

Crosswalk: 2016 Child Care and Development Fund Final Rule and the Parent, Family and Community Engagement Framework for Early Childhood Systems



NATIONAL CENTER ON

Parent, Family and Community Engagement

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ADMINISTRATION FOR
CHILDREN & FAMILIES



NATIONAL CENTER ON
Parent, Family and Community Engagement

INTRODUCTION

Children’s early experiences shape their development and are linked to the experiences of their families and communities. The Child Care and Development Block Grant Act (CCDBG) Act of 2014 and the ensuing 2016 Child Care and Development Fund (CCDF) Final Rule add new emphasis to the importance of parent, family and community engagement. New requirements for States and Territories, localities and child care providers underscore the important role that all individuals within the early child system play to engage and support families in achieving the goals they set for themselves and their children.

The Crosswalk: 2016 Child Care and Development Fund Final Rule and the Parent, Family, and Community Engagement Framework for Early Childhood Systems demonstrates how key provisions of the CCDF Final Rule align to the system-level components of the Parent, Family, and Community Engagement (PFCE) Framework for Early Childhood Systems. The crosswalk pinpoints specific provisions that create opportunities for promoting systemic, integrated and comprehensive parent, family and community engagement.

State and Territory Administrators and other stakeholders can use this crosswalk as they develop and implement their CCDF Plans and engage in other collaborative planning efforts. This resource offers

- A listing of the relevant provisions of the Final Rule that are identified in the crosswalk
- A review of the seven system components of the PFCE Framework for Early Childhood Systems
- At-a-Glance Crosswalk Table: 2016 Child Care and Development Fund Final Rule and the Parent, Family and Community Engagement Framework for Early Childhood Systems
- Crosswalk Table: 2016 Child Care and Development Fund Final Rule and the Parent, Family, and Community Engagement Framework for Early Childhood Systems
- Resources to Support Implementation of 2016 Child Care and Development Fund Final Rule Provisions

What the Research Says

Family engagement plays a major role in children’s school readiness, impacting social-emotional and academic competencies (e.g., Starkey & Klein, 2000; Powell et al., 2010; Sheridan, Knoche, Edwards, Bovaird, & Kupzyk, 2010; Sheridan, Knoche, Kupzyk, Edwards, & Marvin, 2011).

These effects have been found all the way through K–12 and beyond (El Nokali, Bachman, & Votruba-Drzal, 2010; Froiland, Peterson, & Davison, 2013; Jeynes, 2016).

Family engagement also improves child-teacher relationships (Dearing, Kreider, & Weiss, 2008) and helps smooth child and family transitions to kindergarten (Smythe-Leistico et al., 2012).

¹Child Care and Development Fund (CCDF), 45 C.F.R. § 98 (2017), retrieved from <https://www.gpo.gov/fdsys/pkg/CFR-2017-title45-vol1/pdf/CFR-2017-title45-vol1-part98.pdf>

2016 CHILD CARE AND DEVELOPMENT FUND FINAL RULE

The 2016 CCDF Final Rule provisions identified in the crosswalk are:

- Plan Process § 98.14
- Plan Provisions § 98.16
- Eligibility determination processes § 98.21
- Parental choice § 98.30
- Parental complaints § 98.32
- Consumer and provider education § 98.33
- Training & professional development § 98.44
- Priority for child care services § 98.46
- Services for children experiencing homelessness § 98.51
- CCR&R system § 98.52
- Activities to improve the quality of child care § 98.53

See the *Crosswalk Table* for the full description of each provision.



