



SUMMARY OF STATE PROFILES OF SUCCESSFUL PUBLIC-PRIVATE PARTNERSHIPS

In States and communities throughout the country, public-private partnerships are flourishing. These partnerships focus on shared goals that bring together the public sector (federal, state, local, and tribal officials or agencies) with the private sector (families, employers, philanthropies, media, civic groups, and service providers). This resource presents 14 state public-private partnership profiles. This summary is organized to: (1) provide a brief description of each profile; (2) demonstrate how public-private partnerships are creatively used to support diverse and critical activities in the early learning system; (3) describe the various roles that key players such as foundations, businesses, and the public sector play in these partnerships; and (4) highlight public sector mechanisms undergirding the partnerships.

1. Overview of Partnerships

Arizona First Things First –The state Early Childhood and Development Health Board and local councils that allocate state public money to support a family-centered, comprehensive, collaborative, and high-quality early childhood system for the development, health, and early education of Arizona’s children birth to age 5.

Colorado Early Childhood Councils – Local councils that allocate state public money to support improvements in the quality, access, and equity of services in early learning; family support and parent education; social, emotional, and mental health; and health.

Florida Child Care Executive Partnership – Leverages employer investment in supporting working family access to high-quality early education and care through a partnership that brings together state, federal and local child care assistance resources with employer contributions to provide match subsidies to low-income working families for early education and care.

Georgia Pre-K Week – Engaging lawmakers and civic leaders in visiting Georgia’s Pre-K Centers and early learning classrooms (infants, toddlers, preschoolers) to build public commitment for early learning from birth to third grade through a partnership between a child policy and advocacy organization, the State of Georgia, businesses, nonprofits, and local early childhood programs.

Georgia Quality Rated – Georgia’s Quality Rating and Improvement System (QRIS), developed as a public-private partnership with business and foundation start-up investment to complement public sector longer term financing.

Georgia Talk With Me Baby – Cross-sector professional development for health, nutrition, and early educators to support improved knowledge and skill in professional and family stimulation of children’s language development through a partnership of the State of Georgia, higher education, and health and education programs, among others.

Iowa Early Childhood Iowa – State and local boards that allocate state public money to develop early care, health, and education systems and services at the community level for young children and their families.

Maine Early Childhood Funders Group – Encouraging and advancing systemic changes to improve results for Maine’s young children through aligning foundation funding in areas such as home visiting, public policy and advocacy, early grades school attendance, and shared services.

[Maryland Local Early Childhood Advisory Councils](#) – Local councils that develop leadership and action plans in support of school readiness through a partnership of the State of Maryland, a foundation, and local citizens and organizations.

[Massachusetts Brain Building in Progress](#) – Raising awareness about the development of young children and its connections to economic prosperity through science and activity-based materials for families and the general community, and promoting community resources such as libraries and museums through a partnership organized by the State of Massachusetts and United Way.

[New Mexico Quality Through Shared Services](#) – Supporting alliances of child care programs to improve quality and efficiency through sharing services with a partnership consisting of a foundation, the State of New Mexico, and the State's affiliate of the Association for the Education of Young Children.

[Oregon Early Learning Hubs](#) – Regional coordinating bodies that focus on early childhood education, health linkages, and family stability and allocate state public resources to implement this mission.

[Pennsylvania Early Learning Investment Commission](#) – A group of business leaders appointed by the Governor who work to secure support for public investment in early learning through awareness, advocacy, and action with foundation-funded staffing.

[Utah High Quality Preschool Program](#) – An innovative financing partnership piloting a Social Impact Bond with national and private business partners, as well as United Way, county government, and a child advocacy and policy organization to expand a publicly financed preschool program delivered by a network of public schools, a charter school, and community-based early learning programs.

2. Partnerships Advance a Diverse Array of Early Learning Activities

There are many facets to a sustainable early learning system and its related services. Public-private partnerships focus on a wide range of early learning activities and strategies. Among the 14 profiles included here, there is a considerable range that demonstrates the inherent flexibility of public-private partnerships and the opportunity to develop a public-private partnership in many key strategic areas.

Improving and expanding quality early learning and comprehensive services



Several of the partnerships address key issues in improving and expanding quality early learning. Georgia's Quality Rated, the State's QRIS, is set up as a public-private partnership. In Utah, private business has stepped in to help expand a successful preschool network of public school and community early learning programs through innovative financing of a Social Impact Bond. Early Childhood Iowa commits public resources to enhance and expand child care quality, along with comprehensive school readiness services. Arizona follows a similar path with First Things First, which fosters comprehensive service delivery. Cross-sector

professional development of early childhood nutrition and health care professionals is supported through Georgia's Talk With Me Baby. Florida's Child Care Executive Partnership expands child care assistance for families. In New Mexico, as well as in Maine, public-private partnerships are implementing shared services among early learning programs as a mechanism for improving quality and efficiency.

Developing local planning, coordination, and services

Deepening local leadership and action by focusing on local planning and coordination, as well as designing and implementing local services, is a focus of several partnerships, including Colorado's Early

Learning Councils, Iowa's Early Childhood Iowa, Arizona's First Things First, and Maryland's Local Early Childhood Advisory Councils. Oregon's Early Learning Hubs coordinate and organize services; the hubs themselves do not provide direct services. Likewise, Maine's Early Childhood Funders Collaborative is engaged in a partnership to better coordinate home visiting and referrals to this service in Maine.

