



DEPARTMENT OF HEALTH & HUMAN SERVICES

Administration for Children and Families
Administration on Children, Youth and Families
330 C Street, S.W.
Washington, D.C. 20447

November 14, 2002

Dear Participant,

On behalf of the Child Care Bureau and my colleagues at the U.S. Department of Health and Human Services, we welcome you to the Early Childhood Educator Academies. We are pleased with this opportunity to partner with Assistant Secretary Susan Neuman and her colleagues at the U.S. Department of Education in implementing President Bush's *Good Start, Grow Smart* Early Childhood Initiative. The Department of Health and Human Services has a lead role in working with States and communities to implement key features of *Good Start, Grow Smart*.

- The Head Start Bureau is launching a major initiative to train 50,000 teachers and to implement new systems of child assessment as part of a strategy to strengthen Head Start.
- The Child Care Bureau will be working in collaboration with States to set quality criteria to improve early childhood education using Child Care and Development Fund (CCDF) resources. We will focus our efforts on:
 - 1) Early Learning Guidelines;
 - 2) Professional Development; and
 - 3) Program Coordination among CCDF, Head Start, public preschool and TANF resources.
- The National Institute of Child Health and Human Development (NICHD) will focus its efforts on research that identifies effective language and literacy curricula and teaching strategies.

In an effort to provide you with useful information as you work with your partners on this initiative, the following materials are included in this packet:

- ✓ U.S. Department of Health and Human Services Programs
- ✓ Early Care and Education Technical Assistance Resources funded by the Administration for Children and Families (ACF)
- ✓ Overviews on early learning guidelines, program coordination, and professional development
- ✓ NCCIC State Technical Assistance Specialist directory
- ✓ NCCIC Online Library flyer
- ✓ QUILT Early Education Partnerships fact sheet

I look forward to working with you and your colleagues as we move towards implementing this important initiative for children and families.

Sincerely,

A handwritten signature in cursive script, appearing to read "Shannon Christian".

Shannon Christian



Within the Department of Health and Human Services (HHS), the Administration for Children and Families (ACF) is responsible for Federal programs that promote the economic and social well-being of families, children, individuals, and communities.

The following early care and education programs are administered through ACF:

❖ **Head Start/Early Head Start**

Head Start provides grants to local public and private agencies to provide comprehensive developmental services for America's low-income, preschool children **ages 3 to 5** and social services for their families.

- ✓ Serves approximately 915,000 children; and
- ✓ Funded at \$6.5 billion in FY 2002.

Early Head Start, established in 1994, expands the benefits of early childhood development to low income families with **children under age 3** and to pregnant women.

- ✓ Serves approximately 62,000 children; and
- ✓ Funded at \$621 million out of the Head Start budget in FY 2002.

❖ **Child Care Development Fund (CCDF)**

CCDF provides block grant funding to States for child care for children birth through age 12. States spend the majority on care for **children age 5 or younger**. The legislation requires that at least 4 percent of these funds be spent on improving the quality of care.

- ✓ Serves approximately 1.75 million children per month; and
- ✓ Funded at \$4.8 billion in FY 2002.

❖ **Temporary Assistance for Needy Families (TANF)**

Through TANF, States, Territories, and Tribes each receive a block grant allocation to administer the nation's welfare system, including child care for low income, working parents. States have the flexibility to transfer up to 30 percent of TANF funds to CCDF and to spend additional dollars directly for child care.

- ✓ In FY 2000, States spent nearly \$4 billion of their TANF funds on child care.

❖ **Social Services Block Grant (SSBG)**

SSBG, through a block grant to States, funds a broad range of social services. States have responsibility for determining the services they will provide, the distribution method, and eligibility requirements. The **most frequently provided services are: child care**; home-based services which help individuals or families with household and personal care; protective services which prevent or remedy abuse, neglect, or exploitation of children or adults; special services for the physically, mentally, or emotionally disabled; and social support.

- ✓ In FY 2000, States spent \$165 million on child care.

