

MAP TO INCLUSIVE CHILD CARE

OUTCOMES FOR YEAR THREE



University of Connecticut
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The Outcomes Report, **MAP TO INCLUSIVE CHILD CARE, Outcomes for Year Three**, was developed by:

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Outcomes of Maps to Inclusive Child Care Project, Year Three

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MAP TO INCLUSIVE CHILD CARE PROJECT OUTCOME REPORT YEAR THREE

INTRODUCTION

Map to Inclusive Child Care is a technical assistance initiative launched by the Child Care Bureau. Since October 1997 the project has provided technical assistance to states and jurisdictions in designing, implementing and evaluating policies and practices that support child care services that successfully include children with disabilities. Of the seven technical assistance projects launched by the Child Care Bureau at that time, Map is the only one explicitly designed to address the participation of children with disabilities in child care.

This report summarizes Year 3 outcomes. Building on the momentum of the first two years of the project, eleven new states and jurisdictions mobilized partners and resources to bring the needs and possibilities for child care for children with disabilities to the public's attention. They've undertaken ambitious agendas that have included establishing cooperative agreements, creating training networks, and analyzing special needs subsidy rates. The details of these and other activities are included in Section 3.

In order to participate in the Map to Inclusive Child Care Project, states and jurisdictions were invited to submit a formal application. The project anticipated working with ten teams each year. In Year 3, eleven applications were submitted from eight federal regions, and the project received approval from the Child Care Bureau to fund all eleven.

Region	I	Connecticut Maine
Region	II	Virgin Islands
Region	III	West Virginia
Region	V	Minnesota Ohio Wisconsin
Region	VII	Nebraska
Region	VIII	Montana
Region	IX	Arizona
Region	X	Alaska

Each team had a liaison, appointed by the state Child Care Administrator, who coordinated activities within the state or jurisdiction and work with project staff and consultants. (See Appendix A for a list for Team Liaisons)

As in Year 2, the prime contractor worked with its four consultants to provide specific technical assistance to Year 3 states and jurisdictions. Each team participated in:

- A teleconference, which gathered the 15 state/jurisdiction team members with project staff and consultants, to outline the work for the year
- A two-day strategic planning meeting, facilitated by a project consultant, in which the team articulated its vision and mission, and detailed the goals and activities in an action plan.
- The National Institute, in which Year 3 teams gained a national perspective on inclusive child care by participating in special interest discussions, team work sessions, regional meetings with Year 1 and 2 states and jurisdictions, and sessions which galvanized relationship among state and federal initiative. (See Appendix 2 for the Institute Program)
- Ongoing technical assistance with project staff and consultants, which included regular phone and electronic contact and on-site visits, to support activities related to the strategic plan and to facilitate networking among all the states.

The project provided some financial support for strategic planning meetings and participation in the National Institute.

This Year 3 Outcomes Report identifies the vision and mission statements for each state and jurisdiction, community events planned and implemented by each team, a profile of each team's activities and outcomes, and an analysis of Year 3 outcomes.

**SECTION 1:
VISION AND MISSION STATEMENTS**

This section of the Year 3 Outcomes Report includes vision and mission Statements were developed at the two-day strategic planning sessions. The purpose of these statements is to clarify and focus team activities.

State or Jurisdiction	Vision	Mission
Alaska	On behalf of all children, we envision caring, learning communities that support and respect each person's potential and nurtures their joy and creativity.	On behalf of all children, we are committed to ensuring access to safe, nurturing, inclusive child care with a positive learning environment.
Arizona	All children are happy playing and learning together. There is affordable, accessible, accredited, developmentally appropriate, quality child care. There is adequate public and private support and training for families, children and staff to assure automatic inclusion for all children.	To realize our vision through shared resources and collective spirit!
Connecticut	All children will have equal access to an array of quality care and education options regardless of their disability, family income, social status, culture or language.	To create an inclusive early care and education system through public awareness, training, technical assistance, and collaboration with public and private agencies, community resources, family and policy makers.
Maine	Maine is a Child Care System will provide comprehensive seamless services; support a full array of services for children and families; ensure a continuum of appropriate training and support; achieve access to services; be fully funded; share vision, leadership, resources and accountability; and benefit children and families.	Maine's Map to Inclusive Child Care assures that the needs of children with disabilities (special needs?, differing abilities?) and their families are met as we collaboratively create a culturally responsive system that provides universal access to child care.
Minnesota	Communities weaving the common threads of knowledge, respect and sensitivity to create and sustain high-quality culturally responsive child care in which all children and their families belong and are nurtured.	The MAP team, with our partners, will build and maintain pathways to assure inclusive child care thrives throughout Minnesota.
Montana	In Montana, we share a vision that celebrates diversity and provides the necessary resources to ensure high quality choices for all children and their families.	Our mission is to educate and empower all Montanans in developing positive beliefs increasing knowledge and resources, and providing quality early childhood experiences hat respond to the uniqueness of all children and their families.

State or Jurisdiction	Vision	Mission
Nebraska	We envision that all children thrive, learn and play together in optimally inclusive quality environments.	Our mission is to increase the availability and accessibility of quality child care for children with special needs.
Ohio	Families will have access to affordable, appropriate and quality child care choices to meet their individual needs.	The Ohio MAP Team will be dedicated to ensuring that community-sponsored quality child care is available and accessible to all families in Ohio.
Virgin Islands	We envision inclusive quality developmentally appropriate child care in a safe healthy environment in which all children are children first and comprehensive services are provided to meet each child's and family's needs.	To conduct community awareness and promote creation/expansion of quality inclusive child care options for all children.
West Virginia	West Virginia shows genuine respect and value for all children, including children who needs present special challenges. Children and families have the choices and information they need to access, utilize and benefit from all community settings. Community providers receive the support they need in helping children succeed through a statewide integrated system.	<p>The role of the Map team is to:</p> <ul style="list-style-type: none"> • Increase community awareness regarding the need for inclusive child care. • To promote integration of existing and the development of new collaborative efforts.
Wisconsin	All families have easy access to a range of high quality care and education services where all children are welcome and respected.	To assure that the interests of children with special needs and their families are integrated into planning, implementation, and evaluation efforts related to care and education services.