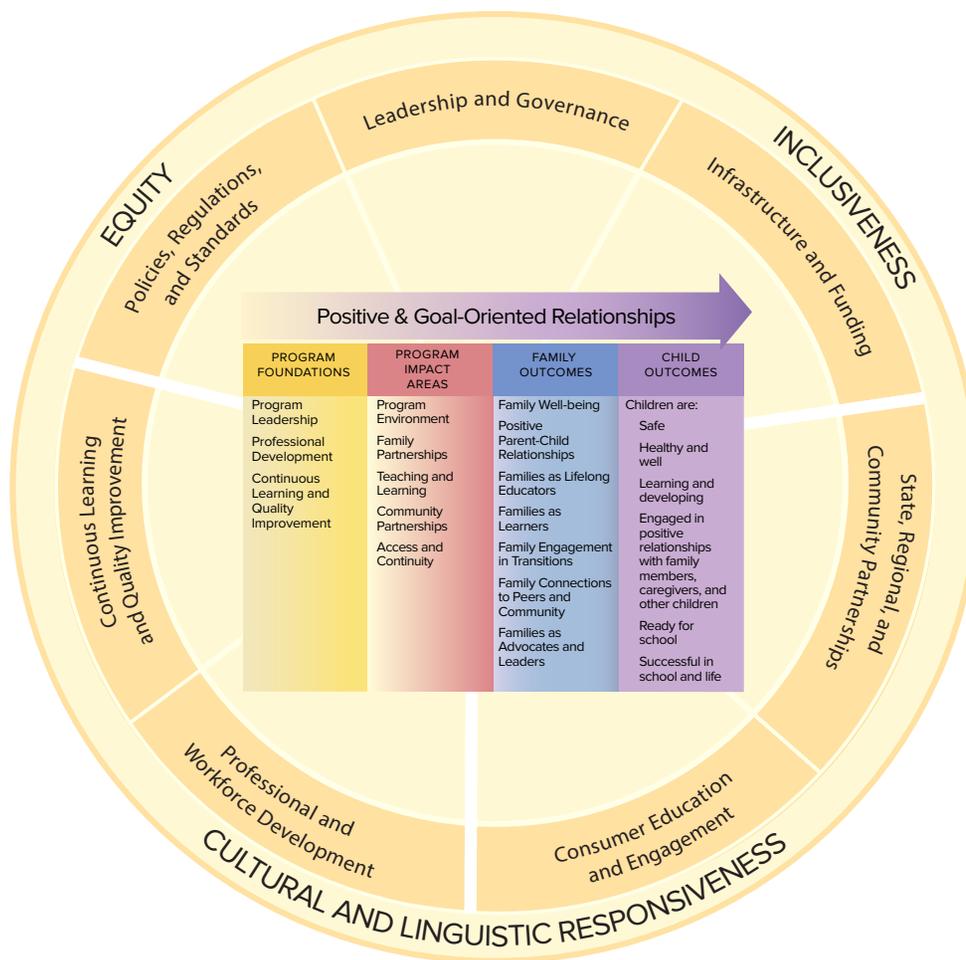
PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK FOR EARLY CHILDHOOD SYSTEMS

The Parent, Family, and Community Engagement (PFCE) Framework for Early Childhood Systems shows how early childhood system components can be coordinated to strengthen program quality and promote positive family and child outcomes. The seven system components are:

- Leadership and Governance.** Families, early childhood professionals and State, Territory, Tribal, and local policymakers, administrators, and staff of health, human services, education, workforce, family support, and other agencies all have leadership roles in supporting parent, family, and community engagement. These leaders have unique opportunities within their own roles to develop, promote, and support a shared vision of parent, family, and community engagement.

Leaders can work collaboratively to set agendas, establish common principles, identify shared objectives, coordinate efforts, share data, as they measure progress toward aligned objectives. They can create formal leadership roles and feedback loops that include all families served by the early childhood system. Their role in raising the visibility of engagement, effectively communicating results and challenges, and responding to the voices of parents, families and communities is essential to sustain and improve results.

Collaborative governance structures—such as Early Childhood Advisory Councils, Children’s Cabinets, and interagency coordinating councils—can use their authority to facilitate these efforts at the local, State, Territory, and Tribal levels and to support PFCE as a priority in the early childhood system.



- **Policies, Regulations, and Standards.** Eligibility policies, quality standards, licensing rules, and other legislative and administrative requirements impact families, programs, communities, and systems. Early childhood system leaders can look for existing federal, state, and local policy opportunities within children’s health, EC, and family support to emphasize PFCE as a priority, promote effective practices, and hold the system accountable for achieving desired child and family outcomes. In some cases, system leaders also have the authority and influence to change existing policies and/ or encourage others to do so. In all cases, the wisdom of families, providers, and community members can inform the policymaking process and the development of regulatory guidance and implementation tools to ensure that desired results are achieved.
- **Infrastructure and Funding.** Finance decisions, fiscal policies, and infrastructure can impact how well and how quickly PFCE becomes integrated into a comprehensive early childhood system. Early childhood system leaders can allocate resources to efforts that have the most potential for PFCE impact. They can offer incentives and rewards to promote continuous improvement for programs and systems as well as to promote collaboration across children’s health, EC, and family support. The infrastructure that supports a coordinated early childhood system together includes, for example, systems for quality rating and improvement, licensing and monitoring, consumer education, and coordinated data. This infrastructure provides opportunities to promote PCFE integration at all levels.
- **Continuous Learning and Quality Improvement.** State, Territory, and Tribal early childhood systems that incorporate continuous learning and quality improvement as a core function can ensure that decisions made throughout the system are data-driven, apply lessons from past efforts, and contribute to desired outcomes for children and families.

Key components of a cycle of continuous learning improvement include guiding principles such as including those that build safety and trust in using data, agreements on core indicators and appropriate assessment tools, coordinated data systems, and collaborative decision-making processes.

Everyone in the early childhood system, including parents, providers, and community partners, can be engaged in deciding what data to collect, what rules and processes to use when sharing it, and how to use it to inform decisions at the program, policy, and system levels.



- Professional and Workforce Development.** Early childhood system leaders can ensure consistency across the fields of health, early childhood care and education, and family support through appropriate professional development opportunities. Along with input from families and frontline workers, data about the strengths and needs of each system’s early childhood providers and other professionals should be used to create an array of resources, training, coaching, and other supports for individuals in the full range of roles and sectors of the early childhood system.
- State and Community Partnerships.** Partnerships across multiple sectors and at every level are essential for a fully functioning early childhood system that is responsive to and effectively engages all communities, families, and their children.

