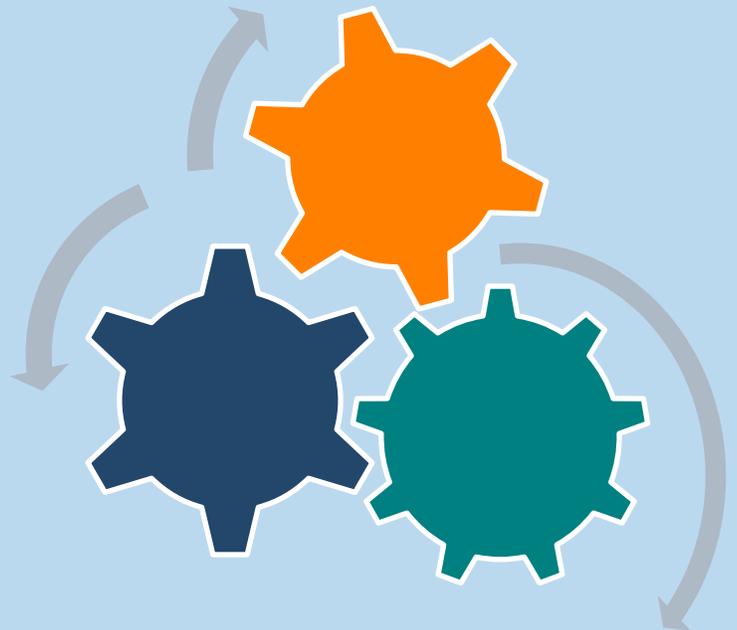




The Fundamentals of CCDF Administration

Resource Guide



The Fundamentals of CCDF Administration

For State and Territory Administrators

Welcome

Welcome to the Fundamentals of CCDF Administration Resource Guide. The resource guide has been revised to reflect the Child Care and Development Block Grant (CCDBG) Act of 2014 and Child Care and Development Fund (CCDF) final rule issued in 2016—including its expanded purposes and impact on child care and on Lead Agencies' administration of CCDF grants.

The guide addresses the requirements of the law and final rule, which can be complex and highly technical. The guide provides as much clarification as possible, especially for newer CCDF Administrators and Lead Agency Administrators. However, its focus is on describing the basics of the law rather than interpreting the legal language.

The term *state* is defined in both the CCDBG Act and CCDF final rule as including states, territories, and tribes; therefore, for ease of reading, *state* will be used inclusively throughout this guide unless otherwise specified.^{1,2}

You may notice gear icons throughout the guide. These are intended to show the interconnectedness of different parts of CCDF administration, such as the following:

- ◆ Subsidy (teal gear)
- ◆ Consumer education (navy gear)
- ◆ Health and safety, licensing regulations and monitoring, and quality improvement (orange gear)
- ◆ Professional development and workforce (light blue gear)

The CCDBG Act is the law that, along with Section 418 of the Social Security Act, authorizes the federal child care subsidy program known as CCDF. In 2016, the Office of Child Care, Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS) published a final rule based on the Act that provided additional details and clarification on the law's requirements. Provisions of this final rule generally became effective on November 29, 2016, except for the provisions with a delayed statutory effective date. States were expected to be in full compliance by October 1, 2018, which marked the beginning of the next triennial CCDF Plan period.

The CCDBG Act of 2014 specified dates when certain provisions were effective and allowed time to implement the requirements:

- ◆ Monitoring, including annual inspections of CCDF providers became effective November 19, 2016.
- ◆ Posting results of monitoring and inspection reports became effective November 19, 2017.
- ◆ Comprehensive background checks (CBCs) became effective September 30, 2017 (further clarification provided in [part 6](#)).

¹ CCDF regulations define *state* as follows: "any of the states, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands of the United States, Guam, American Samoa, the Commonwealth of the Northern Marianas Islands, and includes tribes unless otherwise specified" [Child Care and Development Fund, 45 C.F.R. § 98.2 (2016)].

² **Note:** Separate resources are available to support the work of tribal grantees. They are available on the Early Childhood Training and Technical Assistance System website at <https://childcareta.acf.hhs.gov/centers/national-center-tribal-early-childhood-development>.

- ◆ Where the Act did not specify a date, the statutory requirements became effective upon the date of enactment (November 19, 2014), and states had until September 30, 2016, to implement them.

