

APPENDIX A

Glossary of ED and HHS Terms

ACRONYM	FEDERAL AGENCY, PROGRAM, OR FUNDING STREAM
ACA	Affordable Care Act
ACE Study	Adverse Childhood Experiences Study
ACF	Administration for Children and Families
AFI	Assets for Independence
ARRA	American Recovery and Reinvestment Act of 2009
CACFP	Child and Adult Care Food Program
CAPTA	Child Abuse and Prevention Treatment Act
CBCAP	Community-Based Child Abuse Prevention
CCDF	Child Care and Development Fund
CCMHS	Comprehensive Community Mental Health Services for Children and Their Families Program – Part E of Title V, Public Health Service Act, as amended
CMHSBG	Community Mental Health Services Block Grant
CSBG	Community Service Block Grant
EBHV	Evidence-Based Home Visiting
ECAC	Early Childhood Advisory Council
ECCS	State Early Childhood Comprehensive Systems Grants
ED	U.S. Department of Education
EHS	Early Head Start
EPSDT	Early Periodic Screening, Diagnosis, and Treatment Program
ESEA	Elementary and Secondary Education Act
FERPA	Family Educational Rights and Privacy Act
FPL	Federal Poverty Level
HEA	Higher Education Act
HHS	U.S. Department of Health and Human Services
HIPAA	Health Insurance Portability and Accountability Act
HRSA	Health Resources and Services Administration
IDEA	Individuals with Disabilities Education Act
Part B, Section 619	Preschool Grants
Part C	Early Intervention for Infants and Toddlers with Disabilities

ACRONYM	FEDERAL AGENCY, PROGRAM, OR FUNDING STREAM
ICC	Interagency Coordinating Councils
IES	Institute of Education Sciences
IFSP	Individualized Family Service Plan
Project LAUNCH	Linking Actions for Unmet Needs in Children's Health
MCHB	Maternal and Child Health Bureau
MCHBG – Title V	Maternal and Child Health Block Grant – Title V
MIEC	Maternal, Infant, and Early Childhood Home Visiting Program
NCES	National Center for Education Statistics
OCC	Office of Child Care
OHS	Office of Head Start
OPRE	Office of Planning, Research and Evaluation
OSEP	Office of Special Education Programs
SAMHSA	Substance Abuse and Mental Health Services Administration
SAPT	Substance Abuse Prevention and Treatment Block Grant
SLDS	Statewide Longitudinal Data System Grants
SNAP	Supplemental Nutrition Assistance Program (formerly known as the Food Stamp Program)
SSBG	Social Services Block Grant
SCHIP/CHIP	State Children's Health Insurance Program (Title XXI of the Social Security Act)
TANF	Temporary Assistance for Needy Families
Title I	Title I of ESEA - Early Childhood Grants
Title IV-B & IV-E of the SSA	Title IV-B & IV-E of the Social Security Act
WIC	Special Supplemental Nutrition Program for Women, Infants, and Children

APPENDIX B

Federal Early Childhood 2010 Partners

FEDERAL PARTNER	DESCRIPTION AND CONTACT
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
Administration for Children and Families (ACF)	
Administration on Developmental Disabilities (ADD)	<p>Developmental Disabilities Grantees The Developmental Disabilities Grant Programs comprise three state-based programs that collaborate with one another, as well as with other entities in their respective states.</p>
	<p>1. State Councils on Developmental Disabilities http://www.acf.hhs.gov/programs/add/states/ddcs.html State councils identify and address through systems change, capacity building, and advocacy efforts the most pressing needs of people with developmental disabilities in their state or territory.</p>
	<p>2. State Protection and Advocacy Systems http://www.acf.hhs.gov/programs/add/states/pas.html Systems in the states and territories that provide protection and advocacy services to individuals with developmental disabilities based on priority areas identified through public input.</p>
	<p>3. National Network of University Centers for Excellence in Developmental Disabilities Education, Research and Services http://www.aucd.org/template/page.cfm?id=24 This discretionary grant is awarded to public service units of universities or public or not-for-profit entities associated with universities to conduct interdisciplinary preservice preparation, community services, research, and information dissemination. These centers support activities that address various issues from prevention to early intervention to supported employment.</p>
Office of Child Care (formally known as Child Care Bureau)	<p>4. Projects of National Significance (PNS) http://www.acf.hhs.gov/programs/add/pns/pns.html PNS funds provide grants, contracts, and cooperative agreements to public and private nonprofit institutions to create opportunities for individuals with developmental disabilities in eight areas of emphasis: quality assurance, education and early intervention, child care, health, employment, housing, transportation, and recreation activities.</p>
Office of Child Care (formally known as Child Care Bureau)	<p>State and Territory Child Care and Development Fund (CCDF) Administrators http://www.acf.hhs.gov/programs/ccb/ccdf/factsheet.htm The CCDF program works to assist low-income families who are receiving and transitioning from temporary public assistance in obtaining child care so that they are able to attend classes or work.</p> <p>The CCDF Grantees: State: http://nccic.acf.hhs.gov/statedata/dirs/display.cfm?title=ccdf Tribal: http://nccic.acf.hhs.gov/tribal/grantees.html</p>

FEDERAL PARTNER	DESCRIPTION AND CONTACT	
Administration for Children and Families (ACF)		
Children’s Bureau (CB)	<p>Community-Based Child Abuse Prevention grantees (CBCAP) http://www.friendsnrc.org/cbcap http://scchildren.org/programs/2010-2011_cbcap_grantees The CBCAP program provides funding to states to develop, operate, expand, and enhance community-based, prevention-focused programs and activities designed to strengthen and support families to prevent child abuse and neglect.</p>	
	<p>Supporting Evidence-Based Home Visiting to Prevent Child Maltreatment (EBHV) www.supportingEBHV.org The goal of this program is to generate knowledge about the use of evidence-based home visiting programs to prevent child maltreatment, including obstacles and opportunities for their wider implementation.</p>	
	<table border="1" style="width: 100%;"> <tr> <td data-bbox="409 653 597 1062" style="width: 30%; vertical-align: top;"> <p>Prevention Discretionary Grantees</p> </td> <td data-bbox="604 653 1515 1062"> <p>National Quality Improvement Center on Early Childhood (QIC-EC) www.qic-ec.org The QIC-EC project seeks to generate and circulate new knowledge about programs and strategies that contribute to child maltreatment prevention and optimal development for children and their families.</p> <p>Preventing Child Abuse and Neglect through Nurse Home Visitation This program seeks to prevent child abuse and neglect by providing nurse home visitation services and referrals to healthy marriage and responsible fatherhood services.</p> <p>Rigorous Evaluations of Existing Prevention Programs This program provides funding for rigorous evaluations of existing child abuse prevention programs that have not previously been evaluated.</p> </td> </tr> </table>	<p>Prevention Discretionary Grantees</p>
<p>Prevention Discretionary Grantees</p>	<p>National Quality Improvement Center on Early Childhood (QIC-EC) www.qic-ec.org The QIC-EC project seeks to generate and circulate new knowledge about programs and strategies that contribute to child maltreatment prevention and optimal development for children and their families.</p> <p>Preventing Child Abuse and Neglect through Nurse Home Visitation This program seeks to prevent child abuse and neglect by providing nurse home visitation services and referrals to healthy marriage and responsible fatherhood services.</p> <p>Rigorous Evaluations of Existing Prevention Programs This program provides funding for rigorous evaluations of existing child abuse prevention programs that have not previously been evaluated.</p>	
Office of Head Start (OHS)	<p>Head Start Collaboration Offices http://eclkc.ohs.acf.hhs.gov/hslc/hsd/SCO This program seeks to facilitate collaboration between Head Start and Early Head Start agencies and entities that carry out activities designed to benefit low-income children from birth to school entry and their families.</p> <p>*The Head Start Collaboration Directors invited and paid for state prekindergarten programs directors to attend EC2010.</p>	
Office of Planning, Research, and Evaluation (OPRE)	<p>http://www.acf.hhs.gov/programs/opre OPRE is responsible for advising the assistant secretary for children and families on increasing the effectiveness and efficiency of programs to improve the economic and social well-being of children and families.</p>	
Health Resources and Services Administration (HRSA)		
Maternal and Child Health Bureau (MCHB)	<p>Early Childhood Comprehensive Systems (ECCS) Grantees http://eccs.hrsa.gov/Grantees/contacts.htm The ECCS seeks to support states and communities in their efforts to build and integrate early childhood service systems.</p> <p>*The ECCS grantees supported State Advisory Council chairs to attend EC2010.</p>	