Parents, families, and community partners provide vital information, advocacy, and support for partnerships among stakeholders at the local level, in States, Territories, and Tribes, and among EC programs and community organizations. Other key partners with resources to contribute include community, civic, business, and philanthropic organizations working to improve the lives of children and families. Leaders at every level can work to remove barriers and support partnerships that contribute to the full range of opportunities and services that address children and families’ strengths and needs in their communities.
- Consumer Education and Engagement.** Educating families about the components of quality early childhood programs so they can be informed consumers of programs and services for their children is a primary responsibility of the early childhood system. When early childhood systems and programs effectively engage families as valued early childhood consumers, families are recognized as decision-makers, trusted peers, leaders, and advocates for their children, themselves, and their communities.

Consumer engagement relies on two-way, relationship-based interactions between families and early childhood professionals. Parents and professionals share information with one another and work together to build each other’s knowledge and capacities. As families expand their knowledge and leadership capacities they can become more effective in finding and applying research-based information to guide their choices about a program for their child, monitor their child’s experiences in a program, or use their voices to advocate for higher quality and equitable access to services.

As early childhood professionals expand their knowledge and capacities through relationships with families, they can become more effective in inviting and responding to families’ interests and values, supporting and partnering with families and other stakeholders, and improving the quality of their work. Leaders can model for EC providers and other professionals their active efforts to learn from family feedback and to use it to improve quality.

At-a-Glance Crosswalk Table: 2016 Child Care and Development Fund Final Rule and the Parent, Family, and Community Engagement Framework for Early Childhood Systems

		Parent, Family, and Community Engagement Framework for Early Childhood Systems: System Components						
		Leadership and Governance	Policies, Regulations, and Standards	Infrastructure and Funding	Continuous Learning and Quality Improvement	Workforce and Professional Development	State, Regional, and Community Partnerships	Consumer Education and Engagement
2016 CCDF Final Rule: Provisions	Plan Process § 98.14	✓	✓				✓	
	Plan Provisions § 98.16	✓	✓	✓	✓	✓	✓	✓
	Eligibility Determination Process § 98.21		✓				✓	✓
	Parental Choice § 98.30		✓		✓			✓
	Parental Complaints § 98.32		✓					✓
	Consumer and Provider Education § 98.33		✓	✓			✓	✓
	Training & Professional Development § 98.44		✓	✓		✓		
	Priority for Child Care Services § 98.46		✓	✓			✓	✓
	Services for Children Experiencing Homelessness § 98.51		✓	✓		✓	✓	✓
	CCR&R system § 98.52			✓			✓	✓
	Activities to improve the quality of child care § 98.53		✓	✓	✓	✓	✓	✓

Crosswalk Table: 2016 Child Care and Development Fund Final Rule and the Parent, Family, and Community Engagement Framework for Early Childhood Systems

2016 CCDF Final Rule: Provisions	PFCE Framework for Early Childhood Systems: System Components
<p>Plan Process § 98.14</p>	
<p>98.14 In the development of each Plan, as required pursuant to 98.17, the Lead Agency shall: (a)(1) Coordinate the provision of child care services funded under this Part with other Federal, State, and local child care and early childhood development programs (including such programs for the benefit of Indian children, infants and toddlers, children with disabilities, children experiencing homelessness, and children in foster care) to expand accessibility and continuity of care as well as full-day services.</p>	<ul style="list-style-type: none"> • Leadership and Governance • Policies, Regulations, and Standards • State, Regional, and Community Partnerships
<p>98.14 c) In the development of each Plan, as required pursuant to 98.17, the Lead Agency shall:</p> <p>(1) Hold at least one hearing in the State, after at least 20 days of statewide public notice, to provide to the public an opportunity to comment on the provision of child care services under the Plan.</p> <p>(2) The hearing required by paragraph (c)(1) shall be held before the Plan is submitted to ACF, but no earlier than nine months before the Plan becomes effective.</p> <p>(3) In advance of the hearing required by this section, the Lead Agency shall make available to the public the content of the Plan as described in 98.16 that it proposes to submit to the Secretary, which shall include posting the Plan content on a website.</p>	<ul style="list-style-type: none"> • Leadership and Governance • Policies, Regulations, and Standards • State, Regional, and Community Partnerships