Primary User

The *Fundamentals of CCDF Administration* resource guide was created for CCDF Administrators, especially those who are new to their positions. *CCDF Administrators*, which is the term used throughout this document, are often referred to as State Administrators and Territory Administrators. In some states, the CCDF Administrator is responsible for all components of the CCDF program; in others, co-administrators are designated or interdepartmental agreements are established with other agencies for key components such as licensing administration.

The contents are also applicable to administrators and fiscal staff of Lead Agencies who need a basic understanding of the implementation of the CCDBG Act of 2014.

Note: Separate resources are available to support the work of American Indian and Alaska Native CCDF grantees. These resources are available on the [Child Care Technical Assistance Network \(CCTAN\) website](#).

New CCDF Administrators—as well as more seasoned CCDF Administrators—will find the [Fundamentals of CCDF Administration website](#) helpful for the following:

- ◆ Providing introductory or refresher training, including as a part of an onboarding process for CCDF Administrators as well as for Lead Agency staff and administration as applicable
- ◆ Training other Lead Agency staff; for example, quality, licensing, or subsidy staff
- ◆ Understanding and planning for required CCDF activities, for example market rate survey, quality performance report, and public hearing
- ◆ Searching for information on a specific CCDF administration topic
- ◆ Shared training with collaborative partners such as those in the State Advisory Council and agency staff in state departments of health, education, or the lead agency for Temporary Assistance for Needy Families (TANF).

About the Office of Child Care

The Office of Child Care (OCC) is part of the Administration for Children and Families, under the U.S. Department of Health and Human Services. OCC's work is best summed up by the following mission statement:

The Office of Child Care supports low-income working families by improving access to affordable, high-quality early care and afterschool programs. OCC administers the Child Care and Development Fund (CCDF) and works with state, territory, and tribal governments to provide support for children and their families juggling work schedules and struggling to find child care programs that will fit their needs and that will prepare children to succeed in school.

CCDF also improves the quality of care to promote children's healthy development and learning by supporting child care licensing, quality improvement systems to help programs meet higher standards, and training and education for child care workers. The Office of Child Care establishes and oversees the implementation of child care policies and provides guidance and technical assistance to states, tribes, and territories as they administer CCDF programs.³

³ Office of Child Care. (n.d.). *OCC fact sheet*. U.S. Department of Health and Human Services, Administration for Children and Families. <https://www.acf.hhs.gov/occ/fact-sheet>

Part 7. Recruit and Retain a Qualified and Effective Child Care Workforce

This part of the guide describes requirements related to the professional development of the child care workforce and discusses early learning and development guidelines.

Introduction

The Child Care and Development Block Grant (CCDBG) Act of 2014 expanded the purposes of the block grant to include the following:

- ◆ To assist states⁴ in improving the overall quality of child care services and programs by implementing the health, safety, licensing, training, and oversight standards established in [the Act] and in state law including State regulations
- ◆ To increase the number and percentage of low-income children in high-quality child care settings
- ◆ To improve child care and development of participating children⁵

The Child Care and Development Fund (CCDF) final rule expanded on this by highlighting the importance of supporting professional development in an additional purpose:

- ◆ Provide a progression of training and professional development opportunities for caregivers, teachers, and directors to increase their effectiveness in supporting children's development and learning and strengthen and retain (including through financial incentives and compensation improvements) the child care workforce.⁶

Responsive, well-qualified adult caregivers are one of the most important factors in children's development and learning in child care settings. Teacher-child interactions and relationships, strategies to engage children and their families, and use of curriculum and assessment to inform practices with children are key components of high-quality child care. These require a competent, skilled, and stable workforce.

Research has shown that specialized training and education, positive and well-organized work environments, and adequate compensation promote teacher stability and effectiveness with children in child care. In addition, professional development strategies that emphasize onsite mentoring and coaching of teachers have emerged as promising to change practices with children and families.⁷

