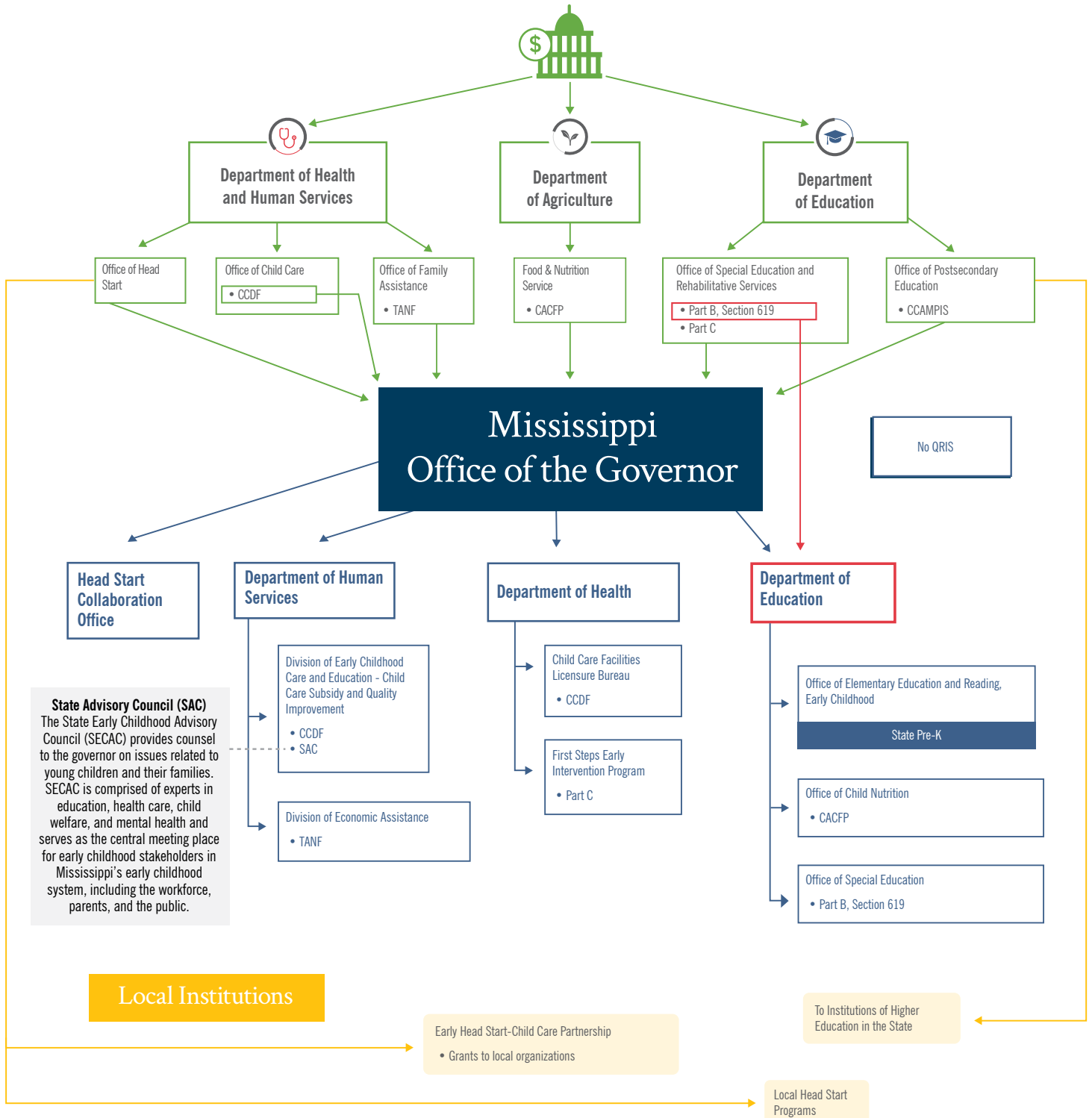
RECOMMENDATIONS FOR MISSISSIPPI'S EARLY CARE AND EDUCATION SYSTEM

- Facilitate cross-agency communication to ensure seamless coordination and transition for IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds).
- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning Child Care and Development Fund (CCDF) with state Pre-K and Child and Adult Care Food Program (CACFP).
- Improve program alignment and efficiency by colocating CCDF with state Pre-K and Head Start Collaboration Office.
- Ensure the State Advisory Council (SAC) for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.



Flow of Federal Early Childhood Funds: Mississippi

KEY: → Funding mandated for State Departments of Education → Funding provided directly to local organizations
* State does not receive funding





AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

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For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Missouri.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF MISSOURI'S EARLY CARE AND EDUCATION SYSTEM

- Missouri administers four programs serving children—Child Care and Development Fund (CCDF), state Pre-K, IDEA Part B, Section 619, and IDEA Part C—under one agency, which improves efficiency and allows for better alignment of eligibility and monitoring requirements.
- IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds) are administered within the same agency, which can support a smooth transition for parents.

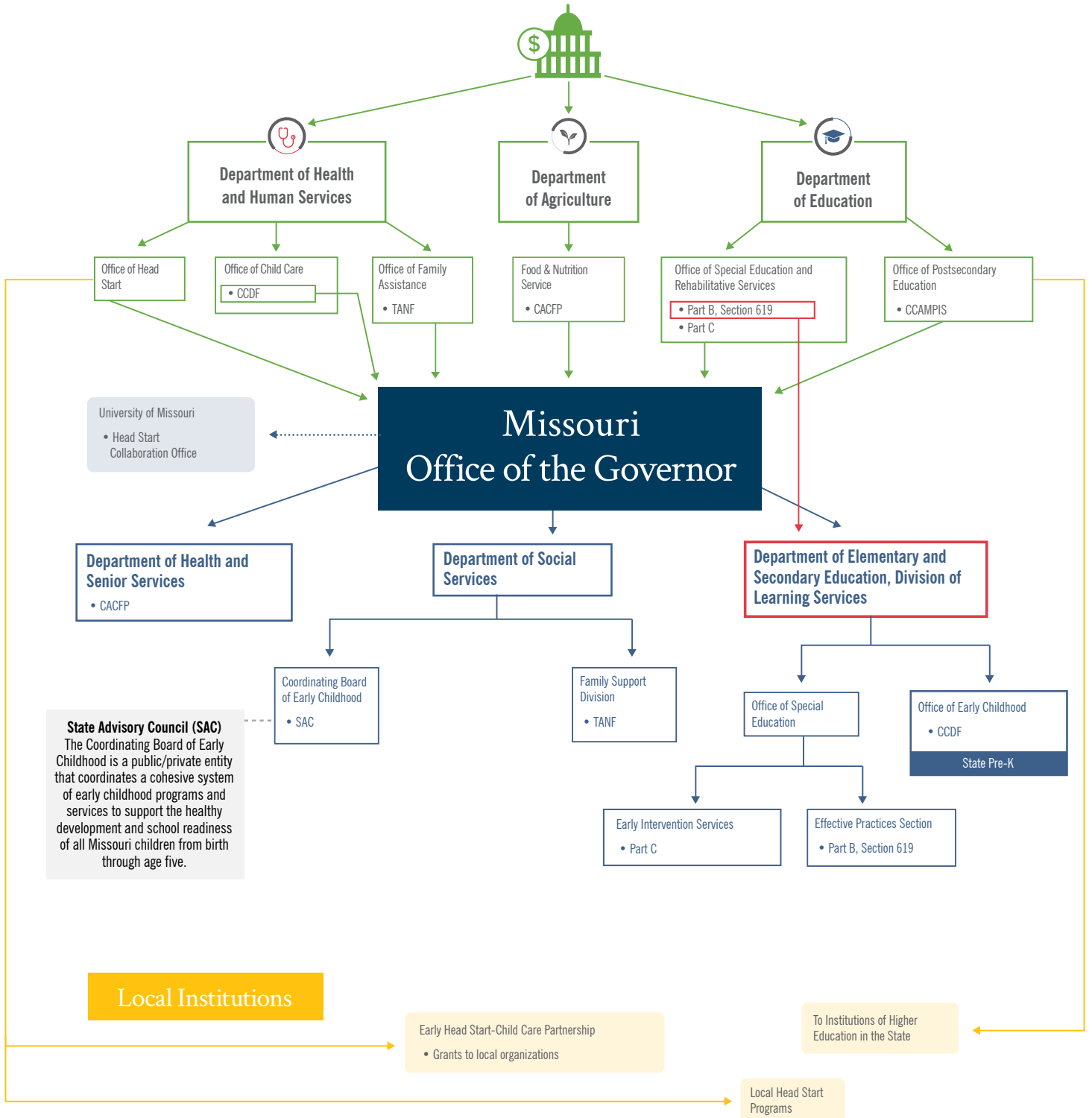
RECOMMENDATIONS FOR MISSOURI'S EARLY CARE AND EDUCATION SYSTEM

- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning the administration of the Child Care and Development Fund (CCDF) with state Pre-K and the Child and Adult Care Food Program.
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.



Flow of Federal Early Childhood Funds: Missouri

- KEY:**
- Funding mandated for State Departments of Education
 - Funding provided directly to local organizations
 - ⊕ State does not receive funding
 - Partnership with funding provided by state department or agency





AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

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With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Montana.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF MONTANA'S EARLY CARE AND EDUCATION SYSTEM

- Montana administers four programs serving children--Child Care and Development Fund (CCDF); Head Start Collaboration Office; Child and Adult Care Food Program (CACFP); IDEA Part C--under one agency, which improves efficiency and allows for better alignment of eligibility and monitoring requirements and quality improvement activities.
- CACFP is administered through the same agency as CCDF, which improves efficiency and cost-effectiveness of monitoring and oversight.
- There is strong cross-agency communication between agencies managing Preschool Development Grant Birth-5 and other programs serving children, which can improve alignment and reduce duplication of efforts.

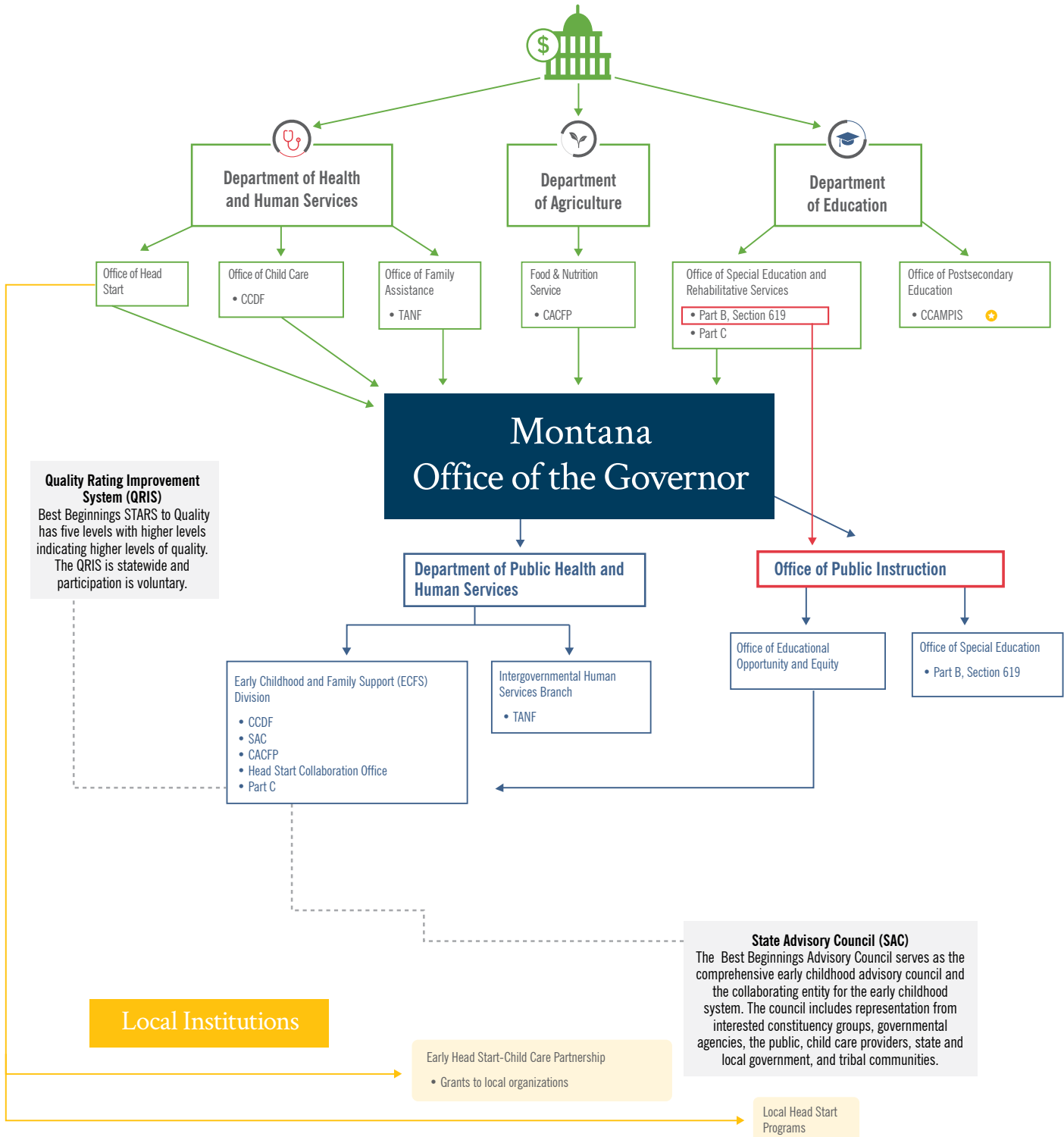
RECOMMENDATIONS FOR MONTANA'S EARLY CARE AND EDUCATION SYSTEM

- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state Quality Rating and Improvement System (QRIS) to ensure program quality.



Flow of Federal Early Childhood Funds: Montana

KEY: → Funding mandated for State Departments of Education → Funding provided directly to local organizations
+ State does not receive funding





AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

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For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding.

The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Nebraska.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF NEBRASKA'S EARLY CARE AND EDUCATION SYSTEM

- Nebraska manages five programs serving children- Head Start Collaboration Office; state Pre-K; Child and Adult Care Food Program (CACFP); IDEA Part C; IDEA Part B, Section 619--under one agency, which improves efficiency and allows for better alignment of eligibility and monitoring requirements and quality improvement activities.
- CACFP is administered through the same agency as state Pre-K, which improves efficiency and cost-effectiveness of monitoring and oversight.
- Nebraska's Quality Rating and Improvement System (QRIS) is mandatory for providers receiving \$250,000 or more per year of subsidy, which ensures quality of care for subsidized children.
- Nebraska includes licensing as the entry level for its Quality Rating and Improvement System (QRIS), which ensures quality for all programs serving children.

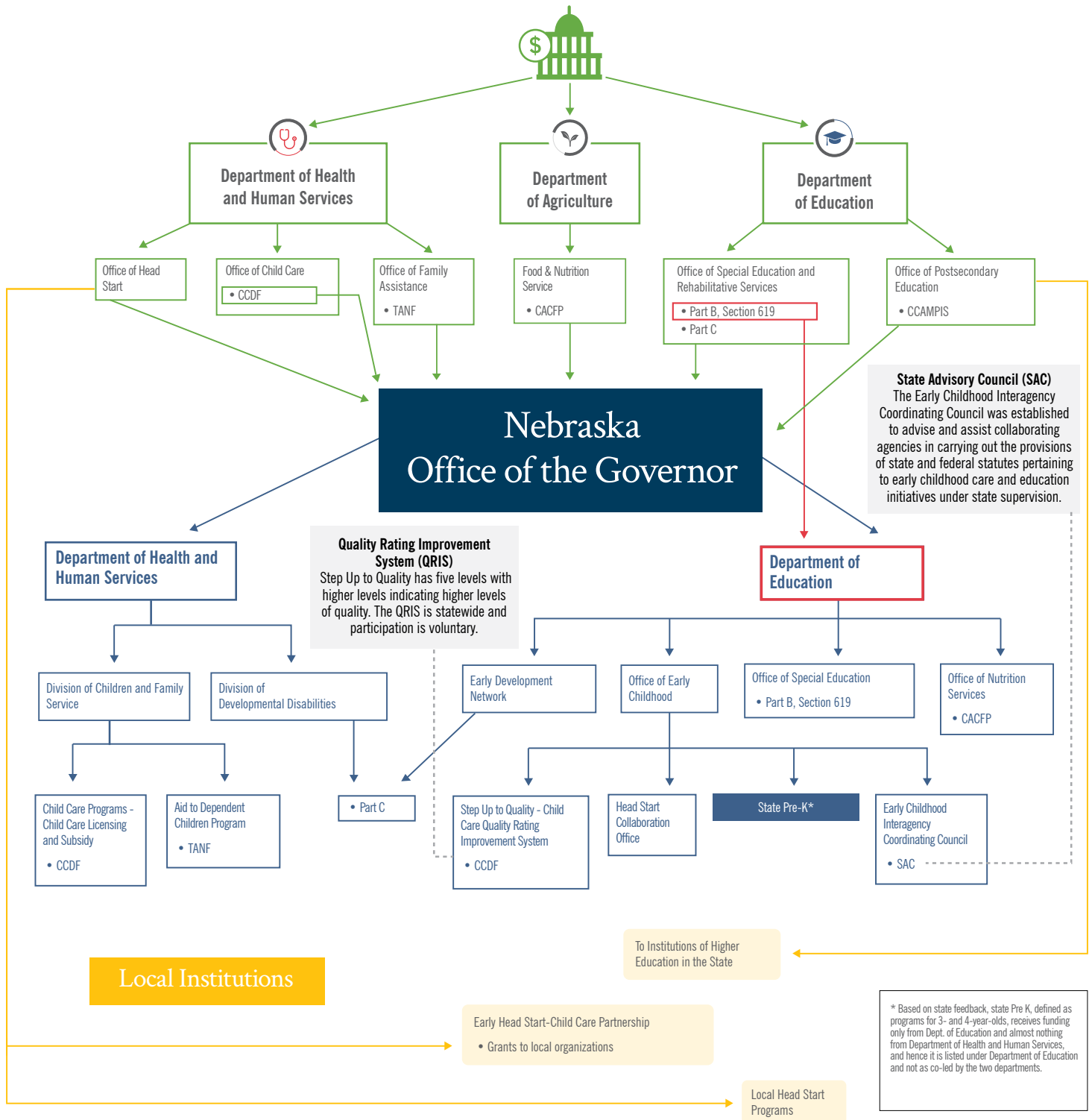
RECOMMENDATIONS FOR NEBRASKA'S EARLY CARE AND EDUCATION SYSTEM

- Ensure children receiving CCDF subsidies receive quality care by combining CCDF Subsidy and Quality under one agency.
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.