The following research initiative is funded through the National Institutes of Health (NIH), HHS:

❖ **National Institute of Child Health and Human Development (NICHD)**

The NICHD, in collaboration with the U.S. Department of Education and ACF within HHS, is leading a \$45 million, five-year early childhood research initiative to identify the most effective early pre-reading, language, and pre-math curricula for children of diverse backgrounds, as well as effective teaching strategies for early childhood educators and caregivers. The Administration's *Good Start, Grow Smart* initiative represents the first time in the history of these departments that the full range of talent and resources within the Federal government has been marshaled to address a topic of major significance involving our nation's children.

Early Care and Education Technical Assistance Resources Funded by ACF

National Child Care Information Center (NCCIC)

Phone: (800) 616-2242; TTY: (800) 516-2242;
Web site: <http://nccic.org>

A national clearinghouse and technical assistance network whose mission is to link information and people to complement, enhance, and promote the child care delivery system, working to ensure that all children and families have access to high-quality comprehensive services. NCCIC disseminates information through question and answer responses, a website, and online library; provides outreach, produces publications, and provides technical assistance to a variety of stakeholders.

Quality In Linking Together (QUILT)

Phone: (877) 867-8458
Web site: <http://www.quilt.org>

The QUILT Project supports partnerships between early education programs, such as state-funded child care, Head Start, prekindergarten, and others, at the local, State, Tribal, territorial, regional, and national levels by providing training, technical assistance, and materials focused exclusively on partnership issues. This project links three organizations to lead QUILT - Community Development Institute (CDI) in Denver, Colorado; Education Development Center, Inc.(EDC) in Newton, Massachusetts; and the National Child Care Information Center (NCCIC) in Vienna, Virginia.

Tribal Child Care Technical Assistance Center (TriTAC)

Phone: (800) 388-7670
Web site: <http://nccic.org/tribal/>

TriTAC supports Indian Tribes and Tribal organizations in their efforts to enhance the quality, affordability and supply of child care available for all families, develop more coordinated delivery systems, promote linkages with State and local programs, and improve child care opportunities for families, providers, and Tribal communities.

Center on the Social and Emotional Foundations for Early Learning

Phone: (217) 333-0260
Web site: <http://csefel.uiuc.edu/>

The Center on the Social and Emotional Foundations for Early Learning is a five-year project designed to strengthen the capacity of Head Start and Child Care Programs to improve the social and emotional outcomes of young children. The center will develop training and technical assistance materials that reflect evidence based practices for promoting children's social and emotional development and preventing challenging behaviors. The center will then work with professional organizations, and Head Start and Child Care Training and Technical Assistance Providers to ensure the use of the evidence- based practices in local demonstration sites.

Head Start Information and Publication Center

Phone: (866) 763-6481 or (202) 737-1030
Web site: <http://www.headstartinfo.org/index.htm>

Head Start Information and Publication Center (HSIPC), a service of the Head Start Bureau, supports the Head Start community and other organizations working in the interest of children and families by providing information products and services; conference and meeting support; publication distribution; and marketing and outreach efforts. HSIPC's mission is to provide training, guidance and other types of materials and information to Head Start programs and other end users in various professions to promote the provision of Head Start quality services.

Zero to Three: National Center for Infants, Toddlers and Families

Phone: (202) 638-1144
Web site: <http://www.zerotothree.org>

ZERO TO THREE's mission is to promote the healthy development of our nation's babies and toddlers by supporting and strengthening families, communities, and those who work on their behalf. The Center translates the latest scientific information on early childhood development into practical tools for parents, programs, and professionals.

Good Start, Grow Smart: The State of the States

Early Learning Guidelines Requirement

Voluntary State guidelines on literacy, language, and pre-reading skills activities for children ages 3 to 5 that align with State K-12 standards. These guidelines should be able to be adapted to various child care settings.

Questions Raised by the States

- What is meant by “guidelines”?
- Will States have the flexibility to build on their own literacy initiatives in responding to *Good Start, Grow Smart (GSGS)* mandates?
- Will sufficient time be allowed to respond to the mandates in order to develop relationships with other key stakeholders and to link efforts to their other school readiness activities?
- What will constitute “alignment” of early learning guidelines with K-12 standards?
- Will Federal expectations be realistic in light of State fiscal situations and the lack of resources accompanying the GSGS mandates?
- How could/should these guidelines align with the requirements under the “Leave No Child Behind” Act?