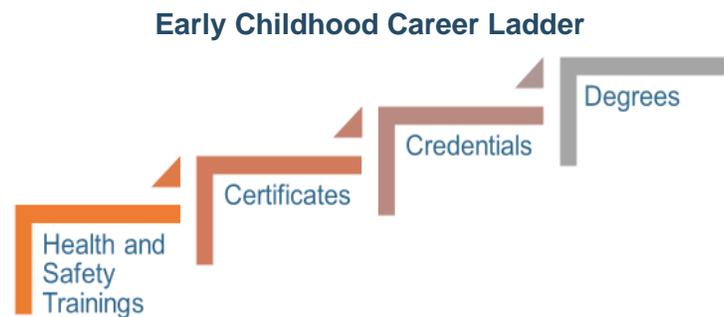
⁴ CCDF regulations define *state* as follows: "any of the States, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands of the United States, Guam, American Samoa, the Commonwealth of the Northern Marianas Islands, and includes Tribes unless otherwise specified" [Child Care and Development Fund, 45 C.F.R. § 98.2 (2016)]. For ease of reading, the term *state* is used inclusively throughout this resource unless otherwise specified.

⁵ CCDBG Act of 2014 658A(b).

⁶ Child Care and Development Fund, 45 C.F.R. § 98.1(b)(8) (2016).

⁷ Office of Child Care. (2015). Section 6: Recruit and retain a qualified and effective child care workforce. In *Child Care and Development Fund (CCDF) Plan preprint*. U.S. Department of Health and Human Services, Administration for Children and Families.

The CCDBG Act and CCDF final rule require states to develop a system of professional development with progression designed to improve the knowledge and skills of the child care workforce, as well as help providers to promote the social, emotional, physical, and cognitive development of children. An example of how a state might address this is to establish a career ladder that allows individuals to move from introductory to advanced-level training, including obtaining a credential or postsecondary degree. Professional development should be designed in a manner that builds and accumulates to result in certification or advanced degrees recognized by the state as demonstrating mastery in the child care profession.⁸



The Administration for Children and Families (ACF) strongly encourages states to link CCDF health and safety trainings to this broader professional development framework as the foundation for building a knowledgeable early childhood education workforce.

Training and Professional Development Requirements⁹

States and territories are required to describe their framework for training, professional development, and postsecondary education for caregivers, teachers, and directors, including those working in school-age care. This framework is part of a broader systematic approach building on health and safety training within a state. States must incorporate their knowledge and application of health and safety standards, early learning guidelines, responses to challenging behavior, and the engagement of families. States are required to establish a progression of professional development opportunities to improve the knowledge and skills of CCDF providers. To the extent practicable, professional development should be appropriate to work with a population of children of different ages, English-language learners, children with disabilities, and Native Americans. Training and professional development is one of the options that states and territories have for investing their CCDF quality funds.

Flexibility is provided on the strategies, breadth, and depth with which states will develop and implement their framework. Through the CCDF Plan, states must ensure that the framework for training, professional development, and postsecondary education for all caregivers, teachers, and directors (including those staff working in school-age care) meets the following requirements:

- ◆ Is developed in consultation with the State Advisory Council on Early Childhood Education and Care or similar coordinating body
- ◆ Engages training and professional development providers, including higher education, in aligning training opportunities with the state's framework
- ◆ Addresses professional standards and competencies, career pathways, advisory structures, articulation, workforce information, and financing
- ◆ Establishes qualifications designed to enable providers that provide services to children eligible for CCDF services to promote the social, emotional, physical, and cognitive development of children and improve the knowledge and skills of the child care workforce in working with children and families
- ◆ Includes professional development conducted on an ongoing basis and provides for a progression of professional development that may include encouraging pursuit of postsecondary education

⁸ Ibid.

⁹ CCDBG Act of 2014 658(c)(2)(G), (I), (T); Child Care and Development Fund, 45 C.F.R. § 98.44 (2016).

- ◆ Reflects current research and best practices related to the skills necessary for the child care workforce to meet the developmental needs of participating children and engage families, which may include culturally and linguistically appropriate practices
- ◆ Improves the quality, diversity, stability, and retention (including the use of financial incentives and compensation improvements) of the child care workforce

In addition, Lead Agencies must describe in their CCDF Plans their states' professional development requirements for providers who care for children eligible for CCDF. These requirements must include the following:

- ◆ Preservice or orientation training, which must be completed within 3 months of hire
- ◆ Ongoing professional development for caregivers, teachers, and director
- ◆ Alignment to the state framework for professional development to the extent practicable

The **preservice or orientation training** must be accessible, cover the health and safety standards as appropriate to the setting and ages of children served, and address the following:

- ◆ The [11 critical health and safety standards](#) for which training must be received before the caregiver is allowed to care for children unsupervised
- ◆ The optional health and safety areas of nutrition, including age-appropriate feeding; access to physical activity; caring for children with special needs; and other Lead Agency–determined subject areas that promote child development or protect children's health and safety
- ◆ Child development, including the major domains of cognitive, social, emotional, and physical development and approaches to learning

The August 11, 2017, [Policy Interpretation Question about Background Check Requirements](#) (CCDF-ACF-PIQ-2017-01) clarifies that the Lead Agency has the flexibility to specify trainings required *before* unsupervised care.