2016 CCDF Final Rule: Provisions	PFCE Framework for Early Childhood Systems: System Components
Plan Provisions § 98.16	
<p>9(x) A description of the Lead Agency’s strategies (which may include alternative payment rates to child care providers, the provision of direct grants or contracts, offering child care certificates, or other means) to increase the supply and improve the quality of child care services for children in underserved areas, infants and toddlers, children with disabilities as defined by the Lead Agency, and children who receive care during nontraditional hours, including whether the Lead Agency plans to use grants and contracts in building supply and how supply-building mechanisms will address the needs identified. The description must identify shortages in the supply of high-quality child care providers, list the data sources used to identify shortages, and describe the method of tracking progress to support equal access and parental choice. If the Lead Agency employs grants and contracts to meet the purposes of this section, the Lead Agency must provide CCDF families the option to choose a certificate for the purposes of acquiring care</p>	<ul style="list-style-type: none"> • Policies, Regulations, and Standards • Infrastructure and Funding • Continuous Learning and Quality Improvement • State, Regional, and Community Partnerships
<p>9(dd) A description of how the Lead Agency will provide outreach and services to eligible families with limited English proficiency and persons with disabilities and facilitate participation of child care providers with limited English proficiency and disabilities in the subsidy system</p>	<ul style="list-style-type: none"> • Infrastructure and Funding • Workforce and Professional Development • Consumer Education and Engagement
<p>9(gg) A description of how the Lead Agency will support child care providers in the successful engagement of families in children’s learning and development</p>	<ul style="list-style-type: none"> • Leadership and Governance • Infrastructure and Funding • Workforce and Professional Development • Consumer Education and Engagement

2016 CCDF Final Rule: Provisions

PFCE Framework for Early Childhood Systems: System Components

Eligibility Determination Processes § 98.21

a)(1)(i)&(ii)(A-E) A Lead Agency shall re-determine a child's eligibility for child care services no sooner than 12 months following the initial determination or most recent redetermination, subject to the following:

(1) During the period of time between determinations or redeterminations, if the child met all of the requirements in § 98.20(a) on the date of the most recent eligibility determination or redetermination, the child shall be considered eligible and will receive services at least at the same level, regardless of:

(i) A change in family income, if that family income does not exceed 85 percent of SMI for a family of the same size; or

(ii) A temporary change in the ongoing status of the child's parent as working or attending a job training or educational program. A temporary change shall include, at a minimum:

(A) Any time-limited absence from work for an employed parent due to reasons such as need to care for a family member or an illness;

(B) Any interruption in work for a seasonal worker who is not working between regular industry work seasons;

(C) Any student holiday or break for a parent participating in training or education;

(D) Any reduction in work, training or education hours, as long as the parent is still working or attending training or education;

(E) Any other cessation of work or attendance at a training or education program that does not exceed three months or a longer period of time established by the Lead Agency

- Policies, Regulations, and Standards

(a)(2), (2)(i) Lead Agencies have the option, but are not required, to discontinue assistance due to a parent's loss of work or cessation of attendance at a job training or educational program that does not constitute a temporary change in accordance with paragraph (a)(1)(ii) of this section. However, if the Lead Agency exercises this option, it must continue assistance at least at the same level for a period of not less than three months after each such loss or cessation in order for the parent to engage in job search and resume work, or resume attendance at a job training or educational activity

- Policies, Regulations, and Standards
- Consumer Education and Engagement

(a)(3) Lead Agencies cannot increase family co-payment amounts, established in accordance with § 98.45(k), within the minimum 12-month eligibility period except as described in paragraph (b)(3) of this section

- Policies, Regulations, and Standards

2016 CCDF Final Rule: Provisions

PFCE Framework for Early Childhood Systems: System Components

Eligibility Determination Processes § 98.21, cont.

(a)(5)(i) Notwithstanding paragraph (a)(1), the Lead Agency may discontinue assistance prior to the next redetermination in limited circumstances where there have been:

(i) Excessive unexplained absences despite multiple attempts by the Lead Agency or designated entity to contact the family and provider, including prior notification of possible discontinuation of assistance

- Policies, Regulations, and Standards
- Consumer Education and Engagement

(b)(1) Lead Agencies that establish family income eligibility at a level less than 85 percent of SMI for a family of the same size (in order for a child to initially qualify for assistance) must provide a graduated phase-out by implementing two-tiered eligibility thresholds, with the second tier of eligibility (used at the time of eligibility re-determination) set at:

- (i) 85 percent of SMI for a family of the same size; or
- (ii) An amount lower than 85 percent of SMI for a family of the same size, but above the Lead Agency's initial eligibility threshold, that:
 - (A) Takes into account the typical household budget of a low income family; and
 - (B) Provides justification that the second eligibility threshold is:
 - (1) Sufficient to accommodate increases in family income over time that are typical for low-income workers and that promote and support family economic stability; and
 - (2) Reasonably allows a family to continue accessing child care services without unnecessary disruption

- Policies, Regulations, and Standards

(b)(2) At re-determination, a child shall be considered eligible (pursuant to paragraph (a) of this section) if their parents, at the time of redetermination, are working or attending a job training or educational program even if their income exceeds the Lead Agency's income limit to initially qualify for assistance, as long as their income does not exceed the second tier of the eligibility described in (b)(1)

