## 1. Descriptive Information

<table>
<tr>
<td>

**Plenary 1** *(Independence Ballroom A)*

*Child Care and Development Fund (CCDF) Reauthorization and Head Start (HS) Notice of Proposed Rule Making (NPRM): Implications for Research and for the Field*

**Description**
This session will provide an overview of key provisions in the Child Care and Development Block Grant (CCDBG) Act of 2014 and the HS NPRM followed by perspectives on the implementation of the law, including major issues, questions, and needed research.

</td>
<td>

**Moderator**
- Gina Adams, Urban Institute

**Presenters**
- Rachel Schumacher, Director, Office of Child Care (OCC), ACF
- Blanca Enriquez, Director, Office of Head Start (OHS), ACF

**Scribe**
- Janet Kreitman, BLH Technologies, Inc.

</td>
</tr>
</table>

## 2. Documents in Session Folder
PowerPoint presentations by Rachel Schumacher and Blanca Enriquez

## 3. Brief Summary of Presentations

### Summary of Presentation #1: Introduction by Gina Adams
- Child Care and Development Fund (CCDF) Reauthorization reauthorized last year.
- Regulations are not out yet.
- Head Start (HS) Notice of Proposed Rule Making (NPRM) recently released.
- Rachel Schumacher leads work to implement reauthorization. She conducted policy analysis work at CLASP.
- Blanca Enriquez is the Director of Head Start. She previously taught English as a Second Language and supported families and their children.

### Summary of Presentation #2: Rachel Schumacher
- The change in the law could not have been made without the research.
- Children receiving Child Care and Head Start services are the same kids. We should look at quality in Child Care. Even though we do not have national standards, we have a new law, which has changed Child Care.
- We are working to move children into high quality child care.
- The purposes of the new law are to promote involvement of parents and family members, deliver high-quality coordinated care, and improve overall quality.
- We want to support children's development.
- Key features of law — minimum 12-month eligibility periods regardless of temporary changes in work, education, training status, graduated phase-out of child care assistance (can't push families out, gradually move out of assistance).
- Redetermination processes must not unduly disrupt parental employment, promote access for homeless families.
- How to make research relevant? We can document change, show what works, help people make better decisions at state level. Need to improve continuity of care. There will be areas of variation between states.
- Need to increase access to high quality providers. Unless funding goes up, states will have to decide how to raise quality.
- How to impact which providers will come into system? Will raising rates make a difference?
- We need to develop strategies to increase the supply. Will lose some providers—some providers will not take children now, and we do not want to restrict access.
- We want to build family child care and build pathways to professional development and quality. Must establish training requirements. Focus on what works—coaching? New set-aside in FY 17. There will be new training, monitoring, publicly available monitoring reports, and an implementation timeline. Plans due in States in March. How can we document policy changes and their impact?

**Summary of Presentation #3: Blanca Enriquez**

- Our vision is that Head Start is a value-added highly respected and accepted program for young children and their families. Its focus is on comprehensive school readiness and high performing grantees.
- Head Start integrates four priorities: high performing grantees, comprehensive school readiness, partnerships and collaboration (with families and local and state governments), and leadership with character. NPRM upholds these four priorities. Its goal is to provide a high quality system of support for children 0 to 5 and their families.
- New performance standards have three goals: raising standards for service delivery (includes ensuring strong outcomes, improving program quality, focusing on comprehensive school readiness services, and research based practices), reorganizing the performance standards, and revising and reducing regulation.
- Goals are to clarify, simplify, provide transparency, and increase focus on quality versus quantity.
- We need to set goals; collect, aggregate, analyze, and use data; create and implement systems of continuous improvement; and lessen bureaucratic burden. We want to support local flexibility and variation to meet community needs and innovation, and promote research and evaluation.
- Want to move away from compliance-oriented focus to outcomes.
- We would like researchers to consider Head Start grantees as learning communities, based on community needs, demographics, resources, and expertise.
- We should study innovations and focus on quality, outcomes, systems, continuous improvement, and sustainability.

**Questions and Answers**

What research do you want to see conducted? Ms. Schumacher said she wants to see more continuity for children and that their development is supported. Want to see families have access to more information on their children's development from the child care provider. The child and parents should succeed, and the parents should be able to achieve their own goals of bettering their economic stability. Teachers should have better working conditions, less turnover. The ultimate goal is equal access. Dr. Enriquez said the goal is to improve the quality of Head Start services. We should design system of services that is responsive to uniqueness of communities. The effectiveness of designs should be considered. Questions to ask: Are there caseload maximums? Should we use video or in person coaching? How can we engage children in learning? How can we extend this to children with disabilities? What is the teacher's style? Some children can be challenging, and Head Start provides a good opportunity to look at management strategies. What are most effective leadership styles? How to best support teachers to use program data to improve classroom practices?

Ms. Schumacher said that the same themes form both Child Care and Head Start. The challenge is to take into account variation of how states implement. States have differences in implementation, and we need to capture that.

Ms. Adams asked, "What are the biggest implementation challenges and how can we address them and what can we do to help?" Ms. Schumacher said there is a tradeoff of quality and numbers of children. We should look at regulations and implementation in the future, as well as child care deserts and supply. Individuals need equal access--how to address this? We should look at how to improve family child care. How to address nontraditional hours and progression of professional development. What is school readiness? Providers in program need to look at turnover, training. Some states have outdated technology. Need to look at administrative data. Need to partner with states. Dr. Enriquez said we need to help grantees move from compliance to outcome. NPRM allows flexibility to develop own systems. Grantees will need guidance on how to create systems that are interdependent. Additional research—how to tailor systems, how to replicate what works, what are quality indicators, how to measure. Analysis of data—how to use data to make decisions. What models of dosages work best?

Ms. Adams asked, "What do you hear regarding concerns of unintended consequences? Ms. Schumacher said we want people to participate and not be scared off by new changes. Intentional implementation—need to focus on continuous quality improvement. A lot of providers are at different levels and feel isolated, want to be part of a quality improvement initiative. We should look at what works in coaching. Loss of care providers a big issue. As we see changes, we can document impacts. Continuity of care important. How to interpret the law. Dr. Enriquez said that unintended consequences regarding dosage could have an impact. How to insure high quality? Some of proposed changes could increase burden on teachers. How could teachers be best supported to maximize their time? What are strategies to help

teaching staff address professional goals? Dual language learners—effective strategies to train bilingual staff with tight budget. Early childhood best time to learn second language—how to do that and advance their cognitive development? Need tools to assess dual language learners. English and Spanish studied, but we need to look at other languages. Develop home language survey in other languages?

4. **Summary of Key issues raised** (facilitators are encouraged to spend the last 3-5 minutes of workshops summarizing the key issues raised during the session; bullets below are prompts for capturing the kinds of issues we're looking for) N/A for this session.

- *Emerging findings that may be of particular interest to policy-makers and ACF?*
- *Methodological issues including innovative methodologies that may help maximize resources available for research and evaluation?*
- *Follow-up activities suggested to address questions and gaps (e.g., secondary analyses of data, consensus meetings of experts, research synthesis or brief, webinar, etc.)?*
- *Recommendations about future ACF child care research directions and priorities?*