Flow of Federal Early Childhood Funds: Nebraska

KEY: → Funding mandated for State Departments of Education → Funding provided directly to local organizations
 + State does not receive funding





AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

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For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Nevada.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF NEVADA'S EARLY CARE AND EDUCATION SYSTEM

- Nevada includes licensing as the entry level for its Quality Rating and Improvement System (QRIS), which ensures quality for all programs serving children.

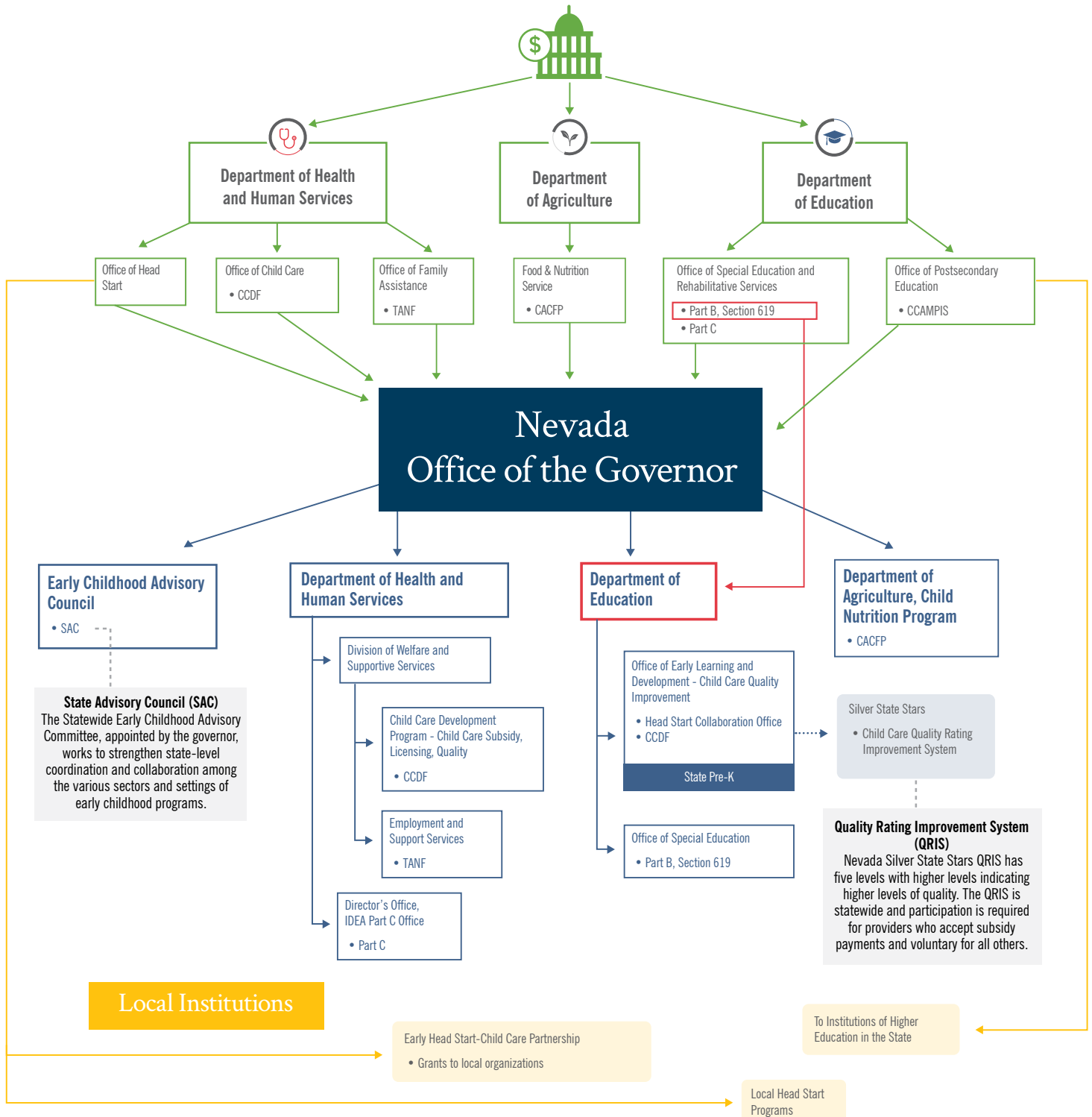
RECOMMENDATIONS FOR NEVADA'S EARLY CARE AND EDUCATION SYSTEM

- Facilitate cross-agency communication to ensure seamless coordination and transition for IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds).
- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning Child Care and Development Fund (CCDF) with state Pre-K and Child and Adult Care Food Program (CACFP).
- Ensure children receiving CCDF subsidies receive quality care by combining CCDF Subsidy and Quality under one agency.
- Ensure the State Advisory Council (SAC) for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state Quality Rating and Improvement System (QRIS) to ensure program quality.



Flow of Federal Early Childhood Funds: Nevada

KEY: → Funding mandated for State Departments of Education → Funding provided directly to local organizations
→ Partnership with funding provided by state department or agency





#35 New Hampshire

NH Score: 31.5



Average score: 35



NH drew down 100% of federal child care funds

AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

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For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding.

The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for New Hampshire.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

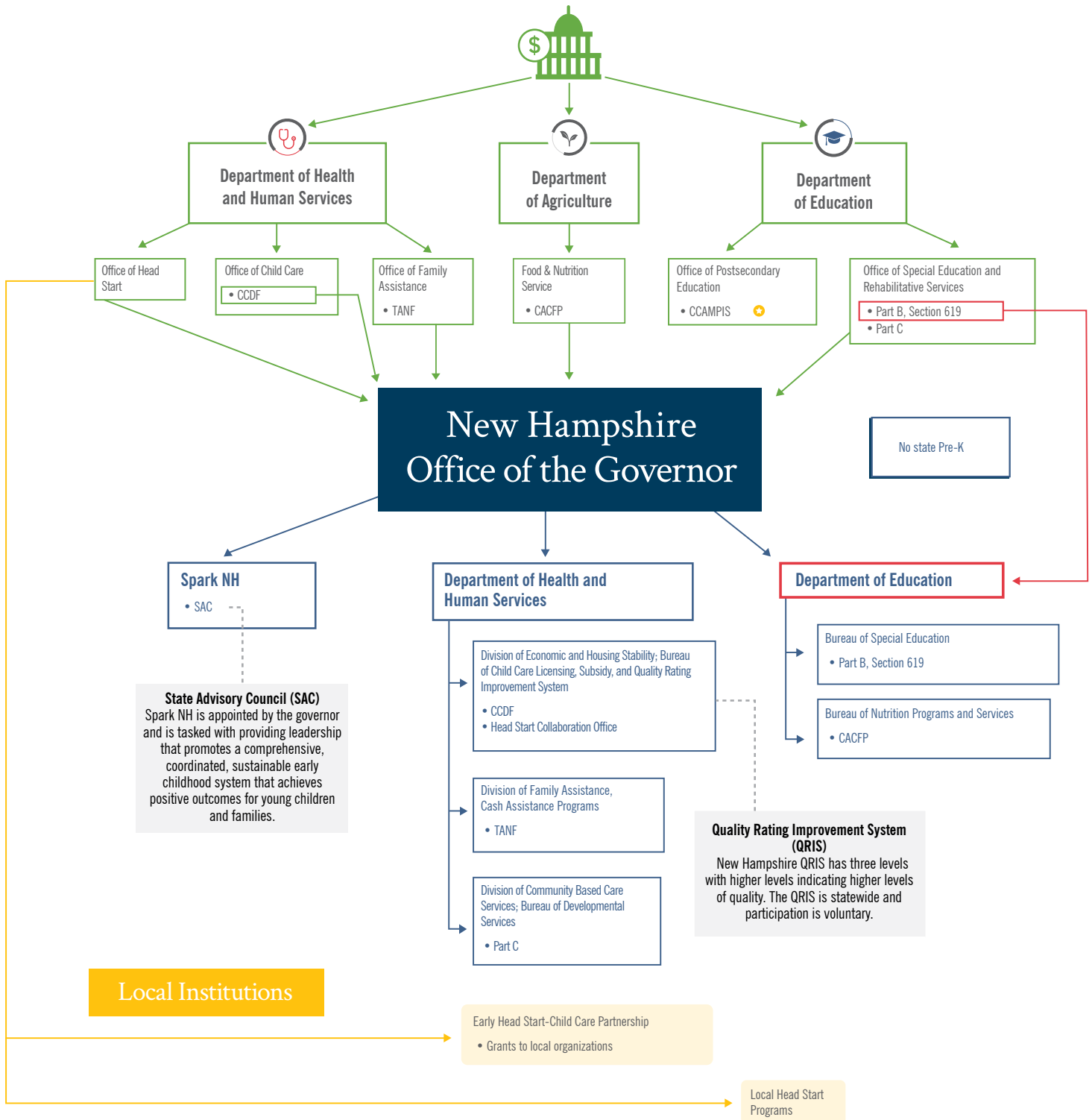
RECOMMENDATIONS FOR NEW HAMPSHIRE'S EARLY CARE AND EDUCATION SYSTEM

- Facilitate cross-agency communication to ensure seamless coordination and transition for IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds).
- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning the administration of the Child Care and Development Fund (CCDF) with the Child and Adult Care Food Program.
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state Quality Rating and Improvement System to ensure program quality.



Flow of Federal Early Childhood Funds: New Hampshire

KEY: → Funding mandated for State Departments of Education → Funding provided directly to local organizations
 * State does not receive funding





#41 New Jersey

NJ Score: 26.5



Average score: 35



NJ drew down 100% of federal child care funds

AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding.

The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for New Jersey.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

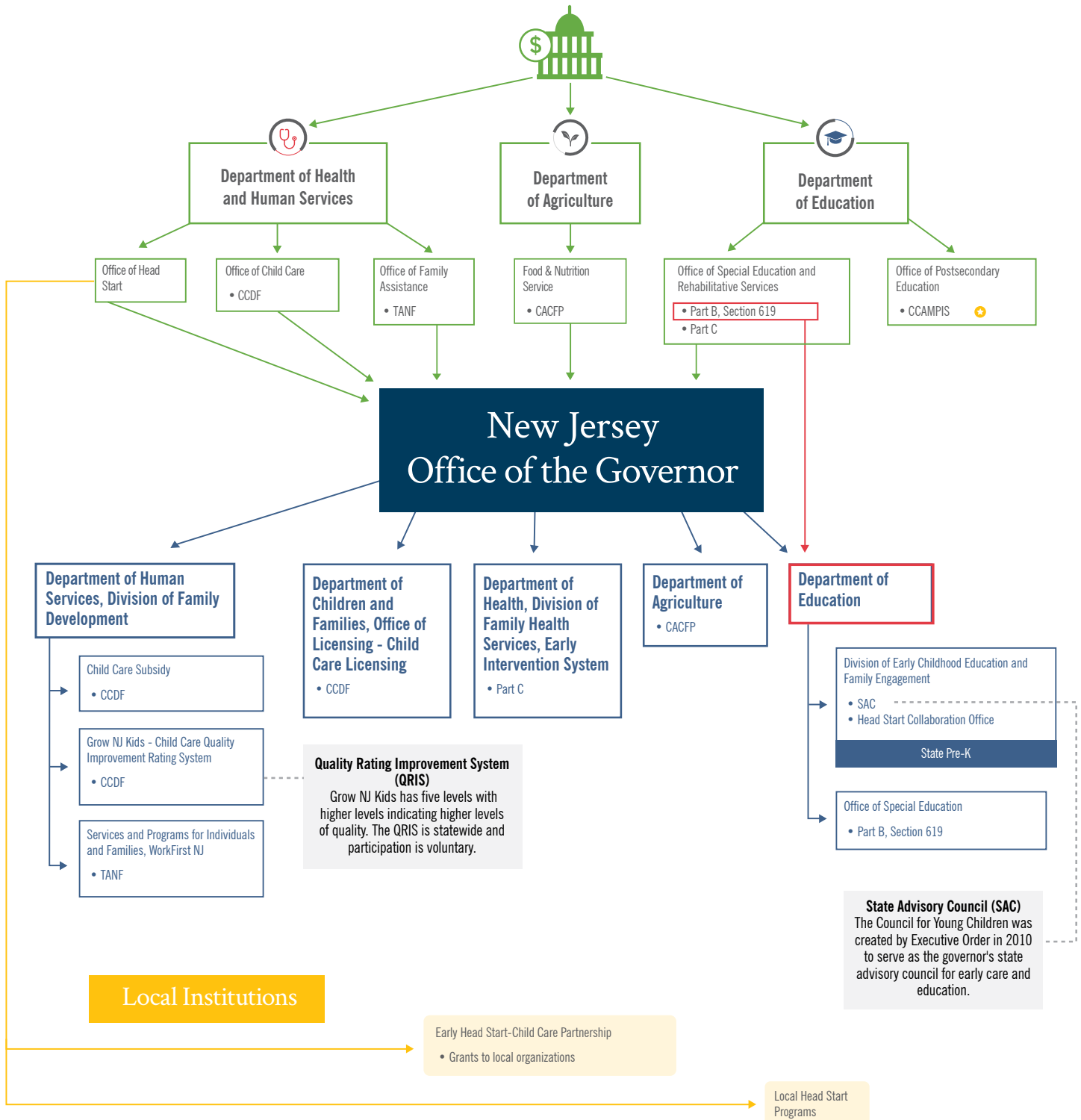
RECOMMENDATIONS FOR NEW JERSEY'S EARLY CARE AND EDUCATION SYSTEM

- Facilitate cross-agency communication to ensure seamless coordination and transition for IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds).
- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning Child Care and Development Fund (CCDF) with state Pre-K and Child and Adult Care Food Program (CACFP).
- Improve program alignment and efficiency by collocating CCDF with state Pre-K and Head Start Collaboration Office.
- Ensure the State Advisory Council (SAC) for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state Quality Rating and Improvement System (QRIS) to ensure program quality.



Flow of Federal Early Childhood Funds: New Jersey

KEY: → Funding mandated for State Departments of Education → Funding provided directly to local organizations
+ State does not receive funding





#3 New Mexico

NM Score: 54



Average score: 35



NM drew down 100% of federal child care funds

AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for New Mexico.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF NEW MEXICO'S EARLY CARE AND EDUCATION SYSTEM

- New Mexico administers the Child and Adult Care Food Program, the Child Care and Development Fund, and state Pre-K under one agency, which improves efficiency and cost-effectiveness of monitoring and oversight.
- New Mexico's Quality Rating Improvement System (QRIS) is mandatory for providers receiving subsidy, which ensures quality care for all children.

