
Putting it Together: Financing Comprehensive Services in Child Care and Early Education



Hannah Matthews
Director of Child Care and Early
Education

Christine Johnson-Staub
Senior Policy Analyst

September 6, 2012

Putting it Together: A Guide to Financing Comprehensive Services in Child Care and Early Education

August 2012

*Available at
www.clasp.org*



Goals for Today

- Introduce Financing Guide.
- Discuss the value of reaching children in child care settings with comprehensive services.
- Learn about the potential uses of a variety of federal funding streams in child care settings.
- Explore state and local examples of partnerships.
- Address key considerations for implementation.
- Answer your questions.

What's in the Guide?

- Getting Started: How to Begin Planning a Funding Partnership
- Financing Examples: Learning from States and Communities
- Funding Streams: The Nuts and Bolts of Federal Sources
- Lessons Learned: Considerations When Designing a Financing Strategy
- A Worksheet to Help Get Started in Putting it Together
- Additional Resources

Financing Guide Focuses on the Following Funding Streams

- Maternal and Child Health – Title V
- Healthy Tomorrows Partnership for Children
- Early Childhood Comprehensive Systems
- Home Visiting – MIECHV
- Child Abuse Prevention and Treatment Act/Community Based Child Abuse Prevention (CAPTA/CBCAP)
- Medicaid/SCHIP
- Elementary and Secondary Education -Title I
- McKinney-Vento
- Individuals with Disabilities Education Act (IDEA) Parts B and C
- Supplemental Nutrition Assistance Program (SNAP)
- SAMHSA (Project LAUNCH)
- Community Development Block Grant (CDBG)

What Do We Mean By Comprehensive Services?

- Connection and access to **preventive health care services**, such as assistance in connecting to medical homes, preventive dental screenings, and tracking of vaccination and medical screening records;
- Support for **emotional, social and cognitive development**, including screening to identify developmental delays, mental health concerns, and other conditions that may warrant early intervention, mental health services, or educational interventions;
- **Family leadership and support**, including parent leadership development, parenting support, abuse prevention strategies, and connecting families to needed social services.

Why Comprehensive Services?

- Programs showing lasting benefits of high quality early education focused on whole child and included comprehensive services.
- Increased attention to school readiness, child outcomes, return on investment.
- Increased poverty has increased need for comprehensive services.



Why Child Care Settings?

- Young children are in care for significant portions of time and from an early age.
 - Opportunity to reach young children early.
- Low-income children have less access to health insurance and health services.
- Relationships between caregivers and children and families may provide positive context for delivering preventive services.

Early Childhood System Components



Why Financing and Funding Partnerships?

- Child Care and Early Education Funding is Insufficient
 - Head Start serves 40% of eligible preschoolers and fewer than 4% of eligible infants and toddlers.
 - CCDBG serves 17% of eligible children and states do not pay rates higher enough to support comprehensive services.
- Approaching services with a system building mindset
- Emphasis on effective and efficient use of funds.

What is a Partnership?

- Funding direct services in a child care setting
- Funding coordination of services that take place either inside or outside of the setting
- Building capacity of child care staff to provide services
- Funding materials and supplies to provide services

For Example: How Can Title V be Used?

States and communities can use Title V Maternal and Child Health Block Grant dollars to:

- Respond to needs identified by state health agencies (grantees);
- Improve access to quality health care for low-income families;
- Coordinate resources;
- Implement targeted population based initiatives; or
- Provide direct services.

Source: Sec. 504. [42 U.S.C. 704]



Arizona: Child Care Nurse Consultants

- Arizona Early Childhood Development and Health Board (First Things First) has used Early Childhood Comprehensive Systems (ECCS) funds and Maternal and Child Health block grant dollars to develop a network of child care nurse consultants
- Work with programs to build their internal capacity to meet children's health and developmental needs
- Work with child care staff to develop policies related to health, medical and emergency procedures, and train staff to work with children who have specific health needs

Rhode Island: Watch Me Grow

- Voluntary initiative that provides child care programs with materials to screen children using the ASQ, ASQ/SE, and the ECSEA.
- Provides training to providers
- How to use the results of the screenings to identify potential developmental issues
- How to communicate effectively with parents and physicians about the screening results to plan for any necessary treatment or interventions.
- Maternal and Child Health and ECCS dollars were used to purchase materials.



New York: Eat Well, Play Hard

- In New York, the state Department of Health coordinates a partnership that brings a nutrition and physical activity curriculum in child care settings, for children and parents.
- They use a combination of SNAP-Ed and state anti-obesity dollars.
- Curriculum is delivered by registered dietitians to parents in child care settings, and the RD's provide training to child care staff.
- Curriculum is based on one developed by NY CACFP RD's.
- Partnering agencies include NY Department of Health, NYCACFP, Office of Temporary and Disability Assistance, Child Care Resource and Referral Agencies, and the NYC Department of Health and Mental Hygiene.

Oklahoma: Child Guidance Support

- Oklahoma's Department of Health uses CAPTA/CBCAP and state funding to support parenting support, developmental screening, and behavioral and mental health consultation.
- Clinicians made 754 visits, and provided on-site mental health consultation to 104 child care centers in SFY 2011.
- Consultants visited child care facilities in 17 counties.

Early Learning Communities: A Family, Friend, and Neighbor (FFN) Care Program

- Partnership with the Grand Rapids Public Schools
- Piloted in 2010—including 72 caregivers with 158 children
- Includes professional development for educators and caregivers, play groups and once-a-month home visits for caregivers.
- The one-year cost for the pilot program was under \$195,000
- Piloted funded by school district, and continued through private dollars.

Financing: How to Make a Plan

1. Evaluate your “readiness”
 - Assess community needs, available funding and existing partnerships
 - Identify decision makers
 - Identify potential policy or practical constraints
2. Learn From Other States, Communities
 - Consider the full range of funding streams available—federal, state and private
 - Identify models in other states and communities and evaluate whether they would work for you.
 - Don’t reinvent the wheel

How to Make a Plan (cont'd)

3. Become an expert in funding stream uses, opportunities, and parameters.
 - Talk to federal, regional, state and local contacts about the funding streams you're exploring.
 - Understand where funds originate, who are the relevant decision makers, and which agencies or organizations at the state or local level are eligible to receive them.
 - Learn about the allowable uses of funds and whether they are available for long- or short-term uses

Lessons And Considerations

- Find your service gaps, then create your financing and partnership strategy.
- Build relationships with other early childhood partners and new allies.
 - Consider which agencies administer which funds, and what relationships and other collaborations already exist.
- Intermediaries can help coordinate partnerships between agencies, and can help bring private funds into the mix.

Lessons And Considerations

- Use research, data, and models from other states to make your case.
- Consider child care and early education partnerships when assessing community needs.
- Share data, and include partners in planning.
- Look for short-term funding to get started and long-term funding to sustain services.



Lessons And Considerations (Cont.)

- Align systems as you incorporate funding streams, to make your financing initiative more sustainable.
- Consider multiple strategies and all child care settings.
- Pay attention to silos, and the targeted populations they serve as you explore creative financing solutions.

Q&A

Enter a question in the chat box or send an email to efirgens@clasp.org.



Contact Information

Christine Johnson-Staub
cjohnsonstaub@clasp.org
202-906-8005



Hannah Matthews
hmatthews@clasp.org
202-906-8006

www.clasp.org/childcare
twitter.com/HNMatthews