

# A Roadmap for Farm to Early Care and Education:

*A guide to understanding farm to school opportunities  
in early care and education settings*



NATIONAL  
FARM to SCHOOL  
NETWORK



# Purpose and Scope

This resource is intended for use by stakeholders from diverse backgrounds (e.g., food systems, farm to school, policy) to facilitate a shared understanding of the early care and education sector and the natural opportunities to integrate farm to school initiatives into early care and education settings. This shared understanding can support enhanced connectivity between the local food and early care and education communities in order to advance farm to early care and education across the country. The overarching goal of this advancement is to enhance the quality of early care and education opportunities for all children.

## National Farm to School Network’s vision for the future of farm to early care and education:

- Access to healthy, local foods, gardening opportunities and agriculture and food education is the “new normal” in enhancing quality in early care and education
- All early care and education providers, regardless of geographic location, program type or socioeconomic status, have access to sufficient information, resources and support and are empowered to successfully implement farm to early care and education initiatives
- Farm to early care and education outcomes and benefits are clearly understood as aligned with the goals and priorities of the early care and education community
- A wide variety of stakeholders and sectors are engaged in collaborative efforts to expand access to healthy, local foods and high quality educational experiences for young children

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*This document is adapted from “Navigating Early Care and Education: A Roadmap for National Farm to School Network State Leads,” developed in partnership with Ecotrust ([www.ecotrust.org](http://www.ecotrust.org)) in 2014.*

# Farm to Early Care and Education 101

## What is farm to early care and education?

Farm to early care and education (ECE) offers increased access to the same three core elements of farm to school: local food sourcing, school gardens and food and agriculture education, in order to enhance the quality of the educational experience in all types of ECE settings (e.g., preschools, child care centers, family child care homes, Head Start/Early Head Start, programs in K-12 school districts).

Farm to ECE offers benefits that parallel the goals and priorities of the early care and education community, including an emphasis on experiential learning opportunities, parent and community engagement, and life-long health and wellness for children, families and caregivers. Like farm to school in the K-12 setting, farm to ECE also expands healthy food access for children and families, provides additional market opportunities for farmers and supports thriving communities (see [Benefits of Farm to School](#) for more information).

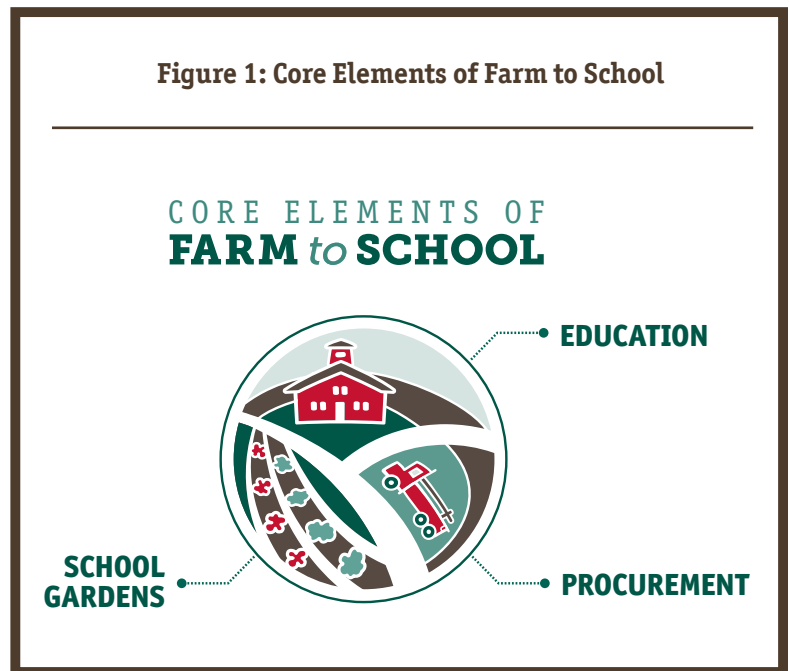
## Why focus on early care and education settings?