SECTION 2:
“COMMUNITY EVENTS” IMPLEMENTED BY THE MAP TEAMS

STATE OR JURISDICTION	DESIGNATED MAP “EVENT”
Connecticut (Region I)	<input type="checkbox"/> Developing a statewide consultation and on-site technical assistance system to child care providers for children with special needs.
Maine (Region I)	<input type="checkbox"/> Designing a calendar in collaboration with the Division of Health and Safety that is devoted to inclusion with easily accessible resources. The calendar will be distributed to child care providers and families.
Virgin Islands (Region II)	<input type="checkbox"/> Conduct a provider survey of 109 child care providers on inclusion. <input type="checkbox"/> Develop a checklist of ADA requirements for child care providers. <input type="checkbox"/> Provide two ADA trainings to increase awareness and knowledge about inclusion. <input type="checkbox"/> Planning to host an informal meeting with the business community in an effort to develop “partnerships” with them.
West Virginia (Region III)	<input type="checkbox"/> Planning to utilize the Quality Regional Teams in the state to host six to eight Train-the-Trainers workshops on inclusion.
Minnesota (Region V)	<input type="checkbox"/> Develop a website specifically for child care providers on inclusion.
Ohio (Region V)	<input type="checkbox"/> The team will have a Kick-off Event at the Ohio State Fair displaying an Awareness Campaign for inclusive child care.
Wisconsin (Region V)	<input type="checkbox"/> Purchase 3-5 display boards, 4 feet in size, that could contain information on inclusive child care to be used at various conferences.
Nebraska (Region VII)	<input type="checkbox"/> Develop and disseminate a resource brochure for child care providers on inclusion. Format of a “Tool Kit”.
Montana (Region VIII)	<input type="checkbox"/> Develop a team presentation for each of the child and family service providers (Early Intervention Providers) around the state. <input type="checkbox"/> Develop a tip sheet for child care resource and referral agencies. <input type="checkbox"/> Design and develop a poster session about the Map project and their activities. Poster will be available at the early Childhood Conference in October 2000, the Developmental Disabilities Conference in October 2000 and other appropriate conferences in spring, 2001.
Arizona (Region IX)	<input type="checkbox"/> Produce a CD/Video on inclusion and develop a brochure to accompany the video. <input type="checkbox"/> Discussing a “Legislature Awareness Day” to bring inclusive child care to the attention of the legislature.
Alaska (Region X)	<input type="checkbox"/> Develop and disseminate information about inclusion at state conferences, regional early childhood meetings and invitational meetings on early childhood issues. <input type="checkbox"/> Provide travel funds for team members such as parents and providers to facilitate the dissemination of such information.

SECTION 3: STATE PROFILES

This section of the Year 3 Outcomes Report summarizes activities of Map and other inclusive child care initiatives ongoing within participating states. The following information was collected from each of the eleven teams:

- Context in which Map Originated
- Liaison for Map Team
- Statewide Initiatives Relating to Inclusive Child Care
- Activities Related to Inclusive Child Care
- Unanticipated Outcomes and Other Comments
- Continuation Plans

CONNECTICUT (REGION I)

CONTEXT IN WHICH MAP ORIGINATED

- In 1997 the Governor of Connecticut convened an interagency task force called the “Governors Collaboration for Young Children.” Five groups involving young children’s needs were formed. The special needs work group specifically addressed inclusion in the State of Connecticut.
- The group wrote and compiled a report of findings which directly relates to the Maps project. This work group surveyed 1,600 child care centered, 2,000 family child care homes, and 500 families to determine the types of resources and services needed in the state to better serve young children with special needs and their families in care.
- One of the most prominent findings of the survey was that providers felt the single most difficult challenge presented by children in their programs was aggressive or disruptive behavior with 80.2 percent of the programs in agreement. When asked if caring for children with challenging behaviors was very difficult, difficult or not difficult 36 percent of the providers indicated that it was very difficult.
- The most single difficult challenge of children in family based child care was aggressive or disruptive behavior with 61.4 percent of the providers in agreement.
- When asked what resources or services would be most helpful when working with children with special needs on-site consultation and technical assistance for behavior management issues were perceived as the most helpful resource or service that could be made available. In addition, providers stated that they would like a telephone contact person to triage issues and concerns that are consistent and can follow-up. Providers state that it frequently “took too long for teams and/or human service agencies to meet their needs.”
- The Healthy Child Care CT (HCCC) Core Committee had more than 50 members representing all early care and health organizations and interests in the state. HCCC was designated by the SDE and the state Department of Social Services (DSS) to work with school readiness councils to implement the health component of the new state pre-kindergarten program.
- As a result HCCC surveyed local school readiness councils to determine health-related priorities. Reflective to findings of the early work group, school readiness councils identified behavioral concerns as their top priority and their needs for training, on-site technical assistance and on-demand consultation as their most pressing needs.

LIAISON FOR THE MAP TEAM

Peter Palermino
State Child Care Administrator
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Child Care Team
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Peter Palermino is also the State Child Care administrator and the state liaison. The State Child Care Administrator is located in the Department of Social Services.

