

A Bibliography to Align Standards and Monitoring Requirements for Early Head Start-Child Care Partnerships

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Overview

In 2014, the Administration for Children and Families (ACF) granted funds to establish Early Head Start-Child Care Partnerships (EHS-CCPs) to expand families' access to high-quality child care. Through these partnerships, Early Head Start grantees have worked with center-based and family child care providers to implement Head Start Program Performance Standards (HSPPS) and provide comprehensive services and resources to meet the needs of low-income families with infants and toddlers in community child care settings.

In 2016, the W.K. Kellogg Foundation commissioned Child Trends to engage with six EHS-CCPs that received additional funding from the Foundation to support partnership implementation. From 2016 to 2020, Child Trends carried out activities to learn more about the partnerships, including the challenges and benefits of working in partnerships. These activities included classroom quality observations, in-person interviews, and facilitated group discussions with grantees and partners. The team later convened partnership representatives in a two-day meeting to provide an opportunity for partners to share experiences and learn from one another.

As part of Child Trends' work to support these partnerships, we have developed toolkit-style resources to help EHS-CCP grantee staff and child care partners work through and overcome typical challenges that they may encounter during the partnership process, and to help partnerships maximize the benefits of working together. One challenge identified by the six partnerships we gathered information from is the need to align multiple sets of program standards, especially those pertaining to both Early Head Start and child care. While some aspects of this alignment process are specified in the federal guidance documents for EHS-CCP, others require partnership teams to consider state-specific standards and determine how best to align requirements. Such work is key to maximizing the benefits of partnerships.

What are EHS-CCPs?

Early Head Start-Child Care Partnerships (EHS-CCPs) extend EHS services by partnering with independent community child care providers to offer high-quality and comprehensive services. EHS supports children and families using a two-generation approach that includes early childhood education, health and developmental screenings for children, support for parents in finding a job or pursuing further education, and other resources to help meet families' needs. Partnering programs agree to follow EHS standards (for example, adhering to certain teacher-to-child ratios and conducting home visits); in return, programs gain access to professional development resources for staff and other materials from the EHS-CCP grantee agency (including food and diapers for children as well as materials for classrooms). The EHS-CCP model helps extend high-quality child care to the youngest children (from birth through age 3) within communities.

This document presents an annotated bibliography of recent resources on the topic of alignment. While alignment of state and federal standards happens at the state level, the resources below can help child care directors and grantees in EHS-CCPs understand issues of alignment and implications for successful partnership implementation.

Background on meeting multiple standards and monitoring/reporting requirements

Early care and education providers receive funding from multiple sources, each with its own set of monitoring and reporting requirements.ⁱ A single child care program may receive funds from various state, federal, and private organizations; these include the state's Child Care and Development Fund (CCDF), pre-kindergarten and early intervention programs, federal Head Start/Early Head Start (HS/EHS) and Child and Adult Care Food Program (CACFP), and private accreditation organizations.ⁱⁱ While these funding streams differ in their requirements, they serve the same purpose—to promote health, safety, and quality in child care settings.

Despite this shared goal, however, the funding sources' specific requirements, as well as their monitoring systems, have largely been designed and implemented in an independent, uncoordinated manner. This lack of coordination across systems creates a high administrative burden for programs receiving funding from multiple sources.ⁱⁱ Child care programs may need to balance different program standards that influence programming, reconcile inconsistencies, or submit multiple reports in order to demonstrate compliance with regulations established by different funding streams. Programs may also need to accommodate multiple monitoring visits by representatives from different entities. Depending on the purpose of these monitoring visits and each funding stream's regulations, data gathered may be duplicative (e.g., two entities completed visits for the same purpose) or in direct conflict (e.g., two entities completed visits and provided conflicting guidance). Additionally, since data from monitoring visits and reports are not shared across systems, trends can go undetected, resulting in missed opportunities for consistent messaging and supports (e.g., technical assistance) to achieve the intended program quality improvements.ⁱⁱⁱ

In starting an EHS-CCP, the partners' major task is to learn about and adhere to the HSPPS. The HSPPS layer additional reporting requirements on top of those that already exist for partner programs. As a result, partnership directors and leadership teams face the challenges of efficiently responding to multiple standards and monitoring and reporting requirements, minimizing duplication in their efforts to meet requirements, and identifying where and how it is appropriate to draw on a single source to address multiple requirements.