- Policies, Regulations, and Standards

2016 CCDF Final Rule: Provisions	PFCE Framework for Early Childhood Systems: System Components
Eligibility Determination Processes § 98.21, cont.	
<p>(b)(3) A family meeting the conditions described in (b)(2) shall be eligible for services pursuant to the conditions described in § 98.20 and all other paragraphs of § 98.21, with the exception of the co-payment restrictions at § 98.21(a)(3). To help families transition off of child care assistance, Lead Agencies may gradually adjust copay amounts for families whose children are determined eligible under the graduate phase-out conditions described in paragraph (b)(2) and may require additional reporting on changes in family income as described in paragraph (e)(3) of this section, provided such requirements do not constitute an undue burden, pursuant to conditions described in (e)(2)(ii) and(iii) of this section</p>	<ul style="list-style-type: none"> • Policies, Regulations, and Standards
<p>(c) The Lead Agency shall establish processes for initial determination and redetermination of eligibility that take into account irregular fluctuation in earnings, including policies that ensure temporary increases in income, including temporary increases that result in monthly income exceeding 85 percent of SMI (calculated on a monthly basis), do not affect eligibility or family co-payments</p>	<ul style="list-style-type: none"> • Policies, Regulations, and Standards
<p>(d) The Lead Agency shall establish procedures and policies to ensure parents, especially parents receiving assistance through the Temporary Assistance for Needy Families (TANF) program, are not required to unduly disrupt their education, training, or employment in order to complete the eligibility redetermination process</p>	<ul style="list-style-type: none"> • Policies, Regulations, and Standards • State, Regional, and Community Partnerships • Consumer Education and Engagement
<p>(e) The Lead Agency shall specify in the Plan any requirements for parents to notify the Lead Agency of changes in circumstances during the minimum 12-month eligibility period, and describe efforts to ensure such requirements do not place an undue burden on eligible families that could impact continued eligibility between redeterminations</p>	<ul style="list-style-type: none"> • Policies, Regulations, and Standards • Consumer Education and Engagement
<p>(f) Lead Agencies must take into consideration children’s development and learning and promote continuity of care when authorizing child care services</p>	<ul style="list-style-type: none"> • Policies, Regulations, and Standards • Consumer Education and Engagement
<p>(g) Lead Agencies are not required to limit authorized child care services strictly based on the work, training, or educational schedule of the parent(s) or the number of hours the parent(s) spend in work, training, or educational activities</p>	<ul style="list-style-type: none"> • Policies, Regulations, and Standards

2016 CCDF Final Rule: Provisions	PFCE Framework for Early Childhood Systems: System Components
Parental Choice § 98.30	
<p>(e)(1) For child care services, certificates under paragraph (a)(2) of this section shall permit parents to choose from a variety of child care categories, including:</p> <p>(i) Center-based child care;</p> <p>(ii) Family child care; and</p> <p>(iii) In-home child care, with limitations, if any, imposed by the Lead Agency and described in its Plan at § 98.16(i)(2). Under each of the above categories, care by a sectarian provider may not be limited or excluded</p>	<ul style="list-style-type: none"> • Policies, Regulations, and Standards • Consumer Education and Engagement
<p>(g) As long as provisions at paragraph (f) of this section are met, parental choice provisions shall not be construed as prohibiting a Lead Agency from establishing policies that require providers of child care services for which assistance is provided under this part to meet higher standards of quality, such as those identified in a quality rating and improvement system or other transparent system of quality indicators</p>	<ul style="list-style-type: none"> • Policies, Regulations, and Standards • Continuous Learning and Quality Improvement
<p>(h) Parental choice provisions shall not be construed as prohibiting a Lead Agency from providing parents with information and incentives that encourage the selection of high-quality child care</p>	<ul style="list-style-type: none"> • Policies, Regulations, and Standards • Consumer Education and Engagement
Parental Complaints § 98.32	
<p>The State shall:</p> <p>(a) Establish or designate a hotline or similar reporting process for parents to submit complaints about child care providers;</p> <p>(b) Maintain a record of substantiated parent complaints;</p> <p>(c) Make information regarding such parental complaints available to the public on request; and</p> <p>(d) The Lead Agency shall provide a detailed description in the Plan of how:</p> <p>(1) Complaints are substantiated and responded to, including whether or not the State uses monitoring as part of its process for responding to complaints for both CCDF and non-CCDF providers; and,</p> <p>(2) A record of substantiated complaints is maintained and is made available.</p>	<ul style="list-style-type: none"> • Policies, Regulations, and Standards • Consumer Education and Engagement

2016 CCDF Final Rule: Provisions

PFCE Framework for Early Childhood Systems: System Components

Consumer and Provider Education § 98.33

(a)(1-3) The Lead Agency shall:

(a) Certify that it will collect and disseminate consumer education information to parents of eligible children, the general public, and providers through a consumer-friendly and easily accessible Web site that ensures the widest possible access to services for families who speak languages other than English and persons with disabilities, including

(1) Lead Agency processes, including:

(i) The process for licensing child care providers pursuant to §98.40;

(ii) The process for conducting monitoring and inspections of child care providers pursuant to §98.42;

(iii) Policies and procedures related to criminal background checks for child care providers pursuant to §98.43; and

(iv) The offenses that prevent individuals from serving as child care providers.