STATEWIDE INITIATIVES RELATING TO INCLUSIVE CHILD CARE

- *Inclusive Child Care Team*- As an outgrowth of the Governor's Collaborative an interagency group called the Inclusive Child Care Team was formed. This group applied for The Maps grant, unfortunately they did not receive funding. However, the project director for Maps, Mary Beth Bruder, offered to facilitate a strategic planning session on May 12, 1999. At that meeting the group agreed to focus on four areas:
 - Training, consultation and support
 - Resource and referral and public awareness
 - Policy and planning
 - Linkage of early care and education and schools

ACTIVITIES RELATED TO INCLUSIVE CHILD CARE

- May 30, 2000: Stakeholders in CT were identified and invited to attend the meeting. National and State-wide models were explored and presented to the group. A survey was sent out to all committee members to gather more information on inclusive child care. At this meeting the group was asked to design a system of ongoing technical assistance through an exercise facilitated by Pat Doolan and Joanna Bogin.
- July 1, 2000: Long term goals were discussed, a plan was reviewed for the national institute, and continued feedback on the model for an on-site technical assistance network was discussed in detail. At this meeting it was decided that we would join together with HCCC to sponsor a state-wide forum on, "Building a consultation and on-site technical assistance system."
- July 10th & 11th, 2000- National Maps Institute, Washington, D.C.- the committee met for several hours in Washington. Discussion focused on the technical assistance system being formed by the group and the upcoming forum.
- July 17, 2000-This forum was very successful and involved many different state and local communities through-out the State of Connecticut. A model on technical assistance from Day Care Plus from Cleveland, Ohio presented in the morning. In the afternoon facilitators were assigned to regional community groups to discuss what their vision of a state-wide technical assistance network would look like. Nancy Gordon, the national consultant facilitated a group of state level organizations and groups to brainstorm funding for the project.

- August 28, 2000: The final meeting of the Maps to Inclusive Child care group identified the next steps for the continuation of the group:
 - Full committee will meet to address additional tasks of the Inclusive Child Care team.
 - Bring together Healthy Child Care CT. Maps and the Head Start Collaboration Office. Peter Palermino will attend the October 4th Core Committee meeting to discuss Maps.
 - Report will be submitted to the National Maps Liaison.

- The State of Connecticut Head Start office applied for and received a supplemental grant from the Head Start Bureau. Grace Whitney, of the Head Start Collaboration office wrote the grant to help ensure that our goal of setting up an on-site state-wide technical assistance network be supported. The objectives for this grant are:
 - Create interagency/interdisciplinary partnerships at the state and local levels to connect existing consultation and technical assistance resources for early care and education
 - Examine present regulations and systems for consultation to child care and make recommendations for refinements that would achieve a dynamic and integrated system to meet early care needs.
 - Create a blueprint for a statewide consultation system “warm line” for early care providers, including center, family child care, and informal settings.
 - Forum for Building a Consultation and On-Site Technical Assistance System (see above).
 - Charts-A-Course Training of Trainers in Inclusive Child Care

UNANTICIPATED OUTCOMES AND OTHER COMMENTS

- Pat Doolan: Torrington Board of Education and Litchfield County Head Start will introduce a blended classroom to 9 Head Start children and 12 children from the LEA. This would not have been considered as doable without having had the interaction with the strategic planning process. New insights gave the plan a fast track because we were comfortable with the types of support we would need if we ran into trouble.

CONTINUATION PLANS

- Full committee will meet to address additional tasks of the Inclusive Child Care team.

- Bring together Healthy Child Care CT. Maps and the Head Start Collaboration Office. Peter Palermino will attend the October 4th Core Committee meeting to discuss Maps.

- Report will be submitted to the National Maps Liaison.

MAINE (REGION I)

CONTEXT IN WHICH MAP ORIGINATED

- Maine State Planning Team for Inclusive Early Care and Education, which had been meeting in various forms for several years.

LIAISON FOR THE MAP TEAM

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The Child Care Administrator is in Augusta, Maine.

STATEWIDE INITIATIVES RELATING TO INCLUSIVE CHILD CARE

- Maine's University Affiliated Program, The Center for Community Inclusion provides statewide, but limited training and Technical Assistance regarding inclusive child care.
- The University Affiliated Program, the Developmental Disabilities Council, and Maine's Child Development Services System (early intervention system) were collaborating on a Developmental Therapy Leadership group whose aim was to increase the quality and availability of inclusive child care programs.

ACTIVITIES RELATED TO INCLUSIVE CHILD CARE

- Since the Map Project started, we have seen increased awareness, enthusiasm and impetus to our work. The recognition that inclusion is "here" and "we'd better figure out how to do it right" is widespread. Our enthusiasm and ability to plan and set things in motion has increased dramatically since our strategic planning sessions with Map's Technical Consultant, Ruth Ann Rasbold.
- This process offered wide-spread collaborations around the state making our vision into a reality.
- Due to the work for inclusive child care, a portion of the funds for a Healthy Maine (tobacco money) has been directly allocated to increasing quality inclusive child care. Additionally, our original State Planning Team has been subsumed as the Inclusion Subcommittee under our state Child Care Advisory Council, which has much more visibility and influence, since it reports directly to our legislature and advises our Office of Child Care and Head Start.
- \$250,000 in Technical Assistance for Needy Families (TANF) funds have been allocated to preventing the expulsion of children with special behavioral issues from child care settings. Recommendation to our OCC/HS on how these funds are to be spent will be made through our Inclusion Subcommittee/CCAC.

- Maine Roads to Quality, another collaborator, has recommended a 30 hour course on inclusive child care as part of their Core Curriculum for Child Care Providers (as well as infusing disability friendly information into the courses currently being developed).

UNANTICIPATED OUTCOMES AND OTHER COMMENTS

- Created a new relationship between the OCC/HS and the University Affiliated Program resulting in the funding to support inclusive early care and education across the state.

CONTINUATION PLANS

- Continue meeting on a regular basis, offering up our recommendations to the office of child care and head start and the legislature.
- Continue to re-evaluate our goals and outcomes based on our strategic plan and develop on-going goals.
- Continue to expand membership.
- Continue to have more representatives network regionally.

VIRGIN ISLANDS (REGION II)

CONTEXT IN WHICH MAP ORIGINATED

- There was no interagency group working on including children with disabilities into the child care system.

LIAISON FOR THE MAP TEAM

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The Map liaison is also the Child Care Administrator.

STATEWIDE INITIATIVES RELATING TO INCLUSIVE CHILD CARE

- To assist in increasing access to child center for infants and toddlers with disabilities, the Virgin Islands Department of Health's Infant and Toddler Program trains directors of child care programs using the "Successful Inclusion of Infants and Toddlers with Disabilities Through Multidisciplinary Training Outreach Project."
- The Department of Human Services through its Child Care and Development Funds Program and the University of the Virgin Islands provide a certificate and associate program in Inclusive Early Child Education.
- Child Development conferences held each year.