Purpose of this toolkit resource

This annotated bibliography is intended to serve as a resource for EHS-CCP leadership who face the challenge of determining how to maximally align their partnership's multiple sets of standards. It includes links to and brief descriptions of key resources on Early Head Start and child care policies and standards, and resources on alignment in early childhood programs. The bibliography is organized into four broad sections, and a series of stylized alphabet blocks help readers quickly identify which section they are reading:

-  1. Resources for understanding Early Head Start policies and standards (represented by the H block)

-  2. Resources for understanding child care policies and standards, including background information on the reauthorization of the Child Care and Development Fund law through the Child Care and Development Block Grant (CCDBG)¹ (represented by the C block)
-  3. Resources specific to EHS-CCPs, including guidance for maximizing alignment for specific features of partnerships (represented by the H and C blocks together)
-  4. Broad discussions of the multiple monitoring requirements and standards that early care and education programs may face, and how to maximize coordination across these larger systems (represented by the S, H, and C block tower)

¹ CCDBG resources are included in this annotated list because they are relevant to efforts to coordinate monitoring and reporting requirements. The reauthorization expanded monitoring requirements for license-exempt providers receiving subsidy funds and explicitly named the need for states to coordinate monitoring efforts to the extent possible in order to effectively meet new federal requirements for CCDF.

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I. Reviewing Head Start Policies and Standards



I.A. Head Start Regulations and Standards

Resource I.A.1: Head Start Program Performance Standards

Author: Office of Head Start (OHS)

Source URL: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/hspps-appendix.pdf>

Type of resource: Standards

Purpose: To define the standards and requirements that all Head Start and Early Head Start programs must meet.

Description: The Head Start Program Performance Standards are divided into five parts that outline regulations for program governance and program operations, financial and administrative requirements, federal administrative procedures, and definitions. Within each section, subparts detail requirements for specific services grantees should offer, structures they should have in place, and guidelines they should follow.

Resource I.A.2: Showcase of Head Start Regulations: Infants and Toddlers

Author: Head Start Early Childhood Learning & Knowledge Center

Source URL: <https://eclkc.ohs.acf.hhs.gov/policy/showcase/infants-toddlers>

Type of resource: Video

Purpose: To highlight new Head Start Program Performance Standards (viewable here: <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii>) that have specific implications for Early Head Start Programs providing services for infants and toddlers.

Description: While the new Head Start Program Performance Standards are written for a birth to 5 approach, meaning that they are relevant to all children served by Head Start (HS)/Early Head Start (EHS) providers, some new standards highlight nuances specific to preschoolers or infants and toddlers. The video highlights 10 important standards relevant to EHS providers, including hours, ratios, home visiting requirements, required supplies, curriculum and assessment guidance, staff certification and professional development requirements, and cultural and linguistic supports.

I.B. Head Start Quality Frameworks

Resource I.B.1: Early Learning Outcomes Framework in Head Start

Author: Office of Head Start (OHS)

Source URL: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/elof-ohs-framework.pdf>

Type of resource: Tool; framework

Purpose: To outline research-based skills, behaviors, and concepts that early childhood education programs (e.g., Head Start, Early Head Start, and child care) should foster in young children from birth through age 5. The framework is meant to help programs make decisions about teaching strategies and learning environments, school readiness goals, curricula and assessments, professional development, and program planning, improvement, and implementation.

Description: The framework presents five domains, or areas of early learning and development, for children birth to 5 that are essential for school readiness and long-term success. These include (1) approaches to learning; (2) social and emotional development; (3) language and literacy; (4) cognition; and (5) perceptual, motor, and physical development. For each domain, the framework presents goals (or expectations for children’s learning and development), describes developmental progressions across the ages (noting important distinctions between infants/toddlers and preschoolers), and outlines key indicators (or specific, observable skills) that children should demonstrate by 36 and 60 months.