What We Know

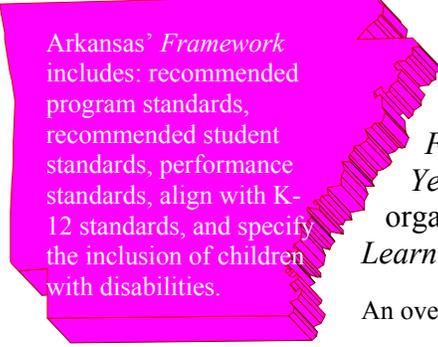
The States feel it is critical to implement the mandates of GSGS while building on their current efforts regarding literacy and early learning. According to *Quality Counts* (2002), 19 States and the District of Columbia have standards for kindergarten children and 15 States have prekindergarten standards (Quality Counts, 2002). Numerous other States have, in recent years, developed their own guidelines. These guidelines vary along a number of dimensions:

- They go by various names, including “benchmarks,” “standards,” “essential elements,” and “indicators;”
- They may apply just to preschool programs or to programs that meet certain criteria (e.g., receiving State funds and applying a set of standards);
- They often apply to several developmental domains which may or may not be similar to ones used by the State’s K-12 system;
- They may include reference to infants and toddlers;
- They are likely to be applicable to multiple early care settings;
- They are likely to be research-based;
- They are likely to have taken more than a year to develop, and to have been developed as a collaborative project with other early care and education stakeholders; and
- They may be linked to professional development, assessment, or other elements of an early education system.

States are interested in assistance that will help translate research into practice and that will help them identify “best practices” used by other States.

Good Start, Grow Smart: The State of the States

State Examples



Arkansas' *Framework* includes: recommended program standards, recommended student standards, performance standards, align with K-12 standards, and specify the inclusion of children with disabilities.

Arkansas

In July of 1999, the Arkansas Division of Child Care and Early Childhood Education released the *Arkansas Early Childhood Education Framework: Benchmarks with Strategies/Activities for Three and Four Year-Old Children*. The guidelines include recommended student standards organized in five major categories, which include *Cognitive/Intellectual Learning*, and *Language*.

An overview of the Arkansas Early Childhood Education Framework is available online at <http://www.ihdi.uky.edu/Sparc/states/AR.pdf>.

Florida

Developed by Florida's Partnership for School Readiness, Florida's *School Readiness Performance Standards* are designed for 3- to 5-year-olds. The standards are divided into six general domains, including Language and Communication. Subcategories of the Language and Communication standards include: Listening; Speaking; Literature and Reading; and Writing.

Florida's *School Readiness Performance Standards* can be viewed online at <http://www.unf.edu/dept/fie/downloads/manual.pdf>.



Florida's *School Readiness Performance Standards* include: Performance based indicators, and align with K-12 standards

Missouri



Missouri's Pre-K Literacy Standards include: student performance standards and benchmarks and examples for each standard.

Missouri has developed specific literacy guidelines, titled *Missouri Pre-K Literacy Standards*. The standards are broken into six areas of development: Symbolic Development; Spoken/Expressive Language; Listening/Receptive Language; Written Language; Knowledge of Print and Books; and Sounds of Language (Phonological Awareness). Specific indicators are listed for each of the six general categories.

An overview of the *Missouri Pre-K Literacy Standards* is available online at <http://www.ihdi.uky.edu/sparc/states/MO.pdf> and at <http://nieer.org/states/langlit.php?StateID=MO>.

Additional Selected Resources

Promoting Early Childhood Literacy: Highlights of State Efforts. Amy Finch and Sheri L. Azer, 2002. http://www.naeyc.org/childrens_champions/literac1.pdf.

A Framework for Early Literacy Instruction: Aligning Standards to Developmental Accomplishments and Student Behaviors: Pre-K through Kindergarten. Elena Bodrova, 2000. <http://www.mcrel.org/products/standards/framework.pdf>.

Early Learning Standards: Creating the Conditions for Success. A joint position Statement of the National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education. Draft, 2002. http://www.naeyc.org/resources/position_Statements/conditions.htm.

Inequality at the Starting Gate: Social background differences in achievement as children begin school. Valerie Lee, David Burkam, 1992. http://www.epinet.org/books.starting_gate.html.

Success for All: Closing the Book Gap for Children in Early Education. Susan Neuman, Donna Celan, Albert Greco, Pamela Shue, 2001.