High quality ECE opportunities can have long-term, lasting benefits for children, families and communities. High quality ECE settings support appropriate development and may increase long term academic achievement along with improved physical and behavioral health.<sup>1</sup> ECE is increasingly considered to be an important community investment, demonstrating economic benefits through decreased grade repetition and special education spending and increased productivity and tax revenue.<sup>2</sup>

Farm to ECE is a critical strategy for key reasons that parallel the priorities of the early care and education community. These reasons highlight how farm to ECE activities help providers meet their goals of providing the highest quality care and educational experience available to the children they serve.

- **Health:** The earliest years of life are formative years for developing taste preferences and healthy eating habits.<sup>3</sup> Farm to ECE activities like taste tests, cooking lessons and gardening offer repeated exposures to new, healthy foods, promoting lifelong healthy food preferences and eating patterns, and decreasing the risk for obesity in childhood and beyond.<sup>4-9</sup>
- **Family and community engagement:** Parental involvement tends to be strongest during the early childhood years. Gardening and food-related activities appeal to families and create more opportunities for meaningful family engagement. Young children take home the excitement of learning about new foods and act as a catalyst for change, influencing parent and family food choices.<sup>8,10</sup> Additionally, farm to ECE benefits the entire community. Purchasing local products creates market opportunities for family farmers and bolsters local and regional food systems, while food-based learning educates teachers and providers about healthy habits and their local food system.<sup>11,12</sup>
- **Experiential education:** The experiential learning opportunities associated with farm to ECE enhance the learning environment, can help achieve early learning standards and support appropriate cognitive, emotional, social and physical development, important priorities for children, parents and providers.<sup>13</sup>

Figure 1: Core Elements of Farm to School



## Early care and education program structure<sup>14</sup>

Early care and education programs are structured in a wide variety of ways. Very broadly, there are two types of early care settings: family child care homes and child care centers.

- **Family child care** is home-based care that is provided for pay in the private family home of the caregiver.
- **Child care centers** provide care in centers that vary in terms of size and structure of operations. Settings may be privately or publically funded, operate as for- or non-profits and may or may not operate in partnership with a K-12 school district. A few of the most common categories of child care centers include:
  - **Head Start** is a federally funded program administered by state or local grantees aimed at providing high quality early learning opportunities to low-income children and families.<sup>15</sup> Head Start includes other specialized programs such as Migrant and Seasonal Head Start and American Indian and Alaskan Native Head Start.
  - **Preschools or child care in a K-12 district** may be funded by local district funds from federal or state Departments of Education, city/district general funds and/or Title I funds. (Title I funds are federal funds provided to school districts to support high quality education for children from low-income families.)
  - **State preschool programs** can be found in 42 states and Washington, D.C. and are funded through the state. These programs may be administered through other entities (including Head Start or K-12 districts). The number of children reached and income guidelines for participation vary from state to state.<sup>16</sup>
  - **Private preschool or child care** is paid for by parents, not public funds. These may include the larger for-profit chains, such as KinderCare and La Petite Academy, as well as smaller, independently owned programs.



Farm to ECE activities can be incorporated into any ECE setting; however, the varied regulatory environment, educational standards, hours of operation and meal programs may impact which and to what extent farm to ECE activities are implemented.