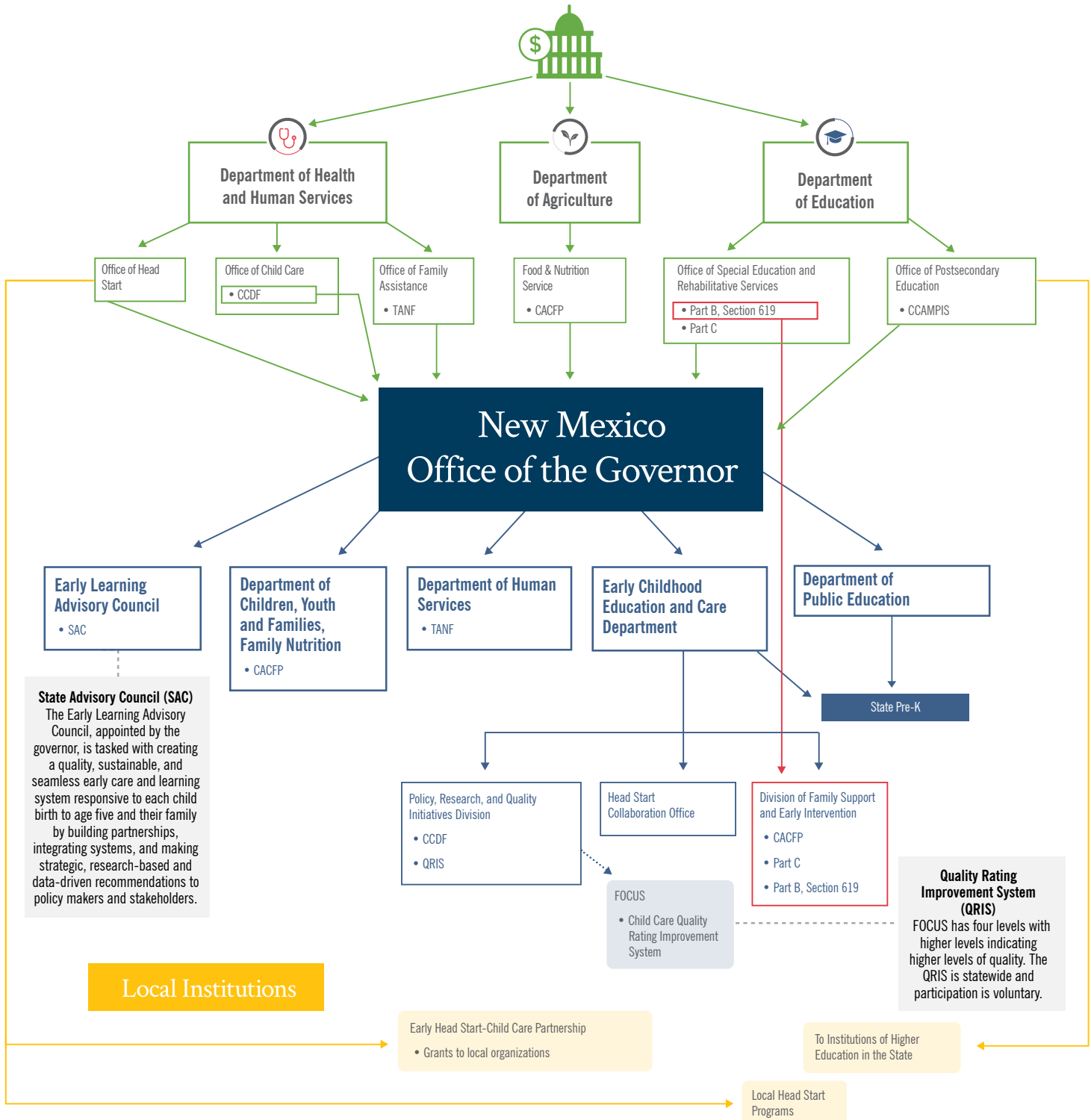
RECOMMENDATIONS FOR NEW MEXICO'S EARLY CARE AND EDUCATION SYSTEM

- Facilitate cross-agency communication to ensure seamless coordination and transition for Individual with Disabilities Education Act (IDEA) Part C and Part B, Section 619.
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs
- Include licensing as the entry level for state QRIS to ensure program quality.



Flow of Federal Early Childhood Funds: New Mexico

- KEY:**
- Funding mandated for State Departments of Education
 - Funding provided directly to local organizations
 - + State does not receive funding
 - Partnership with funding provided by state department or agency





AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for New York.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF NEW YORK'S EARLY CARE AND EDUCATION SYSTEM

- New York includes licensing as the entry level for its Quality Rating and Improvement System (QRIS), which ensures quality for all programs serving children.

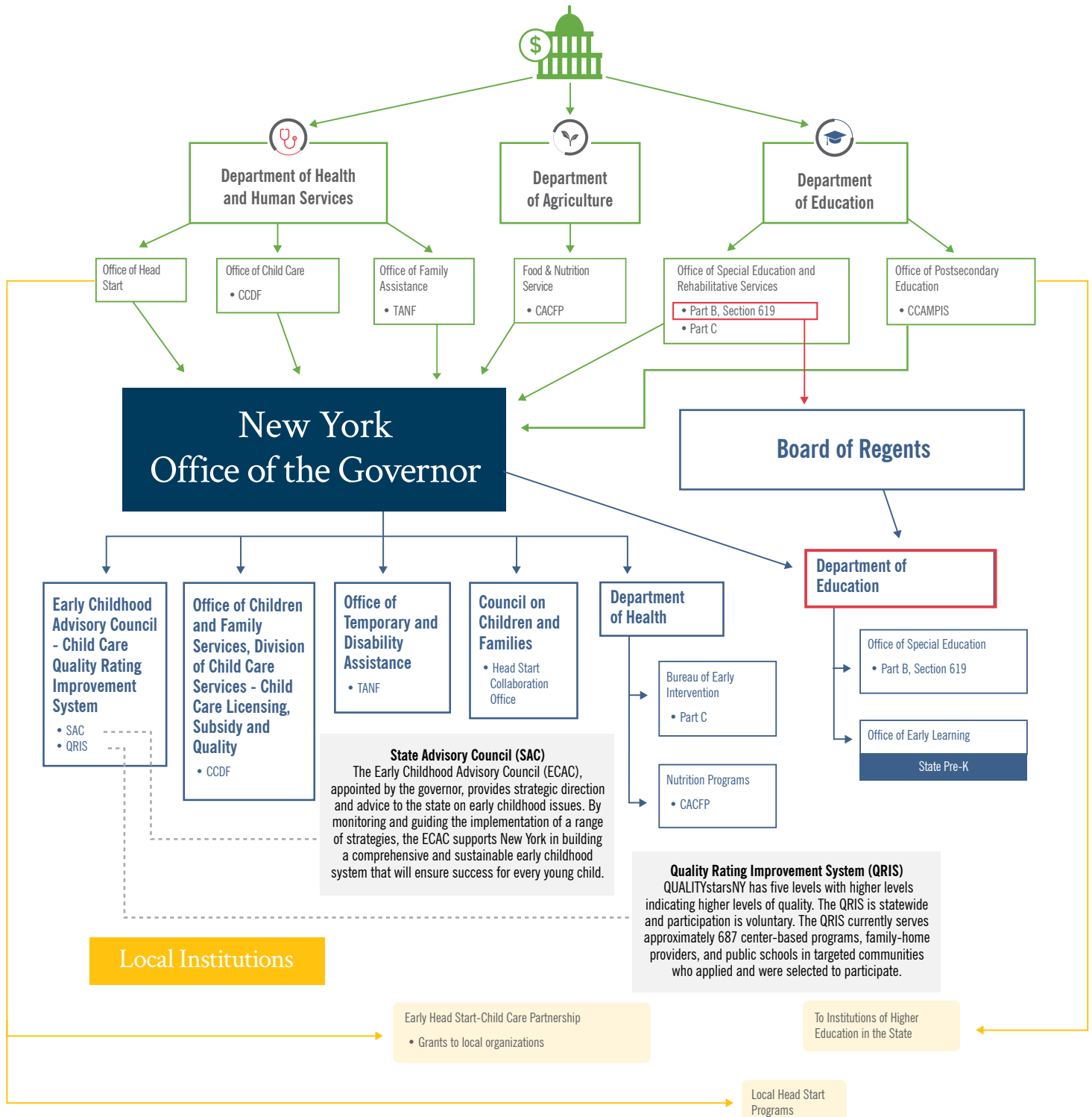
RECOMMENDATIONS FOR NEW YORK'S EARLY CARE AND EDUCATION SYSTEM

- Facilitate cross-agency communication to ensure seamless coordination and transition for IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds).
- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning the administration of the Child Care and Development Fund (CCDF) with state Pre-K and the Child and Adult Care Food Program.
- Improve program alignment and efficiency by collocating CCDF with state Pre-K and Head Start Collaboration Office.
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.



Flow of Federal Early Childhood Funds: New York

KEY: → Funding mandated for State Departments of Education → Funding provided directly to local organizations



AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for North Carolina.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF NORTH CAROLINA'S EARLY CARE AND EDUCATION SYSTEM

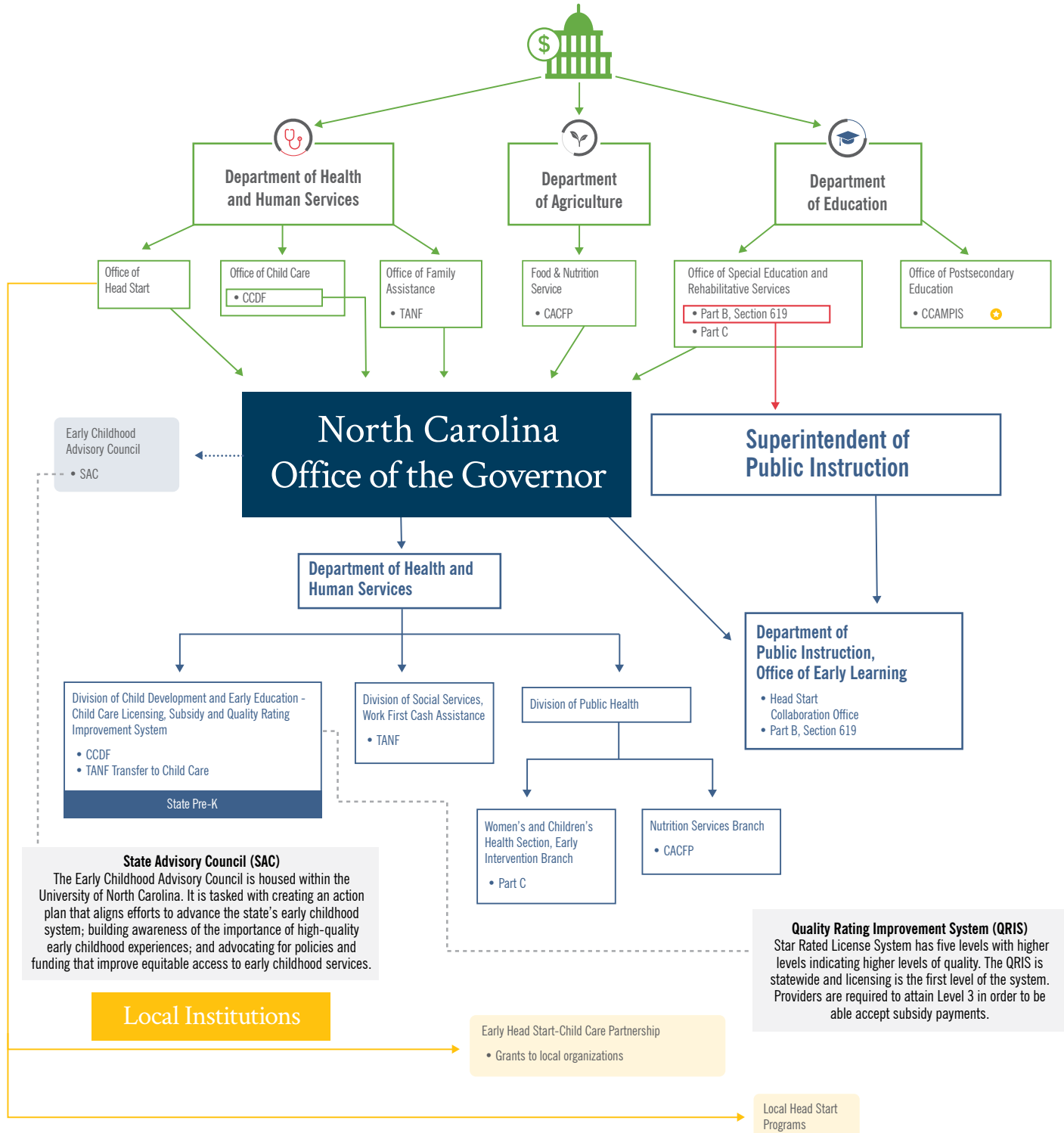
- North Carolina administers the Child and Adult Care Food Program, the Child Care and Development Fund (CCDF), and state Pre-K under one agency, which improves efficiency and cost-effectiveness of monitoring and oversight.
- North Carolina's Quality Rating and Improvement System (QRIS) is mandatory for providers receiving subsidy, which can ensure quality of care for all children.

RECOMMENDATIONS FOR NORTH CAROLINA'S EARLY CARE AND EDUCATION SYSTEM

- Increase efficiency by aligning Head Start Collaboration Office with CCDF and state Pre-K.
- Facilitate cross-agency communication to ensure seamless coordination and transition for IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds).
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state QRIS to ensure program quality.

Flow of Federal Early Childhood Funds: North Carolina

- KEY:**
- Funding mandated for State Departments of Education
 - Funding provided directly to local organizations
 - ⊕ State does not receive funding
 - ⇨ Partnership with funding provided by state department or agency





#24 North Dakota

ND Score: 39



Average score: 35



ND drew down 100% of federal child care funds

AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for North Dakota.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF NORTH DAKOTA'S EARLY CARE AND EDUCATION SYSTEM

- CACFP is administered through the same agency as Pre-K, which improves efficiency and cost-effectiveness of monitoring and oversight.
- Head Start Collaboration Office and Pre-K are co-located, which can improve alignment and coordination of programs.
- Pre-K is co-administered with CCDF, which can improve alignment and coordination of programs.

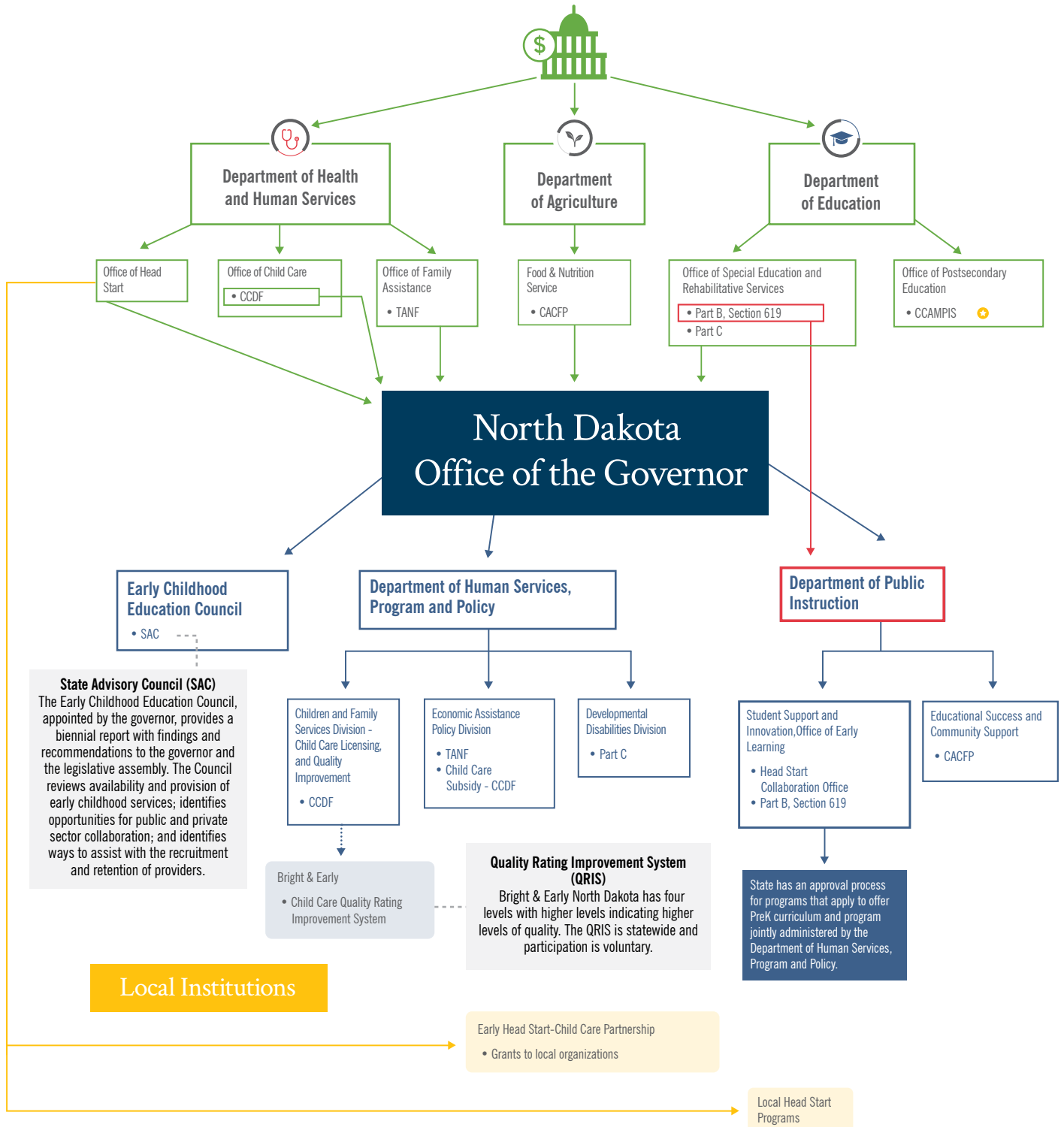
RECOMMENDATIONS FOR NORTH DAKOTA'S EARLY CARE AND EDUCATION SYSTEM

- Facilitate cross-agency communication to ensure seamless coordination and transition for IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds).
- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning the administration of the Child Care and Development Fund (CCDF) with the Child and Adult Care Food Program.
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state Quality Rating and Improvement System to ensure program quality.