(2) A localized list of all licensed child care providers, and, at the discretion of the Lead Agency, all eligible child care providers (other than an individual who is related to all children for whom child care services are provided), differentiating between licensed and license-exempt providers, searchable by zip code;

(3) The quality of a provider as determined by the Lead Agency through a quality rating and improvement system or other transparent system of quality indicators, if such information is available for the provider; ...

- Policies, Regulations, and Standards
- Infrastructure and Funding
- State, Regional, and Community Partnerships
- Consumer Education and Engagement

Consumer and Provider Education § 98.33, cont.

(a)(4-7) ...

(4) Results of monitoring and inspection reports for all eligible and licensed child care providers (other than an individual who is related to all children for whom child care services are provided), including those required at §98.42 and those due to major substantiated complaints about failure to comply with provisions at §98.41 and Lead Agency child care policies. Lead Agencies shall post in a timely manner full monitoring and inspection reports, either in plain language or with a plain language summary, for parents and child care providers to understand, and shall establish a process for correcting inaccuracies in the reports. Such results shall include:

- (i) Information on the date of such inspection;
- (ii) Information on corrective action taken by the State and child care provider, where applicable;
- (iii) Any health and safety violations, including any fatalities and serious injuries occurring at the provider, prominently displayed on the report or summary; and
- (iv) A minimum of 3 years of results where available.

(5) Aggregate number of deaths and serious injuries (for each provider category and licensing status) and instances of substantiated child abuse that occurred in child care settings each year, for eligible providers.

(6) Referrals to local child care resource and referral organizations.

(7) Directions on how parents can contact the Lead Agency or its designee and other programs

- Infrastructure and Funding
- Consumer Education and Engagement

Consumer and Provider Education § 98.33, cont.

b) The Lead Agency shall:

(b) Certify that it will collect and disseminate, through resource and referral organizations or other means as determined by the State, including, but not limited to, through the Web site described in paragraph (a) of this section, to parents of eligible children and the general public, and where applicable providers, information about:

(1) The availability of the full diversity of child care services to promote informed parental choice, including information about:

(i) The availability of child care services under this part and other programs for which families may be eligible, as well as the availability of financial assistance to obtain child care services;

(ii) Other programs for which families that receive assistance under this part may be eligible, including:

(A) Temporary Assistance for Needy Families (TANF) (42 U.S.C. 601 et seq.);

(B) Head Start and Early Head Start (42 U.S.C. 9831 et seq.); (C) Low-Income Home Energy Assistance Program (LIHEAP) (42 U.S.C. 8621 et seq.);

(D) Supplemental Nutrition Assistance Program (SNAP) (7 U.S.C. 2011 et seq.);

(E) Special supplemental nutrition program for women, infants, and children (42 U.S.C. 1786);

(F) Child and Adult Care Food Program (CACFP) (42 U.S.C. 1766);

(G) Medicaid and the State children’s health insurance programs (42 U.S.C. 1396 et seq., 1397aa et seq.);

(iii) Programs carried out under section 619 and part C of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1419, 1431 et seq.);

(iv) Research and best practices concerning children’s development, meaningful parent and family engagement, and physical health and development, particularly healthy eating and physical activity; and

(v) State policies regarding social emotional behavioral health of children which may include positive behavioral health intervention and support models for birth to school-age or age- appropriate, and policies to prevent suspension and expulsion of children birth to age five in child care and other early childhood programs, as described in the Plan pursuant to §98.16(ee), receiving assistance under this part

- Policies, Regulations, and Standards
- Infrastructure and Funding
- State, Regional, and Community Partnerships
- Consumer Education and Engagement

2016 CCDF Final Rule: Provisions	PFCE Framework for Early Childhood Systems: System Components
Consumer and Provider Education § 98.33, cont.	
(c) Provide information on developmental screenings to parents as part of the intake process for families receiving assistance under this part, and to providers through training and education	<ul style="list-style-type: none"> • Policies, Regulations, and Standards • Infrastructure and Funding • State, Regional, and Community Partnerships • Consumer Education and Engagement
(d) For families that receive assistance under this part, provide specific information about the child care provider selected by the parent	<ul style="list-style-type: none"> • Consumer Education and Engagement
(f) Inform parents who receive TANF benefits about the requirement at section 407(e)(2) of the Social Security Act (42 U.S.C. 607(e)(2)) that the TANF agency make an exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child under six years of age	<ul style="list-style-type: none"> • Policies, Regulations, and Standards • State, Regional, and Community Partnerships • Consumer Education and Engagement
Training and Professional Development § 98.44	
(a)(4) Establishes qualifications in accordance with § 98.41(d)(3) designed to enable child care and school-age care providers that provide services for which assistance is provided in accordance with this part to promote the social, emotional, physical, and cognitive development of children and improve the knowledge and skills of caregivers, teachers and directors in working with children and their families	<ul style="list-style-type: none"> • Policies, Regulations, and Standards • Infrastructure and Funding • Workforce and Professional Development
(a)(6) Reflects current research and best practices relating to the skills necessary for caregivers, teachers, and directors to meet the developmental needs of participating children and engage families, including culturally and linguistically appropriate practices	<ul style="list-style-type: none"> • Policies, Regulations, and Standards • Infrastructure and Funding • Workforce and Professional Development