Resource I.B.2: Unveiling the Updated Head Start PFCE Framework

Author: National Center on Parent, Family and Community Engagement

Source URL: <https://eclkc.ohs.acf.hhs.gov/video/unveiling-updated-head-start-pfce-framework>

Type of resource: Video

Purpose: To describe updates to the revised Parent, Family, and Community Engagement (PFCE) Framework and discuss how it aligns with Head Start Program Performance Standards.

Description: The PFCE Framework was revised in 2018 to incorporate new research from the field and better align with updated HSPPS. The webinar walks listeners through parts of the PFCE Framework that were updated in the 2nd edition and provides some reasoning for the changes. Panelists also share strategies to meet outcomes outlined in the PFCE Framework that may help EHS–child care partners meet HSPPS relating to family engagement.

II. Reviewing Child Care Policies and Standards



II.A. Child Care Licensing Regulations

Resource II.A.1: National Database of Child Care Licensing Regulations

Author: National Center of on Early Childhood Quality Assurance (ECQA Center)

Source URL: <https://childcareta.acf.hhs.gov/licensing>

Type of resource: Database

Purpose: To present a search tool for state and territory licensing regulations and agency contact information. While the tool was developed to help licensing and Child Care and Development Fund (CCDF) administrators see how other states and territories have developed regulations, EHS-CCP grantee directors and partners can also use the tool to explore the relationships between licensing and various other state standards (e.g., QRIS, PreK, and CCDF).

Description: Clicking a state or territory on the map or selecting one from the drop-down menu provided allows users to see the contact information for the state or territory's licensing agency, the licensing regulations, and additional standards (including state QRIS, PreK, and CCDF regulations).

II.B. CCDBG Reauthorization and the Child Care and Development Fund

Resource II.B.1: Child Care and Development Fund Reauthorization

Author: Office of Child Care (OCC)

Source URL: <https://www.acf.hhs.gov/occ/ccdf-reauthorization>

Type of resource: Resource list

Purpose: To provide resources to support states/providers in understanding the Child Care Development Block Grant Act (CCDBG) of 2014 that reauthorized the law governing the Child Care and Development Fund program (CCDF).

Description: This Office of Child Care webpage lists resources with information about the CCDF Final Rule and CCDBG reauthorization.

The **CCDF Final Rule of 2016** updates regulations for CCDF programs and presents details on meeting standards established in the CCDBG Act of 2014 to (1) protect the health and safety of children in child care, (2) help parents make informed consumer choices and access information to support child development, (3) provide equal access to high-quality child care for low-income children, and (4) enhance the quality of child care and the early childhood workforce. The page provides links to several resources on the topic, including:

- The CCDF Final Rule publication
- A CCDF Final Rule fact sheet summarizing the major changes to the CCDBG Act

- A CCDF Final Rule fact sheet for tribes summarizing ways that CCDBG reauthorization provides flexibility to tribes in implementing updated regulations presented in the Final Rule
- Final Rule FAQs
- A recording of a Final Rule webinar and slides providing an overview of the new CCDF regulations
- A recording of a Final Rule webinar and slides providing an overview of the new CCDF regulations relevant to tribes
- A tracked-changes version of the CCDF regulations noting the changes made to comply with the 2016 Final Rule
- A set of State and Territories Administrators Meeting (STAM) Final Rule presentation slides on the consumer education and quality provisions, health and safety requirements, equal access provisions, and subsidy eligibility and homeless provisions of the Final Rule
- A set of recorded CCDF Final Rule webinars and presentation slides related to consumer education and parental choice, understanding subsidy eligibility, and understanding the new health and safety standards and training requirements

The **CCDF Reauthorization Law or CCDBG Act of 2014** recognized the role of state and territory CCDF programs in raising the health, safety, and quality of child care and providing more stable child care assistance to families. The page provides links to several resources on these topics, including:

- A plain language summary of changes to the CCDBG Act relating to (1) health and safety requirements for child care providers, (2) transparent consumer and provider education information, (3) family-friendly eligibility policies, (4) activities to improve the quality of child care, (5) provisions relevant to tribes, and (6) other provisions
- A tracked-changes version of the CCDBG Act of 2014 highlighting changes made since 1996
- An announcement of CCDF reauthorization by the 2014 director of the Office of Child Care
- A pool of resources on the Office of Child Care Technical Assistance (TA) Network site providing information about CCDBG reauthorization, the CCDF Final Rule, and other CCDF topics
- Webinar slides on CCDF reauthorization and its key features
- A timeline for states and territories outlining effective dates for implementing CCDBG reauthorization requirements, including minimum quality spending, infant and toddler spending, criminal background checks, monitoring of licensing and regulatory requirements, web postings of monitoring and inspection report results, compliance with priority for services, and others
- Guidance around the CCDBG program requirements that have specified effective dates
- A plain language summary of changes to the CCDBG Act geared toward tribes
- Resources on the proposed CCDF Rule that were published before the release of the Final Rule and current CCDF regulations

Resource II.B.2: The Child Care and Development Fund (CCDF) Policies Database

Author: Urban Institute

Source URL: <https://ccdf.urban.org/>

Type of resource: Database

Purpose: To provide detailed information on states' and territories' rules for child care subsidy programs under the CCDF.

Description: The database allows users to access all 50 states' and five territories' CCDF policies on family eligibility, application and redetermination, priorities and waiting lists, family payments, provider requirements, and reimbursement rates through a book of tables, a search tool, and full data files. The following fact sheet and video provide information on how to use the database:

- Fact sheet: <https://ccdf.urban.org/sites/default/files/CCDFDatabase2018FactSheets.pdf>
- Video: <https://ccdf.urban.org/instructions>

III. Supporting EHS-CCPs: Aligning EHS and Child Care Policies and Standards



III.A. Partnership Policies and Program Guidance

Resource III.A.1: Child Care and Head Start Regulations/ Standards: Similarities and Differences

Author: U.S. DHHS Administration for Children & Families

Source URL: <https://eclkc.ohs.acf.hhs.gov/local-early-childhood-partnerships/article/child-care-head-start-regulationsstandards-similarities>

Type of resource: Resource List

Purpose: To provide resources that support comparisons of child care and Head Start regulations and standards.

Description:

Resources posted on this page cover:

- Head Start regulations as they apply to Early Head Start–Child Care (EHS–CC) Partnerships
- How the Child Care and Development Block Grant Act of 2014 strengthened the fund to better meet the needs of children and families²
- How regulations apply to the unique needs of tribal communities and child care
- How state agencies are aligning child care licensing regulations with state and national standards to develop policies that support EHS-CCPs³
- How state agencies are aligning policies to effectively implement EHS-CCPs

Resources on aligning policies to effectively implement EHS-CCPs include (1) a tool to guide discussions on collaborative cross-sector planning and (2) a paper on state and territory efforts to use contracts and grants to advance CCDBG goals.

- The collaborative planning tool presents six strategies to improve early childhood system coordination: (1) recruiting and engaging stakeholders, (2) defining and coordinating leadership, (3) financing strategically, (4) enhancing and aligning standards, (5) creating and supporting improvement strategies, and (6) ensuring accountability. An appendix to the tool also provides a list of agencies with authority over programs and funding streams in the health, early learning and development, and family leadership and support sectors.
- The resource on contracts and grants presents examples of how states and territories plan to use contracts and grants to meet the new CCDBG priorities.

² The resources linked on this section of the page overlap with those provided on the “Child Care and Development Fund Reauthorization” webpage described above.

³ The resources linked on this topic include the “National Database of Child Care Licensing Regulations” resource, introduced below, and “National Program Standards: Crosswalk Tool” resource, introduced above.

Resource III.A.2: State Lead Agency Policies Supportive of Early Head Start–Child Care Partnerships

Author: Office of Child Care (OCC)

Source URL: <https://www.acf.hhs.gov/occ/resource/state-lead-agency-policies-supportive-of-early-head-start-child-care-partnerships>

Type of resource: Resource list

Purpose: To facilitate collaboration and system building to support the success of EHS-CCP grantees. This resource draws from applicable language from the CCDBG Act of 2014 and the [EHS-CCP Policy and Program Guidance Information Memorandum](#) (IM) issued in August 2015.