## Early care and education licensing and standards:

Early care and education programs are governed by a variety of required and voluntary regulations and standards that differ widely from state to state:

- **Licensing:** Each state establishes standards for regulating ECE settings. Licensed ECE sites (which can include both centers and family child care homes) must meet minimum standards of care and undergo regular monitoring from the state agency.\*
- **Early Learning Standards and Guidelines:** All 50 states, Washington D.C. and U.S. Territories have developed early learning guidelines. These guidelines outline developmental milestones for children from birth to age five and describe what children should know and be able to do at certain ages.<sup>17</sup> Head Start also has its own established set of early learning standards.<sup>18</sup>
- **Program Standards:** The Head Start Program Performance Standards are designed to clarify programmatic expectations and provide regulatory guidance to ensure all Head Start programs provide high-quality early learning opportunities.<sup>19</sup> These standards are mandatory for all Head Start programs. The National Association for the Education of Young Children (NAEYC) also has a set of program standards which is used to assess programs for NAEYC accreditation.<sup>20</sup>
- **Quality Rating and Improvement System (QRIS):** QRIS is an integrative system aimed at improving the quality of ECE by establishing quality standards for providers, monitoring and creating accountability in meeting those standards, and providing support and assistance in improving quality of care.<sup>21</sup> Most QRIS utilize a point or star rating system to assess quality.\*

\*See Appendix II for agencies and contact information for your state

## Meal programs in early care and education settings

Meal programs vary widely in early care and education settings. Some sites serve three full meals plus snacks, while others might serve only snacks or no food at all. The federal equivalent to the National School Lunch Program (NSLP) for ECE settings is the Child and Adult Care Food Program (CACFP).<sup>22</sup> Like NSLP, CACFP is a federal reimbursement for meals and snacks and is administered by state agencies. CACFP is available to child care centers and to family child care providers, however, CACFP is not as widely adopted by ECE settings as NSLP is by school districts. Find information about the agency that operates CACFP in your state in “Appendix II: State ECE Contact Information” or at the USDA State Agency cite.

In many cases, ECE settings (especially small child care centers and family child care homes) work with a Sponsoring Organization that administers CACFP, as opposed to working directly with a state agency (see figure titled, “CACFP Structure”). In addition to providing administrative and program management support, CACFP sponsoring organizations provide technical assistance and training. Find CACFP sponsors in your state here: [Find a CACFP Sponsor](#).

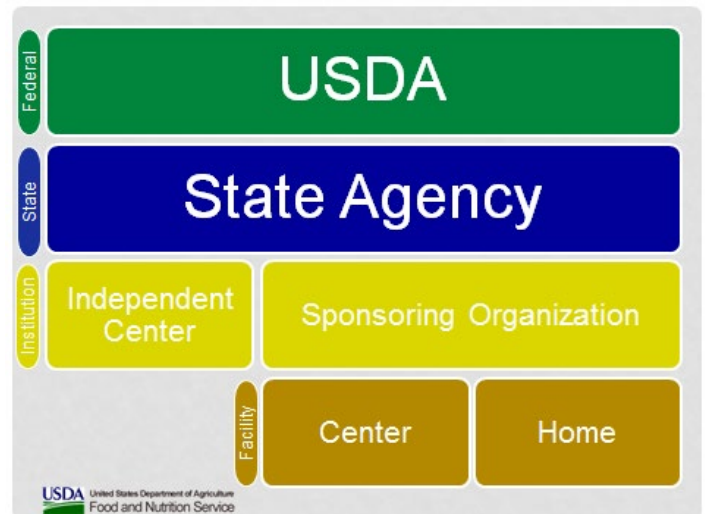
Purchasing local, minimally processed foods can help providers meet [CACFP meal pattern and nutrition standards](#) with diverse fruits and vegetables, whole grains and lower sugar food options. Serving local and seasonal foods is identified as a best practice in USDA’s “Child and Adult Care Food Program Meal Pattern Revision: Best Practices.”<sup>23</sup>

## Know the differences: K-12 and early care and education settings

There are a few important distinctions between K-12 and ECE settings that may help inform approaches to expanding farm to ECE:

- **Meal programs:** Nearly all K-12 school districts participate in NSLP, whereas ECE meal programs vary widely in terms of CACFP participation. ECE sites generally do not offer a la carte choices or multiple meal options and are more likely to serve family-style meals, which provide more time for children to eat and more opportunities for adults to model and nurture good eating habits.<sup>24</sup>
- **Local food procurement:** While many K-12 school districts purchase most of their foods from broadline distributors, ECE sites may purchase foods from a wider variety of sources, including the grocery store, farmers’ market or direct from farmers, a food hub or a broadline distributor, depending on the size of the program.<sup>25</sup> ECE programs tend to purchase at smaller volumes, which can be a good fit for farmers who may not have enough volume to work with a school district. However, smaller purchases can contribute to logistical challenges and make it difficult to access volume discounts that may be available to larger school districts. The need for smaller quantities may also better allow ECE sites to grow sufficient amounts of produce on-site to use in meal programs.
- **Class size:** ECE programs tend to have smaller numbers of children which can provide greater flexibility. However, inconsistent attendance numbers can make it difficult to purchase correct quantities of fresh food without waste.
- **Schedule:** ECE sites are more likely than K-12 school districts to remain in operation in the summer months, making it easier to highlight a wide variety of local foods when they are in season. ECE sites are more likely to have varied schedules (child care might be for only a few hours or it might be half or full days) which may limit some activities.
- **Curriculum:** Experiential and play-based education – grounded in applicable state and/or national early learning standards – is emphasized in early education programming.<sup>26</sup> Farm to ECE education activities such as gardening, cooking and taste tests meet many cognitive, emotional, social and physical learning objectives for young children.<sup>27</sup>
- **Family involvement:** Parental involvement tends to be strongest during the early childhood years, which can be a substantial asset for farm to ECE programming, creating opportunities for family involvement in the classroom and promoting a greater impact on eating habits and health behaviors at home. Additionally, this can prepare parents to expect and support farm to school programming in the K-12 years.

Figure 2: CACFP Structure



Source: United States Department of Agriculture, Food and Nutrition Services. 2016.

# Getting started in farm to early care and education

## Where do I start?

Use these getting started tips to build the knowledge and connections needed to get involved in farm to ECE:

- **Review NFSN resources:** See “Important resources” for an inclusive list of getting started information and visit the [NFSN Resource Database](#).
- **Stay connected with NFSN:** [Become a member of NFSN](#) to receive our newsletter and updates and join the [Farm2ECE Listserv](#) to stay connected.
- **Connect with NFSN staff:** NFSN staff may be able to connect you to existing activity in your state and facilitate connections to local ECE organizations. Find contact information [here](#).
- **Introduce your existing contacts from multiple sectors to the idea of farm to ECE:** Ask these contacts: What’s already happening in this area? Where are the leverage points and areas of overlap?
- **Learn from the field:** Find one ECE site or provider who can mentor you and answer your questions, perhaps in exchange for help finding local farmers or starting an edible garden.
- **Include early care providers and agencies in your current farm to school activities or food systems network:** Invite them to join farm to school networks, listservs and events in your state or region.
- **Be flexible:** This document serves as a starting point, but like farm to school in K-12, the nature of this work is such that there is no one-size-fits-all model. You will have to do some additional research into programs in your home state and adapt your plans to meet your community’s needs.

## Connecting with providers

There are a wide variety of agencies that either directly operate or provide support and technical assistance to ECE providers. The following agencies can help you connect with providers directly. Ask them for recommendations for providers or groups in your state that might be interested in farm to ECE:

- Head Start, Early Head Start, Migrant and Seasonal Head Start, American Indian and Alaska Native Head Start
  - Find [Head Start/Early Head Start Programs](#)
  - Find [Migrant and Seasonal Head Start Programs](#)
  - Learn more about [American Indian and Alaska Native Head Start](#)
- National and regional early care and education businesses and organizations (e.g., YMCA, KinderCare)
- Your state’s Child Care Resource & Referral (CCR&R) network. Available at [childcareaware.org](#)
- K-12 school districts, many of which operate child care programs or preschool classrooms
- [The National CACFP Sponsors Association](#)
- [The National Association of Family Child Care \(NAFCC\)](#)





## Connecting with state level stakeholders (*See Appendix II*)

Connect with state level agencies and organizations to explore partnership and collaboration opportunities as well as to identify key individuals who might be interested in farm to ECE efforts.