Flow of Federal Early Childhood Funds: North Dakota

- KEY:**
- Funding mandated for State Departments of Education
 - Funding provided directly to local organizations
 - ⊕ State does not receive funding
 - ⇨ Partnership with funding provided by state department or agency





AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Ohio.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF OHIO'S EARLY CARE AND EDUCATION SYSTEM

- Ohio's Quality Rating and Improvement System (QRIS), beginning in 2020, will be mandatory for providers receiving subsidy, which ensures quality of care for all children.

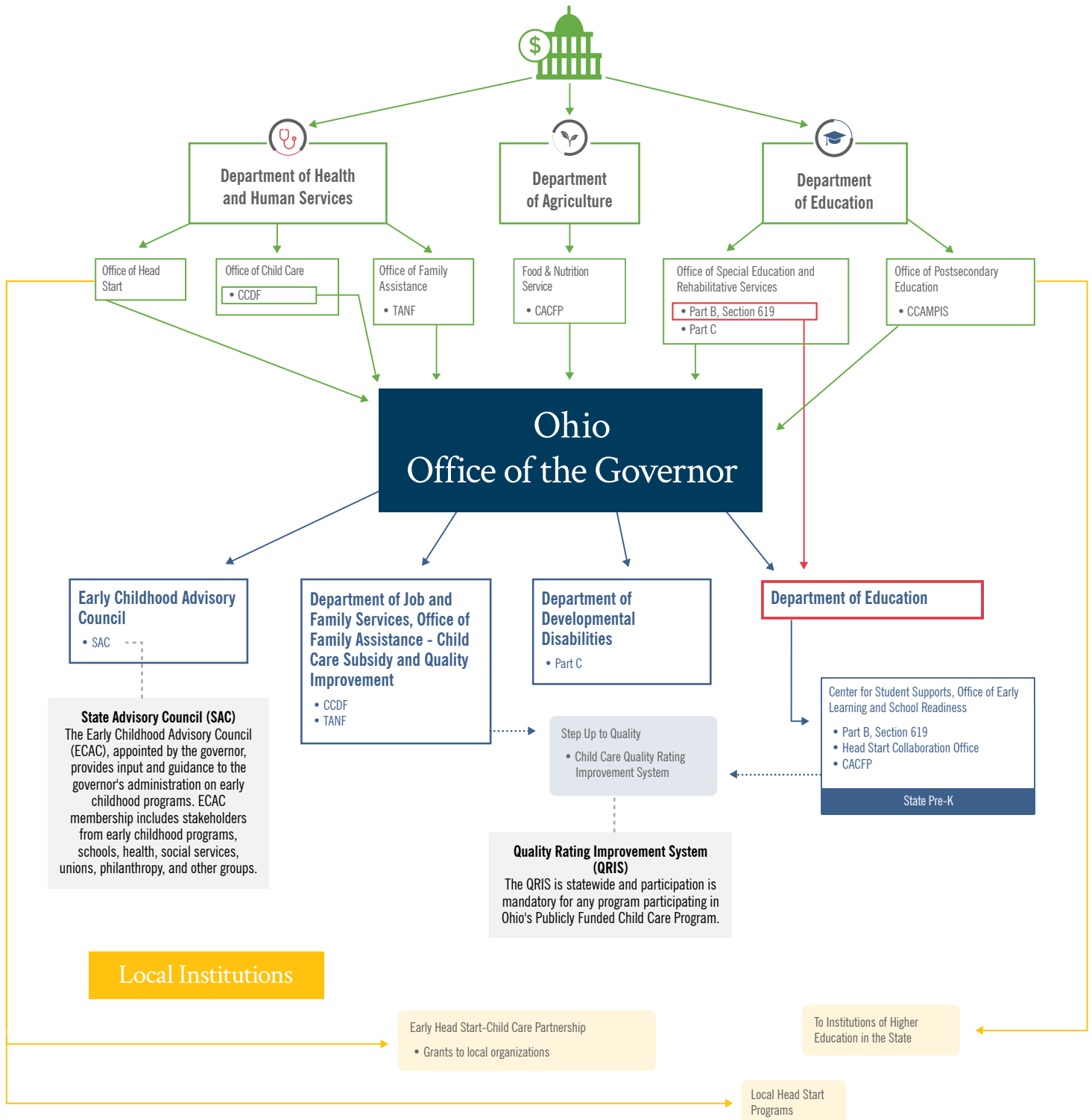
RECOMMENDATIONS FOR OHIO'S EARLY CARE AND EDUCATION SYSTEM

- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning the administration of the Child Care and Development Fund (CCDF) with state Pre-K and the Child and Adult Care Food Program.
- Improve program alignment and efficiency by collocating CCDF with state Pre-K and Head Start Collaboration Office.
- Facilitate cross-agency communication to ensure seamless coordination and transition for IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds).
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.



Flow of Federal Early Childhood Funds: Ohio

- KEY:**
- Funding mandated for State Departments of Education
 - Funding provided directly to local organizations
 - ⊛ State does not receive funding
 - Partnership with funding provided by state department or agency





#20 Oklahoma

OK Score: 42.5



Average score: 35



OK drew down 100% of federal child care funds

AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Oklahoma.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF OKLAHOMA'S EARLY CARE AND EDUCATION SYSTEM

- IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds) are administered within the same agency, which can support a smooth transition for parents.
- Oklahoma's Quality Rating and Improvement System (QRIS) is mandatory for providers receiving subsidy, which ensures quality of care for all children.

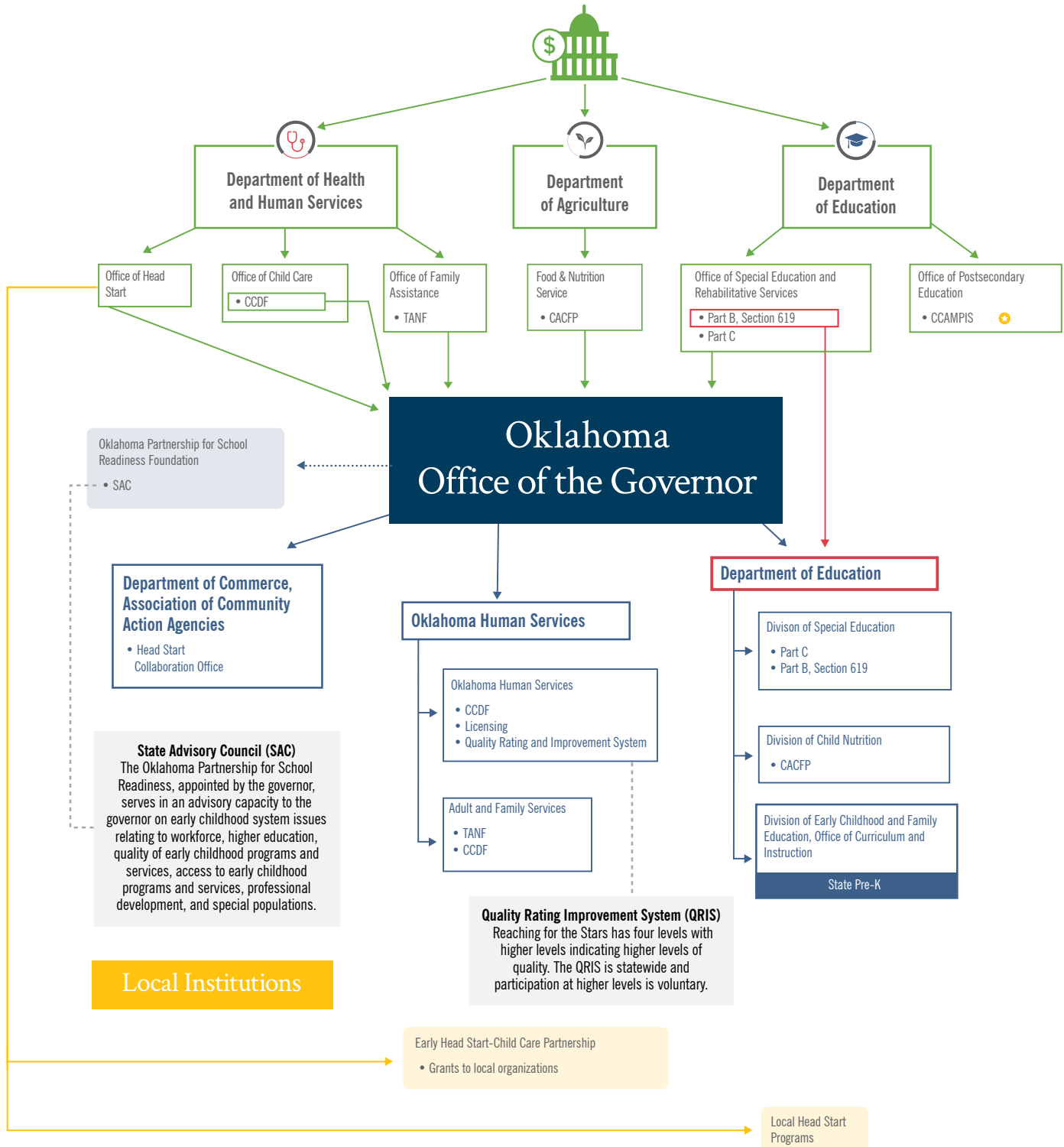
RECOMMENDATIONS FOR OKLAHOMA'S EARLY CARE AND EDUCATION SYSTEM

- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning the administration of the Child Care and Development Fund (CCDF) with state Pre-K and the Child and Adult Care Food Program.
- Improve program alignment and efficiency by colocating CCDF with state Pre-K and the Head Start Collaboration Office.
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state QRIS to ensure program quality.



Flow of Federal Early Childhood Funds: Oklahoma

- KEY:**
- ➔ Funding mandated for State Departments of Education
 - ➔ Funding provided directly to local organizations
 - ⊕ State does not receive funding
 - ⋯➔ Partnership with funding provided by state department or agency





#15 Oregon

OR Score: 44



Average score: 35



OR drew down 100% of federal child care funds

AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Oregon.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF OREGON'S EARLY CARE AND EDUCATION SYSTEM

- Oregon manages six programs serving children--Child Care and Development Fund (CCDF); Head Start Collaboration Office; state Pre-K; IDEA Part C; IDEA Part B, Section 619; Child and Adult Care Food Program (CACFP)--under one agency, which improves efficiency and allows for better alignment of eligibility and monitoring requirements and quality improvement activities.
- IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5-year olds) are administered within the same agency, which can support a smooth transition for parents.
- CACFP is administered through the same agency as state Pre-K and CCDF, which improves efficiency and cost-effectiveness of monitoring and oversight.

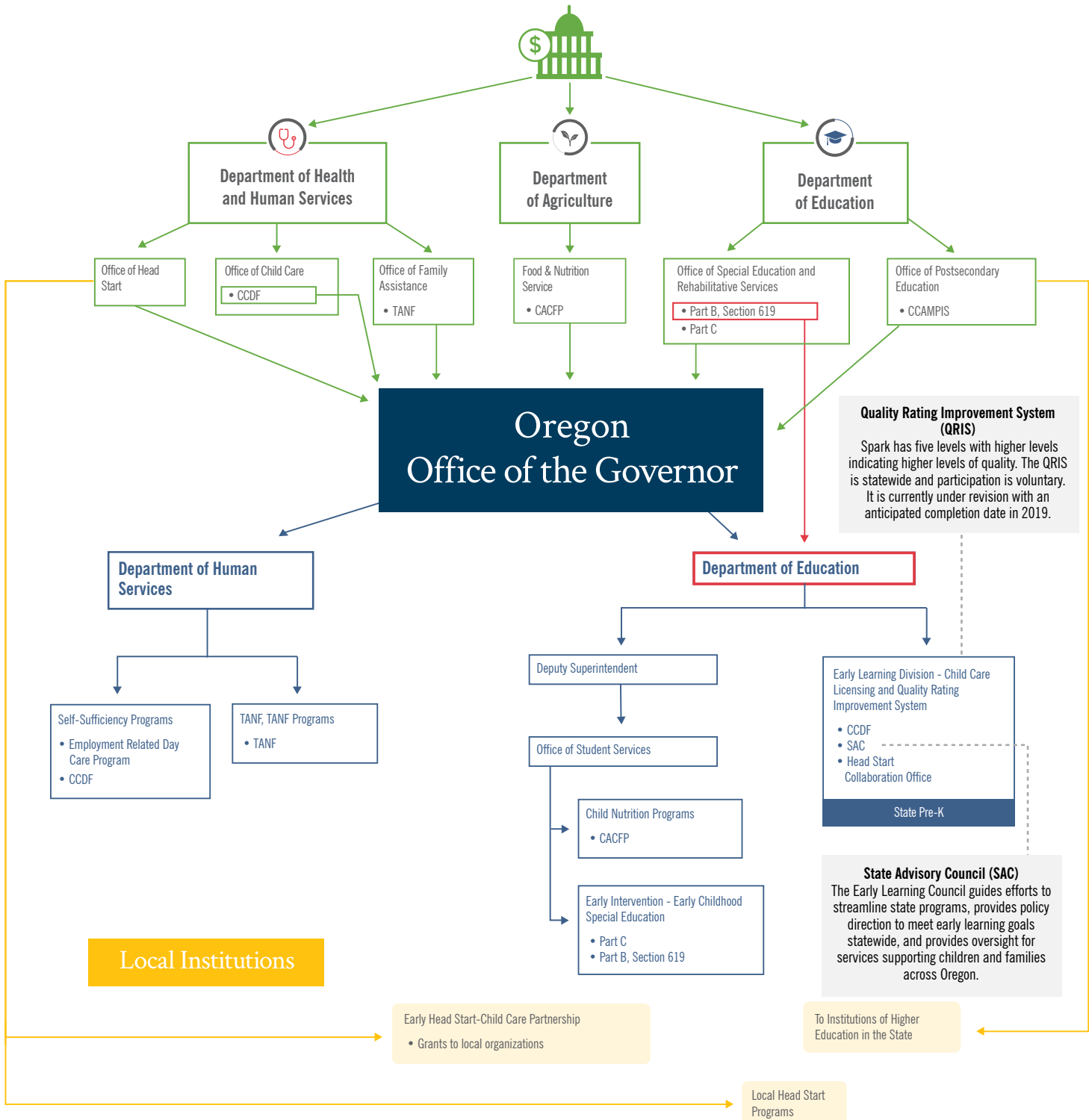
RECOMMENDATIONS FOR OREGON'S EARLY CARE AND EDUCATION SYSTEM

- Ensure children receiving CCDF subsidies receive quality care by combining CCDF Subsidy and Quality under one agency.
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state Quality rating and Improvement System to ensure program quality.