FEDERAL PARTNER	DESCRIPTION AND CONTACT
Substance Abuse and Mental Health Services Administration (SAMHSA)	
<p>Women, Children, and Family Treatment (WCFT) Program Grantees http://womenandchildren.treatment.org WCFT addresses the needs of women with substance abuse problems and their families. WCFT is part of the Treatment Improvement Exchange (TIE) developed by SAMHSA's Center for Substance Abuse Treatment (CSAT).</p>	
<p>Project Linking Actions for Unmet Needs in Children's Health (LAUNCH) Grantees http://projectlaunch.promoteprevent.org/about-us/grantees Project LAUNCH seeks to create a shared vision for the wellness of young children that drives the development of federal, state, territorial, tribal, and locally based networks for the coordination of essential child-serving systems and the integration of behavioral and physical health services.</p>	
<p>Systems of Care Grantees http://www.tapartnership.org This program has a goal of building innovative home and community systems of care for, and generating new knowledge about the most effective way to meet the needs of, children with serious emotional disturbances and their families.</p>	
Centers for Disease Control and Prevention (CDC)	
<p>http://www.cdc.gov The CDC collaborates to create the expertise, information, and tools that people and communities need to protect their health—through health promotion, prevention of disease, injury and disability, and preparedness for new health threats.</p>	
U.S. DEPARTMENT OF EDUCATION	
Office of Special Education and Rehabilitative Services (OSERS)	
Office of Special Education Programs (OSEP)	Individuals with Disabilities Education Act (IDEA)
	<p>Grants for Infants and Toddlers, Part C of IDEA http://www2.ed.gov/programs/osepeip/index.html STATE PART C COORDINATORS http://www.nectac.org/contact/ptccoord.asp This program provides grants to states, the District of Columbia, the Commonwealth of Puerto Rico, the secretary of the interior, and four outlying areas to assist in maintaining and implementing coordinated programs of early intervention services for infants and toddlers with disabilities and their families.</p>
	<p>Special Education Preschool Grants, Section 619 of Part B of IDEA http://www2.ed.gov/programs/oseppsg/index.html STATE PRESCHOOL/619 COORDINATORS http://www.nectac.org/contact/619coord.asp This program provides grants to states, the District of Columbia, and Puerto Rico to make special education and related services available to children with disabilities.</p>

APPENDIX C

Selected State Contacts by Theme

1. COORDINATED STATE LEADERSHIP

Developing linkages across child and family services and supports, including early care and education; early intervention and special education; health, mental health, and nutrition; and family support.

STRATEGY	EXAMPLE STATE APPROACH	STATE CONTACT
Sharing authority across sectors.	Ohio—Early Childhood Cabinet with cross-sector membership	Alicia Leatherman Deputy Director Ohio Department of Job and Family Services alicia.leatherman@jfs.ohio.gov
	Wisconsin—Early Childhood Advisory Council and Memorandum of Understanding between Section 619 and Part C of IDEA agencies	Jill Haglund Program Administrator Wisconsin Department of Public Instruction Jill.Haglund@dpi.state.wi.us
Sharing authority for early childhood governance with local public/private boards or partnerships.	California First Five	Kris Perry Executive Director First Five kperry@ccfc.ca.gov
	North Carolina Smart Start	Stephanie Fanjul President Smart Start, The North Carolina Partnership for Children, Inc. sfanjul@ncsmartstart.org
Coordinating a one-stop local entry point to the system for families.	Vermont Children’s Integrated Services	Reeva Sullivan Murphy Deputy Commissioner Child Development Division Vermont Department for Children reeva.murphy@ahs.state.vt.us
Creating a framework for a prenatal through age 8 continuum.		
Addressing the needs of infants and toddlers and expectant mothers.	Pennsylvania—Infant-Toddler Systems Committee Report	Debi Mathias, Director Bureau of Early Learning Services Pennsylvania Office of Child Development and Early Learning demathias@state.pa.us
	Washington Birth to Three Plan	Sangree Froelicher Deputy Director Thrive by Five Washington sangree@thrivebyfivewa.org
Strengthening preschool through grade 3 alignment.	North Carolina Ready Schools	John Pruette Office of School Readiness North Carolina Department of Public Instruction John.pruette@ncpublicschools.gov

1. Coordinated State Leadership

STRATEGY	EXAMPLE STATE APPROACH	STATE CONTACT
Creating a continuum that links policies and programs from prenatal through grade 3.	Colorado Early Childhood Framework	Jodi Hardin Early Childhood Systems Specialist Office of Lt. Governor Joe Garcia jodi.hardin@state.co.us
Leveraging the opportunities presented by ECACs.		
Incorporating ECACs into a consolidated early care and education governance structure.	Washington Department of Early Learning	Amy Blondin Government and Community Relations Manager Washington Department of Early Learning amy.blondin@del.wa.gov
	Kansas Children's Cabinet	Jim Redmon Executive Director Kansas Children's Cabinet and Trust Fund James.redmon@srs.ks.gov
Using ECACs to fuel existing cross-agency efforts.	Illinois Early Learning Council	Shannon Christian Director Governor's Office of Early Childhood Development Shannon.christian@illinois.gov

2. EFFECTIVE USE OF DATA

Assessing state data-capacity to describe children, families, programs, and progress.