- **State Agencies:** The state agencies involved with various ECE initiatives vary from state to state.\* Start by connecting with state agencies that house:
  - CACFP
  - Early childhood programs
  - State preschool programs (if applicable)
  - [The Head Start State Collaboration Office](#)
  - ECE licensing agencies
  - And departments whose work is relevant to farm to school (e.g., departments of agriculture, education, health).  
\*See Appendix II for agencies and contact information for your state
- **Advocacy and Professional Associations:**
  - Affiliates of the [National Association for the Education of Young Children \(NAEYC\)](#)
  - [State Head Start Associations](#)
- **Your governor**, who may have an Office of Early Learning or other similar initiative related to child education, wellness or nutrition.
- **Universities and community colleges** with child development, nutrition, public health, food systems or related fields may have professors or students with interest in farm to ECE. These contacts can be good partners when seeking funding or intern/volunteer support for research or programming.
- **Funders** in your state or region that are focused on ECE might have good connections, resources and suggestions.
- **NFSN Core and Supporting Partners** and **USDA** contacts can point you towards current activity and key stakeholders in your state and region.

### Important Resources

[NFSN Farm to Early Care and Education Landing Page](#)

NFSN's Fact Sheets:

[Getting Started with Farm to Early Care and Education](#)

[Local Procurement for Child Care Centers](#)

[Local Purchasing for Family Child Care Homes](#)

[Farmtopreschool.org](#), maintained by the Urban and Environmental Policy Institute (UEPI) at Occidental College

USDA Farm to Preschool [Website](#) and [Fact Sheet](#)

[Growing Farm to Preschool in Your State: A How-To Guide](#), from Ecotrust

[Farm to Early Childhood Programs: A Step by Step Guide](#), from MSU Center for Regional Food Systems

Visit [NFSN's Resource Database](#) and search by "Preschool/Early Care" for wide variety of curricula, gardening guides, procurement information and other farm to ECE resources

## Fundraising for farm to early care and education

Funding opportunities for farm to ECE may be found through farm to school and food systems focused funding streams or ECE specific sources.

- Include ECE providers and agencies in funding proposals for food focused conferences, listservs, meetings or trainings.
- Consider grants from private foundations interested in ECE, relevant government grants (e.g., USDA Team Nutrition grants, SNAP-Ed funding, USDA Farm to School Grants) and partnerships with state agencies (especially departments of education, agriculture and public health).
- Partner with an ECE agency in your state to conduct collaborative fundraising for a shared project or to identify ECE specific funding opportunities (including quality improvement or technical assistance grants).

## What if farm to ECE does not fit within my scope of work?

Farm to early care and education can have a direct, positive impact on K-12 farm to school programs. Engaging children in eating healthy, local foods, gardening opportunities and agriculture and food education at an early age lays the groundwork for both successful farm to school programming at the K-12 level and for a lifetime of healthy habits.

If you work in farm to school or food systems, start by reviewing your scope explicitly with an eye to early childhood programs. Often, farm to school programs not only encompass ECE, but also can be greatly enhanced by the inclusion. If your scope is outside of ECE, there is abundant opportunity to connect with ECE stakeholders who would be able to partner and support farm to ECE efforts (see Appendix II).