Flow of Federal Early Childhood Funds: Oregon

KEY: → Funding mandated for State Departments of Education → Funding provided directly to local organizations
+ State does not receive funding





AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Pennsylvania.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF PENNSYLVANIA'S EARLY CARE AND EDUCATION SYSTEM

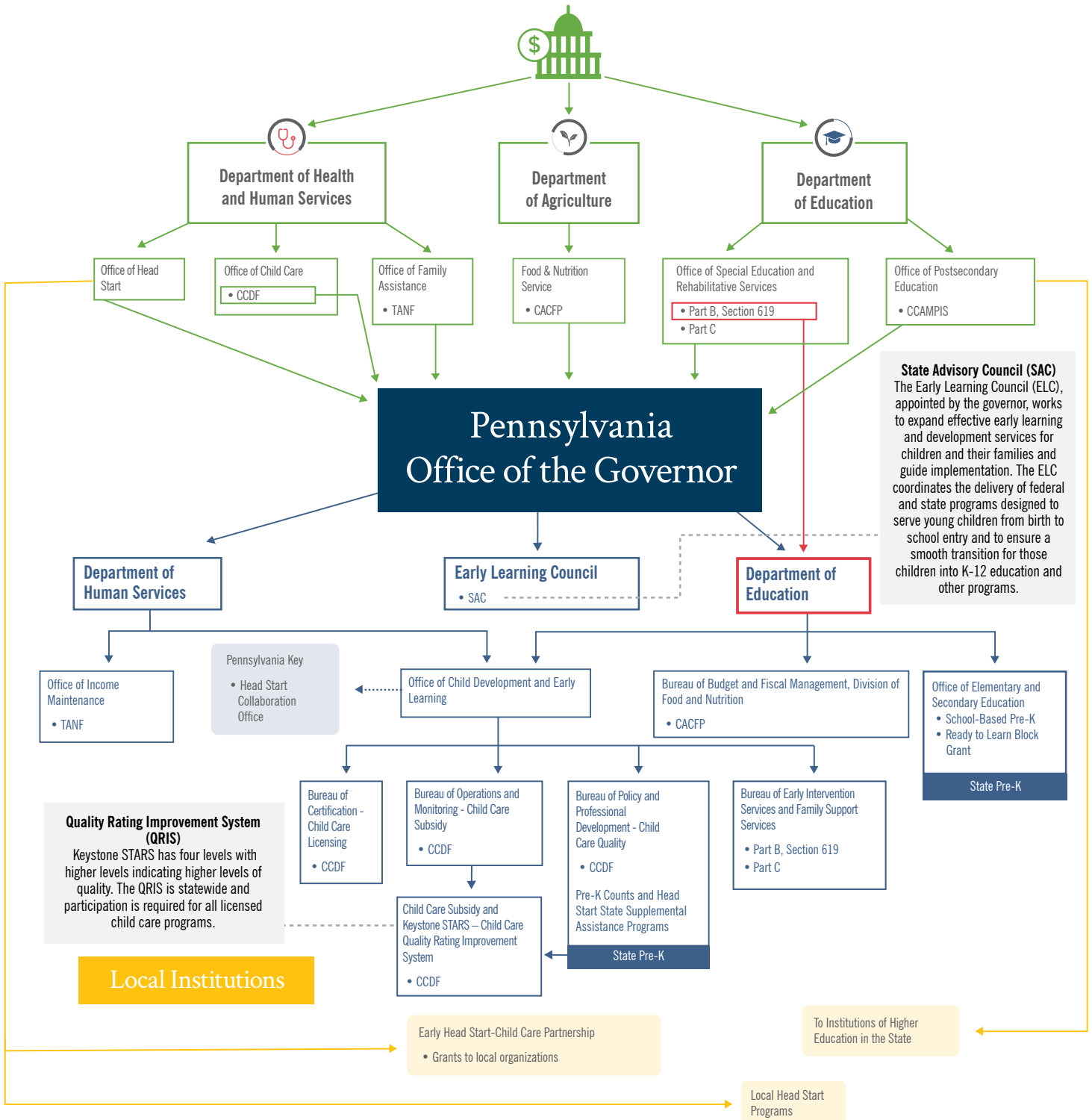
- In Pennsylvania, all programs serving children—Child Care and Development Fund (CCDF); Head Start Collaboration Office; state Pre-K; Child and Adult Care Food Program (CACFP); IDEA Part C; IDEA Part B, Section 619—are co-led by two agencies, which improves efficiency and allows for better alignment of eligibility and monitoring requirements and quality improvement activities.
- IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds) are administered within the same agency, which can support a smooth transition for parents.
- Pennsylvania was awarded an Early Head Start - Child Care Partnership grant, which integrates Early Head Start services and resources into child care settings, aligns child care standards with Early Head Start Performance Standards, and creates opportunities for improving outcomes for children and families.
- Pennsylvania includes licensing as the entry level for its Quality Rating and Improvement System (QRIS), which ensures quality for all programs serving children.

RECOMMENDATIONS FOR PENNSYLVANIA'S EARLY CARE AND EDUCATION SYSTEM

- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.

Flow of Federal Early Childhood Funds: Pennsylvania

- KEY:**
- Funding mandated for State Departments of Education
 - Funding provided directly to local organizations
 - + State does not receive funding
 - Partnership with funding provided by state department or agency





#26 Rhode Island

RI Score: 37



Average score: 35



RI drew down 100% of federal child care funds

AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

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For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Rhode Island.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF RHODE ISLAND'S EARLY CARE AND EDUCATION SYSTEM

- Rhode Island's Quality Rating and Improvement System (QRIS) is mandatory for providers receiving subsidy, which ensures quality of care for all children.

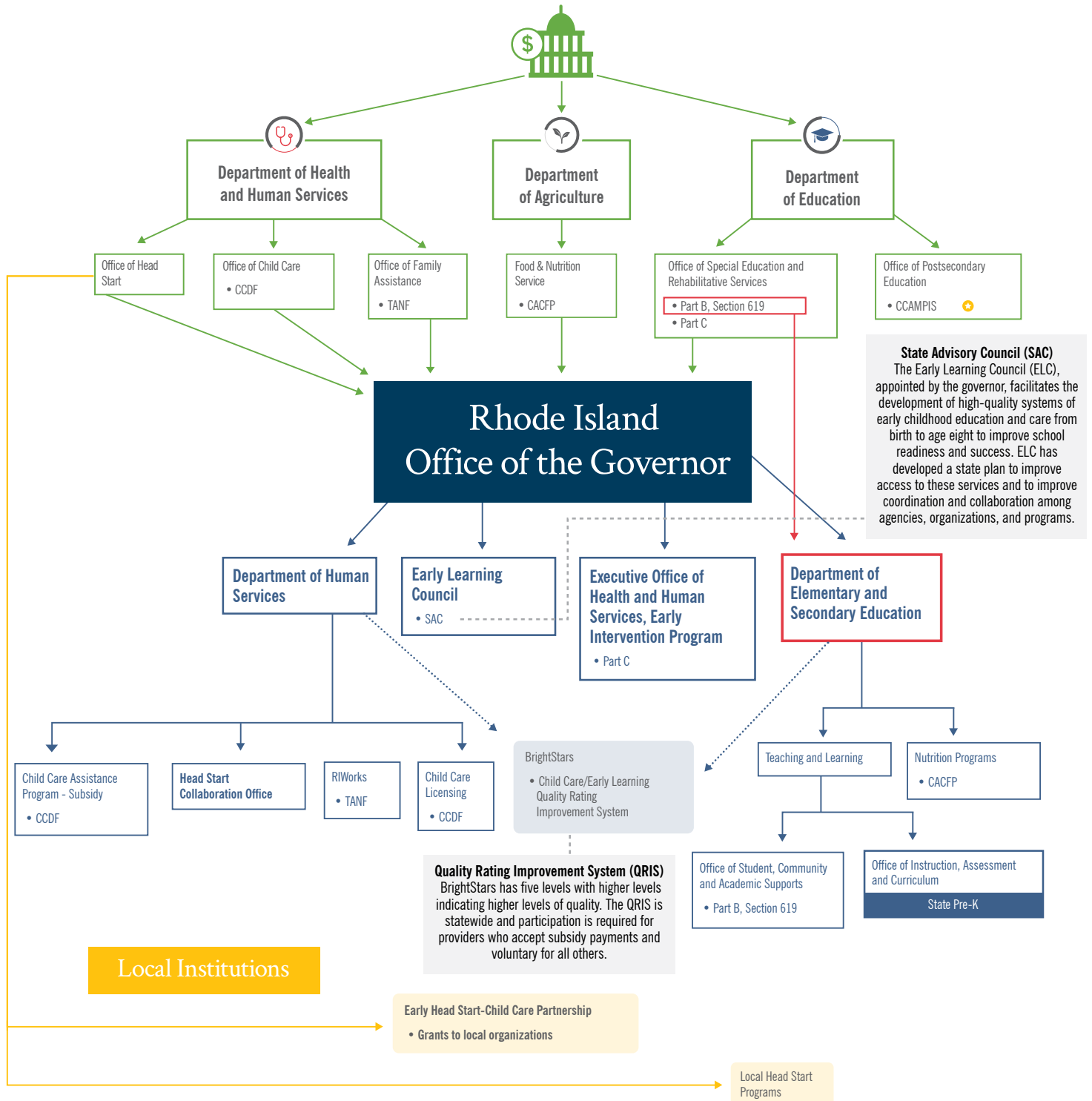
RECOMMENDATIONS FOR RHODE ISLAND'S EARLY CARE AND EDUCATION SYSTEM

- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning the administration of the Child Care and Development Fund (CCDF) with state Pre-K and the Child and Adult Care Food Program.
- Facilitate cross-agency communication to ensure seamless coordination and transition for IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds).
- Improve program alignment and efficiency by colocating CCDF with state Pre-K and the Head Start Collaboration Office.
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state QRIS to ensure program quality.



Flow of Federal Early Childhood Funds: Rhode Island

- KEY:**
- Funding mandated for State Departments of Education
 - State does not receive funding
 - Funding provided directly to local organizations
 - Partnership with funding provided by state department or agency





#26 South Carolina

SC Score: 37



Average score: 35



SC drew down 100% of federal child care funds

AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for South Carolina.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF SOUTH CAROLINA'S EARLY CARE AND EDUCATION SYSTEM

- South Carolina's Quality Rating and Improvement System (QRIS) is mandatory for providers receiving subsidy, which ensures quality of care for all children.

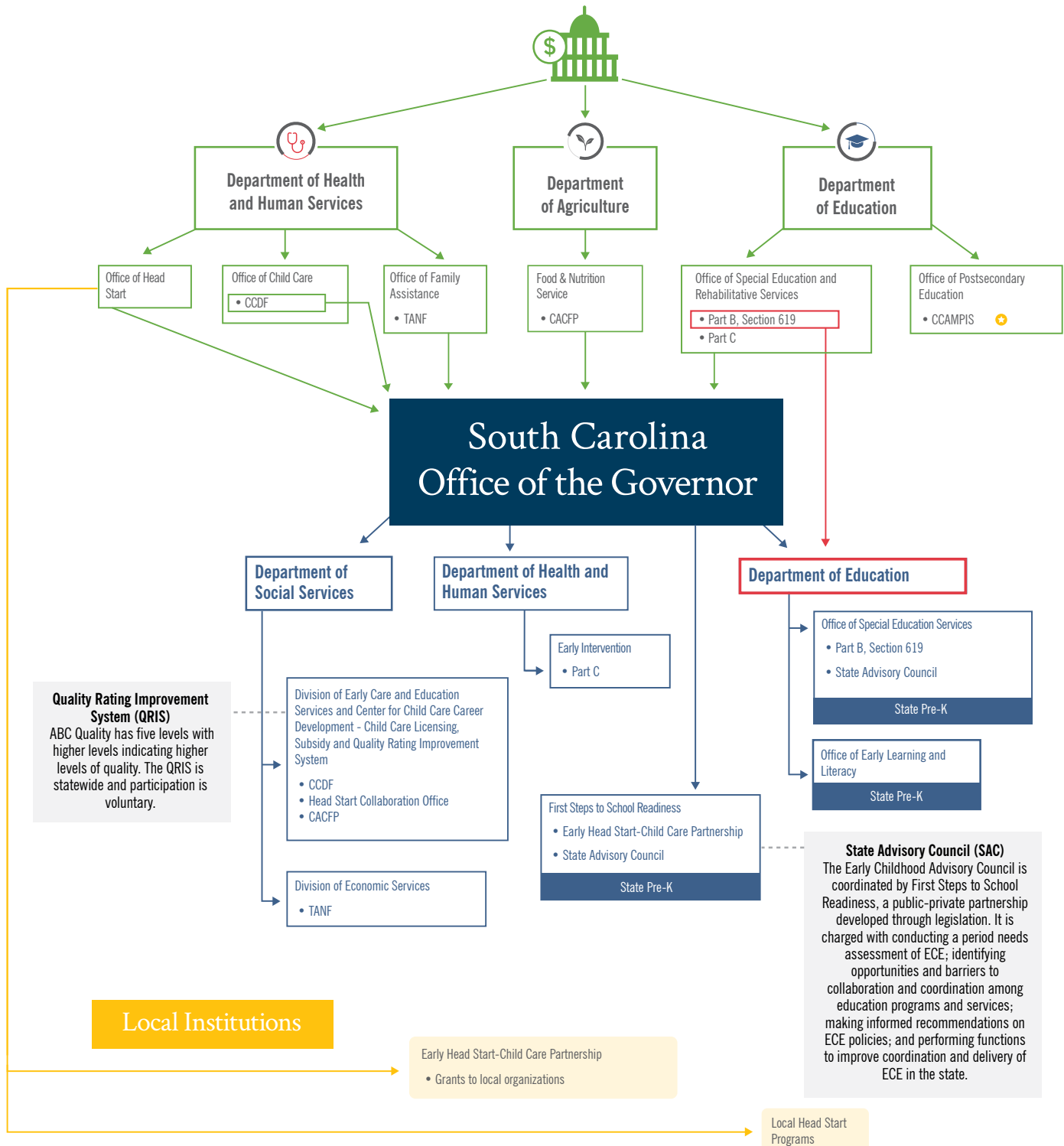
RECOMMENDATIONS FOR SOUTH CAROLINA'S EARLY CARE AND EDUCATION SYSTEM

- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning the administration of the Child Care and Development Fund (CCDF) with state Pre-K and the Child and Adult Care Food Program.
- Improve program alignment and efficiency by colocating CCDF with state Pre-K and the Head Start Collaboration Office.
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state QRIS to ensure program quality.



Flow of Federal Early Childhood Funds: South Carolina

KEY: → Funding mandated for State Departments of Education → Funding provided directly to local organizations
 * State does not receive funding





#48 South Dakota

SD Score: 15



Average score: 35



SD drew down 100% of federal child care funds

AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for South Dakota.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF SOUTH DAKOTA'S EARLY CARE AND EDUCATION SYSTEM

- IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds) are administered within the same agency, which can support a smooth transition for parents.

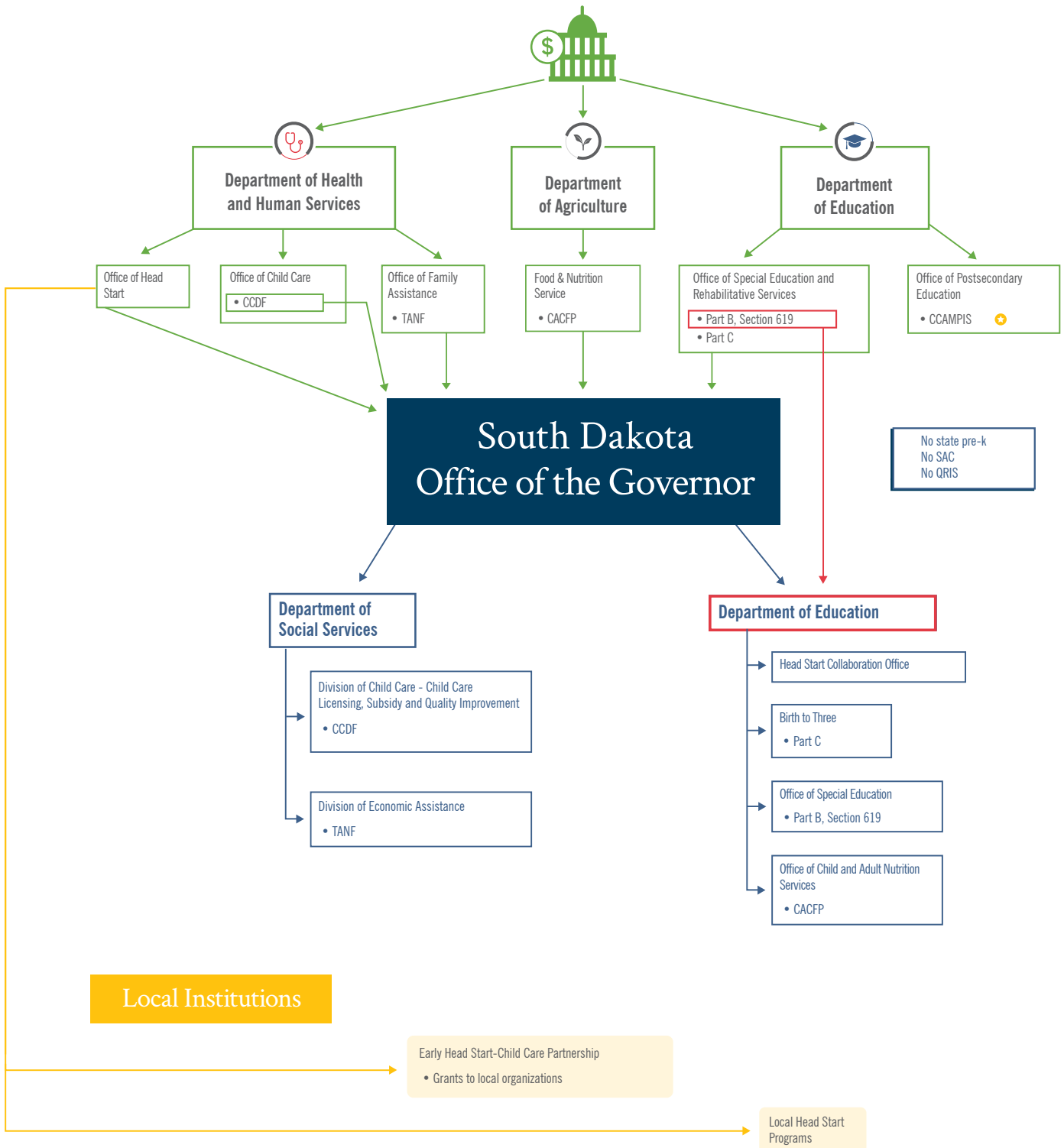
RECOMMENDATIONS FOR SOUTH DAKOTA'S EARLY CARE AND EDUCATION SYSTEM

- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning administration of the Child Care and Development Fund (CCDF) with the Child and Adult Care Food Program.
- Improve program alignment and efficiency by collocating CCDF with the Head Start Collaboration Office.
- Provide support for the establishment of a new State Advisory Council (SAC) for Early Education and Care, as mandated by the Improving Head Start for School Readiness Act of 2007, and ensure the SAC is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.



