



State & Territory CCDF Administrators Meeting

July 30–August 1, 2019 • Hyatt Regency Crystal City • Arlington, Virginia

Supporting Program Sustainability: Introducing the Strengthening Business Practices for Child Care Programs Training-of-Trainers

Pattie Ryan, National Center on Early Childhood Quality Assurance (ECQA
Center)

Leatha Chun, Office of Child Care, Administration for Children and
Families

Welcome

◆ Warm up



Session Objectives

- ◆ Understand components of the Strengthening Business Practices curriculum, such as topics covered, delivery methods, and provider levels
- ◆ Learn how jurisdictions are using the training-of-trainers (TOT)
- ◆ Learn about next steps to request a TOT for your jurisdiction
- ◆ Understand future opportunities

Today's Agenda

- ◆ Curriculum development process and evaluation feedback
- ◆ Overview of curriculum content
- ◆ Trainer resources and support
- ◆ How to request a TOT
- ◆ Questions and answers

The Curriculum Supports Child Care and Development Fund Final Rule

- ◆ §98.16 Plan provisions.
 - “A CCDF Plan shall contain the following ...
 - (z) A description of how the Lead Agency develops and implements strategies to strengthen the business practices of child care providers to expand the supply, and improve the quality of, child care services ...”
- ◆ §98.44 Training and professional development.
 - “(a) The Lead Agency must describe in the Plan the state or territory framework for training, professional development, and postsecondary education for caregivers, teachers, and directors, including those working in school-age care, that ...
 - (5) Includes professional development conducted on an ongoing basis, providing a progression of professional development (which may include encouraging the pursuit of postsecondary education)”

Source: Child Care and Development Fund, 45 C.F.R. §§ 98.16(z), 98.44(a)(5) (2016).

Curriculum Development Process

◆ Three state review teams

- Ohio
- Pennsylvania
- Utah

◆ Seven pilot and soft launch states

- Connecticut
- Indiana
- Montana
- Ohio
- Pennsylvania
- Rhode Island
- Utah

Curriculum Design

- ◆ This is a trainer-led curriculum that is not intended for self-directed learning
- ◆ There are tailored sessions
 - Center-based providers
 - Family child care providers
- ◆ There is flexible in delivery
- ◆ Each module is 2–3 hours in length

Curriculum Delivery

- ◆ Designed to maximize audience interaction and peer-to-peer learning
- ◆ Intended for small to medium group sizes (with a maximum of approximately 20–24 participants)
- ◆ Designed for face-to-face group settings
- ◆ Can be adapted for virtual delivery
- ◆ Enhanced by follow-up technical assistance, which strengthens application

Trainers Find that these Audiences Benefit

- ◆ Providers with beginner to intermediate knowledge
- ◆ Individuals with some administrative responsibility
- ◆ Staff with an interest in building knowledge