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## Appendix II – State Early Care and Education Agencies and Contacts

### Abbreviation Key:

DO = Department of

E= Education

A=Agriculture

H=Health

HS=Human Services

SS = Social Services

ECE = Early Childhood/ Early  
Care and Education

OSSE= Office of State

Superintendent of Education

C&F = Children and Family

PI = Public Instruction

State	Child and Adult Care Food Program (CACFP) Agency	State Pre-K	Head Start Collaboration	Quality Rating and Improvement System (QRIS) Implementing Agency	Child Care Licensing Agency
Alabama	<a href="#">DOE</a>	<a href="#">DO Children’s Affairs (Office of School Readiness)</a>	<a href="#">DOECE</a>	<a href="#">DO Human Resources</a>	<a href="#">DO Human Resources, Child Care Services Division</a>
Alaska	<a href="#">DOE &amp; Early Development</a>	<a href="#">DOE &amp; Early Development</a>	<a href="#">DOE &amp; Early Development</a>	<a href="#">Thread Alaska – CCR&amp;R</a>	<a href="#">DOH</a>
American Samoa	NA	NA	NA	<a href="#">DOSS</a>	<a href="#">DOSS</a>
Arizona	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">First Things First</a>	<a href="#">DOE</a>
Arkansas	<a href="#">DOHS</a>	<a href="#">DOH, DOE</a>	<a href="#">DOHS</a>	<a href="#">DOHS, Div. of Child Care &amp; ECE</a>	<a href="#">DOHS, Div. of Child Care &amp; ECE</a>
California	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">DOSS</a>
Colorado	<a href="#">DOH &amp; Environment</a>	<a href="#">DOE</a>	<a href="#">DOHS, Office of Early Childhood</a>	<a href="#">DOHS, Office of Early Childhood</a>	<a href="#">DOHS, Office of Early Childhood</a>
Connecticut	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">Office of ECE</a>	<a href="#">Office of ECE</a>
Delaware	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">DO Human Development &amp; Family Studies/ DOE</a>	<a href="#">DOC&amp;F</a>
D.C.	<a href="#">OSSE</a>	<a href="#">OSSE</a>	<a href="#">OSSE</a>	<a href="#">OSSE</a>	<a href="#">OSSE</a>
Florida	<a href="#">DOH</a>	<a href="#">Office of Early Learning, DOE &amp; DO C&amp;F</a>	<a href="#">Office of ECE</a>	<a href="#">Early Learning Coalitions (County Specific)</a>	<a href="#">DOC&amp;F</a>
Georgia	<a href="#">DO Early Care &amp; Learning</a>	<a href="#">DO Early Care &amp; Learning</a>	<a href="#">DO Early Care &amp; Learning</a>	<a href="#">DO Early Care &amp; Learning</a>	<a href="#">DO Early Care &amp; Learning</a>
Guam	<a href="#">DOE</a>	NA	NA	<a href="#">DOH &amp; SS</a>	<a href="#">DOH &amp; SS</a>
Hawaii	<a href="#">DOE</a>	<a href="#">Executive Office of Early Learning</a>	<a href="#">DOHS</a>	<a href="#">DOHS</a>	<a href="#">DOHS</a>
Idaho	<a href="#">DOE</a>	NA	<a href="#">DOH &amp; Welfare</a>	<a href="#">IdahoAEYC</a>	<a href="#">DOH &amp; Welfare</a>
Illinois	<a href="#">State Board of Educ.</a>	<a href="#">State Board of Educ.</a>	<a href="#">DOHS</a>	<a href="#">DOHS/Board of Educ.</a>	<a href="#">DOC&amp;F</a>
Indiana	<a href="#">DOE</a>	<a href="#">Office of Educ. Innovation</a>	<a href="#">Family &amp; Social Services Admin.</a>	<a href="#">Family &amp; Social Services Admin.</a>	<a href="#">Family &amp; Social Services Admin.</a>
Iowa	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">DOHS</a>	<a href="#">DOHS</a>
Kansas	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">DO Children &amp; Families</a>	<a href="#">Child Care Aware of KS</a>	<a href="#">DOH &amp; Environment</a>
Kentucky	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">Gov’s Office (Office of Early Childhood)</a>	<a href="#">DO Community Based Services</a>	<a href="#">DOH (Cabinet for Health &amp; Family Services)</a>
Louisiana	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">DO C&amp;F</a>	<a href="#">DOE</a>
Maine	<a href="#">DOH &amp; HS</a>	<a href="#">DOE</a>	<a href="#">DOH &amp; HS</a>	<a href="#">DOH &amp; HS</a>	<a href="#">DOH &amp; HS</a>
Maryland	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">DOE, Div. Early Childhood Development</a>	<a href="#">DOE, Div. Early Childhood Development</a>	<a href="#">DOE, Div. Early Childhood Development</a>