STRATEGY	EXAMPLE STATE APPROACH	STATE CONTACT
Determining current data capacity and options for integration.	Nevada—analysis of state early development and learning program data capacity	Margot Chappel Nevada Head Start Collaboration and Early Childhood Systems Office mchappel@dhhs.nv.gov
	Colorado Office of Information Technology	Micheline Casey Colorado Office of Information Technology Micheline.Casey@state.co.us
Tapping data capacity in a neutral agency.	South Carolina Office of Research and Statistics	Leigh Bolick Director Division of Child Care Services South Carolina Department of Social Services Leigh.Bolick@dss.sc.gov

2. Effective Use of Data

STRATEGY	EXAMPLE STATE APPROACH	STATE CONTACT
Building and using state data capacity to inform planning, policy, and continuous program improvement.		
Determining how to collect and use child development assessment data appropriately.	Maryland Model for School Readiness	Rolf Grafwallner Assistant State Superintendent Division of Early Childhood Development Maryland State Department of Education rgrafwal@msde.state.md.us
	Delaware Kindergarten Readiness Assessment	Janet Carter Early Development and Learning Resources Department of Education jcarter@doe.k12.de.us
	Washington Kindergarten Assessment of Developing Skills (WaKIDS)	Bonnie Beukema Assistant Director for Outcomes and Accountability Washington Department for Early Learning 360.725.4695 bonnie.beukema@del.wa.gov
Building capacity to enter and use assessment data to improve early childhood program practice.	Pennsylvania Early Learning Network	Phil Sirinides Educational Research Associate Pennsylvania Office of Child Development and Learning psirinidis@state.pa.us
Linking child-, family-, and provider-level data to inform policy and target technical assistance to improve provider quality.	South Carolina Child Care Data Bridge Project	Leigh Bolick Director Division of Child Care Services South Carolina Department of Social Services Leigh.Bolick@dss.sc.gov
Using data to inform families and the public.	Maryland Model for School Readiness	Rolf Grafwallner Assistant State Superintendent Division of Early Childhood Development Maryland State Department of Education rgrafwal@msde.state.md.us
	Pennsylvania—Risk and Reach Report released annually by county and the Early Learning Network	Phil Sirinides Educational Research Associate Pennsylvania Office of Child Development and Learning psirinidis@state.pa.us

2. Effective Use of Data

STRATEGY	EXAMPLE STATE APPROACH	STATE CONTACT
Leveraging federal investments in state education longitudinal data system capacity to include early childhood and workforce data.		
Developing Memorandums of Understanding (MOUs) to share data between child-serving agencies.	Missouri—ECAC plan to develop MOUs between state and local Head Start/Early Head Start programs	Kathy Thornburg Assistant Commissioner for the Office of Early and Extended Learning Missouri Department of Elementary and Secondary Education Kathy.Thornburg@dese.mo.gov
	Arkansas—Data sharing between the Department of Education and the Department of Human Services	Jamie Morrison Arkansas Better Chance Program Administrator Arkansas Department of Education jamie.morrison@arkansas.gov
Attaching a unique student identifier to early childhood datasets.	Maine	Jaci Holmes Federal State Legislative Liaison Maine Department of Education Jaci.holmes@maine.gov
	Illinois	Shannon Christian Director Governor’s Office of Early Childhood Development Shannon.christian@illinois.gov
Linking data on the early care and education workforce to the state longitudinal data system.	Pennsylvania	Phil Sirinides Educational Research Associate Pennsylvania Office of Child Development and Learning psirinidis@state.pa.us
	Illinois	Shannon Christian Director Governor’s Office of Early Childhood Development Shannon.christian@illinois.gov

3. SYSTEMIC QUALITY IMPROVEMENT

Developing and implementing research-based, cross-cutting standards.

STRATEGY	EXAMPLE STATE APPROACH	STATE CONTACT
Developing a birth through age 8 continuum of early learning guidelines.	Pennsylvania	Sue Mitchell Chief Bureau of Early Learning Pennsylvania Office of Child Development and Learning susmitchel@state.pa.us
Making state early learning standards/guidelines and program standards align with research and/or nationally recognized standards.	Arkansas—Association of Measurements comparison of standards	Kathy Stegall Program Administrator Arkansas DHS/Division of Child Care and Early Childhood Education kathy.stegall@arkansas.gov
Implementing early learning standards/guidelines in professional development and family and community engagement efforts.	California—Contracted with the Program for Infant Toddler Caregivers (PITC) to develop DVDs to assist in demonstrating state early learning standards/guidelines for infants and toddlers	Janet Poole Co-Director, PITC Partners for Quality jpoole@wested.org
	Ohio—Integrating into QRIS and professional development	Jamie Gottesman Assistant Bureau Chief Bureau of Child Care & Development Ohio Department of Job and Family Services gottej@odjfs.state.oh.us
	Wisconsin—Collecting stories of how to use guidelines on state website Example State Approach	Kath McGurk Wisconsin Department of Children and Families Kathy.mcgurk@wisconsin.gov
Reexamining the strength, reach, and enforcement of state child care licensing standards.	Missouri—Updating licensing standards	Kathy Quick Administrator of the Section for Child Care Regulation Missouri Department of Health and Senior Services Kathy.Quick@dhss.mo.gov
	Ohio—Reviewing child care licensing regulations with focus on quality standards	Terrie Hare Bureau Chief Bureau of Child Care & Development Ohio Department of Job and Family Services haret@odjfs.state.oh.us
	Washington—Licensing system assessment and review	Robert McLellan Assistant Director for Licensing Oversight Washington Department of Early Learning Robert.McLellan@del.wa.gov

3. Systemic Quality Improvement

STRATEGY	EXAMPLE STATE APPROACH	STATE CONTACT
Requiring linkages across the early childhood development and learning system in program standards.	Colorado—Integrating early childhood mental health consulting into state licensing requirements for training	Claudia Zundel Division of Behavioral Health Colorado Department of Human Services claudia.zundel@state.co.us
	Iowa—Requiring health and safety provisions and participating in the Child and Adult Care Food Program (CACFP) through QRIS	Jody Caswell QRS Program Manager Iowa Department of Human Services JCASWEL@dhs.state.ia.us
	Ohio—Requiring screening for developmental delays through the QRIS Example State Approach	Jamie Gottesman Assistant Bureau Chief Bureau of Child Care & Development Ohio Department of Job and Family Services gottej@odjfs.state.oh.us
Making standards culturally and linguistically appropriate and accessible.	Massachusetts—Policies to address dual language learners	Phil Baimas Director of Educator Provider Support Department of Early Education and Care Phil.Baimas@state.ma.us
	Minnesota	Kelly Monson State Early Childhood Systems Coordinator Minnesota Department of Health Community and Family kelly.monson@state.mn.us
	Illinois—Including FFN in QRIS	Linda Saterfield Director Human Capital Development Division Illinois Department of Human Services dhds6501@dhs.state.il.us
Creating an integrated professional development system that provides pathways and rewards for advancement.		
Creating statewide professional development systems that enable movement from entry level to advanced degrees and higher levels of compensation.	Florida	Jennifer L. Ohlsen Director of Professional Development Services Office of Early Learning Florida Agency for Workforce Innovation Jennifer.Ohlsen@flaawi.com
	North Carolina	Sue Russell Executive Director North Carolina Child Care Services Association suer@ipass.net
Developing an integrated professional development system in coordination with leaders from outside early development and learning.	Iowa	Tom Rendon Iowa Head Start State Collaboration Office Iowa Even Start State Coordinator Iowa Department of Education Tom.rendon@iowa.gov