Question: Are caregivers, teachers, and directors working for CCDF providers required to complete health and safety training prior to caring for children unsupervised?

Answer: The Lead Agency must identify those health and safety trainings that are required prior to caring for children unsupervised, but has flexibility in determining such requirements. 45 CFR 98.44(b)(1)(i) of the CCDF final rule requires Lead Agencies to describe in their plans their established requirements for pre-service or orientation training that addresses “[e]ach of the requirements relating to matters described in § 98.41(a)(1)(i) through (xi) and *specifying critical health and safety training that must be completed before caregivers, teachers, and directors are allowed to care for children unsupervised.*” (*Emphasis added.*) The Lead Agency has flexibility to determine which of these trainings are required prior to serving children unsupervised (for example, not supervised by an individual who has completed the trainings.)

...

The final rule's regulatory language takes precedence over the preamble, so the Lead Agency has the flexibility to specify trainings required prior to unsupervised care. The trainings described in the preamble may be treated as recommendations or suggestions, but are not requirements.¹⁰

¹⁰ Office of Child Care. (2017). *Clarification on the CCDBG Act background check requirements and health and safety training requirements* (CCDF-ACF-PIQ-2017-01). U.S. Department of Health and Human Services, Administration for Children and Families. <https://www.acf.hhs.gov/occ/policy-guidance/ccdf-acf-piq-2017-01>

The **ongoing training** must be accessible and aligned to a progression of professional development that includes a minimum number of annual hours of training for the child care workforce. It must be appropriate to the age and setting of the children served, and must also meet the following requirements:

- ◆ Be maintained and updated to reflect the required health and safety standards
- ◆ Incorporate knowledge and application of the state’s early learning and development guidelines for birth to kindergarten
- ◆ Incorporate social-emotional behavior intervention models for children from birth through school age, which may include positive behavior intervention and support models, including preventing and reducing expulsions and suspensions of preschool-age and school-age children
- ◆ Be appropriate, to the extent practicable, for a diverse population of children that includes
 - different age groups;
 - English-language learners;
 - children with developmental delays and disabilities; and
 - Native Americans, Alaska Natives, and Native Hawaiians
- ◆ Award, to the extent practicable, continuing education units or be credit-bearing
- ◆ Be accessible to the child care workforce supported through Indian tribes or tribal organizations that receive CCDF funding.

As a reminder, states are required to facilitate participation of child care providers with limited English proficiency and disabilities in the subsidy system. Recruitment and retention of these providers should be a focus of professional development system-building efforts.

The Office of Child Care (OCC) requires that states report in the CCDF Plan the number of hours of training required annually for CCDF-eligible providers.¹¹

It should be noted that CCDF regulations do not require child care providers to acquire credentials in order to serve children receiving CCDF assistance. However, states are in no way prohibited from requiring providers to be credentialed in order to serve children in the CCDF program.

Additional Focus Area for Professional Development

In addition to the [required health and safety trainings](#), Lead Agencies must spend funds on training and technical assistance for child care providers in two key areas: identifying and caring for children experiencing homelessness, and strengthening providers’ business practices. In addition, states must have effective internal controls in place to ensure program integrity, which includes training providers regarding subsidy requirements.

Children and Families Who Are Experiencing Homelessness¹²

States must use CCDF allocations for activities to improve the quality and availability of child care, including training and technical assistance to providers on identifying and serving children and families experiencing homelessness.

¹¹ Ibid.

¹² CCDBG Act of 2014 658(c)(3)(B)(i); Child Care and Development Fund, 45 C.F.R. § 98.51(b) (2016).