State Preschool Accountability Research Collective. <http://www.ihdi.uky.edu/sparc/>

Good Start, Grow Smart: The State of the States

Program Coordination Requirement

A State plan for coordinating at least 4 early childhood programs, which may include CCDF, Head Start, programs in the public schools, and TANF, among others.

Questions Raised by States

- What is the goal of the coordination: increased access of early childhood services? optimum use of resources? raising the quality of early education programming? reaching all providers?
- Is the coordination intended to have a particular focus, such as financing? literacy? regulations?
- Does the State plan need to include a specified set of coordinating activities? other elements?
- Does the coordination have to occur at the State level if much decision-making relevant to early childhood program coordination has been devolved to the county or local level?
- How will the Federal agencies – Head Start, child care, and education – coordinate policies, funding, guidelines, requirements, data collection, etc., to facilitate collaboration at the State level?



What We Know

Many States have been coordinating several programs for a long time. In fact, 36 States have statutory language encouraging or requiring programs to coordinate child care and early childhood education systems. This coordination has typically included two or three early childhood programs responding to new State or Federal policies or to a need to meet to implement a State initiative. However, if the intent of the “State plan for coordinating at least 4 early childhood programs” is to achieve a systemic approach to dealing with varying regulations, funding guidelines, and expectations, States report that they will face more challenges in this regard. Recent emphasis by the Head Start and Child Care Bureaus on partnerships among Head Start, child care, and State prekindergarten programs has brought some early childhood program administrators and State-level stakeholders to the table to identify and address financing, regulatory and coordination issues that result from the interactions of different systems. Many States (Ohio, Massachusetts and Georgia are but a few) have developed initiatives coordinating these systems in the wake of welfare reform. The creation of the State Head Start Collaboration Offices has helped strengthen the infrastructure necessary to address some of these issues. The QUILT project is another means of structural development and support of the issues that arise in States around collaboration. While some States have co-located their early education and child care departments, the disjuncture between State DOE and HHS efforts remains a major challenge to be addressed.

State efforts regarding collaboration are impacted by numerous factors:

- ✓ The size, geography and demographics of the State;
- ✓ Prior relationships among State players and their departments;
- ✓ The rates of turnover of key personnel;
- ✓ State structural organization/reorganization; and
- ✓ Current or previous State-wide initiatives requiring or fostering collaborative efforts.

Good Start, Grow Smart: The State of the States

State Examples

A Center for Law and Social Policy (CLASP) study of early learning initiatives in three States notes that “While no State has yet implemented a comprehensive universal structure of early care and education, there can be important lessons from the experience of States that have undertaken significant initiatives.”

The study identified five overarching challenges for States trying to build systemic early education systems:

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

Georgia



In Georgia, State lottery money funds a voluntary, free prekindergarten program available to all families. This Universal Prekindergarten (UPK) initiative includes collaboration among child care centers, Head Start, and the public schools. Most Georgia 4-year-old children participate in Georgia Pre-K. Participating programs must choose one of several approved curricula, and operate classrooms for at least 6.5 hours a day, 180 days a year.

Massachusetts

Massachusetts’ Community Partnerships for Children initiative provides funding to localities to coordinate planning and expand the supply and quality of early education settings for 3- and 4-year-old children of working parents. Localities must form councils including representation from child care, Head Start and public school districts, and develop plans to meet local needs. Parents pay fees according to the sliding fee scale for the State’s subsidized child care program.



Ohio



Ohio committed State resources to reach more Head Start-eligible children through State-funded Head Start slots and partnerships between Head Start grantees and child care centers and family child care providers. Ohio encourages use of blended funding from Federal and State Head Start funds and the child care subsidy funding stream to provide full-day, full-year services to eligible children.

(These descriptions are drawn from *State Initiatives to Promote Early Learning: Next Steps in Coordinating Subsidized Child Care, Head Start, and State Pre-Kindergarten* (p.1). Rachel Schumacher, 2001)

Additional Selected Resources

Child Care and Early Education Coordination in the States – A Statutory Overview. Scott Groginsky, 2002.
<http://www.ncsl.org/programs/cyf/coordsum.htm>.