ACTIVITIES RELATED TO INCLUSIVE CHILD CARE

- In addition to the technical assistance provided by the Map project, the National Map Institute was most beneficial to the Map team. The opportunity to share ideas and experiences helped to reinforce our vision of inclusive quality child care in a safe healthy environment in which all children are children first and comprehensive services are provided to meet each child's and families' needs.

UNANTICIPATED OUTCOMES AND OTHER COMMENTS

- We gained a better understanding of who the players are that work in the child care arena and specifically what they do.
- Through the individualized technical assistance were received from the Map project we gained a whole new perspective on our community and the resources it has to offer.

CONTINUATION PLANS

- The Virgin Island Map team plans to continue their efforts as part of this larger Interagency Coordinating Council.

WEST VIRGINIA (REGION III)

CONTEXT IN WHICH MAP ORIGINATED

- There was no interagency group working on including children with disabilities into the child care system.

LIAISON FOR THE MAP TEAM

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The Statewide Administrator is located at the Licensed Child Care, Charleston, West Virginia.

STATEWIDE INITIATIVES RELATING TO INCLUSIVE CHILD CARE

- The West Virginia Apprenticeship for Child Development is a training that combines classroom instruction with on-the-job training for practitioners working in early education and care programs.
- Child Care Resource and Referral Agencies provide family information, consumer education, training to child care providers, technical assistance, assessment of community needs for child care providers and work with employers to develop child care options.
- The Governor's Early Childhood Implementation Commission formed a sub-committee called the Child Care Committee to work on making child care more accessible and affordable for families.
- Celebrating Connections a collaborative early childhood conference.
- Maternal Child and Health developed a training calendar and resource library for child care providers and professionals.
- School Day Plus is a grant operated through a contract with the West Virginia Board of Education to develop and operate before and after school programs.

ACTIVITIES RELATED TO INCLUSIVE CHILD CARE

- The Quality Regional Teams provide technical assistance to child care providers around inclusion.
- The Resource and Referral Agencies provide training to child care providers and child care professionals in the field around inclusion and quality child care.

UNANTICIPATED OUTCOMES AND OTHER COMMENTS

- Brought the Division of Licensing to the table.
- Strengthen the ties with higher education in the state.
- Learned about untapped resources in the state.
- Helped to bring together the entire splintered inclusive child care efforts that were going on in the state.

CONTINUATION PLANS

- The Map team plans to continue by becoming a sub-committee of the Child Care Committee (of the Governor's Cabinet).

MINNESOTA (REGION V)

CONTEXT IN WHICH MAP ORIGINATED

- The Governor's Interagency Coordinating Council is federally mandated under Part C money recognizing child care as a priority in the state.
- Project EXCEPTIONAL Caring for Children with Special Needs is the Inclusion curriculum used throughout Minnesota. This project has an advisory committee that includes and supports many collaborating partners at the state level.

LIAISON FOR THE MAP TEAM

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Barbara O'Sullivan is the state liaison and the Minnesota State Child Care Administrator located at Children and Families and Learning in Minneapolis/St. Paul.

STATEWIDE INITIATIVES RELATING TO INCLUSIVE CHILD CARE

- The Project EXCEPTIONAL training network.

ACTIVITIES RELATED TO INCLUSIVE CHILD CARE

- The team is discussing ways to establish a Latino special needs coordination site in partnership with an existing Latino Center where a partnership exists with the Map team.
- They are also attempting to look at scholarships to family cc providers who need education. Chris Brantley had the web materials at their last meeting and was getting approval on moving forward with the plans.
- Their plans also interface closely with their Healthy Child Care America project and they continue to explore possible opportunities to seek additional funding that will support efforts on inclusive child care.
- They have several people who are playing significant roles on other statewide committees that blend well with efforts on children with disabilities.
- They have a fall conference where they will present on the MAP project.
- They continue to work on special needs resource and coordination sites that will be funded through the CCDF fund.

UNANTICIPATED OUTCOMES AND OTHER COMMENTS

- The Map project helped to “connect the dots” with key stakeholders.
- Efforts are less fragmented and more cohesive planning taking place. The partners involved in the project are committed to moving the vision forward.
- Increased visibility to a wider more diverse audience.

CONTINUATION PLANS

- The state team needs to identify and gather more data on care for children with special needs.
- Coordinating activities with health, education and social services. The team is meeting with representatives from the Department of Human Services to identify funding sources for providers who care for children with special needs and to address staffing shortages (child care workers and personal care attendants).
 - Final editing stages of our resource manuals including:
 - “Caring for Children with Special Health Needs”
 - “Including Children with emotional and Behavioral Needs”
 - Inclusion in Child Care” On-site consultation manual
 - “Proyecto Exceptional” Spanish translation activities
 - ‘Working with Children Who Have Challenging Behavior”

OHIO (REGION V)

CONTEXT IN WHICH MAP ORIGINATED

- The Map project complements the efforts of the Governor's Family and Children First multi-agency initiative.

LIAISON FOR THE MAP TEAM

John Cunningham
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The liaison is a member of the Administrative team for the Ohio Department of Job and Family Services, the liaison is temporarily on loan to the Combined Charitable Campaign (the State's annual solicitation for the United Way and other charities).

The Child Care Administrator is located in the Ohio Department of Job and Family Services.

STATEWIDE INITIATIVES RELATING TO INCLUSIVE CHILD CARE

- None targeting inclusion specifically.

ACTIVITIES RELATED TO INCLUSIVE CHILD CARE

- The Map project has prompted the development of a multi-agency team to discuss the provision of technical assistance for inclusion efforts.
- The Family and Children First initiative, which existed prior to participation in the Map project, is beginning to revisit their program goals and initiatives. The priority issue that is to be addressed in inclusive child care.

UNANTICIPATED OUTCOMES AND OTHER COMMENTS

- The Ohio Map team is willing to share any and all of their information and experiences with other states to improve services on a national scale.
- As a year three state much of the results of this initiative is yet to be realized but they indicated a willingness to share and learn as time goes on.
- The liaison also noted that although he could not say whether results were necessarily unanticipated or unexpected, they have experienced a far greater level of success and commitment than was expected.