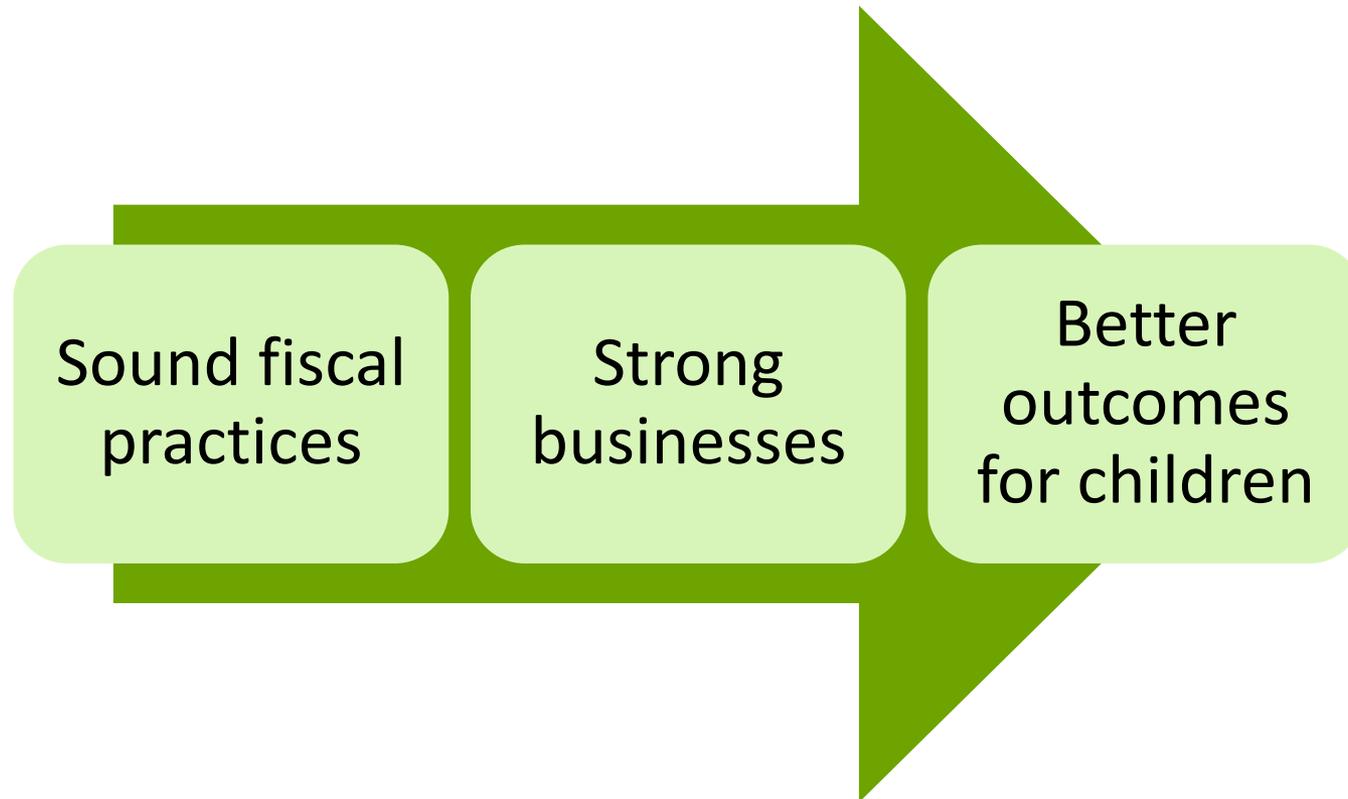
February 2019

**Strengthening Business Practices
Trainer's Guide**



**Module IV.
Recruiting and Retaining Talented Staff**

Sound Business Practices



National Center on Early Childhood Quality Assurance. (forthcoming).
“Module I. Budgets, Projections, and Planning.” Strengthening Business Practices for Child Care Programs. Washington, DC: Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services.

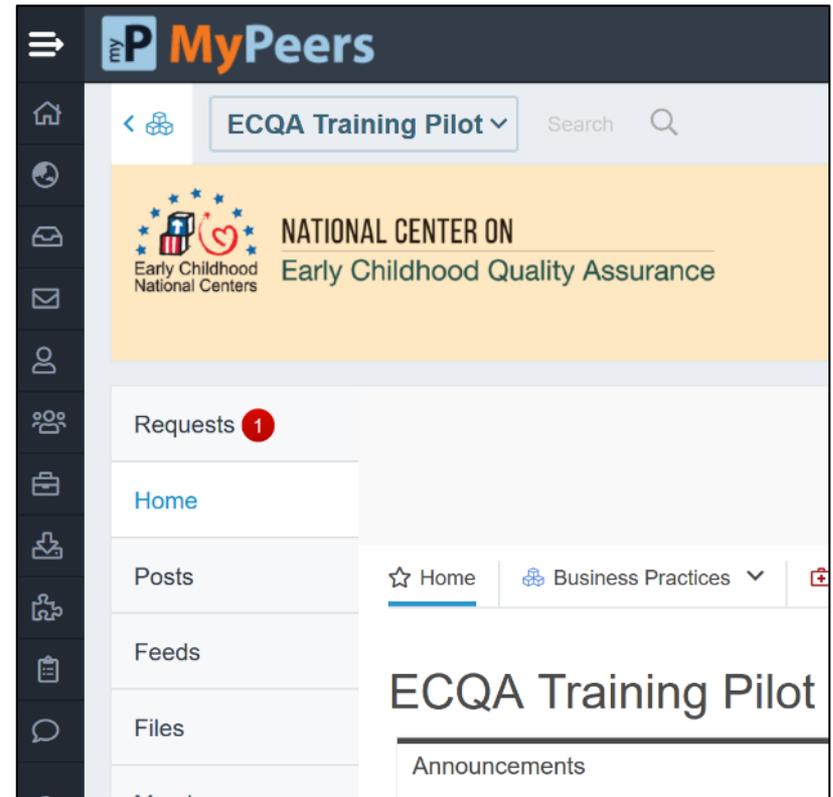
Strengthening Business Practices for Child Care Programs

- ◆ Module I. Budgets, Projections, and Planning
- ◆ Module II. Financial Reports and Internal Controls
- ◆ Module III. Marketing Your Program
- ◆ Module IV. Recruiting and Retaining Staff

Strengthening Business Practices for Child Care Programs: For Trainers



ECQA Center Training-of-Trainers



Questions and Answers





State & Territory CCDF Administrators Meeting

July 30–August 1, 2019 • Hyatt Regency Crystal City • Arlington, Virginia

Thank You