3. Systemic Quality Improvement

STRATEGY	EXAMPLE STATE APPROACH	STATE CONTACT
Creating an integrated professional development system that provides pathways and rewards for advancement.		
Requiring core competencies for all professionals working directly and indirectly with children.	Florida—Core competencies for practitioners, directors, trainers and coaches/mentors.	Jennifer L. Ohlsen Director of Professional Development Services Office of Early Learning Florida Agency for Workforce Innovation Jennifer.Ohlsen@flaawi.com
	Virginia—Revising early child care and education professional competencies to apply across sectors, including home visiting	Catherine J. Bodkin, Chair Virginia Home Visiting Consortium Virginia Department of Health Catherine.Bodkin@vdh.virginia.gov
	Wisconsin—developed family support core competencies	Mary Ann Snyder, Executive Director The Children’s Trust Fund maryanne.snyder@wisconsin.gov
Promoting credentials to recognize specialized expertise that cuts across sectors.	Michigan Infant Mental Health Credential	Nichole Paradis Endorsement Coordinator Michigan Association for Infant Mental Health nparadis@mi-aimh.org
	Colorado Social Emotional Health Credential	Claudia Zundel Division of Behavioral Health Colorado Department of Human Services claudia.zundel@state.co.us
Building the capacity of higher education.	Connecticut	Darlene Ragozzine Executive Director Connecticut Charts-A-Course dragozzine@ctcharts.org
	South Carolina	Donna Davies South Carolina Center for Child Care Career Development Donna.davies@dss.sc.gov
	Massachusetts—Mapping higher education offerings; improving faculty skills on addressing children with disabilities/special needs	Sherri Killins, Commissioner Department of Early Education and Care/Head Start State Collaboration Office Sherri.killins@state.ma.us
	North Carolina	Sue Russell Executive Director North Carolina Child Care Services Association suer@ipass.net
	California—Cohort model to support early care and education practitioners to earn college degrees	Lisa Erickson Early Childhood Education Administrator First Five Alameda County Lisa.Erickson@first5ecc.org

3. Systemic Quality Improvement

STRATEGY	EXAMPLE STATE APPROACH	STATE CONTACT
Standardizing quality of training, on-site consultation, and support.	Florida—Core competencies and standardized training for trainers and mentors/coaches	Jennifer L. Ohlsen Director of Professional Development Services Office of Early Learning Florida Agency for Workforce Innovation Jennifer.Ohlsen@flaawi.com
	Connecticut—Infant/toddler modules for consultants from multiple disciplines working in child care settings	Grace Whitney, Director Head Start State Collaboration Office Connecticut Department of Social Services grace.whitney@ct.gov
	South Carolina Early Care and Education Technical Assistance System	Leigh Bolick, Director Division of Child Care Services South Carolina Department of Social Services Leigh.Bolick@dss.sc.gov
	Washington—Evaluation of on-site supports in QRIS	Char Goodreau Program Specialist – QRIS Washington Department of Early Learning char.goodreau@del.wa.gov
Building and sustaining the supply of quality early care and education programs, especially for the least advantaged children, through partnerships and funding strategies.		
Supporting program-level partnerships to serve vulnerable children and meet high program standards.	Kansas Early Head Start	Carrie Hastings Manager of Access and Services Kansas Department of Social & Rehabilitation Services carrie.hastings@srs.ks.gov
	North Carolina More at Four state prekindergarten	John Pruette Office of School Readiness North Carolina Department of Public Instruction John.pruette@ncpublicschools.gov
	Wisconsin—incentives and coaches to encourage “community approaches” in state prekindergarten	Jill Haglund Program Administrator Wisconsin Department of Public Instruction Jill.Haglund@dpi.state.wi.us State Contact
Supporting high quality child care slots for low-income children eligible for CCDF child care assistance.	Pennsylvania Keystone Babies	Sue Mitchell Chief Bureau of Early Learning Pennsylvania Office of Child Development and Learning susmitchel@state.pa.us
	Wyoming—Funding access to high quality programs using TANF	Anita Sullivan Wyoming Department of Education asulli@edu.state.wy.us

3. Systemic Quality Improvement

STRATEGY	EXAMPLE STATE APPROACH	STATE CONTACT
Providing access for low-income children to highly rated programs in the state QRIS.	Wisconsin—Requiring QRIS providers to accept low-income children receiving child care subsidy	Laura Saterfield Director Bureau of Early Care and Education Wisconsin Department of Child and Family Services Laura.saterfield@wisconsin.gov

4. PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

Adopting a strength-based approach for engaging families within the components of state early development and learning systems.

STRATEGY	EXAMPLE STATE APPROACH	STATE CONTACT
Promoting family strengthening across systems	Tennessee Strengthening Families	Judy Smith Chief Officer of Statewide Initiatives, Signal Centers, Inc. (Tennessee Child Care Resource & Referral Network) Judy_smith@signalcenters.org
	Nevada—Protective Factors Survey used for all state-funded parenting programs	Toby Hyman Social Service Program Specialist Nevada Department of Health and Human Services thyman@dhhs.nv.gov
Integrating family engagement and support into standards	Idaho—Integrating Strengthening Families into QRIS	Larraine Evans Clayton Director, Early Childhood Coordinating Council State Early Childhood Comprehensive Systems Grant claytonl@dhw.idaho.gov Jane Zink, IdahoSTARS Quality Rating & Improvement Coordinator Idaho AEYC jzink@idahoaeyc.org
	Arkansas—Strengthening Families Action Plan in QRIS	Ratha Tracy, Program Manager Division of Child Care and Early Childhood Education Arkansas Department of Human Services ratha.tracy@arkansas.gov Vicki Mathews Better Beginnings Program Coordinator Division of Child Care and Early Childhood Education Arkansas Department of Human Services Vicki.Mathews@arkansas.gov