CONTINUATION PLANS

- The team plans to keep their team and efforts alive through the various connections they all have with state agencies, organizations and institutions and particularly in consort with Children and Family First.

WISCONSIN (REGION V)

CONTEXT IN WHICH MAP ORIGINATED

- Wisconsin had a federal demonstration grant under add, mobilizing Partners for Inclusive Child Care. The Wisconsin Child Care Improvement Project under the direction of Jane Penner-Hoppe coordinates this grant.
- The state team involves the Waisman Center, Head Start, the Department of Public Inspection, Birth to Three, the Wisconsin Child Care Resource and Referral Network, the Wisconsin Early Childhood Association, the department of Workforce Development, the Department of Regulation and Licensing, the Wisconsin Coalition for Advocacy and the Wisconsin Council on Developmental Disabilities.
- Wisconsin also has a group the Wisconsin Early Childhood Collaborating Partners that is formed by over 200 state and local partners. This group is working on a statewide strategic plan which focuses on several items, including inclusive child care.

LIAISON FOR THE MAP TEAM

Jane Penner-Hoppe
Coordinator
Mobilizing Partners fro Inclusive Child Care
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Dave Edie is the Wisconsin State Child Care Administrator and he is located in the Department of Workforce Development, Madison, Wisconsin.

STATEWIDE INITIATIVES RELATING TO INCLUSIVE CHILD CARE

- The Mobilizing Partners Project that supported statewide partnerships directed at promoting collaboration around inclusion existed.
- There are five pilot projects coordinated by CCR&R's that had dollars to promote inclusive child care.

ACTIVITIES RELATED TO INCLUSIVE CHILD CARE

- The Collaborating Partners Action Plan is an on-going activity.

UNANTICIPATED OUTCOMES AND OTHER COMMENTS

- The liaison could not identify any unanticipated outcomes due to the limited time frame of participating in the project.

CONTINUATION PLANS

- The Wisconsin Map team plans to fold the Map committee into the efforts underway in Wisconsin's Partners for Healthy Child Care/Healthy Child Care Wisconsin.
- The team would like to integrate the successful elements of Mobilizing Partners, i.e. trainings, models, and materials, into this effort.

NEBRASKA (REGION VII)

CONTEXT IN WHICH MAP ORIGINATED

- The Nebraska interagency coordinating council (NICC) (statewide early intervention council) had established a sub-committee to address child care and respite care service needs for children with disabilities. NICC was disbanded before the sub-committee completed their work plan.
- A comprehensive interagency council (Nebraska early childhood interagency council) is being formed which replaces three previous councils/committee that addressed: early intervention; child care, early care and education; and head start collaboration. Members of Nebraska's map team recommended that the new council's structure include a sub-committee that would address child care and respite care service needs for children with special needs.

LIAISON FOR THE MAP TEAM

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The map state liaison is the child care administrator.

STATEWIDE INITIATIVES RELATING TO INCLUSIVE CHILD CARE

- The Nebraska department of education and health and human services (co-lead agencies for Nebraska's early intervention program) have been focusing considerable attention on assisting local school districts and educational service units to provide early intervention services in natural environments. Training, public meetings and other forums have been held throughout the state to explain the concepts of natural environments to educators, parents and providers of early intervention services.
- The Nebraska Department of Health and Human Services division for children/adults with special needs is working to develop capacity, establish standards and a rate structure for child care and respite care for children with disabilities. Special attention is focused on children 13 and older.

ACTIVITIES RELATED TO INCLUSIVE CHILD CARE

UNANTICIPATED OUTCOMES AND OTHER COMMENTS

- One Nebraska community (Lincoln) has established technical assistance and consultation support for family child care homes and child care centers serving children with disabilities. Professionals work with the child care program staff on site and provide practical, effective assistance. At the strategic planning meeting, representatives from other communities expressed strong interest in developing similar support services using a similar model.
- The child care licensing program agreed to allow credit for training hours for technical assistance by school personnel, service coordinators and other professionals to assist child care programs better serve children with disabilities. Previously, training credit was not allowed for child specific technical assistance.
- In Nebraska, many individuals are dedicated to improving the quantity and quality of child care services for children with disabilities. In selecting the members of the map team, a decision was made early on to include anyone interested in these issues as advisors to the map team. Nebraska used other funds to support the advisors' participation in the strategic planning and other meetings/communication that will continue our efforts. Having a broader base of support for inclusive child care will insure our goals and outcomes are a priority in Nebraska.

CONTINUATION PLANS

- The map team recommended continuation of map in the natural environments initiative for state agency organization. In addition, the team recommended a sub-committee of the early childhood interagency council be formed to address the child care and respite care needs of children with disabilities.

MONTANA (REGION VIII)

CONTEXT IN WHICH MAP ORIGINATED

- The statewide Early Childhood Advisory Council requested that the state apply for the Map project and put together a team to focus on inclusion and child care policy because no such project existed.

LIAISON FOR THE MAP TEAM

Patti Russ
Montana State Department of Public Health and Human Services
P.O. Box 202952
Helena, MT 59620-2592

Patti Russ, Supervisor, Child Care Unit, Early Childhood Services Unit, Department of Public Health and Human Services is the state liaison. The state of Montana contracted with Child Care Plus+ U of M to assist the liaison and organize on-going activities related to the Map project.

The state administrator is Linda Fillinger in the Department of Public Health and Human Services, Child and Family Services Division, Early Childhood Services Bureau.

STATEWIDE INITIATIVES RELATING TO INCLUSIVE CHILD CARE

- The state had a small grants program to fund inclusion projects at several child care facilities. We funded about 4 per year.
- The state also supported Child Care Plus+ for statewide inclusion training through the Training in a Manila Envelope (TIME) project.

ACTIVITIES RELATED TO INCLUSIVE CHILD CARE

- The Statewide Early Childhood Advisory Council will meet on September 13-14. This group will provide guidance and recommendations for a year two effort for our state.
- Many of the MAP goals will be embedded in the Early Childhood systems that currently exist, i.e., training, Career Development, State Subsidy, IEP/IFSP process, automated systems for child care payment.
- Map team members are currently assessing the state's special need subsidy in order to make a recommendation to the state regarding change in policy.