2016 CCDF Final Rule: Provisions	PFCE Framework for Early Childhood Systems: System Components
Priority for Child Care Services § 98.46	
<p>(a) Lead Agencies shall give priority for services provided under § 98.50(a) to:</p> <ul style="list-style-type: none"> (1) Children of families with very low family income (considering family size); (2) Children with special needs, which may include any vulnerable populations as defined by the Lead Agency; and (3) Children experiencing homelessness 	<ul style="list-style-type: none"> • Policies, Regulations, and Standards • State, Regional, and Community Partnerships
<p>(b) Lead Agencies shall prioritize increasing access to high-quality child care and development services for children of families in areas that have significant concentrations of poverty and unemployment and that do not have a sufficient number of such programs</p>	<ul style="list-style-type: none"> • Policies, Regulations, and Standards • Infrastructure and Funding • State, Regional, and Community Partnerships • Consumer Education and Engagement
Services for Children Experiencing Homelessness § 98.51	
<p>Lead Agencies shall expend funds on activities that improve access to quality child care services for children experiencing homelessness, including:</p> <p>(a) The use of procedures to permit enrollment (after an initial eligibility determination) of children experiencing homelessness while required documentation is obtained;</p> <ul style="list-style-type: none"> (1) If, after full documentation is provided, a family experiencing homelessness is found ineligible, <ul style="list-style-type: none"> (i) The Lead Agency shall pay any amount owed to a child care provider for services provided as a result of the initial eligibility determination; and (ii) Any CCDF payment made prior to the final eligibility determination shall not be considered an error or improper payment under subpart K of this part; (b-c) Training and technical assistance for providers and appropriate Lead Agency (or designated entity) staff on identifying and serving children experiencing homelessness and their families; and (c) Specific outreach to families experiencing homelessness 	<ul style="list-style-type: none"> • State, Regional, and Community Partnerships • Consumer Education and Engagement • Workforce and Professional Development

CCR&R System § 98.52

(a-b) A Lead Agency may expend funds to establish or support a system of local or regional child care resource and referral organizations that is coordinated, to the extent determined appropriate by the Lead Agency, by a statewide public or private nonprofit, community-based or regionally based, lead child care resource and referral organization.

(b) If a Lead Agency uses funds as described in paragraph (a) of this section, the local or regional child care resource and referral organizations supported shall, at the direction of the Lead Agency

(1) Provide parents in the State with consumer education information referred to in § 98.33 (except as otherwise provided in that paragraph), concerning the full range of child care options (including faith-based and community-based child care providers), analyzed by provider, including child care provided during nontraditional hours and through emergency child care centers, in their political subdivisions or regions;

(2) To the extent practicable, work directly with families who receive assistance under this subchapter to offer the families support and assistance, using information described in paragraph (b)(1) of this section, to make an informed decision about which child care providers they will use, in an effort to ensure that the families are enrolling their children in the most appropriate child care setting to suit their needs and one that is of high quality (as determined by the Lead Agency)

- Infrastructure and Funding
- State, Regional, and Community Partnerships
- Consumer Education and Engagement



Activities to Improve the Quality of Child Care § 98.53

(a)(1)(i,ii) The Lead Agency must expend funds from each fiscal year’s allotment on quality activities pursuant to §§ 98.50(b) and 98.83(g) in accordance with an assessment of need by the Lead Agency. Such funds must be used to carry out at least one of the following quality activities to improve the quality of child care services for all children, regardless of CCDF receipt, in accordance with paragraph (d) of this section:

(1) Supporting the training, professional development, and postsecondary education of the child care workforce as part of a progression of professional development through activities such as those included at § 98.44, in addition to:

(i) Offering training, professional development, and postsecondary education opportunities for child care caregivers, teachers and directors that: (A) Relate to the use of scientifically based, developmentally-appropriate, culturally-appropriate, and age-appropriate strategies to promote the social, emotional, physical, and cognitive development of children, including those related to nutrition and physical activity; and (B) Offer specialized training, professional development, and postsecondary education for caregivers, teachers and directors caring for those populations prioritized at § 98.44(b)(2)(iv), and children with disabilities;

(ii) Incorporating the effective use of data to guide program improvement and improve opportunities for caregivers, teachers and directors to advance on their progression of training, professional development, and postsecondary education; ...

- Infrastructure and Funding
- Continuous Learning and Quality Improvement
- Workforce and Professional Development
- Consumer Education and Engagement



Activities to Improve the Quality of Child Care § 98.53, cont.