While there is some flexibility in this area, in addition to making such trainings accessible, Lead Agencies must ensure that the trainings are being used to the extent necessary to meet the requirements in the regulations to serve children experiencing homelessness. Section 98.51 of the CCDF regulations requires that Lead Agencies expend funds on activities that improve access to quality child care services for children experiencing homelessness, including “training and technical assistance for providers and appropriate Lead Agency (or designated entity) staff on identifying and serving children experiencing homelessness and their families.”¹³ CCDF regulations do not specify that all providers and appropriate Lead Agency (or designated entity) staff must receive the training, so Lead Agencies have flexibility in the implementation of this requirement. However, CCDF Administrators should consider how trainings are made widely available and are utilized by enough providers and relevant staff to effectively meet needs and serve children and families experiencing homelessness.

Provider Business Practices

Lead Agencies must develop and implement strategies to strengthen the business practices of child care providers to expand the supply and to improve the quality of child care services. Strategies can include training and technical assistance efforts. Topics might include fiscal management; budgeting; recordkeeping; hiring, developing, and retaining qualified staff; risk management, community relationships, marketing and public relations, and parent-provider communications, including who delivers the training, education, and/or technical assistance.¹⁴

Improving Program Integrity within the Subsidy Program

To improve program integrity and accountability, all providers serving children receiving CCDF funds must be informed and trained regarding CCDF requirements and integrity. Strategies Lead Agencies might employ include the following:

- ◆ Issuing policy change notices
- ◆ Issuing new policy manual
- ◆ Conducting staff training
- ◆ Providing orientations for providers
- ◆ Conducting onsite training
- ◆ Conducting online training
- ◆ Conducting regular check-ins to monitor the implementation of CCDF policies

Early Learning and Development Guidelines¹⁵

During the past decade, states have moved forward with initiatives to strengthen early childhood programming and emphasize greater accountability for child outcomes. The CCDBG Act and CCDF final rule require states to develop, maintain, or implement early learning and development guidelines (ELDGs) for statewide use by child care providers.

The ELDGs must be developmentally appropriate for children from birth to kindergarten entry, describe what such children should know and be able to do, and cover the essential domains of early childhood development— cognition, including language arts and mathematics; social, emotional, and physical development; and

¹³ Child Care and Development Fund, 45 C.F.R. § 98.51(b) (2016).

¹⁴ Office of Child Care. (2015). Section 6: Recruit and retain a qualified and effective child care workforce. In *Child Care and Development Fund (CCDF) Plan preprint*. U.S. Department of Health and Human Services, Administration for Children and Families.

¹⁵ CCDBG Act of 2014 658(c)(2)(T); Child Care and Development Fund, 45 C.F.R. § 98.15(a)(9) (2016).

approaches toward learning. In addition, they must be incorporated into other parts of the child care system and align vertically and horizontally with the standards for other sectors (such as Prekindergarten, Head Start, Early Head Start, and private providers).

Early Learning and Development Guideline Alignment Efforts

across age groups ✦ within age groups ✦ across curriculum and assessment



All states have developed ELDGs for preschool children and for infants and toddlers, both of which support the goal of school readiness. There is a growing trend among states to revise their ELDGs in order to align them across age groups and with kindergarten standards. In addition, states have incorporated ELDGs into their child care systems by using them to do the following:

- ◆ Define the content of training required to meet licensing requirements
- ◆ Define the content of training required for program quality improvement standards, such as quality rating and improvement system (QRIS) standards
- ◆ Define the content of training required for a career lattice or professional credential for use by 2-year and 4-year higher education faculty in developing credit-bearing professional development and degree programs
- ◆ Require programs (through licensing standards or quality improvement standards) to develop curricula or learning activities based on the voluntary ELDGs
- ◆ Develop state-approved curricula

In their CCDF Plans, Lead Agencies will describe how their ELDGs are research-based and developmentally, culturally, and linguistically appropriate. They must also describe how they

- ◆ build upon themselves in a forward progression and are aligned with entry into kindergarten,
- ◆ are implemented in consultation with the state educational agency and the State Advisory Council; and

- ◆ are updated on a regular basis.

Lead Agencies will also indicate the age groups for which the state has established ELDGs: birth to 3 years, 3 to 5 years; or birth to 5 years. At the option of the state, early learning and developmental guidelines for out-of-school time may be developed.