UNANTICIPATED OUTCOMES AND OTHER COMMENTS

- We really strengthened our partnerships especially with the Part C agencies especially at the state level. The challenge over the next year will be to continue to build these strong partnerships at the local level.

CONTINUATION PLANS

- The Map team plans to meet in September to create a year two or plan for continuation of the process.
- The state may choose to continue a contract with Child Care Plus+ to coordinate inclusion efforts. This will be dependent upon recommendations of the SWECAC, which will meet next week.

ARIZONA (REGION IX)

CONTEXT IN WHICH MAP ORIGINATED

- Previously, no group was working on inclusive child care at the state level.

LIAISON FOR THE MAP TEAM

Ms. Connie Shore
Program Administrator
Child Care Administration
Department of Economic Security
1789 W. Jefferson 801A
Phoenix, AZ 85007

The liaison for Arizona is also the State Child Care Administrator.

STATEWIDE INITIATIVES RELATING TO INCLUSIVE CHILD CARE

- Arizona was awarded 14 contracts in October 1997 for the purpose of conducting community based needs assessments to determine the types and level of child care services needed. Child care for children with special needs was specifically addressed in 4 of these contracts, but all have the potential of successfully including children with special needs.
- The Arizona Self Study Project is a partnership of public agencies and private agencies that, through the managing agency – Association for Supportive Child Care, provide technical assistance to child care centers that begin the self-study process necessary to reach accreditation by a national child care accreditation body. The Department of Economic Security, with the use of CCDF funds is the biggest funder of this project. One of the requirements to become involved is to provide care for children with special needs. Over 230 child care centers have been supported through this project.
- Through the efforts of the Arizona Health Child Care Campaign, the Arizona Department of Economic Security, Office of Child Care Licensing has revised its “Enrollment Record and Health Data” form which is used by child care providers. This simple but effective change assists child care providers in including and appropriately caring for children with special needs.
- The Department of Health services, Office of Children and Special Health Care Needs, in conjunction with other entities across the state developed a guide to enrolling children with special needs in child care. This guide, “Enrolling the Child with Special Needs”, is being disseminated to child care providers.

ACTIVITIES RELATED TO INCLUSIVE CHILD CARE

- Each team member brings the goals and activities to meetings and agencies that have not previously been involved in inclusive child care to make connections and encourage others to become involved in the development quality child care services.

- The team identified comprehensive funding for inclusive child care as their priority for the upcoming year.
- The team is bringing in state agencies to look at comprehensive funding issues to provide quality child care for children with disabilities.

UNANTICIPATED OUTCOMES AND OTHER COMMENTS

- The development of the Map team in Arizona has resulted in numerous individuals and agencies joining the team after its original development. The new participants include the American Academy of Pediatrics, parents from the Head Start Collaboration and participation from the disability advocacy organizations.
- Through the development of the Arizona matrix, the team was able to identify the roles and responsibility of each stakeholder. Therefore they could minimize duplication and utilize their resources to enhance services appropriately for children with disabilities and their families.

CONTINUATION PLANS

- The Map team from Arizona plans to continue as its' own entity.
- The Map team has begun researching possible linkages to maintain the group. One possibility is blending with the Head Start Advisory Collaboration.

ALASKA (REGION X)

CONTEXT IN WHICH MAP ORIGINATED

- Although there was no comparable interagency group, there were major training efforts from Child Care Connection that included agencies around the state and the focus was inclusive child care training.

LIAISON FOR THE MAP TEAM

Ms. Yvonne Chase
State Administrator
Deputy Commissioner
Division of Early Development
333 West 4th Avenue, Suite 220
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The state administrator is at the same location.

STATEWIDE INITIATIVES RELATING TO INCLUSIVE CHILD CARE

- The Alaska Mental Health Trust Authority, an entity charged with addressing the needs of people with developmental disabilities, had dedicated \$100,000 per year, for three years beginning in fiscal year 2001, to inclusive child care.

ACTIVITIES RELATED TO INCLUSIVE CHILD CARE

UNANTICIPATED OUTCOMES AND OTHER COMMENTS

- When the project started, there was not an intent to impact the current subsidy rate for children with special needs; however, through our work, it became apparent that we needed to address those issues.

CONTINUATION PLANS

- With the receipt of the Mental Health Trust Authority funds, through the Governor's Council on Disabilities and Special Education, the Sneetches will fund demonstration projects for the next three years through the regional Child Care Resource and Referral agencies. Based on the outcomes of those projects, we intend to seek funding to institutionalize those projects that work and are appropriate as well as initiate new projects for furthering inclusive child care.

SECTION 4:
**A THEMATIC VIEW OF PROJECT ACTIVITIES AND ONGOING STATE
SUPPORTS FOR INCLUSIVE CHILD CARE**

This section of the Year 3 Outcomes Report represents an analysis of the outcomes from each state or jurisdiction. Outcomes were reviewed and categorized to portray the scope of Map activities and demonstrate the similarities and differences across Map Year 3 states or jurisdiction.