Flow of Federal Early Childhood Funds: South Dakota

- KEY:**
- Funding mandated for State Departments of Education
 - Funding provided directly to local organizations
 - ⊕ State does not receive funding
 - ⋯ Partnership with funding provided by state department or agency





AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding.

The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Tennessee.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

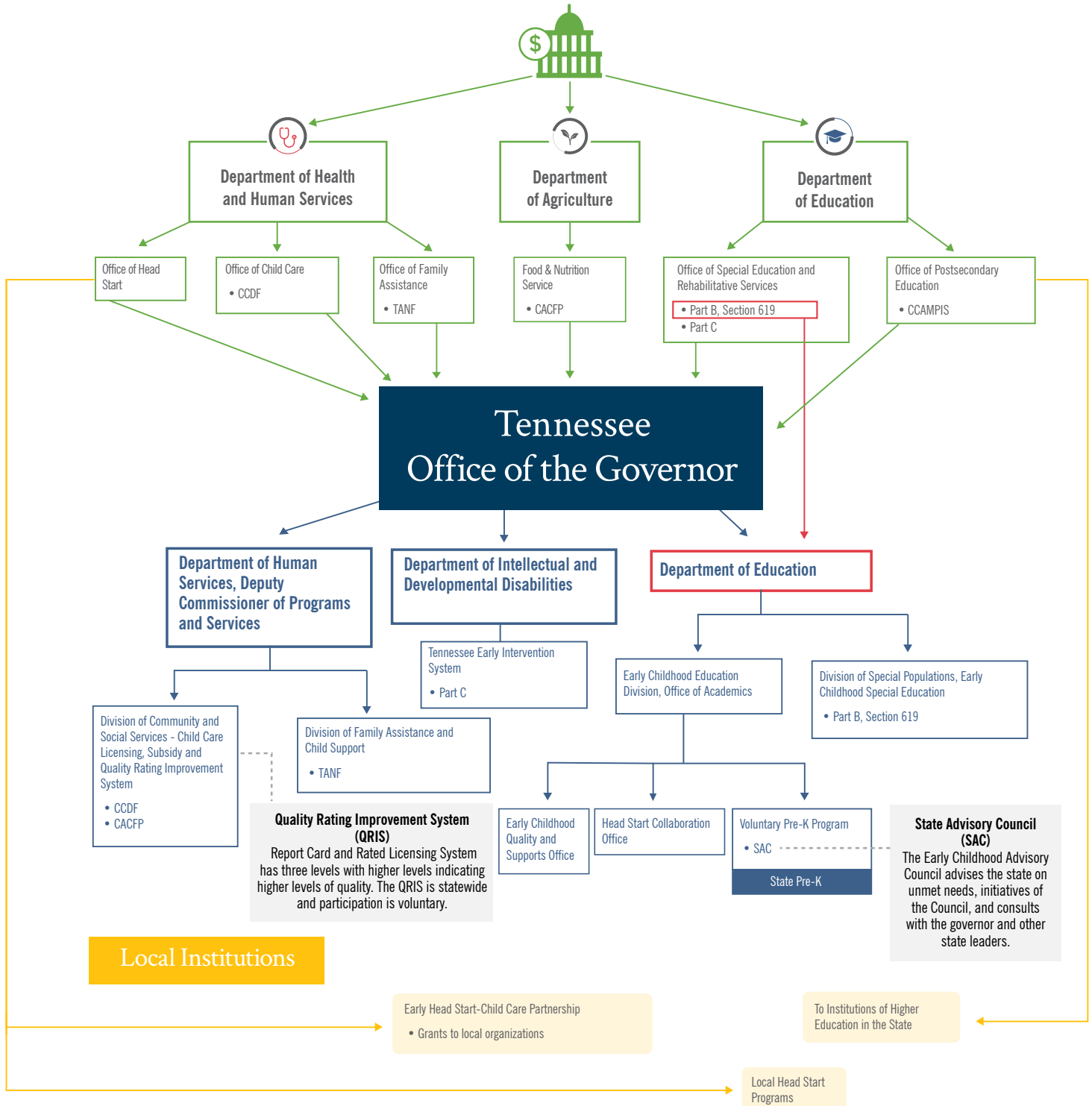
RECOMMENDATIONS FOR TENNESSEE'S EARLY CARE AND EDUCATION SYSTEM

- Facilitate cross-agency communication to ensure seamless coordination and transition for IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds).
- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning the administration of the Child Care and Development Fund (CCDF) with state Pre-K and the Child and Adult Care Food Program.
- Improve program alignment and efficiency by collocating CCDF with state Pre-K and the Head Start Collaboration Office.
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state Quality Rating and Improvement System to ensure program quality.



Flow of Federal Early Childhood Funds: Tennessee

KEY: → Funding mandated for State Departments of Education → Funding provided directly to local organizations
 * State does not receive funding





AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Texas.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF TEXAS' EARLY CARE AND EDUCATION SYSTEM

- Texas established of a new State Advisory Council (SAC) for Early Education and Care, as mandated by the Improving Head Start for School Readiness Act of 2007.

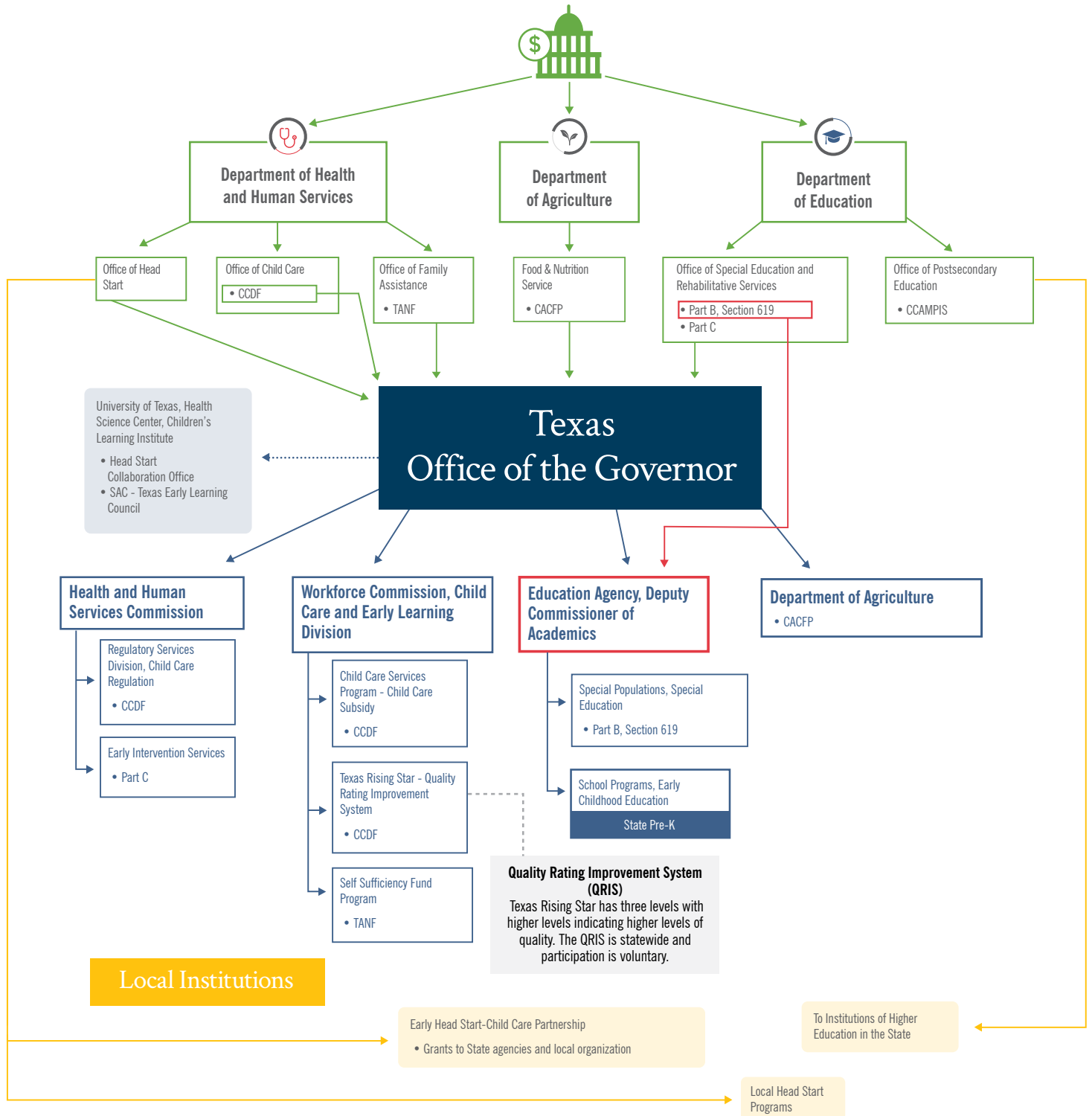
RECOMMENDATIONS FOR TEXAS' EARLY CARE AND EDUCATION SYSTEM

- Facilitate cross-agency communication to ensure seamless coordination and transition for IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds).
- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning the administration of the Child Care and Development Fund (CCDF) with state Pre-K and the Child and Adult Care Food Program.
- Improve program alignment and efficiency by collocating CCDF with state Pre-K and Head Start Collaboration Office.
- Ensure the SAC is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state Quality Rating and Improvement System to ensure program quality.



Flow of Federal Early Childhood Funds: Texas

- KEY:**
- Funding mandated for State Departments of Education
 - Funding provided directly to local organizations
 - + State does not receive funding
 - Partnership with funding provided by state department or agency



AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VA	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

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As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

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For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Utah.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF UTAH'S EARLY CARE AND EDUCATION SYSTEM

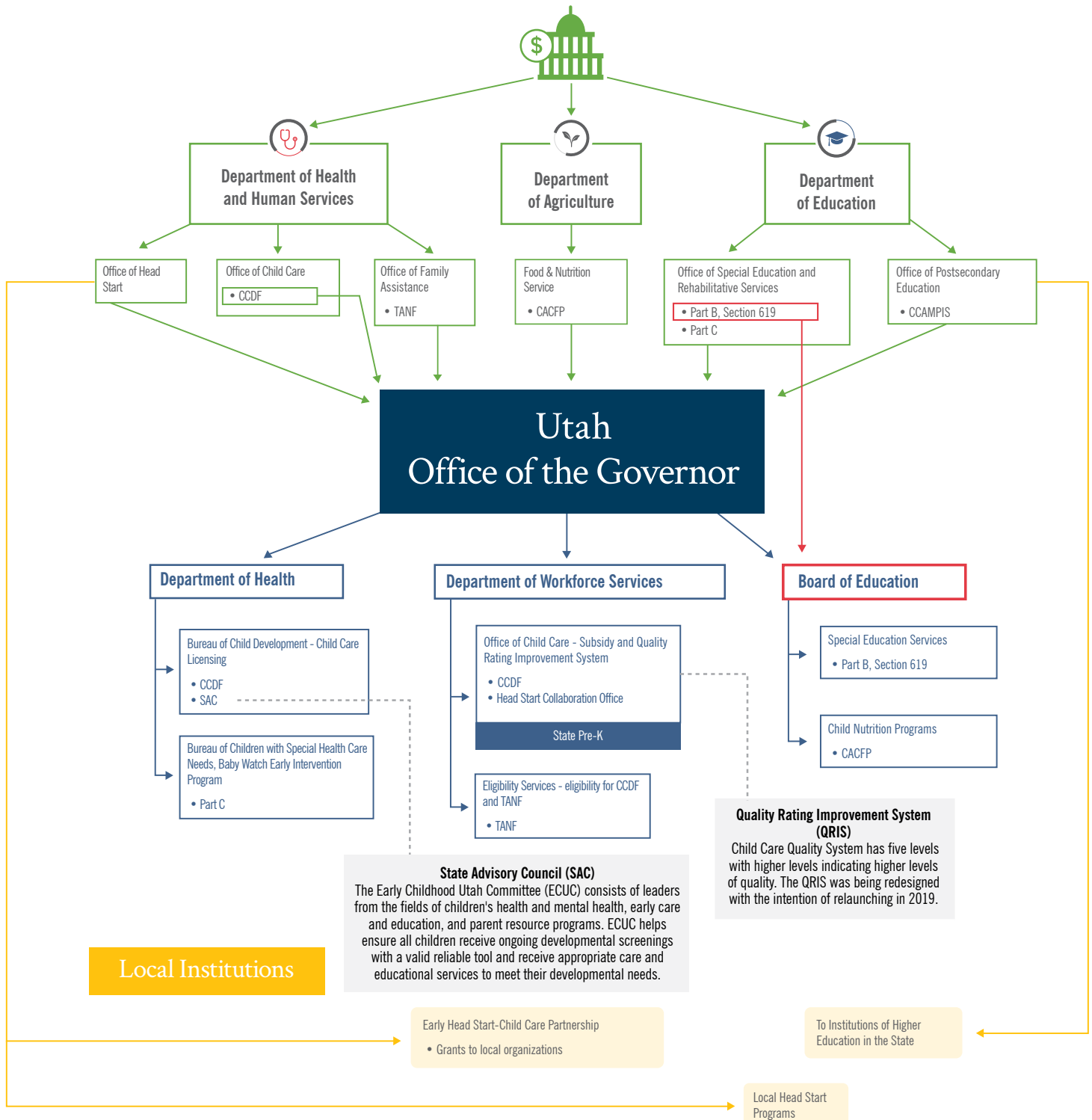
- Utah includes licensing as the entry level for its Quality Rating and Improvement System (QRIS), which ensures quality for all programs serving children.
- CCDF, Pre-K, and Head Start Collaboration Office are co-located which may improve program alignment and efficiency.

RECOMMENDATIONS FOR UTAH'S EARLY CARE AND EDUCATION SYSTEM

- Reduce duplication of efforts by administering Child Care and Development Fund (CCDF) Licensing with CCDF Subsidy and Quality.
- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning CCDF with state Pre-K and Child and Adult Care Food Program (CACFP).
- Facilitate cross-agency communication to ensure seamless coordination and transition for IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds).
- Ensure the State Advisory Council (SAC) for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.

Flow of Federal Early Childhood Funds: Utah

KEY: → Funding mandated for State Departments of Education → Funding provided directly to local organizations
 * State does not receive funding



AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Vermont.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF VERMONT'S EARLY CARE AND EDUCATION SYSTEM

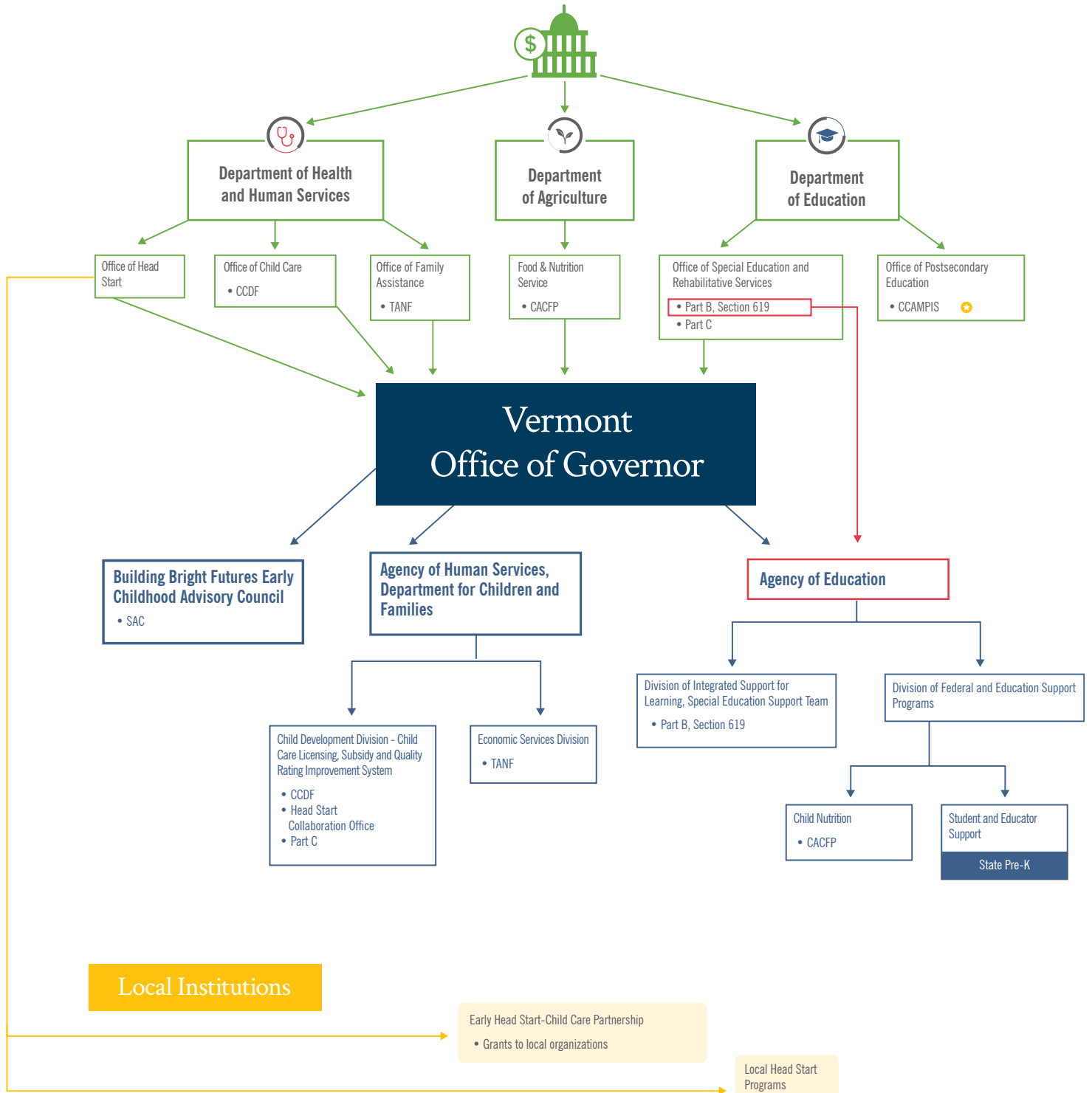
- Vermont includes licensing as the entry level for its Quality Rating and Improvement System (QRIS), which ensures quality for all programs serving children.

