

2019-2021 Child Care and Development Fund State Plan

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Overview

- What is the Child Care and Development Fund (CCDF)?
- Who benefits from CCDF-funded child care programs?
- What is the CCDF State Plan?
 - Federal CCDF support
 - State Plan leadership
- How does the BBAC fit into the picture?
 - Public hearing information
 - Recommendations and considerations activity
 - Continued workgroup and/or individual collaborations

What is the CCDF?

Child Care Development Fund (CCDF)

- The CCDF is a federal program that assists low-income families in obtaining child care so they can work, attend training, or continue education. The purpose of the CCDF is to increase the availability, affordability, and quality of child care.
- The CCDF program made available \$5.773 billion to States, Territories, and Tribes in Fiscal Year 2017.
- **2014 Reauthorization:** In 2014, the passage of the Child Care and Development Block Grant (CCDBG) Act of 2014 reauthorized the law governing CCDF for the first time since 1996. The law defines health and safety requirements for child care providers, outlines family-friendly eligibility policies, expands quality improvement efforts, and ensures that parents and the public have transparent information about the child care choices available to them.

Who Benefits from CCDF-Funded Child Care Programs?

- **Children**

- Children birth through age 12 have access through Child Care Development Funds to child care settings that meet their needs. This includes early childhood education programs as well as afterschool care programs for school-age children. All children in early care and education programs benefit from CCDF investments to help programs meet higher standards and improve the quality of teachers.

Who Benefits from CCDF-Funded Child Care Programs?

- **Families**

- Families who are determined eligible receive help paying for child care at a provider of their choice. Parents also may receive consumer education on such topics as: what to look for in a quality child care provider, and child development supports that are available. All parents with children in child care benefit from CCDF quality investments as teachers receive professional development and meet health and safety standards.

Who Benefits from CCDF-Funded Child Care Programs?

- **Early Childhood Education Professionals**

- Providers receive reimbursement for serving income eligible families, and have access to networks of training and technical assistance resources to support them in providing high-quality child care services. The Office of Child Care (OCC) is committed to building a well-educated, fairly compensated, cohesive child care workforce with jobs built on intentional training and education.

Who Benefits from CCDF-Funded Child Care Programs?

- **States, territories, and tribes**

- States, territories and tribes administer CCDF and use it to leverage additional early education investments to serve their children and families. States, territories, and tribes receive technical assistance from OCC and use national research to guide their policy and programmatic decisions.

What is the CCDF State Plan?

2019-2021 CCDF State Plan Sections

1. Define CCDF Leadership and Coordination with Relevant Systems
2. Promote Family Engagement through Outreach and Consumer Education
3. Provide Stable Child Care Financial Assistance to Families
4. Ensure Equal Access to Child Care for Low-Income Children
5. Establish Standards and Monitoring Processes to Ensure the Health and Safety of Child Care Settings
6. Recruit and Retain a Qualified and Effective Child Care Workforce
7. Support Continuous Quality Improvement
8. Ensure Grantee Program Integrity and Accountability

Federal CCDF Support



- Karen Knoll-Moran, Office Of Child Care, Region VIII
- Janet Feil, Office Of Child Care, Region VIII

State Plan Leadership

Early Childhood Services Bureau

Early Childhood Project

Best Beginnings Advisory
Council

Quality Assurance Division
Child Care Licensing Program

How Does the BBAC Fit Into the Picture?

- A draft of the CCDF State Plan will be available on the ECSB website on April 19th, 2018.
 - A public comment form will be available on the website.
- Public Hearing:
 - April 26, 2018, Sanders Auditorium
 - 1:00PM-3:00PM
- We want to hear from you:
 - www.bestbeginnings.mt.gov

Top Ten Identified Goals

1. **Training and Professional Development**

- Recruitment and retention

2. **Language**

- Outreach and services to families with limited English proficiency
- Training and professional development for providers

3. **Tribes**

- Training and professional development accessible to providers supported through Indian tribes or tribal organizations receiving CCDF funds
- Coordination of services

4. **Evaluation/Data**

- Shortages in the supply of quality child care providers
- Evaluation of data to determine progress in improving the quality of child care programs and services

5. **Emergency Planning**

- Statewide disaster plan
- Post-disaster recovery

6. **Grace Period**

- Grace period allowing homeless children and children in foster care to receive CCDF assistance while providing their families with a reasonable time to take any necessary actions to comply with immunization and other health and safety requirements

7. **Consumer Education**

- Consumer-friendly website and materials
- Providing information to families and providers

8. **Background Checks**

9. **Montana Early Learning Standards (MELS)**

10. **Payment Practices**

Activity

2019-2021 Child Care and Development Fund (CCDF) State Plan

Considerations and Recommendations

Inclusion

- **Section 2 - Promote Family Engagement Through Outreach and Consumer Education**
 - 2.1.1 Describe how the Lead Agency or **partners** provide outreach and services to eligible families for whom English is not their first language:

Quick Write



Reflect



Pair



Write



Quick Write – 2.1.1

- Reflect

- Reflect on the services you provide to families and the ways in which you communicate with them.
- Within your work, how do you promote inclusion for **all** families?
 - *Think specifically about families with limited English proficiency, those with disabilities, and American Indian families.*

- Pair

- With a shoulder partner, discuss your inclusion efforts.

- Write

- Describe how you, your organization, or group have worked to be inclusive of all families.

Inclusion

- **Section 6 - Recruit and Retain a Qualified and Effective Child Care Workforce**
 - 6.2.3 Describe how the state/territory will recruit and facilitate the participation of providers with limited English proficiency and persons with disabilities:

Inclusion

- **Section 6 - Recruit and Retain a Qualified and Effective Child Care Workforce**
 - 6.2.4 If the Lead Agency provides information or services to providers in other non-English languages, please identify the three primary languages offered or specify that the State has the ability to have translation/interpretation in primary and secondary languages:

Inclusion

- **Section 6 - Recruit and Retain a Qualified and Effective Child Care Workforce**
 - 6.2.5 Describe how the state/territory's training and professional development requirements are appropriate, to the extent practicable, for child care providers who care for children receiving child care subsidies, including children of different age groups (such as specialized credentials for providers who care for infants and/or school-age children); English-language learners; children with developmental delays and disabilities; and Native Americans, including Indians and Native Hawaiians:

Quick Write



Reflect



Pair



Write



Quick Write – 6.2.4

- Reflect

- Reflect on a time when a client you served or supported struggled to understand information you provided.
- What were the barriers for this client?
- How were the barriers overcome?
- If not, how could they be?

- Pair

- With a shoulder partner, discuss how were or how could barriers be overcome.

- Write

- Write down an idea about how communication barriers can be overcome.

Table Discussion



Select



Discuss



Share



Reflection Questions

- What can we do to be more inclusive of **all** families (services and outreach)?
- What suggestions might you have to improve the recruitment and utilization of diverse people, populations, and culture to carry out early childhood work in the state?
- How can we make information (resources, training material, and professional development offerings) more accessible?
 - *Think specifically about people with limited English proficiency, those with disabilities, and American Indian families.*

Table Discussion

- **Select**

- As a group, select one question to discuss

- **Discuss**

- Respond to the question

- **Share**

- Decide what information from the discussion is most valuable to the state's work in writing the CCDF State Plan.
- The person whose birthday is the closest to today will share the recommendation with the whole group.