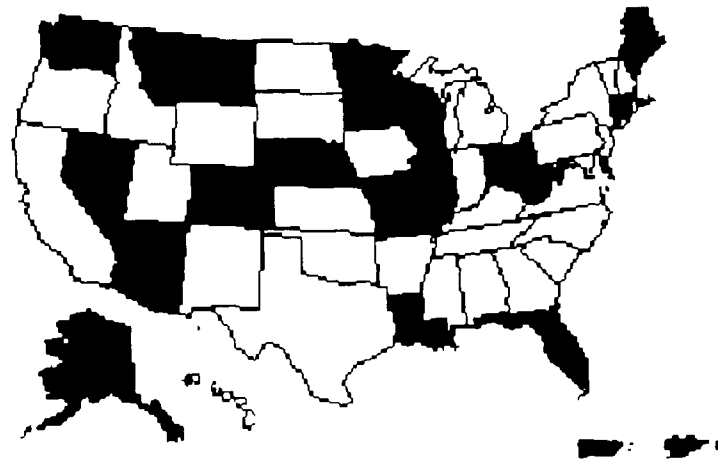
APPENDICES

**SUMMARY OF OUTCOMES OF THE MAP
TO INCLUSIVE CHILD CARE PROJECT, YEAR THREE (1999-2000)**

CATEGORY	EXPLANATION OF CATEGORY	STATES	No.
OUTCOMES RELATED TO INCLUSIVE CHILD CARE			
Public Awareness	Promoting public awareness through workshops, print materials, media campaigns or other channels about the importance of quality child care that addresses the individual needs of children with (and without) disabilities, or the improved dissemination of information about already existing resources, programs or services	OH, AL, MN, NE, WI, WV, CT, MT, AZ, VI ME	11
Training	Development of instructional opportunities for groups of providers, administrators, consumers, or others involved in developing quality and inclusive child care, ranging from workshops to full-scale credentialing systems	MN WV VI NE MT	5
On-site technical assistance	Individualized support for those providing inclusive child care, such as mentoring, on-site consultation and technical assistance, equipment lending libraries, or individualized telephone assistance	MN WI CT NE WV	5
Data collection and dissemination	Collection, analysis, or dissemination of data related to the need for, provision of, and issues associated with inclusive child care	OH, WI, NE, ME VI	5
Public policy (includes all those listed below)	Advocacy or implementation of policies through the executive or legislative branches of state government to increase the quality and availability of inclusive child care	OH, MN, WI, MT	4
<ul style="list-style-type: none"> • Legislation and state policy 	Development of a legislative agenda, presentations to legislators or other policy makers, or revision of state agency policies and practices to reflect a greater commitment to inclusive child care	OH AZ MN ME	4
<ul style="list-style-type: none"> • Regulatory revisions 	Revision of child care licensing standards or professional regulations to remove barriers to the participation of children with disabilities or enhance the quality of care	MT AZ WV	3
<ul style="list-style-type: none"> • Linkages to early intervention or special education 	Efforts to increase the use of child care settings as least restrictive environments (LRE) for the delivery of special education services for 3 to 5 year olds, or as natural environments for serving infants and toddlers with special needs or to otherwise increase collaboration between child care and school districts or early intervention providers	MN WI MT OH ME VI	6
<ul style="list-style-type: none"> • New linkages to health or disability resources 	Efforts to bring resources to inclusive child care from sources not previously utilized such as public health, developmental disabilities, or Medicaid	MN, NE ME CT VI	5
<ul style="list-style-type: none"> • New financial supports for direct services 	New or innovative uses of CCDF or other funds to pay for inclusive child care services		

Map to Inclusive Child Care National Institute

Child Care for All: Taking It to Scale



Sponsored by
The Child Care Bureau
Administration for Children and Families

Loews L'Enfant Plaza Hotel - Washington, DC

July 9 - 11, 2000



Map to Inclusive Child Care National Institute

Child Care for All: Taking It to Scale

Agenda

Sunday, July 9, 2000

4:30 pm – 6:30 pm – Ballroom Foyer
Registration

Monday, July 10, 2000

8:00 am - 3:00 pm – Ballroom Foyer
Registration

8:00 am – 6 pm – Ballroom D
Resource Area

9:00 am - 9:30 am – Ballroom ABC

Welcome & Overview
Charlotte Brantley, Associate Commissioner for Child Care
Administration on Children, Youth and Families

9:30 am - 10:30 am – Ballroom ABC

Keynote Address: Child Care for All: Challenges and
Opportunities in the New Millennium

Allan Bergman, CEO
Brain Injury Association

10:30 am - 10:45 am – Ballroom Foyer
Break

10:45 am - 12:00 pm – Ballroom ABC

Parent and Provider Perspectives Panel

Moderator:
Chearoll Looby-Williams, Parent
Virgin Islands

Patricia Doolan, Provider
Connecticut

Michelle LaCoss, Parent
Virgin Islands

Deborah Twomey, Parent
Maine

Carrie Witte, Provider
Nebraska

12:00 pm - 1:30 pm
Lunch (on your own)

Monday, July 10th (cont'd)

1:30 pm - 3:00 pm

Small Group Sessions

- ☉ Training—Models and Curriculum
Caucus

Facilitator:

Dorinda Smith, Technical Consultant
Map To Inclusive Child Care

Robert Brocken, Program Development Specialist
Department of Human Services, Illinois

Alda Jones, Director
Mountainland Child Care Resource and Referral
Agency, Utah

Darlene Ragozzine, Project Director
Norwalk Community Technical College, Connecticut

- ☉ Technical Assistance Models including Child Care
Resource and Referral Agencies
Quorum

Facilitator:

Sarah Mulligan, Technical Consultant
Map To Inclusive Child Care

Diana Autin, Executive Director
Statewide Parent Advocacy Network, New Jersey

Joanna Bogin, Inclusion Specialist
University of Connecticut Health Center, Connecticut

Peggie O'Hare, Early Childhood Specialist
Federation for Children with Special Needs
Massachusetts

- ☉ Legislation
Monet I, 2nd Floor

Facilitator:

Allan Bergman, CEO
Brain Injury Association

Beverly Bruce, State Representative
Louisiana Legislature

Susan Goldstein, Community Relations Director
ARC, Broward, Florida

Tory Clarke Henderson, Program Manager
Developmental Disabilities Council, Washington

- ☉ Funding Resources Including Reimbursement Rates
Monet II, 2nd Floor

Facilitator:

Joyce Butler, State Technical Assistance Specialist
National Child Care Information Center

Pamm Shaw, Map to Inclusive Child Care Coordinator
Child Care Health Program, California

Connie Shorr, Program Administrator
Department of Economic Security, Arizona

Monday, July 10th (cont'd)