State	Child and Adult Care Food Program (CACFP) Agency	State Pre-K	Head Start Collaboration	Quality Rating and Improvement System (QRIS) Implementing Agency	Child Care Licensing Agency
Massachusetts	<a href="#">DOE</a>	<a href="#">DOECE</a>	<a href="#">DOECE</a>	<a href="#">DOECE</a>	<a href="#">DOECE</a>
Michigan	<a href="#">DOE</a>	<a href="#">Office of Great Start, DOE</a>	<a href="#">Office of Great Start, DOE</a>	<a href="#">Early Childhood Investment Corp.</a>	<a href="#">DOECE</a>
Minnesota	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">DOHS</a>	<a href="#">DOHS</a>
Mississippi	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">Office of the Governor</a>	<a href="#">Early Childhood Institute – Miss. State University</a>	<a href="#">DOH</a>
Missouri	<a href="#">DOH &amp; SS</a>	<a href="#">DOE</a>	<a href="#">Center for Family Policy &amp; Research, Dep’t of Elementary &amp; Secondary Educ.</a>	NA	<a href="#">DOH &amp; SS</a>
Montana	<a href="#">DOH &amp; HS, Early Childhood Services Bureau</a>	<a href="#">DOE</a>	<a href="#">DOH &amp; HS, Early Childhood Services Bureau</a>	<a href="#">DOH &amp; HS, Early Childhood Services Bureau</a>	<a href="#">DOH &amp; HS, Early Childhood Services Bureau</a>
Nebraska	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">DOE/ DOH &amp; HS</a>	<a href="#">DOH &amp; HS</a>
Nevada	<a href="#">DOA</a>	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">Div. of Welfare and Supportive Services</a>	<a href="#">Div. of Public Behavioral Health</a>
New Hampshire	<a href="#">DOE</a>	NA	<a href="#">DOH &amp; HS</a>	<a href="#">DOH &amp; HS</a>	<a href="#">DOH &amp; HS</a>
New Jersey	<a href="#">DOA</a>	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">Inter Dep’t Group</a>	<a href="#">DOC&amp;F</a>
New Mexico	<a href="#">DOC&amp;F</a>	<a href="#">DOC&amp;F</a>	<a href="#">DOC&amp;F</a>	<a href="#">DOC&amp;F</a>	<a href="#">DOC&amp;F</a>
New York	<a href="#">DOH &amp; HS</a>	<a href="#">DOE</a>	<a href="#">Council of Children and Families</a>	<a href="#">Early Childhood Advisory Council</a>	<a href="#">Office of Children &amp; Family Services</a>
North Carolina	<a href="#">DOH &amp; HS</a>	<a href="#">DOH &amp; HS, Div. of Child Development &amp; Early Educ.</a>	<a href="#">DOE, Office of Early Learning</a>	<a href="#">DOH &amp; HS, Div. of Child Development &amp; Early Educ.</a>	<a href="#">DOH &amp; HS, Div. of Child Development &amp; Early Educ.</a>
North Dakota	<a href="#">DOE</a>	NA	<a href="#">DOE</a>	<a href="#">DOHS</a>	<a href="#">DOHS</a>
Northern Mariana Islands	NA	NA	NA	<a href="#">DO Community &amp; Cultural Affairs</a>	<a href="#">DO Community &amp; Cultural Affairs</a>
Ohio	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">DO Job &amp; Family Services, Office for Children &amp; Families</a>	<a href="#">DO Job &amp; Family Services, Office for Children &amp; Families</a>
Oklahoma	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">Oklahoma Assoc. of Community Action Agencies</a>	<a href="#">DOHS</a>	<a href="#">DOHS</a>
Oregon	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">DOE, Early Learning Division</a>	<a href="#">DOE, Early Learning Division</a>	<a href="#">DOE, Early Learning Division</a>
Pennsylvania	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">DOHS, Office of Child Development &amp; Early Learning</a>	<a href="#">DOHS, Office of Child Development &amp; Early Learning</a>
Puerto Rico	<a href="#">Puerto Rico Child Nutrition Program</a>	NA	<a href="#">Office of the Governor</a>	<a href="#">Admin. of Integral Child</a>	<a href="#">Admin. of C&amp;F</a>
Rhode Island	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">DOHS</a>	<a href="#">Rhode Island AEYC</a>	<a href="#">DOC&amp;F</a>
South Carolina	<a href="#">DOSS</a>	<a href="#">DOE and South Carolina First Steps</a>	<a href="#">DOSS, Div. of ECE</a>	<a href="#">DOSS, Div. of ECE</a>	<a href="#">DOSS, Div. of ECE</a>
South Dakota	<a href="#">DOE</a>	NA	<a href="#">DOE</a>	<a href="#">DOSS</a>	<a href="#">DOSS</a>