Description: Outlines four policy areas that can support effective EHS-CCP implementation: (1) [aligning CCDF and EHS eligibility](#), (2) [waiving family co-pays](#), (3) [layering funding](#), and (4) [delinking provider payments and attendance](#). Summaries of each of the four policy areas include applicable language from the CCDBG Act of 2014 and the EHS-CCP Policy and Program Guidance Information Memorandum (IM) issued in August of 2015, and states that have implemented the policy, as well as a “model exemplar” state that has made significant strides in leveraging new policies to support the partnerships and leverage state system development. *Note: As it is unclear on each resource webpage, the orange-colored states on the map meet the description given in the last sentence above the map.*

Resource III.A.3: Policy and Program Guidance for the Early Head Start–Child Care Partnerships

Author: Head Start Early Childhood Learning & Knowledge Center

Source URL: <https://eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-15-03-attachment>

Type of resource: Memo; Resource List

Purpose: To provide (1) a description of the EHS-CCP grant and important considerations for grantees partnering with child care centers and (2) a list of relevant resources.

Description: The memo provides an overview of the purpose of the EHS–CPP grant and outlines various grant requirements and regulations. Topics include (1) partnership agreements and their contents; (2) regulations for layering funding to support EHS-CCP implementation; (3) requirements for number of subsidy slots, family fees, and continuity of services; (4) verification of children’s citizen and immigration status; (5) ratios and group sizes for child care centers and family child care homes; (6) staff qualifications and credentials; and (7) monitoring. The memo also provides links to resources related to several of these topics.

Resource III.A.4: Cost Estimation Tool for EHS-CCP Services

Author: U.S. DHHS Administration for Children & Families

Source URL: <https://eclkc.ohs.acf.hhs.gov/local-early-childhood-partnerships/article/layering-early-head-start-services-funds-child-care>

Type of resource: Tool

Purpose: To help EHS-CCPs plan for the cost of delivering comprehensive Early Head Start (EHS) services to children enrolled in child care homes and centers.

Description: This tool helps EHS-CCP grantees (1) identify and compare currently offered child care services in order to determine how much it will cost to ensure full-time services, (2) identify child care and other sources of revenue to support EHS-CCP services, (3) identify costs for different types of program enhancements needed to meet EHS standards, and (4) identify partner costs associated with providing individual child and family services to meet EHS standards.

III.B. Alignment of Approaches for Specific Aspects of EHS-CCPs

General Resources on Aligning CCDF and EHS Policies

Resource III.B.1: The New Child Care & Development Block Grant: Getting Involved in the Development of the State Child Care Plan

Author: National Head Start Association (NHSA)

Source URL: <https://www.nhsa.org/hs-involvement-ccdbg-state-plan>

Type of resource: Fact sheet

Purpose: To highlight for states key aspects of CCDBG reauthorization that provided opportunities to align state plans submitted in March 2016 with EHS and HS policies and practices, and encouraged better coordination for more effective EHS-CCPs.

Description: The resource highlights six key provisions of the reauthorized law: (1) coordination among programs, (2) consumer information, (3) continuity of care assistance, (4) payments to child care providers, (5) family co-payments, and (6) tiered quality rating and improvement systems.

For each provision, the resource describes what the law requires, and provides recommendations for how state plans could include strategies to support coordination with Head Start and Early Head Start in that area.

Resource III.B.2: Top Ten Ways CCDF Can Support EHS-CCPs

Author: National Center on Subsidy Innovation and Accountability (NCSIA)

Source URL:

https://childcareta.acf.hhs.gov/sites/default/files/public/top_ten_ways_ccdf_can_support_early_head_start-child_care_partnerships.pdf

Type of resource: Fact sheet

Purpose: To identify differences in EHS and CCDF policy, operations, and funding requirements and recommend 10 strategies to bridge these differences.

Description: This tip sheet lists 10 suggestions including: (1) aligning policies related to eligibility, (2) serving vulnerable populations, (3) allowing job search eligibility to promote continuity of care, (4) referring eligible families to partnerships, (5) aligning length of eligibility, (6) waiving parent fees and copayments, (7) establishing grants or contracts to build supply and promote accountability, (8) paying rates supporting quality via tiered reimbursement, (9) offering sustainable payment practices to encourage involvement in partnerships, and (10) layering funding as part of partnerships.