JaNell Welker, Program Specialist
Commission on Children and Families, Oregon

- ☉ Collaboration with Part B, Part C, and Head Start
Club Room

Facilitator:
Sharon Walsh, Consultant
Walsh Taylor, Inc., Virginia

Lynda Cook-Pletcher, State Coordinator
Early Access, I.D.E.A. Part C, Iowa

Jaci Holmes, Early Childhood Consultant
Child Development Services, Maine

Linda McReynolds, Executive Director
Signal Centers, Inc./UCP, Tennessee

Patti Russ, Child Care Supervisor, Map Liaison
Department of Public Health and Human Services,
Montana

- ☉ Advocacy for Systems Change
LaSalle

Facilitator:
RuthAnn Rasbold, Technical Consultant
Map to Inclusive Child Care

Michael Conn-Powers, Early Childhood Center
Director
Institute on Disability and Community, Indiana

Kathy Fuger, Research Associate
UMKC Institute for Human Development, Missouri

Martie Kendrick, Education Specialist
Center for Community Inclusion, Maine

Michelle LaCoss, Parent
Virgin Islands

- ☉ TANF
Monet IV, 2nd Floor

Co-Facilitators:
Nancy Gordon, Technical Consultant
Map to Inclusive Child Care

Ann Burek, Senior Program Specialist
Office of Family Assistance, TANF

John Cunningham, Administrator
Department of Human Services/Bureau
of Child Care, Ohio

Lou Ann Long, Director
Children's Forum/Directory of Early
Childhood Services, Florida

David Stockford, Director of Special Services
Department of Education, Maine

- ☉ Legal Issues (ADA & IDEA)
Lafayette

Facilitator:
Abby Cohen, State Technical Assistance Specialist
National Child Care Information Center

Monday, July 10th (cont'd)

Patrice Farquharson, Executive Director
West Haven Child Development Center, Connecticut

Jaqui Shatos Carroll, Project Coordinator
Disability Law Center, Massachusetts

Lucille Zeph, Director
Center for Community Inclusion, Maine

- ◉ School-Age Child Care
Montcalm

Facilitator:
Dale Fink, Map Project Consultant
Massachusetts

Jennifer Burnham, Inclusive Child Care Coordinator
Resource and Referral Agency, Colorado

Patricia Doolan, Head Start/Early Head Start Director
Centers and Family Resource Center, Connecticut

Brian Silverson-Hall, Coordinator
Wayzata Home Base, ISD #284, Minnesota

3:00 pm - 3:15 pm – Ballroom Foyer
Break

3:15 pm - 5:30 pm
Individual State Team Meetings

Alaska – Monet IV, 2nd Floor
Arizona – Monet II, 2nd Floor
Connecticut - LaSalle

Maine – Club Room
Minnesota - Caucus
Montana – Monet I, 2nd Floor
Nebraska - Quorum
Ohio – Ballroom A
Virgin Island - Lafayette
West Virginia - Montcalm
Wisconsin – Ballroom B

5:30 pm - 7:00 pm – Ballroom Foyer
Reception

Tuesday, July 11, 2000

7:30 am - 9:00 am – Ballroom C
Round Table Discussions-Issues Across States (Optional)

- ▶ Child Care Providers
- ▶ Child Care Administrators
- ▶ Head Start Representatives
- ▶ Health Care Representatives
- ▶ Legislators
- ▶ Licensing Representatives
- ▶ Part C Representatives
- ▶ Parents
- ▶ Section 619 Representatives
- ▶ Training Representatives

8:00 am – 11:00 am – Ballroom Foyer
Registration

8:00 am – 5:00 pm – Ballroom ABC
Resource Area

Tuesday, July 11th (cont'd)

9:00 am- 9:15 am – Ballroom ABC

Welcome

Mary Beth Bruder, Project Director
Map to Inclusive Child Care Project

Sue Swenson, Commissioner
Administration on Developmental Disabilities

21st Century Community Learning Centers
Office of Elementary and Secondary Education

9:15 am -9:45 am – Ballroom ABC

Presentation of New Web Site to Help Parents Access
Resources for Infants and Pre-Schoolers with Disabilities

Bobbi Stettner-Eaton, Executive Director
Federal Interagency Coordinating Council

11:30 am - 1:00 pm

Lunch (on your own)

1:00 pm - 3:30 pm

Regional Meetings

9:45 am- 10:00 am – Ballroom Foyer

Break

Region I Connecticut, Maine, Massachusetts, and
Caucus Vermont

Region II New Jersey, Puerto Rico and
Montcalm Virgin Islands

10:00 am - 11:30 am – Ballroom ABC

Federal Partners Panel

Moderator:

Karen Tvedt, Director, Policy Division
Child Care Bureau

Ann Burek, Senior Program Specialist
Office of Family Assistance, TANF

Bobbi Stettner-Eaton, Executive Director
Federal Interagency Coordinating Council

Bonnie Strickland, Chief of Integrated Service Branch
Maternal and Child Health Bureau

Region III Maryland, Washington, DC and
LaSalle West Virginia

Region IV Florida and Tennessee
Monet IV, 2nd Floor

Region V Illinois, Indiana, Ohio, Minnesota and
Ballroom A Wisconsin

Region VI Louisiana and New Mexico
Club Room

Region VII Iowa, Missouri and Nebraska
Lafayette

Tuesday, July 11th (cont'd)

Region VIII Colorado, Montana and Utah
Monet II, 2nd Floor

Region IX Arizona, California and Nevada
Quorum

Region X Alaska, Oregon and Washington
Monet I, 2nd Floor

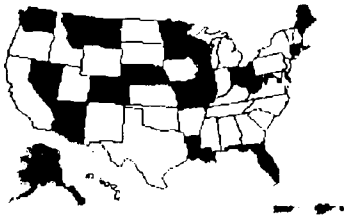
3:30 - 3:45 PM

Break – Ballroom Foyer

3:45 - 4:30 PM – Ballroom ABC

Closing Remarks

Olivia Golden, Assistant Secretary for Children and Families
Department of Health and Human Services



Child Care for All: Taking It to Scale



Map to Inclusive Child Care National Institute

Child Care for All: Taking It to Scale Presenter List

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Child Care for All: Taking It to Scale

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APPENDIX 2:
MAP TO INCLUSIVE CHILD CARE
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Loews L'Enfant Plaza Hotel Map