State Initiatives to Promote Early Learning: Next Steps in Coordinating Subsidized Child Care, Head Start, and State Pre-Kindergarten. Rachel Schumacher, 2001.
<http://www.clasp.org/Pubs/DMS/Documents/1012494538.49/policy%20brief%20summary%20link.pdf>.

Bringing It Together: State-Driven Community Early Childhood Initiatives
Helen Blank, Atelia Melaville, Laurie Miller, 2002. <http://www.childrensdefense.org/pdf/bringtogether.pdf>.

Good Start, Grow Smart: The State of the States

Professional Development Requirements

A State plan for offering education and training activities to child care and pre-school teachers and administrators, which can also include Federally funded training initiatives.

Questions Raised by the States

- What kinds of training activities are required?
- Must the training relate to literacy and cognitive development? Are there any specifications related to type, content, delivery, and evaluation of the required training?
- How is this training different from ongoing training happening in States, such as already required training specified in State child care licensing regulations?
- Where will the funding for this training come from given limited CCDF funds, and general economic difficulties?



Over the past decade, States have made huge strides in how they think about and implement activities related to professional development. A systems view of career development has become commonplace in the States. *Training* is now typically viewed as a small piece of *professional development*. *Professional development* is only one of the interrelated components of a *career development system*.

What We Know

An early childhood education career development system is complicated. There are many components of a career development system and States are at various levels of development of these system components.

Some key components of a career development system that are related to training include:

- ✓ articulation
- ✓ credentials
- ✓ core competencies (i.e.: curriculum including communication/language such as oral, written, and creative expression)
- ✓ career lattice
- ✓ practitioner and trainer registry
- ✓ training and trainer approval processes
- ✓ leadership development (including mentoring and apprenticeship programs)
- ✓ compensation improvement initiatives

Resources

Many States have been working on developing a comprehensive early childhood education career development system. Although all of the listed aspects of training-related components that promote career development and overall quality are hard to find in one State, some States have strengths in one or more of the specific facets. The following States that involve various partners in the early childhood education field (over) were chosen as examples; they are not the only States that have implemented training related components.

Compiled by the National Child Care Information Center 

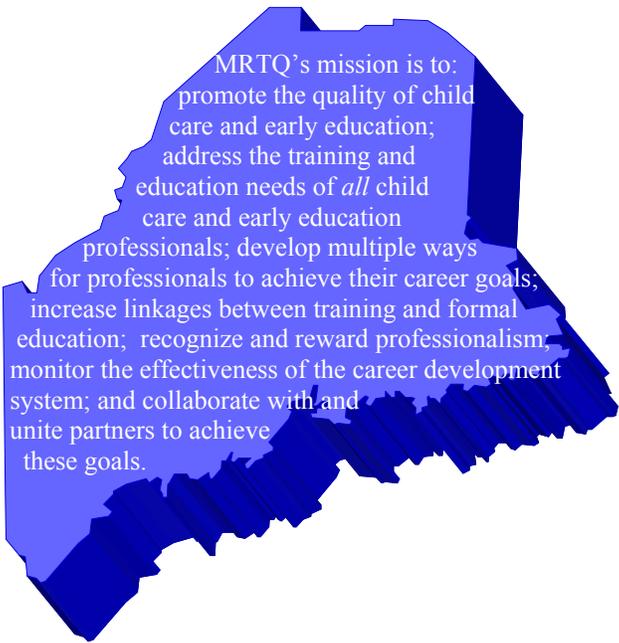
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Good Start, Grow Smart: The State of the States

Maine

Maine Roads to Quality (MRTQ) is the State's Child Care and Early Education Career Development Center. MRTQ is funded by the Maine Department of Human Services, Office of Child Care and Head Start, and was developed with collaborative input from key stakeholders in the early childhood field. MRTQ partners include: the Maine Association of Child Care Resource and Referral Agencies (MACCRRA); the Maine Child Care Directors Association (MCCDA); the Maine Head Start Directors Association (MHSDA); the Alliance for Children's Care, Education and Supporting Services (ACCESS); the Muskie School of Public Service; the Maine Department of Education; the Early Childhood Higher Education Committee; and the Child Care Advisory Council.