Resource III.B.3: Expanding High-Quality Child Care for Infants & Toddlers: Lessons from Implementation of Early Head Start–Child Care Partnerships in States

Author: Schumacher, R., Wallen, M., Reidt-Parker, J., Bernhard, K., Kohler, C. (2019). *Expanding high-quality child care for infants & toddlers*. Chicago, IL: The Ounce of Prevention Fund.

Source URL: <https://www.theounce.org/wp-content/uploads/2020/01/Ounce-EHS-CCP-Final-Report-FINAL.pdf>

Type of resource: Research report

Purpose: To provide federal and state policy leaders with considerations for how to sustain, improve, and expand the partnership program based on learnings from a sample of state leaders with EHS-CCP grants.

Description: The report provides helpful background information on CCDBG and EHS-CCPs and describes key provisions of the partnership program and CCDBG reauthorization that aim to enhance access to high-quality infant and toddler care. Based on findings from interviews with state leaders, the authors summarize key strategies that states have implemented to support EHS-CCPs through (1) leveraging funding sources and state systems to support quality, (2) supporting continuity of care, (3) raising the bar for quality, (4) building a higher-education pathway for the infant-toddler workforce, and (5) piloting reforms for statewide scale-up. The report also includes state profiles of EHS-CCP grantees from Alabama, the District of Columbia, Georgia, Louisiana, Maryland, Oklahoma, and Washington to provide more detailed information about each of the partnerships and the specific strategies they employed to support and expand their work.

Aligning CCDF and EHS Eligibility

Resource III.B.4: Aligning CCDF and EHS Eligibility (webpage)⁴

Author: Office of Child Care (OCC)

Source URL: <https://www.acf.hhs.gov/occ/resource/aligning-ccdf-and-ehs-eligibility>

Type of resource: Topical resource

Purpose: To discuss how states can streamline their child care subsidy eligibility guidelines and ensure that families and children participating in EHS-CCP avoid service interruptions.

Description: Reiterates CCDBG Act of 2014 minimum 12-month eligibility period requirement and CCDF policy guidance that allows states to align subsidy eligibility periods for children. Provides a map that displays which states align subsidy eligibility with the HS-EHS program year. *Note: The orange-colored states on the map have aligned subsidy eligibility.*

⁴ This resource is listed on the webpage “State Lead Agency Policies Supportive of Early Head Start-Child Care Partnerships,” introduced above.

Waiving Family Co-Pays

Resource III.B.5: Waiving Family Co-Pays (webpage)⁵

Author: Office of Child Care (OCC)

Source URL: <https://www.acf.hhs.gov/occ/resource/waiving-family-co-pays>

Type of resource: Topical resource

Purpose: To reiterate that states can waive co-pays for families with income below the federal poverty level or for specified populations with income below poverty.

Description: Provides a map displaying which states waive family co-pays for all families below 100% of the federal poverty threshold that receive CCDF. *Note: The orange-colored states on the map waive family co-pays.*

Layering Funding

Resource III.B.6: Layering Funding (webpage)⁶

Author: Office of Child Care (OCC)

Source URL: <https://www.acf.hhs.gov/occ/resource/layering-funding>

Type of resource: Topical resource

Purpose: To discuss how the CCDBG Act of 2014 encourages states to blend and braid funding to support child care quality improvement efforts.

Description: Links to the Cost Estimation Tool for EHS-CCP Services (listed above) to help EHS-CCP grantees plan for using layered funding to cover additional costs of partnership implementation.

Resource III.B.7: Layering Services and Funds in Early Head Start–Child Care Partnerships: Frequently Asked Questions⁷

Author: National Center on Subsidy Innovation and Accountability (NCSIA)

Source URL: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/layered-service-faq.pdf>

Type of resource: FAQ

Purpose: To compile questions and answers related to layering services and funds.

⁵ This resource is listed on the webpage “State Lead Agency Policies Supportive of Early Head Start-Child Care Partnerships,” introduced above.

⁶ This resource is listed on the webpage “State Lead Agency Policies Supportive of Early Head Start-Child Care Partnerships,” introduced above.

⁷ This resource is listed on the webpage “State Lead Agency Policies Supportive of Early Head Start-Child Care Partnerships,” introduced above.