4. Partnerships with Families and Communities

STRATEGY	EXAMPLE STATE APPROACH	STATE CONTACT
Integrating family engagement and support into standards	Pennsylvania—Family engagement and support in QRIS	Debi Mathias Director Bureau of Early Learning Services Pennsylvania Office of Child Development and Learning demathias@state.pa.us
Fostering parent leadership	Los Angeles, California—Abriendo Puertas/Opening Doors	Sandra Gutierrez Families in Schools sgutierrez@familiesinschools.org
	Michigan—Parent leadership in community councils	Joan Blough Vice President for Great Start System Planning and Evaluation Michigan Early Childhood Investment Corporation jblough@ecic4kids.org
	Rhode Island—Pediatric Practice Enhancement Project	Blythe Berger Perinatal and Early Childhood Health Rhode Island Department of Health blythe.berger@health.ri.gov
Working with communities to increase family-friendliness and connect services to schools and early care and education providers.		
Holding Community and Parent Café discussions.	Alaska	Panu Lucie Executive Director Alaska Children’s Trust akchildrenstrust@alaska.net
Attaching family engagement and support resources to schools serving vulnerable children.	Iowa Sustaining Parent Involvement Network (iSPIN)	Ed Redalen Director Iowa Parent Information and Resource Center eredalen@mchsi.com
	Maryland Family Support Centers (Judy Centers)	Cheryl De Atley Judy Center Partnerships Specialist Maryland Family Support Centers Maryland State Department of Education cdeatley@msde.state.md.us
Supporting family, friends, and neighbor caregivers at the community-level.	Minnesota—Family Friend and Neighbor community grant initiative	Kelly Monson State Early Childhood Systems Coordinator Minnesota Department of Health, Community, and Family kelly.monson@state.mn.us

4. Partnerships with Families and Communities

STRATEGY	EXAMPLE STATE APPROACH	STATE CONTACT
Leveraging new federal investments in and building infrastructure for home visiting.		
Coordinating existing home visiting programs	Maine Home Visiting	Sheryl Peavey Director Early Childhood Initiative Maine Children's Growth Council Sheryl.peavey@maine.gov
Developing a home visiting infrastructure, including common quality standards, professional development, and procedures.	New Jersey Comprehensive Prevention System	Sunday Gustin Office of Early Childhood Services Division of Prevention and Community Partnerships Home Visitation Program Manager New Jersey Department of Children and Families sunday.gustin@dcf.state.nj.us
Considering how to integrate home visiting with early care and education.	Virginia Home Visiting Consortium	Catherine J. Bodkin Chair Virginia Home Visiting Consortium Virginia Department of Health Catherine.Bodkin@vdh.virginia.gov

5. PHYSICAL AND BEHAVIORAL HEALTH INTEGRATION

Integrating health promotion, including access to Medicaid and health insurance, a medical home, and good nutrition.

STRATEGY	EXAMPLE STATE APPROACH	STATE CONTACT
Leveraging federal investments in health reform and Medicaid to expand coverage.	Illinois—AllKids medical insurance and innovative use of Medicaid for early childhood development services	Deborah Saunders Bureau Chief Maternal & Child Health Promotion Illinois Dept. of Healthcare and Family Services deborah.saunders@illinois.gov
Raising the quality of primary care for young children.	Virginia—Created a website to educate the public on American Academy of Pediatrics (AAP) Bright Futures recommendations for quality primary care and schedule of check-ups and immunizations for children	Joanne Boise, RN Manager Child and Adolescent Health Programs Virginia Department of Health Joanne.boise@vdh.virginia.gov

5. Physical and Behavioral Health Integration

STRATEGY	EXAMPLE STATE APPROACH	STATE CONTACT
Promoting good nutrition and health in early care and education settings.	Delaware—Revising state child care licensing and CACFP standards	Janet Carter Early Development and Learning Resources Department of Education jcarter@doe.k12.de.us
	New York Eat Well Play Hard in Child Care Settings Initiative	Lynne Oudekerk Acting Director, CACFP New York State Department of Health Lmo01@health.state.ny.us Ann Haller Child and Family Services Specialist New York State Office of Child & Family Services ann.haller@ocfs.state.ny.us
Developing a coordinated system of screening, referrals, and follow up services.		
Revising state-determined rules for use of Medicaid and CHIP funds to pay for standardized, age-appropriate screening, assessment, and other services.	Iowa—Revised state Medicaid rules to support early childhood health and mental health	Sally Nadolsky Medicaid Policy Specialist Iowa Department of Human Services SNADOLS@dhs.state.ia.us
	Pennsylvania—Purchase and use of Ages and Stages Questionnaire statewide	Debi Mathias Director Bureau of Early Learning Services Pennsylvania Office of Child Development and Learning demathias@state.pa.us
Coordinating systems of care to ensure effective referrals and access to services.	Connecticut Help Me Grow	Karen Foley-Schain Division Director Children’s Trust Fund KAREN.FOLEY-SCHAIN@ct.gov
	Massachusetts Project LAUNCH	Larisa Mendez-Penate State Coordinator MA Department of Public Health Larisa.mendez-penate@state.ma.us
	North Carolina Assuring Better Child Development	Marion Earls Medical Director Guilford Child Health, Inc. mearls@gchinc.com
Expanding access to Early Head Start.	Kansas Early Head Start	Carrie Hastings Manager of Access and Services Kansas Department of Social & Rehabilitation Services carrie.hastings@srs.ks.gov

5. Physical and Behavioral Health Integration

STRATEGY	EXAMPLE STATE APPROACH	STATE CONTACT
Expanding access to Early Head Start.	Missouri Early Head Start/Child Care Partnership Program	Becky Houf Children's Division Missouri Department of Social Services becky.l.houf@dss.mo.gov
	Oregon Program of Quality	Sonja L. Svenson Program Development Officer Budgets & Contracts Employment Department Oregon Child Care Division sonja.svenson@state.or.us
Integrating infant and early childhood mental health and identification of maternal depression across systems.		
Integrated infant and early childhood mental health planning and financing across all child-serving agencies.	Colorado—Early Childhood Mental Health Statewide Plan	Claudia Zundel Division of Behavioral Health Colorado Department of Human Services claudia.zundel@state.co.us
Providing mental health consultation to child-serving organizations.	Connecticut Early Childhood Consultation Partnership	Liz Bicio Early Childhood Consultation Partnership Program Manager Advanced Behavioral Health ebicio@abhct.com
Innovative strategies to identify and address parental depression.	Illinois Perinatal Mental Health Project	Deborah Saunders Bureau Chief Maternal & Child Health Promotion Illinois Department of Healthcare and Family Services deborah.saunders@illinois.gov
	Massachusetts (Boston) Family Connections Project	Cathy Ayoub Director Family Connections Project Children's Hospital Boston Catherine.Ayoub@childrens.harvard.edu

6. CHILDREN WITH MULTIPLE RISKS

Ensuring children involved in child welfare have access to critical services, including high quality early care and education programs, early intervention, and early childhood mental health care.