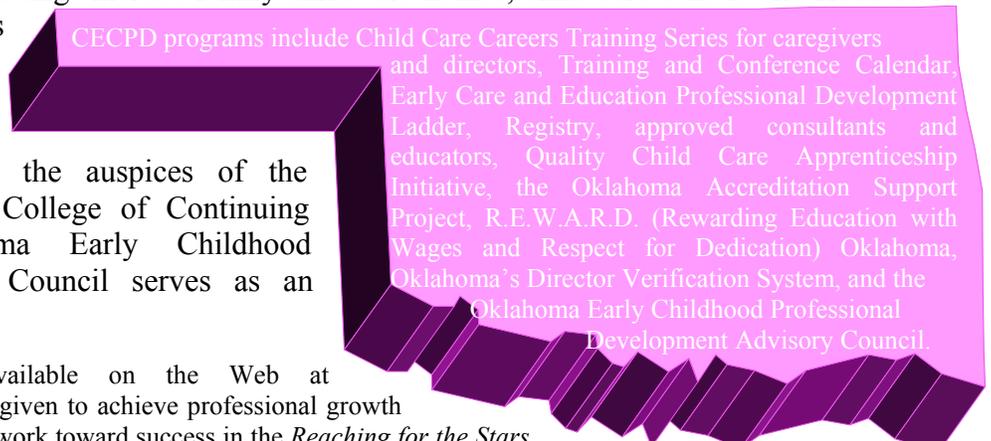
Additional information is available on the Web at <http://muskie.usm.maine.edu/maineroads/>.



Oklahoma

The Center for Early Childhood Professional Development (CECPD) was created using Federal child care and development block grant funds, and supports the individuals who work in licensed child care settings in Oklahoma. The settings include family child care homes, child care centers and Head Start programs. CECPD operates on a grant from the Department of Human Services Division of Child Care, and operates under the auspices of the University of Oklahoma's College of Continuing Education. The Oklahoma Early Childhood Professional Development Council serves as an advisory body to the Center.

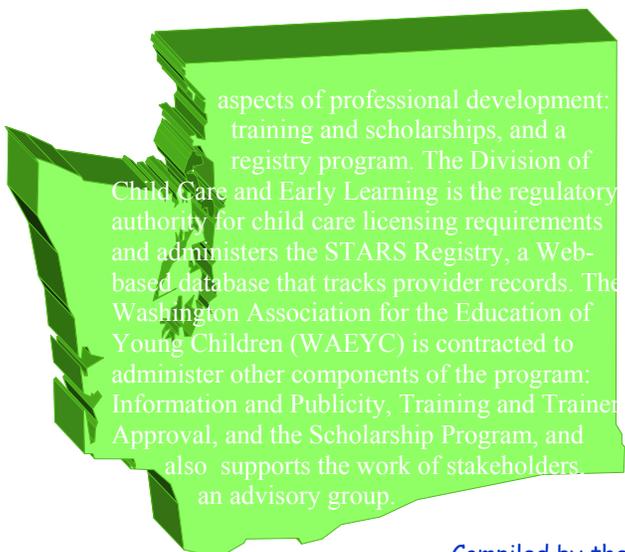
Additional information is available on the Web at <http://www.cecpd.org>. Support is given to achieve professional growth for teachers and directors as they work toward success in the *Reaching for the Stars* tiered reimbursement program.



Washington

Washington's State Training and Registry System (STARS) is a career development system designed to improve child care through basic and on-going training for child care providers.

Additional information is available on the Web at <https://wvs2.wa.gov/dshs/stars/>. See also John R. Burbank and Nancy Wiefek's article "The Washington State Early Childhood Education Career Development Ladder," available on the Economic Opportunity Institute's Web site at <http://www.econop.org/ECE-PolicyBrief2001.htm>, or visit Washington's Child Care Coordinating Committee, Career Development Subcommittee's Web site at <http://www.cccc.wa.gov/Career/Career.htm>.