State	Child and Adult Care Food Program (CACFP) Agency	State Pre-K	Head Start Collaboration	Quality Rating and Improvement System (QRIS) Implementing Agency	Child Care Licensing Agency
Tennessee	<a href="#">DOHS</a>	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">DOHS</a>	<a href="#">DOHS</a>
Texas	<a href="#">DOA</a>	<a href="#">DOE</a>	<a href="#">The Children's Learning Institute</a>	<a href="#">Texas Workforce Commission</a>	<a href="#">Dep't of Family &amp; Protective Services</a>
Utah	<a href="#">DOE</a>	NA	<a href="#">DOE</a>	<a href="#">Dep't of Workforce Services/Office of Child Care</a>	<a href="#">DOH, Bureau of Child Development</a>
Vermont	<a href="#">DOE</a>	<a href="#">DOC&amp;F, DOE</a>	<a href="#">Agency of Human Services, DOC&amp;F</a>	<a href="#">Agency of Human Services, DOC&amp;F</a>	<a href="#">Agency of Human Services, DOC&amp;F</a>
Virgin Islands	<a href="#">DOE</a>	NA	NA	<a href="#">DOHS</a>	<a href="#">DOHS</a>
Virginia	<a href="#">DOH</a>	<a href="#">DOE</a>	<a href="#">DOHS</a>	<a href="#">DOHS – Office of Early Childhood Development, VA Early Childhood Foundation</a>	<a href="#">DOHS</a>
Washington	<a href="#">Office of Superintendent of PI</a>	<a href="#">DO Early Learning</a>	<a href="#">DO Early Learning</a>	<a href="#">DO Early Learning</a>	<a href="#">DO Early Learning</a>
West Virginia	<a href="#">DOE</a>	<a href="#">DOE</a>	<a href="#">DOH &amp; HS</a>	<a href="#">DOH &amp; HS, Div. of ECE</a>	<a href="#">DOH, Bureau for C&amp;F</a>
Wisconsin	<a href="#">DOPI</a>	<a href="#">DOPI</a>	<a href="#">DOPI</a>	<a href="#">DOC&amp;F</a>	<a href="#">DOC&amp;F</a>
Wyoming	<a href="#">DOE</a>	NA	<a href="#">DO Workforce Services</a>	<a href="#">DO Family Services, Early Childhood Division</a>	<a href="#">DO Family Services, Early Childhood Division</a>



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