STRATEGY	EXAMPLE STATE APPROACH	STATE CONTACT
Creating partnerships between child welfare and Head Start/Early Head Start programs.	Connecticut	Grace Whitney Director Head Start State Collaboration Office Connecticut Department of Social Services grace.whitney@ct.gov Rudy Brooks Bureau Chief Connecticut Department of Children and Families rudolph.brooks@ct.gov
Prioritizing children in the child welfare system for child care subsidies.	Louisiana	Gail Kelso Acting Executive Director Division of Child Care and Early Childhood Education Louisiana Department of Children and Family Services gail.kelso@la.gov
	Massachusetts Supportive Child Care	Gail DeRiggi Senior Policy Analyst Family & Community Engagement Gail.deriggi@state.ma.us
Ensuring children, including infants and toddlers, in the child welfare system have access to screening and treatment for behavioral and mental health needs.	Indiana—Rule that all children receive a mental health screening within five days of an open case	Andrea L. Wilkes Public Health Administrator Maternal and Children Health Indiana State Department of Health Awilkes@isdh.in.gov
	Massachusetts—Requires all children under age three who live in homes where abuse or neglect reports exist to receive referrals to Part C of IDEA screening and services to address infant and early childhood mental health.	Neal Michaels Director of Early Intervention and Special Projects Department of Children and Families Neal.michaels@state.ma.us
Increasing knowledge of infant/toddler development and implications for child welfare system decisions.	Arkansas Infant-Toddler Court Team Project	Christin Harper Division of Children and Family Services Arkansas Department of Human Services christin.harper@arkansas.gov

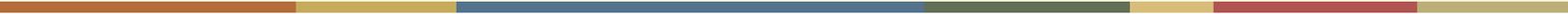
6. Children with Multiple Risks

STRATEGY	EXAMPLE STATE APPROACH	STATE CONTACT
Making connections between maternal substance abuse and supportive services for children.		
Including children when mothers need residential treatment.	Massachusetts—Allowing children to stay with mothers in treatment	Karen Pressman Director, Planning & Operations Bureau of Substance Abuse Services Department of Public Health Karen.pressman@state.ma.us
	Washington—Therapeutic child care guidelines	Sue Green Division of Behavioral Health & Recovery Washington Department of Social and Health Services GreenSR@dshs.wa.gov
Supporting substance-exposed newborns and their families.	Maine—Washington County Project LAUNCH grant focused on bridging gaps for at-risk newborns and their families	Sheryl Peavey Director Early Childhood Initiative Maine Children's Growth Council Sheryl.peavey@maine.gov Marjorie Withers Local Coordinator for Project LAUNCH in Washington County mwithers@maineline.net
Providing access to respite child care	Wisconsin—Provides child care subsidy to mothers in substance abuse treatment as a part of their approved plan in the state TANF program	Jim Bates Director Bureau of Child Care Administration Wisconsin Department of Children and Families Jim.bates@wisconsin.gov
Building capacity of child-serving agencies and communities to identify and address early childhood trauma.		
Drawing on existing data sources to understand the scope of the problem.	Illinois—Integrating administrative data sources to identify multiple service system families	Robert M. Goerge Research Fellow and Research Associate Chapin Hall at the University of Chicago rgoerge@chapinhall.org
	Washington—Built on the CDC's Behavioral Risk Factor Surveillance System to learn more about adverse childhood experiences	Jody Becker-Green Senior Director, Planning, Performance, and Accountability Department of Social and Health Services jody.becker-green@dshs.wa.gov
Educating the child welfare workforce on the signs and impact of early childhood trauma.	Illinois	Kimberly A. Mann Administrator The Office of Trauma Informed Practice Department of Child and Family Services/ Chicago State University kimberly.mann@illinois.gov

6. Children with Multiple Risks

STRATEGY	EXAMPLE STATE APPROACH	STATE CONTACT
Educating and empowering communities to interrupt the cycle of adverse early childhood experiences.	Washington	<p>Jody Becker-Green Senior Director, Planning, Performance, and Accountability Washington Department of Social and Health Services jody.becker-green@dshs.wa.gov</p> <p>Laura Porter Staff Director Washington State Family Policy Council portele@dshs.wa.gov</p>

APPENDIX D
Federally Funded
National Technical Assistance Centers



TA RESOURCE	MISSION	CONTACT INFORMATION
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES		
Administration for Children and Families (ACF)		
Quality Improvement Center on Early Childhood at the Center for the Study of Social Policy (QIC-EC at CSPP)	The QIC-EC is a five-year project to generate and disseminate new knowledge and robust evidence about programs and strategies that contribute to child maltreatment prevention and optimal development for infants and young children (0-5) and their families	WEBSITE: http://www.qic-ec.org PHONE: (202) 371-1565
Child Welfare Information Gateway (CWIG)	CWIG promotes the safety, permanency, and well-being of children and families by connecting child welfare professionals, including those working in adoption and other related fields, to essential information and resources to help them address the needs of children and families in their communities.	WEBSITE : http://www.childwelfare.gov PHONE : (800) 394-3366 E-MAIL: info@childwelfare.gov
Family Resource Information, Education and Network Development Services (FRIENDS). The National Resource Center (NRC) for Community-Based Child Abuse Prevention (CBCAP)	FRIENDS provide services to the CBCAP community through targeted training and technical assistance efforts. FRIENDS Technical Assistance Coordinators work with lead agencies to build a plan for capacity building in order to better meet the requirements of Title II of the Child Abuse Prevention and Treatment Act as Amended in 2003.	WEBSITE : http://www.friendsnrc.org
Administration on Developmental Disabilities		
University Centers for Excellence in Developmental Disabilities (UCEDDs)	Centers work with people with developmental and other disabilities, members of their families, state and local government agencies, and community providers in projects that provide training, technical assistance, service, research, and information sharing, with a focus on building the capacity of communities to sustain all their citizens.	WEBSITE: http://www.aucd.org/template/index.cfm PHONE: (301) 588-8252 E-MAIL: aucdinfo@aucd.org
Office of Child Care		
Center on the Social and Emotional Foundations for Early Learning (CSEFEL)	CSEFEL is a national resource center for disseminating research and evidence-based practices to early childhood programs across the country. CSEFEL is jointly funded by the Office of Child Care and the Office of Head Start.	Vanderbilt University's Department of Special Education WEBSITE: http://csefel.vanderbilt.edu PHONE: (615) 322-8150 E-MAIL: ml.hemmeter@vanderbilt.edu
National Child Care Information and Technical Assistance Center (NCCIC)	NCCIC is a national clearinghouse and technical assistance (TA) center that provides comprehensive child care information resources and TA services to Child Care and Development Fund (CCDF) Administrators and other key stakeholders.	WEBSITE: http://nccic.acf.hhs.gov PHONE: (800) 616-2242 E-MAIL: info@nccic.org
Afterschool Investments Project (AIP)	The AIP provides TA to Child Care and Development Fund (CCDF) grantees and other State and local leaders to increase access to quality school-age programs.	WEBSITE: http://nccic.acf.hhs.gov/afterschool PHONE: 202-587-1000 E-MAIL: afterschool@financeproject.org
Child Care Information Systems Technical Assistance Project (CCISTAP)	CCISTAP supports State, Territory, and Tribal CCDF grantees in collecting, managing, analyzing, and reporting child care administrative data.	WEBSITE : http://www.acf.hhs.gov/programs/ccb/ta/conf/index.htm PHONE: 240-399-8725 E-MAIL: info@ccb-cmc.org