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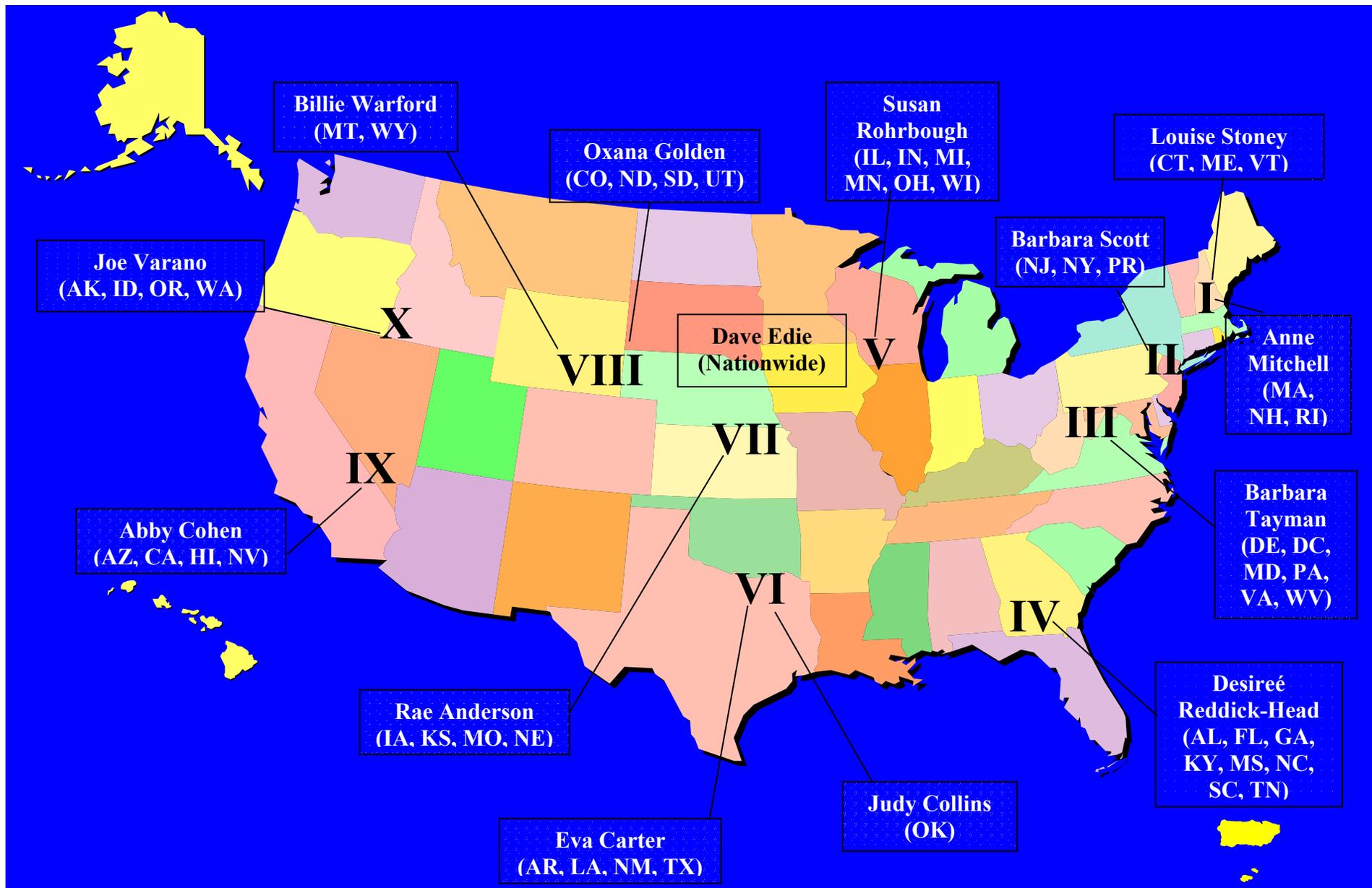
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NCCIC State Technical Assistance Specialists provide onsite technical assistance services in each Federal region.

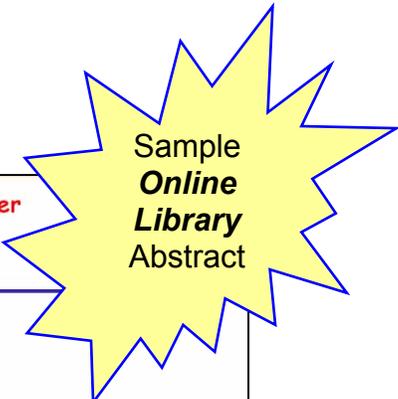


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Visit **NCCIC's** NEW Online Library!
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The National Child Care Information Center Online Library contains summaries and availability information for publications of interest to policymakers, administrators, practitioners, parents, researchers and other members of the child care community. The Online Library includes records of publications from the NCCIC Child Care Library and selected records from the ERIC Clearinghouse system. Links are provided to publications available on the Internet. Users can search the Online Library by phrase, keyword, author, and index terms or can select prepackaged searches on frequently requested topics.