(a)(1)(iii-vii) ...

(iii) Including effective, age-appropriate behavior management strategies and training, including positive behavior interventions and support models for birth to school-age, that promote positive social and emotional development and reduce challenging behaviors, including reducing suspensions and expulsions of children under age five for such behaviors;

(iv) Providing training and outreach on engaging parents and families in culturally and linguistically appropriate ways to expand their knowledge, skills, and capacity to become meaningful partners in supporting their children’s positive development;

(v) Providing training corresponding to the nutritional and physical activity needs of children to promote healthy development;

(vi) Providing training or professional development for caregivers, teachers and directors regarding the early neurological development of children; and

(vii) Connecting child care caregivers, teachers, and directors with available Federal and State financial aid that would assist these individuals in pursuing relevant postsecondary education, or delivering financial resources directly through programs that provide scholarships and compensation improvements for education attainment and retention

- Infrastructure and Funding
- Continuous Learning and Quality Improvement
- Workforce and Professional Development
- Consumer Education and Engagement



2016 CCDF Final Rule: Provisions

PFCE Framework for Early Childhood Systems: System Components

Activities to Improve the Quality of Child Care § 98.53, cont.

(a)(3)(v) Developing, implementing, or enhancing a tiered quality rating and improvement system for child care providers and services to meet consumer education requirements at § 98.33, which may: ... (v) Build the capacity of early childhood programs and communities to promote parents' and families' understanding of the early childhood system and the rating of the program in which the child is enrolled

- Infrastructure and Funding
- Continuous Learning and Quality Improvement
- State, Regional, and Community Partnerships
- Consumer Education and Engagement

(4)(v) Improving the ability of parents to access transparent and easy to understand consumer information about high-quality infant and toddler care as described at § 98.33

- Policies, Regulations, and Standards
- Infrastructure and Funding
- Consumer Education and Engagement

(10) Carrying out other activities, including implementing consumer education provisions at §98.33, determined by the Lead Agency to improve the quality of child care services provided, and for which measurement of outcomes relating to improvement of provider preparedness, child safety, child well-being, or entry to kindergarten is possible.

- Policies, Regulations, and Standards
- Infrastructure and Funding
- Consumer Education and Engagement



Resources to Support Implementation of 2016 Child Care and Development Fund Final Rule Provisions

2016 CCDF Final Rule: Provisions	PFCE Resource Name
Plan Process § 98.14	<ul style="list-style-type: none"> • Resource: Parent, Family and Community Engagement Framework for Early Childhood Systems
Consumer and Provider Education § 98.33	<ul style="list-style-type: none"> • Consumer Engagement: Orientation for Early Childhood and School-Age Care & Education Professionals • Consumer Education Websites: A Guide to Creating a Family-Friendly Experience
Training & Professional Development § 98.44	<p>Foundations for Quality Series:</p> <ul style="list-style-type: none"> • Relationship-Based Competencies to Support Family Engagement • Relationship-based Practices: Talking with Families about Developmental Concerns Simulation • Family Engagement in Early Care and Education EarlyEd U Modules <ul style="list-style-type: none"> ○ Overview for Early Childhood Professionals ○ A Guide for Early Childhood Professionals Who Work with Children in Group Settings <ul style="list-style-type: none"> ▪ Professional Development Assessment for Teachers and Child Care Providers ▪ Professional Development Assessment for Supervisors of Teachers and Child Care Providers ○ A Guide for Early Childhood Professionals Who Work with Families <ul style="list-style-type: none"> ▪ Professional Development Assessment for Family Service Professionals ▪ Professional Development Assessment for Supervisors of Family Service Professionals ○ A Guide for Early Childhood Professionals Who Make Home Visits <ul style="list-style-type: none"> ▪ Professional Development Assessment for Home Visiting Professionals ▪ Professional Development Assessment for Supervisors of Home Visiting Professionals
Services for Children Experiencing Homelessness § 98.51	<ul style="list-style-type: none"> • Supporting Children and Families Experiencing Homelessness: An Interactive Learning Series for Early Childhood Professionals • Supporting Children and Families Experiencing Homelessness Resource Series

Note: These resources are available on the Child Care Technical Assistance and the Early Childhood Learning and Knowledge Center web sites.

Implementation Resources

Explore the PFCE Framework for Early Childhood Systems Series available on the Child Care Technical Assistance web site at <https://childcareta.acf.hhs.gov/topics/family-engagement-and-consumer-education>.

- Parent, Family, and Community Engagement Framework for Early Childhood Systems
- Parent, Family, and Community Engagement Framework for Early Childhood Systems: Assessment Guide
- Parent, Family, and Community Engagement Framework for Early Childhood Systems: Action and Implementation Guide
- Parent, Family, and Community Engagement Framework for Early Childhood Systems: A Sample State Scenario



NATIONAL CENTER ON

Parent, Family and Community Engagement