Technical assistance is commonly used to support the understanding and use of ELDGs. The CCDF Plan asks Lead Agencies to indicate whether they provide technical assistance to child care providers to enhance children's cognitive, physical, social, and emotional development and support children's overall well-being. Technical assistance can support providers in developing and implementing curricula or learning activities and be linked to the state's QRIS. Technical assistance can also be tailored to meet the needs of child care providers working with infants and toddlers, preschool-age children, and school-age children.

Lead Agencies will need to ensure that CCDF funds are **not** used to develop or implement any assessment for children that

- ◆ will be the primary or sole basis to determine a child care provider ineligible to participate in the CCDF,
- ◆ will be used as the primary or sole basis to provide a reward or sanction for an individual provider,
- ◆ will be used as the primary or sole method for assessing program effectiveness, or
- ◆ will be used to deny children eligibility to participate in the CCDF.¹⁶

Child assessments can be used to support learning or improve a classroom environment; target professional development; determine the need for health, mental health, disability, developmental delay, or family support services; obtain information for the quality improvement processes at the state or territory level; or conduct a program evaluation for the purposes of providing program improvement and parent information.

Additional Resources

- ◆ [Health and Safety Training Resources for Child Care Providers](#) (2018), by the National Center on Early Childhood Development, Teaching and Learning. Find resources around the topic of health and safety training as required by the Child Care Development Block Grant Act of 2014. Explore ways to include health and safety trainings in state professional development systems.
- ◆ [Early Care and Education Coaching: A Closer Look at Coaching Models in Child Care and Head Start](#) (2018), by the National Center on Early Childhood Development, Teaching and Learning. In this brief, learn more about the coaching landscape across the country. Also, find strategies and resources to promote systemic coaching approaches for state, territory, or regional considerations.
- ◆ [Early Childhood Workforce: Registries](#) (2018), by the National Center on Early Childhood Development, Teaching and Learning. In this resource, discover how a registry functions. Explore data that may be available through registries, and find state examples and additional materials. CCDF Administrators, Head Start Collaboration directors, and other professional development leaders can use this resource to plan or refine their state early childhood workforce data systems.
- ◆ [Staff Recruitment and Retention](#) (2018), by the National Center on Early Childhood Development, Teaching and Learning. In this resource, find examples of state systems and policies that help support recruiting and retaining a highly qualified workforce. Also, learn strategies for data collection on staff turnover.
- ◆ [Professional Development System Frameworks](#) (2020), by the National Center on Early Childhood Development, Teaching and Learning. Explore resources related to the six professional development framework components. Also, find framework examples for five states.

¹⁶ CCDBG Act of 2014 658E(c)(2)(T)(ii); Child Care and Development Fund, 45 C.F.R. § 98.15(a)(10) (2016).

- ◆ [*Early Childhood Workforce: Career Pathway Goals and Strategies for Developing, Improving, and Evaluating Higher Education Articulation Agreements*](#) (2018), by the National Center on Early Childhood Development, Teaching and Learning. Learn how articulation work connects to two recommendations in the *Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation* report. Explore strategies that help develop and support state articulation goals. Find information about higher education policy and accreditation. Also, review standards that affect articulation agreements.
- ◆ [*Preventing and Reducing Suspensions and Expulsions in Early Care and Education Settings*](#) (2018), by the National Center on Early Childhood Development, Teaching and Learning. This document provides research and materials on reducing the expulsion of young children in early childhood programs. Review resources and tools that help promote the mental health and social and emotional well-being of young children. Find examples of state efforts that can guide decision-making about expulsion policy decisions.
- ◆ [*Planning and Implementing Early Childhood and School-Age Workforce Initiatives*](#) (2014), by the National Center on Child Care Professional Development and Workforce Initiatives.
- ◆ [*Aligned Professional Development Systems Planning and Implementation Guide*](#) (2012), by the National Center on Child Care Professional Development and Workforce Initiatives.
- ◆ [*Workforce Data Planning and Implementation Guide*](#) (2012), by the National Center on Child Care Professional Development and Workforce Initiatives.
- ◆ [*Early Learning and Development Guidelines*](#) (2019), by the National Center on Early Childhood Quality Assurance. This document provides a link to all states that have their ELDGs on a public website.
- ◆ [*Alignment Self-Assessment Tool*](#) (n.d.), by the National Center on Early Childhood Development, Teaching and Learning.
- ◆ [*Head Start Child Early Learning Outcomes*](#) (2020), by the Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services.