Engaging the public, businesses, and families and informing policy and advocacy

Several public-private partnerships focus on different aspects of systems work to support improved knowledge and understanding of early learning as well as policy and advocacy. to provide support. In Georgia, Pre-K Week seeks to improve legislative understanding of and support for early learning. Pennsylvania's Early Learning Investment Commission engages its business leader members as advocates for quality early learning and improved public sector investment in early learning. Massachusetts' Brain Building in Progress public awareness campaign seeks out families as well as the general community to develop awareness. Policy analysis and



advocacy are features of the development of quality early learning, as seen in Maine's Early Childhood Funders Collaborative investment in Start ME Right, Maine's statewide early childhood policy coalition.

3. Foundations, Businesses, and the Public Sector Play Many Different Roles

Many options are available to foundations, businesses, and the public sector as they develop and implement public-private partnerships.

Investing as Catalytic, Aligned, and Sustaining Funders

A critical role for foundations, businesses, and the public sector is serving as a catalytic, aligned, or sustaining funder. Oregon's Early Learning Hubs were catalyzed, in part, by a foundation-funded hub effort focusing on families. Similarly, Arizona's First Things First precursor—regional capacity building effort—was provided with seed funding by a foundation; sustaining funding comes through the public sector with foundations aligning their funding in support. In Georgia, foundations and businesses are coming together to provide catalytic and aligned funding for the publicly funded Quality Rated initiative with the expectation that sustaining funding will be handled by the public sector. The expansion of Utah's preschool program involves an innovative financing mechanism, meant to be replicated for sustaining funding over time, supported by the business sector in collaboration with the public sector.

Florida's Child Care Executive Partnership relies on sustaining funding from the public, foundation, and business sectors. Pennsylvania's Early Learning Investment Commission is supported by sustaining investments from the foundation community. New Mexico's Quality Through Shared Services knits together foundation and public funding; Georgia's Talk With Me Baby relies on start-up and sustaining funding from the foundation, business, and public sectors; and Georgia's Pre-K Week relies on public and corporate funding to sustain the work. In several of the partnerships, ongoing financial resources come primarily through the public sector, such as Maryland's Local Early Childhood Advisory Councils, Massachusetts' Brain Building in Progress, and Early Childhood Iowa. Foundation and business partners may contribute through in-kind participation in these partnerships.

Serving in Governance, Decisionmaking Roles

Several of the profiled public-private partnerships elevate business, foundation, and public representatives to active decisionmaking roles during partnership implementation. For example, business plays a decisionmaking role in Florida's Early Childhood Executive Partnerships at both the state and local levels; this is also the case for Pennsylvania's Early Learning Investment Commission. Early Childhood Iowa's local decisionmaking structure requires the inclusion of the business community at the community level, as well as public sector participation for both community and state level boards. Local councils in Arizona, Maryland, and Colorado, as well as Oregon's Early Learning Hubs, engage business and foundation representatives, along with local public sector organizations, as decisionmakers. Brain Building in Progress, from Massachusetts, positions the State and United Way as the key decisionmakers. Maine's Early Childhood Funders Collaborative has foundations as key decisionmakers.



Serving in Advisory Roles

Businesses, foundations, and public sector representatives may be involved in partnerships through significant commitment as advisors, which can include strong leadership commitment and participation. For example, Massachusetts' Brain Building in Progress uses an Action Planning Team including media, public transit, businesses, schools, and community organizations to provide input and leadership. Georgia's Pre-K Week involves a strong employer participation, including the contribution of time (as well as money) to the effort. Maine's Early Childhood Funders Group involves public sector representatives on advisory boards for its work.

4. A Wide Range of Public Mechanisms Support Public-Private Partnerships

Different mechanisms or structures undergird public-private partnerships. A frequently asked question relates to a formal structure for the public sector. This section provides an overview of partnerships supported by state law, executive orders, state policy, or contract, starting with the potentially more enduring structures of state law and executive order and then reviewing those with a focus on state policy or contract. (Note: Contracts may also be used to transmit financial resources for partnerships that stem from state law.)

State Law or Executive Order

Many of the public-private partnerships are supported by a state law or executive order. For example, state laws have been passed in support of several of the partnerships, including Arizona's First Things First, Colorado's Early Childhood Councils, Florida's Child Care Executive Partnership, Iowa's Early Childhood Iowa, and Oregon's Early Learning Hubs. In Pennsylvania, an Executive Order was used to formalize the voluntarily formed Pennsylvania Early Learning Investment Commission and to increase its sustainability.

State Policy or Contract

Some partnerships exist based on state policy, such as Maryland's Local Early Childhood Advisory Councils, but are not required by state law. Massachusetts' Brain Building in Progress, New Mexico's Quality Through Shared Services, and Georgia's Pre-K Week as well as its Talk With Me Baby partnerships use contracts from the State to the nonprofit lead partner.

For more information about public-private partnerships and how they can be instrumental in bolstering state early learning initiatives, see the full range of topics included on this topic, available at <https://childcareta.acf.hhs.gov/state-systems-specialist-network>:

- *What is a Public-Private Partnership and Why Do They Matter?*
- *Public-Private Partnerships: Getting Started and Principles for Success;*
- *Making the Case for Business Community Involvement;*
- *Making the Case for Government Involvement;*
- *Making the Case for Philanthropy Involvement; and*
- *Individual State Profiles of Successful Public-Private Partnerships for Early Learning.*

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