TA RESOURCE	MISSION	CONTACT INFORMATION
Office of Child Care		
<p>Healthy Child Care America (HCCA)</p>	<p>The HCCA and CCHP program promotes the healthy development and school readiness of young children by strengthening partnerships between health and child care professionals, providing technical assistance regarding health and safety for health professionals and the early education and child care community, and enhancing the quality of early education and child care with health and safety resources. The HCCA/CCHP program is funded through an interagency agreement through ACF, Office of Child Care, and HRSA.</p>	<p>WEBSITE: http://www.healthychildcare.org PHONE: 888-227-5409 E-MAIL: childcare@aap.org</p>
<p>Tribal Child Care Technical Assistance Center (TriTAC)</p>	<p>TriTAC provides targeted technical assistance services to more than 500 tribes supported by the CCDF program.</p>	<p>WEBSITE: http://nccic.acf.hhs.gov/tribal PHONE: 800-388-7670 E-MAIL: tritac@namsinc.org</p>
<p>National Infant and Toddler Child Care Initiative (NITCCI) at ZERO TO THREE (ZTT)</p>	<p>NITCCI works collaboratively with CCDF administrators and other partners to advance system initiatives to improve the quality and supply of infant and toddler child care. NITCCI works with states, territories, and tribes to develop a deeper knowledge about specific elements of the early care and education system that supports quality infant/toddler child care.</p>	<p>WEBSITE: http://nitcci.nccic.acf.hhs.gov PHONE: 202-857-2673 E-MAIL: itcc@zerotothree.org</p>
Office of Head Start		
<p>The Early Head Start National Resource Center (EHS/NRC) at ZERO TO THREE (ZTT)</p>	<p>EHS/NRC serves the Early Head Start community by building new knowledge and sharing information related to the unique needs of infants, toddlers, and expectant families. The EHS NRC disseminates timely information through face-to-face meetings and state-of-the-art distant learning experiences. Resources created are provided to the EHS and Migrant and Seasonal Head Start community to promote an understanding of the needs of the infant-family field and support best practices.</p>	<p>WEBSITE: http://www.ehsnrc.org PHONE: (202) 638-1144 E-MAIL: ehsnrcinfo@zerotothree.org</p>
<p>Head Start National Center on Quality Teaching and Learning</p>	<p>The National Center on Quality Teaching and Learning will identify, develop, and promote teaching and learning practices with a strong evidence base to help Head Start programs achieve the best possible outcomes for young children. The center will develop products, deliver professional development opportunities, and work closely with Head Start training and technical assistance providers to ensure that effective educational strategies become everyday practice.</p>	<p>WEBSITE: http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching PHONE: (877)731-0764 E-MAIL: ncqtl@uw.edu</p>
<p>Head Start National Center on Cultural and Linguistic Responsiveness</p>	<p>The National Center on Cultural and Linguistic Responsiveness provides the Head Start community with research-based information, practices, and strategies to ensure optimal academic and social progress for linguistically and culturally diverse children and their families. Cultural and Linguistic Responsiveness provides culturally responsive, user-friendly materials and training for staff and families to use to promote strong language and literacy skills in children's home language and in English.</p>	<p>WEBSITE: http://www.acf.hhs.gov/grants/open/foa/view/HHS-2010-ACF-OHS-HC-0090 PHONE: (855) 494-0331 E-MAIL: NCCLRinfo.edc.org</p>

TA RESOURCE	MISSION	CONTACT INFORMATION
Office of Head Start		
<p>Head Start National Center on Parent, Family, and Community Engagement</p>	<p>The National Center on Parent, Family and Community Engagement will identify, develop, and disseminate evidence-based practices that are positively associated with the development of children from birth-to-5 and the strengthening of families and communities. The Center will create a framework and related tools for implementing a comprehensive, systemic, and integrated approach to parent, family and community engagement in Early Head Start and Head Start that is culturally and linguistically relevant and strengthens and solidifies parents' role in the early years, empowering them for ongoing advocacy for quality education as their children advance through public education.</p>	<p>WEBSITE: http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family E-MAIL: ncfce@children's.harvard.edu</p>
<p>Head Start National Center on Program Management and Fiscal Operations</p>	<p>The National Center on Program Management and Fiscal Operations will focus on the elements of managing successful agencies and offer information, training, and resources. Center staff members are committed to identifying best practices, sharing current and emerging research, and serving as a vehicle for communication on management and finance topics for the Head Start community.</p>	<p>WEBSITE: http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations PHONE: (855) 624-7636 E-MAIL: PMFOinfo4u@aed.org</p>
Substance Abuse and Mental Health Services Administration (SAMHSA)		
<p>National Technical Assistance Center for Children's Mental Health (NTAC-CMH)</p>	<p>The NTAC-CMH is dedicated to helping states, tribes, territories, and communities discover, apply, and sustain innovative and collaborative solutions that improve the social, emotional, and behavioral well being of children and families.</p>	<p>Georgetown University Center for Child and Human Development WEBSITE: http://gucchd.georgetown.edu PHONE: (202) 687-5000 E-MAIL: childrensmh@georgetown.edu</p>
<p>National Center for Mental Health Promotion and Youth Violence Prevention</p>	<p>The National Center for Mental Health Promotion and Youth Violence Prevention's (National Center) overall goal is to provide technical assistance (TA) and training to school districts and communities that receive grants from the U.S. Departments of Education and Justice and SAMHSA in the U.S. Department of Health and Human Services.</p>	<p>WEBSITE: http://www.promoteprevent.org TOLL-FREE NUMBER: (877) 217-3595 E-MAIL: info@promoteprevent.org</p>
<p>National Child Traumatic Stress Network (NCTSN)</p>	<p>The NCTSN is a unique collaboration of academic and community-based service centers whose mission is to raise the standard of care and increase access to services for traumatized children and their families across the USA.</p>	<p>University of California, Los Angeles PHONE: (310) 235-2633 Duke University PHONE: (919) 682-1552 WEBSITE: http://www.nctsn.org</p>