RECOMMENDATIONS FOR VERMONT'S EARLY CARE AND EDUCATION SYSTEM

- Facilitate cross-agency communication to ensure seamless coordination and transition for IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds).
- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning the administration of the Child Care and Development Fund (CCDF) with state Pre-K and the Child and Adult Care Food Program.
- Improve program alignment and efficiency by colocating CCDF and Head Start Collaboration Office with state Pre-K.
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.

Flow of Federal Early Childhood Funds: Vermont

KEY: → Funding mandated for State Departments of Education → Funding provided directly to local organizations
* State does not receive funding





AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Virginia.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF VIRGINIA'S EARLY CARE AND EDUCATION SYSTEM

- Virginia manages four programs serving children -- Child Care and Development Fund (CCDF), the Head Start Collaboration Office, state Pre-K, and IDEA Part B, Section 619 -- under one agency, which improves efficiency and allows for better alignment of eligibility and monitoring requirements and quality improvement activities.
- Virginia's Quality Rating and Improvement System (QRIS) is mandatory for licensed providers receiving subsidy, which ensures quality of care of subsidized children.

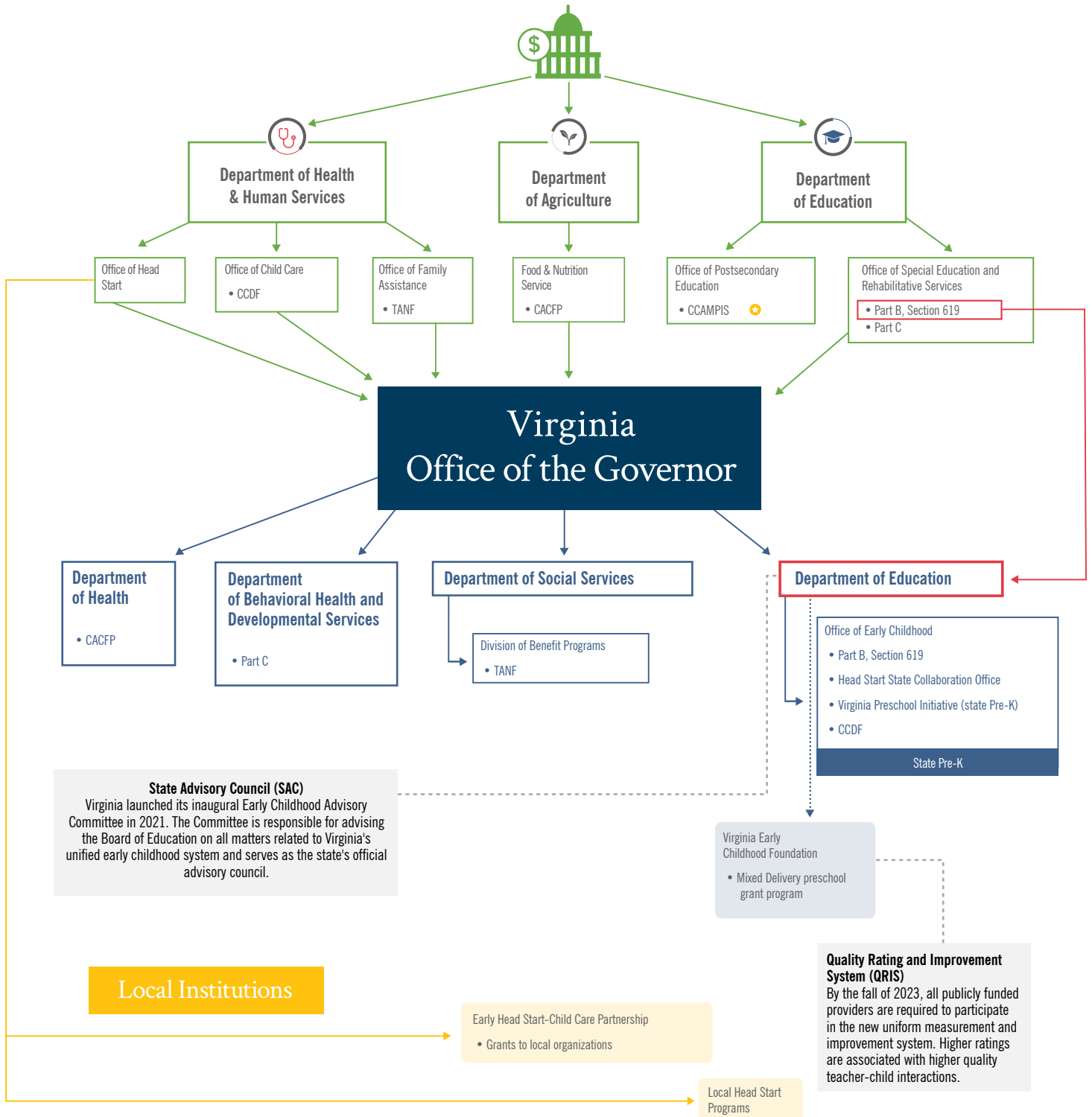
RECOMMENDATIONS FOR VIRGINIA'S EARLY CARE AND EDUCATION SYSTEM

- Facilitate cross-agency communication to ensure seamless coordination and transition for IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds).
- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning the administration of the Child Care and Development Fund (CCDF) and state Pre-K with the Child and Adult Care Food Program.
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.



Flow of Federal Early Childhood Funds: Virginia

- KEY:**
- Funding mandated for State Departments of Education
 - Funding provided directly to local organizations
 - ⊕ State does not receive funding
 - ⋯→ Partnership with funding provided by state department or agency





#6 Washington

WA Score: 50



Average score: 35



WA drew down 100% of federal child care funds

AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding.

The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Washington.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF WASHINGTON'S EARLY CARE AND EDUCATION SYSTEM

- Washington includes licensing as the entry level for its Quality Rating and Improvement System (QRIS), which ensures quality for all programs serving children.

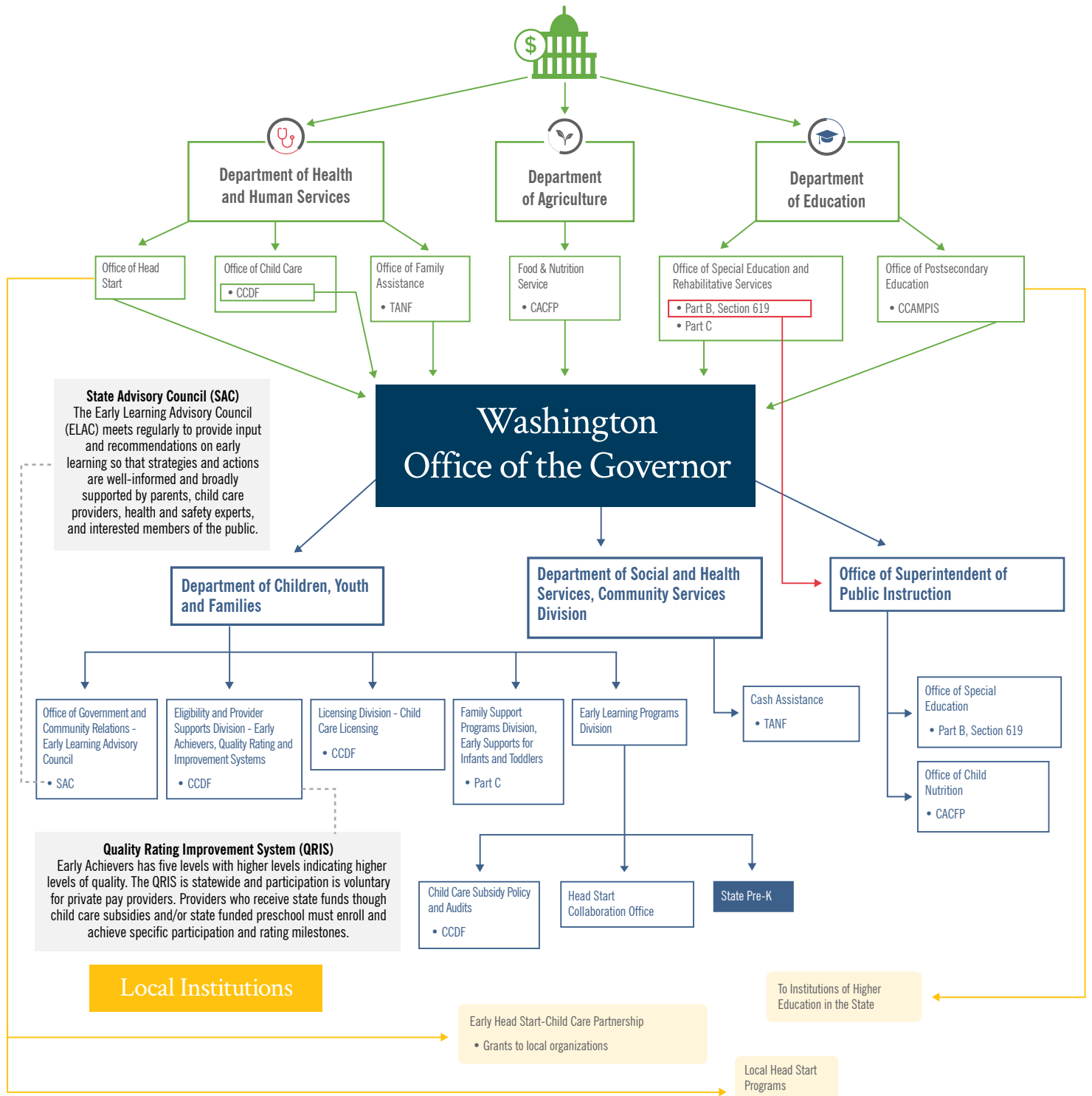
RECOMMENDATIONS FOR WASHINGTON'S EARLY CARE AND EDUCATION SYSTEM

- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning Child Care and Development Fund with state Pre-K and Child and Adult Care Food Program.
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.



Flow of Federal Early Childhood Funds: Washington

KEY: → Funding mandated for State Departments of Education → Funding provided directly to local organizations
★ State does not receive funding





#1 Washington, DC

DC Score: 57



Average score: 35



DC drew down 100% of federal child care funds

AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Washington, DC.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF WASHINGTON, DC'S EARLY CARE AND EDUCATION SYSTEM

- Washington, DC administers six programs serving children—CCDF, Head Start Collaboration Office, state pre-k, IDEA Part C and Part B (Section 619), and CACFP—under one agency, which improves efficiency and allows for better alignment of eligibility and monitoring requirements and quality improvement activities.
- CACFP is administered through the same agency as state pre-k and CCDF, which improves efficiency and cost-effectiveness of monitoring and oversight.
- IDEA Part C and Part B, Section 619 are administered within the same agency, which can support smooth transition for parents.
- Washington DC's Quality Rating and Improvement System (QRIS) is mandatory for providers receiving subsidy, which can ensure quality of care for all children.
- Washington, DC was awarded an Early Head Start - Child Care Partnership grant, which integrates Early Head Start services and resources into child care settings, aligns child care standards with Early Head Start Performance Standards, and creates opportunities for improving outcomes for children and families.

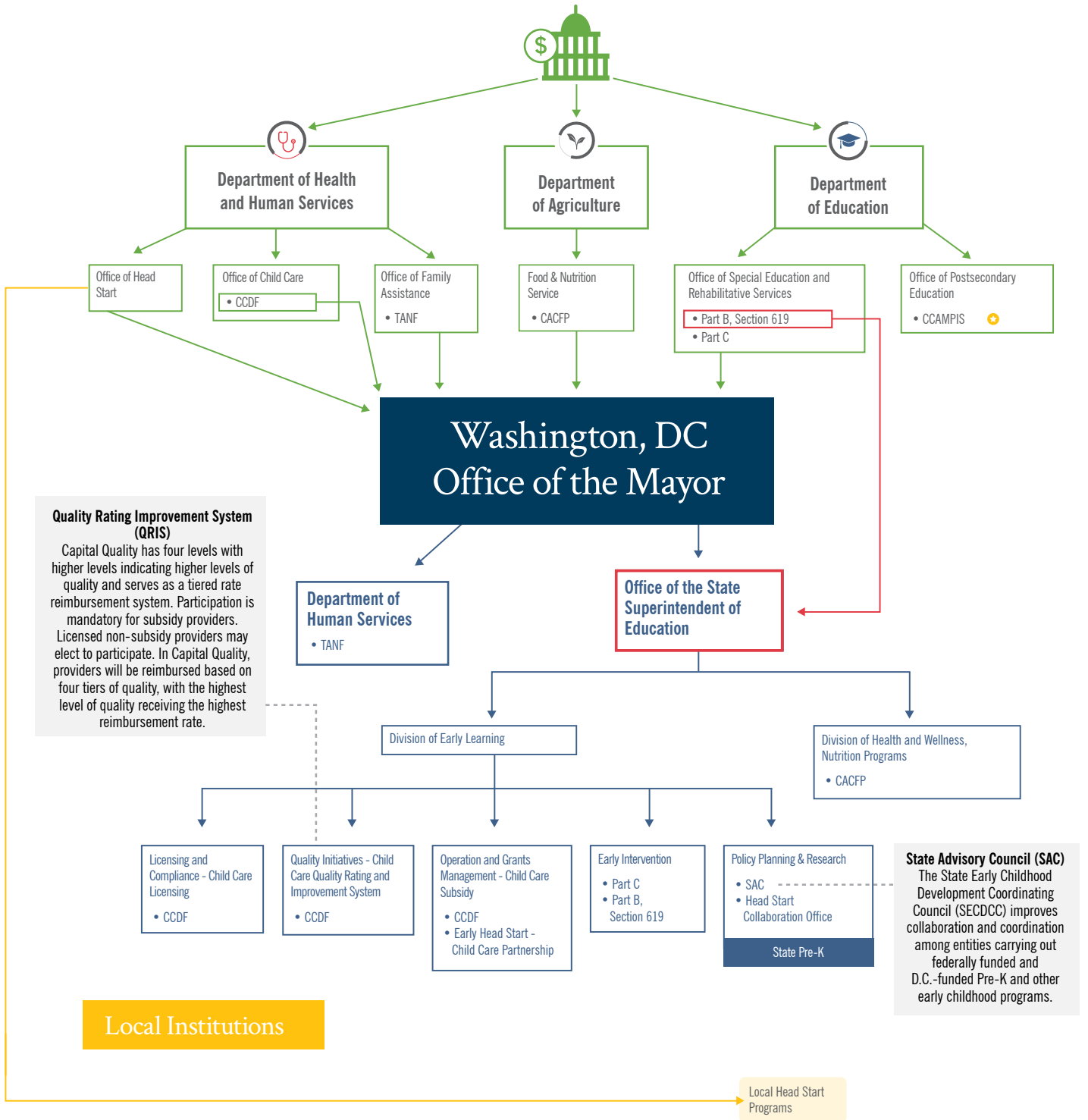
RECOMMENDATIONS FOR WASHINGTON, DC'S EARLY CARE AND EDUCATION SYSTEM

- Ensure the SAC for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.



Flow of Federal Early Childhood Funds: Washington, DC

KEY: → Funding mandated for State Departments of Education → Funding provided directly to local organizations
 * State does not receive funding



Quality Rating Improvement System (QRIS)
 Capital Quality has four levels with higher levels indicating higher levels of quality and serves as a tiered rate reimbursement system. Participation is mandatory for subsidy providers. Licensed non-subsidy providers may elect to participate. In Capital Quality, providers will be reimbursed based on four tiers of quality, with the highest level of quality receiving the highest reimbursement rate.

State Advisory Council (SAC)
 The State Early Childhood Development Coordinating Council (SECDCC) improves collaboration and coordination among entities carrying out federally funded and D.C.-funded Pre-K and other early childhood programs.





#34 West Virginia

WV Score: 32



Average score: 35



WV drew down 100% of federal child care funds

AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding.