Description: Covers the appropriate use of EHS-CCP funds related to (1) family support staff and classroom teacher salaries, (2) classroom or playground renovations, (3) trainer costs, (4) community service provider costs (e.g., dental health), (4) supplementing Child and Adult Care Food Program (CACFP) costs, (5) child care subsidy, (6) diaper costs, (7) purchasing curricula, (8) reducing class size, and (9) screening activities.

Delinking Provider Payments and Attendance

Resource III.B.8: Delinking Provider Payments and Attendance (webpage)⁸

Author: Office of Child Care (OCC)

Source URL: <https://www.acf.hhs.gov/occ/resource/delinking-provider-payments-and-attendance>

Type of resource: Topical resource

Purpose: To reiterate state requirement to improve provider payment practices and funding stability by delinking provider payments from children's occasional absences.

Description: References August 2015 EHS-CCP Policy and Program Guidance Information Memorandum (IM) regarding how enrollment-based provider payments embedded within the EHS-CCP program model must be reflected in grantee funding agreements. Provides a map that displays states in which pay is based on enrollment, not attendance. *Note: The orange-colored states on the map base provider pay on enrollment.*

⁸ This resource is listed on the webpage "State Lead Agency Policies Supportive of Early Head Start-Child Care Partnerships," introduced above.

IV. Coordinating and Aligning Early Care and Education Systems



IV.A. Coordination and Alignment of Monitoring Systems

Resource IV.A.1: Coordinated Monitoring Systems for Early Care and Education

Author: Maxwell, K. L., Sosinsky, L., Tout, K., & Hegseth, D. (2016). Coordinated monitoring systems for early care and education. OPRE Research Brief #2016-19. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Source URL:

https://www.acf.hhs.gov/sites/default/files/opre/coordinated_monitoring_systems_in_early_care_and_education.pdf

Type of resource: Research brief

Purpose: To (1) provide an overview of monitoring in early care and education and features of major early care and education monitoring systems; (2) offer goals for a coordinated monitoring system, approaches for reaching those goals, and important considerations in planning monitoring coordination efforts; and (3) highlight efforts of two states in coordinating their early care and education monitoring systems.

Description: The brief provides a table with key features of eight major early care and education monitoring systems, including (1) licensing, (2) Child Care and Development Fund (CCDF)-subsidy, (3) quality rating and improvement system (QRIS), (4) pre-K, (5) Head Start/Early Head Start, (6) Individuals with Disabilities Education Act (IDEA) Part B Section 619, IDEA Part C, (7) Child and Adult Care Food Program (CACFP), (8) and accreditation. The table provides information about the entity responsible for overseeing the monitoring system, the types of providers monitored, the standards monitored, areas of emphasis, tools used, frequency of monitoring, and positive and negative consequences of monitoring. The authors present goals for developing a coordinated monitoring system and approaches to coordinating standards and monitoring. They provide examples of Ohio's and Rhode Island's coordination efforts to illustrate how states are working to meet these goals.

Finally, the authors note 11 dimensions that are important to consider when making system-level changes around monitoring, including:

- Goals and purposes
- Stakeholder recruitment, engagement, and communication
- Governance
- Standards that are monitored
- Measurement tools and procedures
- Planning and implementation
- Monitoring staff
- Data systems
- Accountability
- Sustainability
- Evaluation and continuous quality improvement

Resource IV.A.2: Mapping the ECE Early Child Care and Education Monitoring Landscape

Author: Maxwell, K. L., Sosinsky, L., & Tout, K. (2016). Mapping the early care and education monitoring landscape. OPRE Research Brief #2016-20. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Source URL:

https://www.acf.hhs.gov/sites/default/files/opre/mapping_the_early_care_and_education_monitoring_landscape_508final.pdf

Type of resource: Research brief

Purpose: To provide a framework that helps state and territory leaders document existing early care and education (ECE) monitoring systems and engage in discussions to better coordinate monitoring across various sets of regulations. The brief serves as a companion to the Coordinated Monitoring Systems for Early Care and Education brief noted above (Maxwell, Sosinsky, Tout, & Hegseth, 2016).