Appendix A. Glossary and List of Acronyms

Glossary of Key Terms

CCDBG: Created by the Omnibus Budget and Reconciliation Act of 1990. The CCDBG was reauthorized in 1996 under the Personal Responsibility and Work Opportunity Reconciliation Act of 1996. Funding began in FY 1991 to provide states the opportunity to increase the availability, affordability, and quality of child care services. In November 2014, the CCDBG Act of 2014 was enacted into law.

CCDF: Consolidated entitlement and discretionary child care funding program created in 1996 as a result of the Personal Responsibility and Work Opportunity Reconciliation Act. CCDF consists of discretionary funds authorized by the CCDBG Act and entitlement (or mandatory and matching) funds provided by the Social Security Act.

Note: CCDF is the regulatory term; this language is not directly found in the statutes.

Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA), Public Law 104-193: Statutory provisions unified a fragmented child care subsidy system to form CCDF, which replaced child care programs under title IV-A of the Social Security Act—Aid to Families with Dependent Children (AFDC), Child Care, Transitional Child Care, and At-Risk Child Care. The Act repealed AFDC, Job Opportunities and Basic Skills Training and Emergency Assistance, and created Temporary Assistance for Needy Families and Native Employment Works. This law also amended the CCDBG Act to increase funding levels.

Temporary Assistance for Needy Families (TANF): A comprehensive welfare reform program with time-limited assistance that focuses on moving recipients into work. TANF assistance to families can include child care, and states and territories can transfer 30 percent of TANF funds to the child care program. Once TANF funds are transferred, requirements of CCDF must be met for any services supported by the transferred funds.

Abbreviations and Acronyms

ACF	Administration for Children and Families
ACYF	Administration on Children, Youth, and Families
AFDC	Aid to Families with Dependent Children
AI/AN	American Indian and Alaska Native; may also be referred to as tribal
CACFP	Child and Adult Care Food Program
CAPTA	Child Abuse Prevention and Treatment Act
CBC	Comprehensive background check
CCDBG	Child Care and Development Block Grant
CCDF	Child Care and Development Fund
CCR&R	Child care resource and referral (often used in the context of CCR&R agencies)
CCTAN	Child Care Technical Assistance Network
C.F.R.	Code of Federal Regulations
ECE	Early Childhood Education
EHCY	Education for Homeless Children and Youth
ELDGs	Early learning and development guidelines
EPSDT	Early and Periodic Screening, Diagnosis, and Treatment
FFY and FY	Federal fiscal year and fiscal year
HHS	U.S. Department of Health and Human Services
HS	Head Start
IDEA	Individuals with Disabilities Education Act
IM	Information memorandum
IPIA	Improper Payments Information Act of 2002
I/T	Infant and toddler
JOBS	Job Opportunities and Basic Skills

LEA	Local educational agency
LIHEAP	Low-Income Home Energy Assistance Program
MRS	Market rate survey
MOE	Maintenance of effort
NAEYC	National Association for the Education of Young Children
NAFCC	National Association for Family Child Care
NARA	National Association for Regulatory Administration
NICCA	National Indian Child Care Association
OCC	Office of Child Care
OHS	Office of Head Start
OMB	Office of Management and Budget
PCQC	Provider Cost of Quality Calculator
PI	Program Instruction
PRWORA	Personal Responsibility and Work Opportunity Reconciliation Act of 1996
QPR	Quality Progress Report
QRIS	Quality rating and improvement system
RO	Regional office (Office of Child Care)
RPM	Regional Program Manager
SAC	State Advisory Council
SCHIP	State Children's Health Insurance Program
SDAP	Sampling Decisions, Assurances, and Fieldwork Preparation Plan
SNAP	Supplemental Nutrition Assistance Program
SMI	State median income
TA	Technical assistance
T&TA	Training and technical assistance

TANF	Temporary Assistance for Needy Families
U.S.C.	United States Code
WIC	Special Supplemental Nutrition Program for Women, Infants, and Children

The State Capacity Building Center (SCBC) works with state and territory leaders and their partners to create innovative early childhood systems and programs that improve results for children and families. The SCBC is funded by the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care.

**State Capacity Building Center,
A Service of the Office of Child Care**

9300 Lee Highway
Fairfax, VA 22031

Phone: 877-296-2401
Email: CapacityBuildingCenter@ecetta.info

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