The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for West Virginia.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

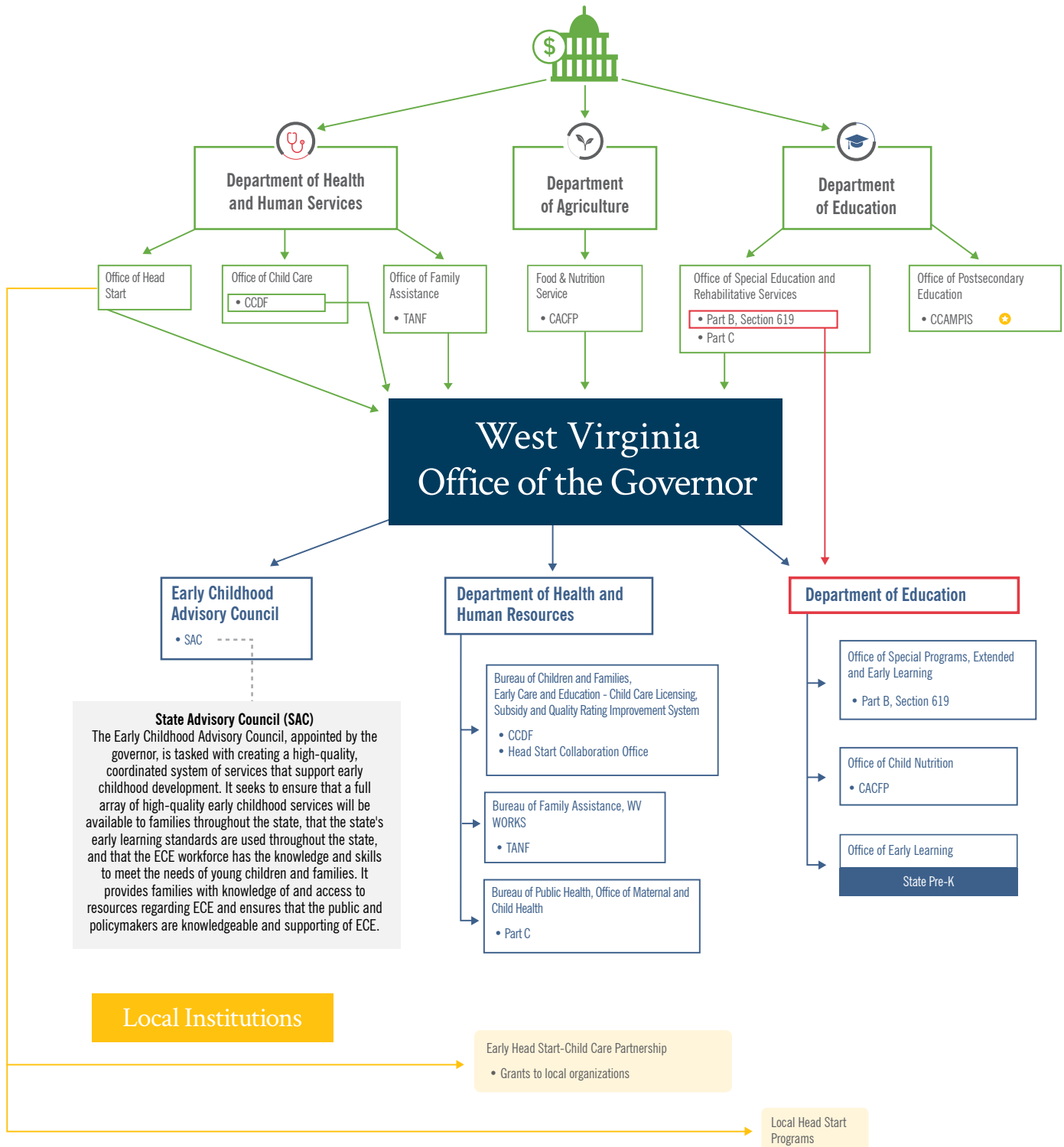
RECOMMENDATIONS FOR WEST VIRGINIA'S EARLY CARE AND EDUCATION SYSTEM

- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning the administration of the Child Care and Development Fund (CCDF) with state Pre-K and the Child and Adult Care Food Program.
- Improve program alignment and efficiency by collocating CCDF with state Pre-K and Head Start Collaboration Office.
- Facilitate cross-agency communication to ensure seamless coordination and transition for IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds).
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.
- Include licensing as the entry level for state Quality Rating and Improvement System to ensure program quality.



Flow of Federal Early Childhood Funds: West Virginia

KEY: → Funding mandated for State Departments of Education → Funding provided directly to local organizations
 * State does not receive funding





#14 Wisconsin

WI Score: 45



Average score: 35



WI drew down 100% of federal child care funds

AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Wisconsin.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF WISCONSIN'S EARLY CARE AND EDUCATION SYSTEM

- Wisconsin includes licensing as the entry level for its Quality Rating and Improvement System (QRIS), which ensures quality for all programs serving children.

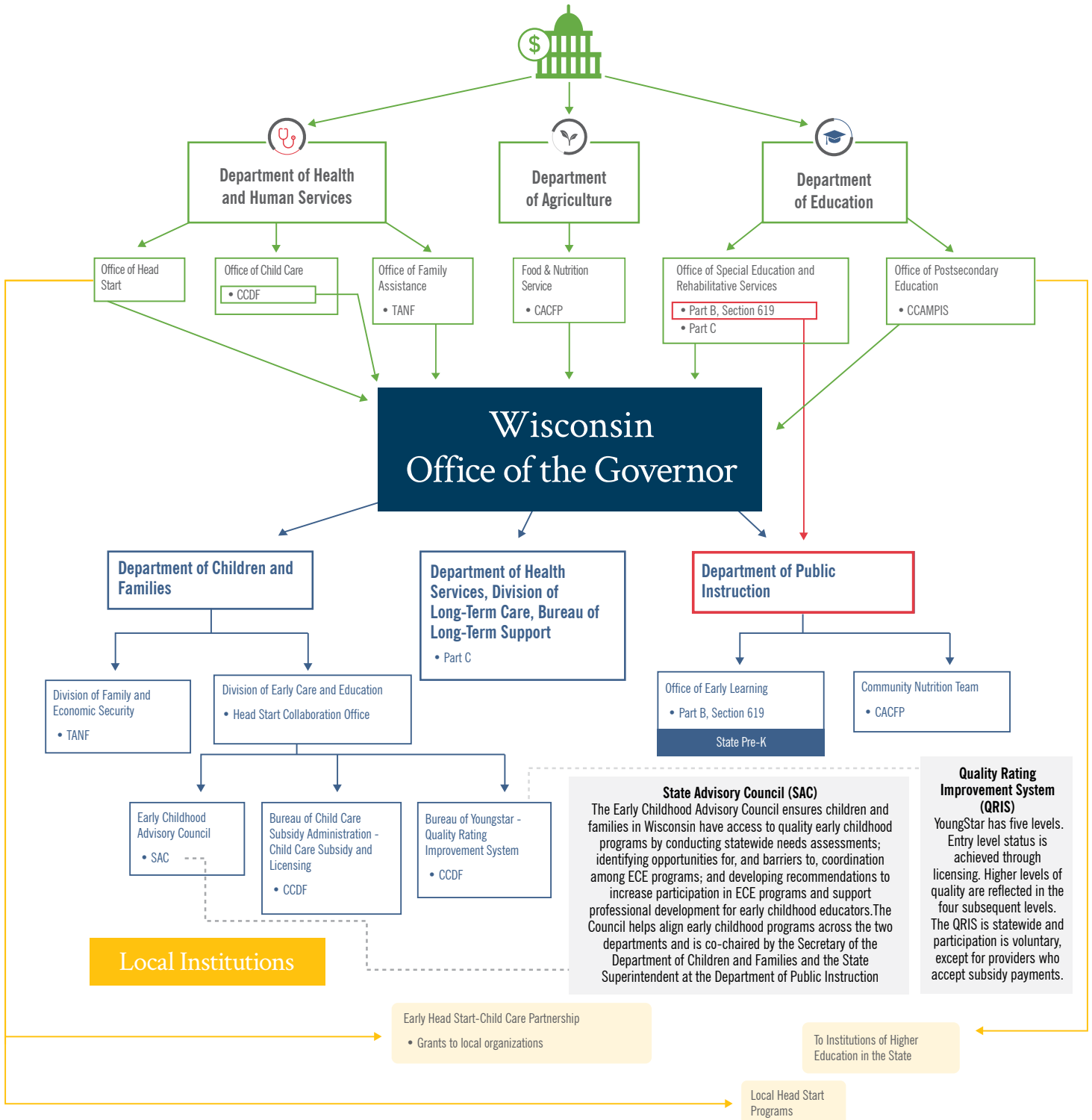
RECOMMENDATIONS FOR WISCONSIN'S EARLY CARE AND EDUCATION SYSTEM

- Facilitate cross-agency communication to ensure seamless coordination and transition for IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds).
- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning the administration of the Child Care and Development Fund (CCDF) with state Pre-K and the Child and Adult Care Food Program.
- Improve program alignment and efficiency by collocating CCDF with state Pre-K and the Head Start Collaboration Office.
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.



Flow of Federal Early Childhood Funds: Wisconsin

- KEY:**
- Funding mandated for State Departments of Education
 - Funding provided directly to local organizations
 - ⊛ State does not receive funding
 - ⋯ Partnership with funding provided by state department or agency





AR	1
DC	1
MD	1
MI	3
NM	3
GA	5
ME	6
WA	6
NC	8
PA	9
CT	10
LA	10
MA	10
MT	13
WI	14
DE	15
IN	15
MN	15
OR	15
IA	19
OK	20
FL	21
UT	21
VA	21
ND	24
VT	24
NE	26
RI	26
SC	26
AK	29
CO	30
IL	31
OH	31
CA	33
WV	34
AL	35
NH	35
MO	37
NY	37
KY	39
NV	39
NJ	41
AZ	42
ID	42
MS	42
HI	45
TN	46
KS	47
SD	48
TX	49
WY	50

Creating a Coordinated, Integrated Early Care and Education System: State Early Childhood Administration

In 2018, the Bipartisan Policy Center examined how states oversee federal and state funding dedicated to early childhood education, or ECE, programs. Now in 2021, we revisit each state system to understand enacted improvements and emerging challenges in state governance.

As the country adjusts to a new reality of work and home life amid the pandemic, American families are faced with the challenge of finding and affording quality child care, now more than ever. Early learning operates within a fragile business model, in which services cost more than most families can afford to pay. For this reason, states must administer funding with efficiency and effectiveness to ensure families are able to access programs and to maximize the reach of federal and state investments.

States are now responsible to distributing recent COVID-19 relief funding for child care—allocated through three successive relief packages by Congress in 2020—in addition to established funding streams that support multiple early childhood programs. The relief packages are intended to stabilize the fragile system that challenged access to affordable, reliable care. State governments are tasked with coordinating and combining the many different ECE funding streams allocated to them.

For all but one federal program, governors have wide discretion with regard to the administration and coordination of early childhood funding. The Bipartisan Policy Center set out to re-examine the issues of state governance, coordination, and integration by reviewing how states are meeting requirements set by federal statutes and agencies, as well as how states are capitalizing on the opportunity to create efficiency through their governance structures.

With this in mind, BPC is making recommendations at the federal and state level with an eye towards further reducing duplication and improving results for families. These recommendations are summarized in the full report. The following summarizes the findings for Wyoming.

More state data, including funding levels and demographic information, can be found at <https://bipartisanpolicy.org/report/national-child-care/>.

STRENGTHS OF WYOMING'S EARLY CARE AND EDUCATION SYSTEM

- IDEA Part C (infants/toddlers) and Part B, Section 619 (3-5 year olds) are administered within the same agency, which can support a smooth transition for parents.

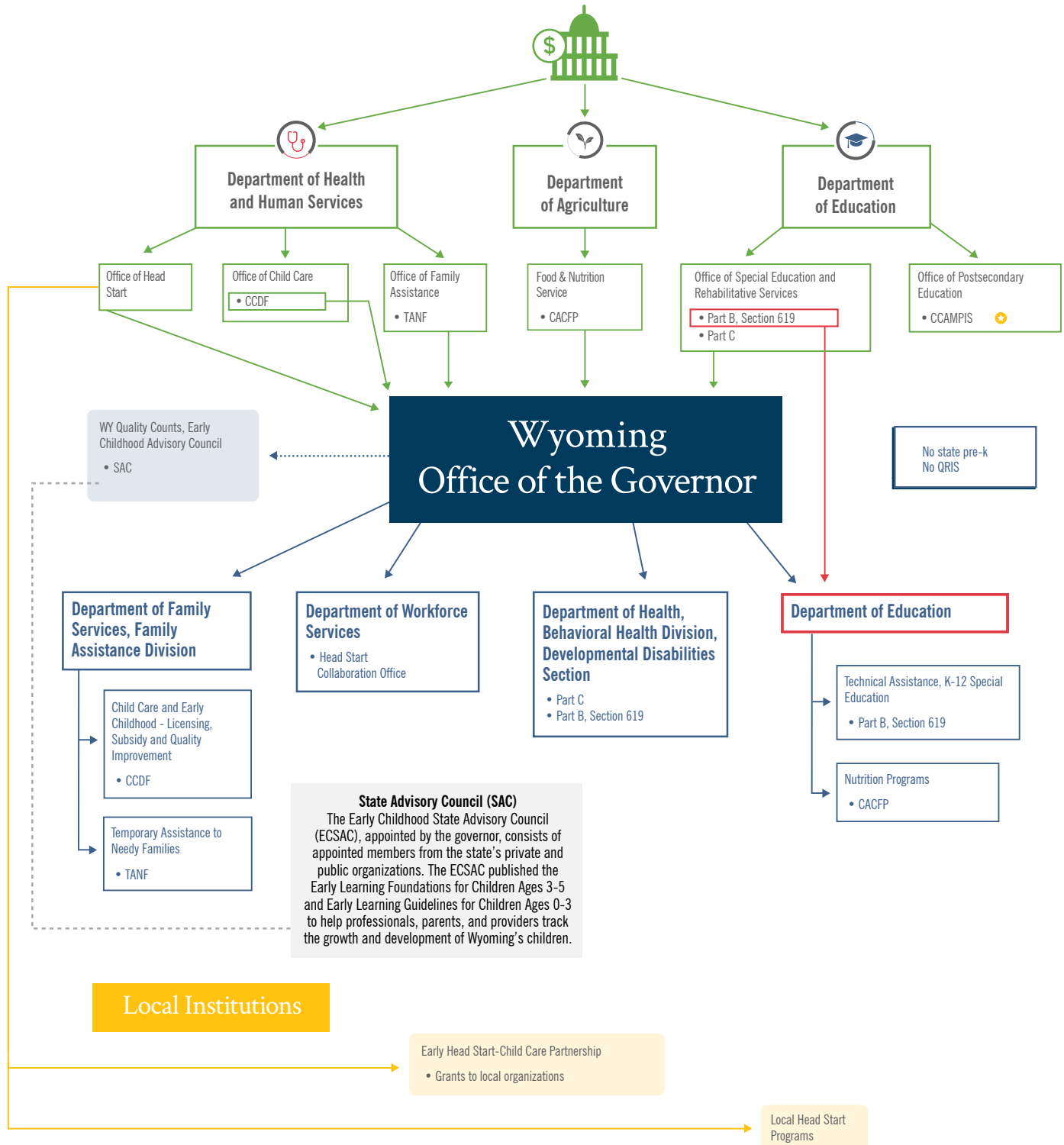
RECOMMENDATIONS FOR WYOMING'S EARLY CARE AND EDUCATION SYSTEM

- Increase efficiency and cost-effectiveness of monitoring and oversight by aligning administration of the Child Care and Development Fund (CCDF) with the Child and Adult Care Food Program.
- Improve program alignment and efficiency by collocating CCDF with the Head Start Collaboration Office.
- Ensure the State Advisory Council for Early Education and Care, mandated by the Improving Head Start for School Readiness Act of 2007, is fulfilling its required activities, including conducting a statewide needs assessment on the quality and availability of early care and learning programs.



Flow of Federal Early Childhood Funds: Wyoming

- KEY:**
- Funding mandated for State Departments of Education
 - Funding provided directly to local organizations
 - ⊕ State does not receive funding
 - ⋯→ Partnership with funding provided by state department or agency



Endnotes

- 1 Cody Uhing, “Timeline of COVID-19 Relief for the Child Care Industry and Working Families,” First Five Years Fund, March, 2021. Available at: <https://www.ffyf.org/timeline-of-covid-19-relief-for-the-child-care-industry-and-working-families/>.
- 2 U.S. Department of Agriculture, Food and Nutrition Service, *Child Nutrition Tables*, 2021. Available at: <https://www.fns.usda.gov/pd/child-nutrition-tables>.
- 3 Improving Head Start for School Readiness Act of 2007, Public Law 110-134, U.S. Statutes at Large 121 (2007): 1363-1449. Available at: <https://www.congress.gov/110/plaws/publ134/PLAW-110publ134.pdf>.
- 4 Ibid.
- 5 A. Friedman-Krauss, W. Barnett, et al, *The State of Preschool 2020: State Preschool Yearbook*, National Institute for Early Education Research, 2021. Available at: <https://nieer.org/state-preschool-yearbooks/yearbook2020>.
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