TA RESOURCE	MISSION	CONTACT INFORMATION
Health Resources and Services Administration (HRSA)		
<p>Maternal and Child Health Bureau (MCH), Early Childhood Comprehensive Systems (ECCS) Grant Program at JSI Research and Training Institute, Inc.</p>	<p>The purpose of ECCS is to support states and communities in their efforts to build and integrate early childhood service systems that address the critical components of access to comprehensive health services and medical homes; social-emotional development and mental health of young children; early care and education; parenting education, and family support.</p> <p>The MCH Bureau funds the following organizations in order to offer a range of TA and expertise to ECCS grantees.</p>	<p>WEBSITE: http://eccs.hrsa.gov</p> <p>Dena Green PHONE: 301 443-9768 E-MAIL: dgreen@hrsa.gov</p>
<p>Project THRIVE at the National Center for Children in Poverty (NCCP)</p>	<p>The goal of Project Thrive is to help states strengthen and expand their early childhood systems, paying particular attention to strategies that improve services for those at highest risk and that help reduce disparities in access and quality of care to early childhood health and mental health.</p>	<p>WEBSITE: http://www.nccp.org/projects/thrive.html</p>
<p>John Snow, Inc.</p>	<p>John Snow, Inc., and its nonprofit affiliate JSI Research and Training Institute, Inc., are public health research and consulting firms dedicated to improving the health of individuals and communities throughout the world.</p>	<p>WEBSITE: http://www.jsi.com</p> <p>Frances Marshman PHONE: 617-482-9485 E-MAIL: frances_marshall@jsi.com</p>
<p>Healthy Child Care America (HCCA)/Child Care and Health Partnership (CCHP) Program</p>	<p>The HCCA and CCHP program promotes the healthy development and school readiness of young children by strengthening partnerships between health and child care professionals, providing technical assistance regarding health and safety for health professionals and the early education and child care community, and enhancing the quality of early education and child care with health and safety resources. The HCCA/CCHP program is funded through an interagency agreement through ACF, Office of Child Care, and HRSA.</p>	<p>WEBSITE: www.healthychildcare.org PHONE: 888-227-5409 E-MAIL: childcare@aap.org</p>
<p>National Resource Center (NRC) for Health and Safety in Child Care and Early Education</p>	<p>The National Resource Center for Health and Safety in Child Care and Early Education (NRC), promotes improving the health and safety of children in early care and education settings through expert information on national health and safety standards, strategies, and contacts to strengthen child care regulations, and useful tools to support families and provide parent education.</p>	<p>WEBSITE: www.nrckids.org PHONE: 800-598-5437 E-MAIL: info@nrckids.org</p>
<p>National Training Institute (NTI)</p>	<p>The primary goal of the NTI is to support the healthy and safe development of young children in out-of-home child care programs by supporting state-based systems for training public and private sector health professionals to serve as child care health consultants (CCHC) and enhancing key state and regional early care and education networks through expanding the infrastructure of CCHC training.</p>	<p>WEBSITE: www.nti.unc.edu PHONE: 919-966-3780 E-MAIL: nti@unc.edu</p>

TA RESOURCE	MISSION	CONTACT INFORMATION
DEPARTMENT OF EDUCATION		
Office of Special Education Programs (OSEP)		
<p>Technical Assistance Alliance for Parent Centers</p>	<p>The alliance is a partnership of one national and six regional parent technical assistance centers. These seven projects comprise a unified technical assistance system for the purpose of developing, assisting, and coordinating the over 100 Parent Training and Information Centers (PTIs) and Community Parent Resource Centers (CPRCs) under IDEA.</p>	<p>WEBSITE: http://www.taalliance.org PHONE: (952) 838-9000 NATIONAL TOLL FREE: (888) 248-0822 E-MAIL: alliance@taalliance.org</p>
<p>The National Early Childhood Technical Assistance Center (NECTAC)</p>	<p>NECTAC will strengthen state and local service systems to ensure that children with disabilities (0 to 5 years) and their families receive and benefit from high-quality, evidence-based, culturally appropriate and family-centered supports and services.</p>	<p>WEBSITE: http://www.nectac.org University of North Carolina-Chapel Hill PHONE: (919) 962-2001 E-MAIL: nectac@unc.edu</p>
<p>The Early Childhood Outcomes Center (ECO)</p>	<p>The ECO Center assists states with the implementation of high-quality outcomes measurement systems for early intervention and preschool special education programs.</p>	<p>WEBSITE: http://www.fpg.unc.edu/~eco/index.cfm University of North Carolina-Chapel Hill E-MAIL: staff@the-eco-center.org</p>
<p>The Center for Early Literacy Learning (CELL)</p>	<p>The goal of the CELL is to promote the adoption and sustained use of evidence-based early literacy learning practices.</p>	<p>WEBSITE: http://www.earlyliteracylearning.org E-MAIL: info@puckett.org</p>
<p>The Data Accountability Center (DAC)</p>	<p>DAC’s mission is to support the submission and analysis of high-quality IDEA data by reviewing data collection and analysis and providing technical assistance to improve state capacity to meet data requirements.</p>	<p>WEBSITE: https://www.ideadata.org/default.asp CONTACT INFO: https://www.ideadata.org/Contacts.asp</p>
<p>The Regional Resource Center Program (RRCP)</p>	<p>The RRCP provides service to all states as well as the Pacific jurisdictions, the Virgin Islands, and Puerto Rico. The six regional program centers work to assist state education agencies in the systemic improvement of education programs, practices, and policies that affect children and youths with disabilities.</p>	<p>WEBSITE: http://www.rrfcnwork.org</p>
<p>The National Consortium on Deaf-Blindness (NCDB)</p>	<p>The NCDB works to promote academic achievement and results for children and youths who are deaf-blind and to assist in addressing state-identified needs for highly qualified personnel who have the necessary skills and knowledge to serve children and youths who are deaf-blind.</p>	<p>WEBSITE: http://nationaldb.org PHONE: (800) 438-9376</p>
<p>The National Professional Development Center on Inclusion (NPDCI)</p>	<p>NPDCI is working with states to develop, implement, and monitor a statewide plan for professional development that crosses traditional boundaries. This “cross-sector” approach means that diverse perspectives—agencies, organizations, higher education, and families—will be incorporated in all aspects of the system.</p>	<p>WEBSITE: http://community.fpg.unc.edu/npdci</p>

TA RESOURCE	MISSION	CONTACT INFORMATION
Office of Special Education Programs (OSEP)		
Technical Assistance Center on Social Emotional Intervention (TACSEI) for Young Children	TACSEI takes the research that shows which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities and creates free products and resources to help decision-makers, caregivers, and service providers apply these best practices in the work they do every day.	WEBSITE: http://www.nhsa.org/about_nhsa/partners/tacsei PHONE: (813) 974-9803 E-MAIL: cureton@usf.edu
The Technical Assistance Coordination Center (TACC)	The goal of the TACC is to ensure that states have high quality, coordinated TA focused on improving educational results and functional outcomes for infants, toddlers, children and youths with disabilities, and their families.	WEBSITE: http://www.taccweb.org/desc.html E-MAIL: mrovins@aed.org
DEPARTMENT OF JUSTICE		
Office of Justice Program's Office of Juvenile Justice and Delinquency Prevention (OJJDP)		
Safe Start Technical Assistance Center	The goal of Safe Start is to broaden the knowledge of and promote community investment in evidence-based strategies for reducing the impact of children's exposure to violence.	WEBSITE: http://www.safestartcenter.org PHONE: (800) 865-0965 E-MAIL: info@safestartcenter.org



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

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