Publications relating to literacy cover topics such as family literacy, literacy development, cognitive development, reading readiness, and school readiness.



NCCIC National Child Care Information Center
Online Library

Sample Online Library Abstract

Preventing Reading Difficulties in Young Children.
By M. Susan Burns, Catherine E. Snow
January 01 1998

Full-text

Summary: Suggesting that empirical work in the field of reading has advanced sufficiently to allow substantial agreed-upon results and conclusions, this literature review cuts through the detail of partially convergent, sometimes discrepant research findings to provide an integrated picture of how reading develops and how reading instruction should proceed. The focus of the review is prevention. Sketched is a picture of the conditions under which reading is most likely to develop easily--conditions that include stimulating preschool environments, excellent reading instruction, and the absence of any of a wide array of risk factors. It also provides recommendations for practice as well as recommendations for further research. After a preface and executive summary, chapters are (1) Introduction; (2) The Process of Learning to Read; (3) Who Has Reading Difficulties; (4) Predictors of Success and Failure in Reading; (5) Preventing Reading Difficulties before Kindergarten; (6) Instructional Strategies for Kindergarten and the Primary Grades; (7) Organizational Strategies for Kindergarten and the Primary Grades; (8) Helping Children with Reading Difficulties in Grades 1 to 3; (9) The Agents of Change; and (10) Recommendations for Practice and Research. Contains biographical sketches of the committee members and an index. Contains approximately 800 references.

Index Terms: Risk Factors, Literacy Development, Illiteracy, Curriculum, Training, Teaching Methods, Teachers, State Role, Standards, Special Education, Social Development, Screening Tests, Research, Reading Readiness, Preschool Child Care, Parent Involvement, Non-English Speaking, Low Income Families, Literacy Programs, Language Development, Language Arts, Kindergarten Children, Intervention, Instructional Materials, Elementary School Children, Ethnic Groups, Educationally Disadvantaged, Early Childhood Education, Computer Literacy For Children, Computer Assisted Instruction, Childrens Literature, At Risk Children, National Research Council

Publisher: National Academy Press

Publication Type: Reports (Descriptive)

Pages: 432 pages

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Searches prepared by NCCIC information specialists deliver information on frequently requested topics.

[Search Tips](#)

For additional information on specific topics, please also visit [NCCIC's Frequently Requested Information](#) page and [Selected Resource Lists](#) page.

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Alaska
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QUILT Quality In Linking Together

Early Education Partnerships

www.quilt.org

Toll-Free Hotline
1-877-867-8458
(1-877-TO-QUILT)

QUILT is a training and technical assistance project funded by the Head Start and Child Care Bureaus, Administration for Children and Families, U.S. Department of Health and Human Services. QUILT fosters and supports full-day, full-year early education partnerships among Head Start, child care, prekindergarten, and other programs at the local, state, tribal, territorial, regional, and national levels.

QUILT supports partnerships to enhance

- ◆ full-day, year-round care that meets the needs of families
- ◆ high-quality comprehensive services
- ◆ continuity of care for children and their families
- ◆ shared outcomes

QUILT offers

- ◆ onsite technical assistance to programs developing or engaged in partnerships
- ◆ workshops, forums, and seminars on partnerships
- ◆ a toll-free technical assistance hotline • 1-877-867-8458
- ◆ materials to help support and sustain partnerships
- ◆ a web site with materials to support partnerships including descriptions of partnership structures and strategies • www.quilt.org

WHY PARTNER?

Early education programs partner to

- ◆ increase services to children
- ◆ enhance family services
- ◆ provide families greater flexibility
- ◆ maximize facilities & other resources
- ◆ strengthen & unite the early education voice

Partnerships benefit

children,
families,
and communities,
as well as the programs who link together!

Community Development Institute
9745 East Hampden Ave. Suite 310
Denver, CO 80231
303.369.8706 Fax 303.337.5339

Education Development Center, Inc.
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