Description: The brief is divided into seven sections that state and territory leaders can complete to help develop a picture of their early care and education monitoring landscape. Sections walk state and territory leaders through steps to answer the following questions:

- Who is monitoring ECE providers?
- What is the role of licensing in various monitoring systems?
- Standards: What is monitored?
- Tools and procedures: How is monitoring conducted?
- Qualifications, training, and oversight: How are monitoring staff supported?
- What data systems are used in monitoring?
- What are some next steps?

IV.B. Coordination and Alignment of Standards and Quality Ratings

Resource I.B.1: National Program Standards: Crosswalk Tool

Author: National Center on Early Childhood Quality Assurance (ECQA Center)

Source URL: <https://ecquality.acf.hhs.gov/crosswalk>

Type of resource: Crosswalk

Purpose: To help states that are developing and aligning program standards for licensing, quality rating and improvement systems, and/or prekindergarten programs to search and compare the content of several sets of national standards. *Note: Requires account set up to access.*

Description: Covers standards across nine topic areas: (1) children with special needs, (2) eligibility, recruitment, and transition; (3) family and community partnerships; (4) health and safety; (5) learning environment, teaching practices, and curriculum; (6) nutrition, (7) personnel management and human resources, (8) program administration, and (9) transportation.

Also reviews 11 sets of standards:

- Child Care and Development Fund Final Rule (CCDF)
 - Head Start Program Performance Standards (HS)
 - Department of Defense Instruction 6060.02 – Child Development Programs and Department of Defense Effectiveness Rating and Improvement System Standards for Child Care Programs (DOD)
 - Caring for Our Children: National Health and Safety Performance Standards, Guidelines for Early Care and Education Programs, 3rd Edition; and Stepping Stones to Caring for Our Children, 3rd Edition (CFOC)
 - Caring for Our Children Basics: Health and Safety Foundations for Early Care and Education (CFOCB)
 - National Association for the Education of Young Children Academy for Early Childhood Program Accreditation (NAEYC)
 - Council on Accreditation After School Program Standards (COA-AS)
 - National Accreditation Commission for Early Care and Education Programs – Components of Accreditation Standards (NAC)
 - National Early Childhood Program Accreditation (NECPA)
 - National Association for Family Child Care, Quality Standards for NAFCC Accreditation, 4th Edition (NAFCC)
 - REACH Accreditation Manual for Early Education Stand-alone Programs, Association for Christian Schools International (ASCI)
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Resource IV.B.2: Quality Compendium

Author: BUILD Initiative

Source URL: <https://qualitycompendium.org/>

Type of resource: Database

Purpose: To provide detailed information on states' quality rating and improvement systems (QRIS).

Description: The database allows users to view state QRIS profiles that detail technical assistance information, funding sources, rating and monitoring systems, and more. Users can access profiles through an [interactive map](#) or [report builder](#).

Resource IV.B.3: Side-by-Side Comparison of Federal and State Requirements for Early Childhood Education Services

Author: Office of Head Start (OHS), Office of Child Care (OCC)

Source URL:

https://childcareta.acf.hhs.gov/sites/default/files/public/quilt_side_by_side_policycomparisons.pdf

Type of resource: Tool

Purpose: To compare key elements of EHS and CCDF legislation and regulations and provide a tool for states and local organizations to pinpoint similarities and differences across regulations and funding sources.

Description: Entering information for EHS-CCP members and community partners in the state-funded early care and education services column of the grid makes it possible to use this tool to compare state-

specific early education program requirements with requirements for EHS and CCDF. The grid is organized to support comparisons of regulations and funding sources in the following areas:

- Philosophical underpinnings
- Service standards and scope
- Service requirements
- Staffing
- Facilities
- Training and technical assistance
- Outcomes and measures
- Program review or monitoring
- Funding

ⁱ Maxwell, K. L., Sosinsky, L., Tout, K., & Hegseth, D. (2016). *Coordinated monitoring systems for early care and education*. OPRE Research Brief #2016-19. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

ⁱⁱ Trivedi, P. (2015). *Innovation in monitoring in early care and education: Options for states*. Washington, DC: Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services.

ⁱⁱⁱ U.S. Department of Health and Human Services & U.S. Department of Agriculture. (n.d.) *Coordinated efficiencies in monitoring and oversight of early care and education programs*. Author.