



Welcome to *An Introduction to the Fundamentals of CCDF Administration*

The Fundamentals of CCDF Administration (Fundamentals) is a comprehensive interactive resource for Child Care and Development Fund (CCDF) Administrators that is designed to help Lead Agencies learn the basics of administering the CCDF program.

The Introduction to the Fundamentals training PowerPoint slide deck is one of four resources to support CCDF Lead Agencies and Administrators. Additional resources include a comprehensive Fundamentals of CCDF Administration Resource Guide in both a PDF and an online searchable version, and an interactive learning module that mirrors this slide deck. The Fundamentals Resource Suite can be accessed via the Office of Child Care website.

The Fundamentals of CCDF Administration was created for CCDF Administrators as the primary audience; in particular, for individuals who are new to their positions. The contents are also applicable to Lead Agency staff who need a basic understanding of the implementation of the Child Care and Development Block Grant (CCDBG) Act of 2014 and the accompanying CCDF final rule.

Please contact your regional office if you have questions about the Fundamentals training PowerPoint or if you need training regarding the components and requirements of CCDF.

September 2020



Table of Contents

- Welcome to “An Introduction to the Fundamentals of CCDF Administration”
- Define CCDF Leadership and Coordination with Relevant Systems
- Promote Family Engagement through Outreach and Consumer Education
- Provide Stable Child Care Financial Assistance to Families
- Ensure Equal Access to Child Care for Low-Income Children
- Establish Standards and Monitoring Processes to Ensure the Health and Safety of Child Care Settings
- Recruit and Retain a Qualified and Effective Child Care Workforce
- Support Continuous Quality Improvement
- Ensure Grantee Program Integrity and Accountability



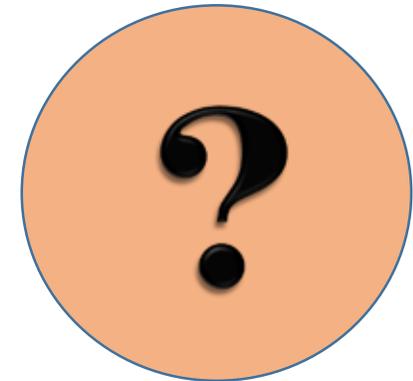
Welcome to “An Introduction to the Fundamentals of CCDF Administration”





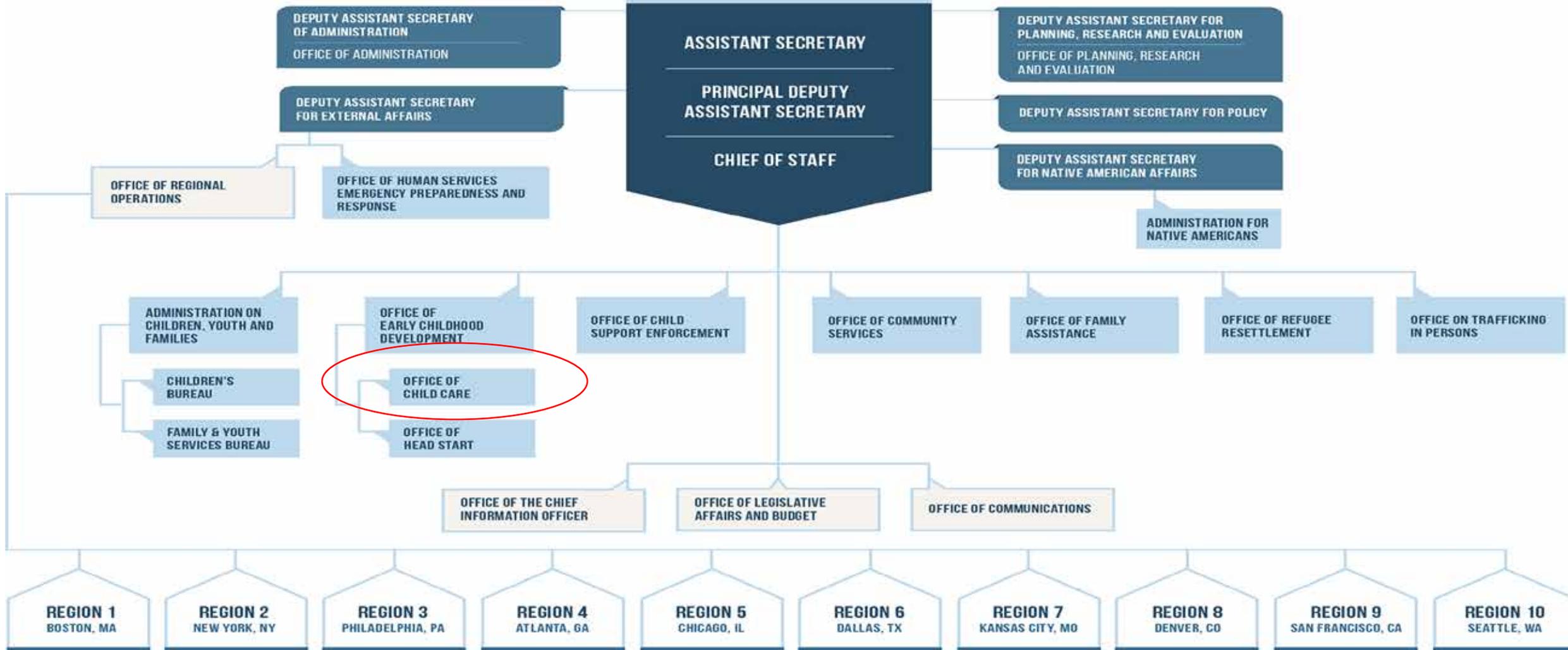
Introduction to the Child Care and Development Fund (CCDF)

- What is the Child Care and Development Fund (CCDF)?
- What is the difference between the Child Care and Development Block Grant (CCDBG) and CCDF?
- How is CCDF administered at the federal level?
- What is the Office of Child Care (OCC)?
- What entities have a CCDF grant?





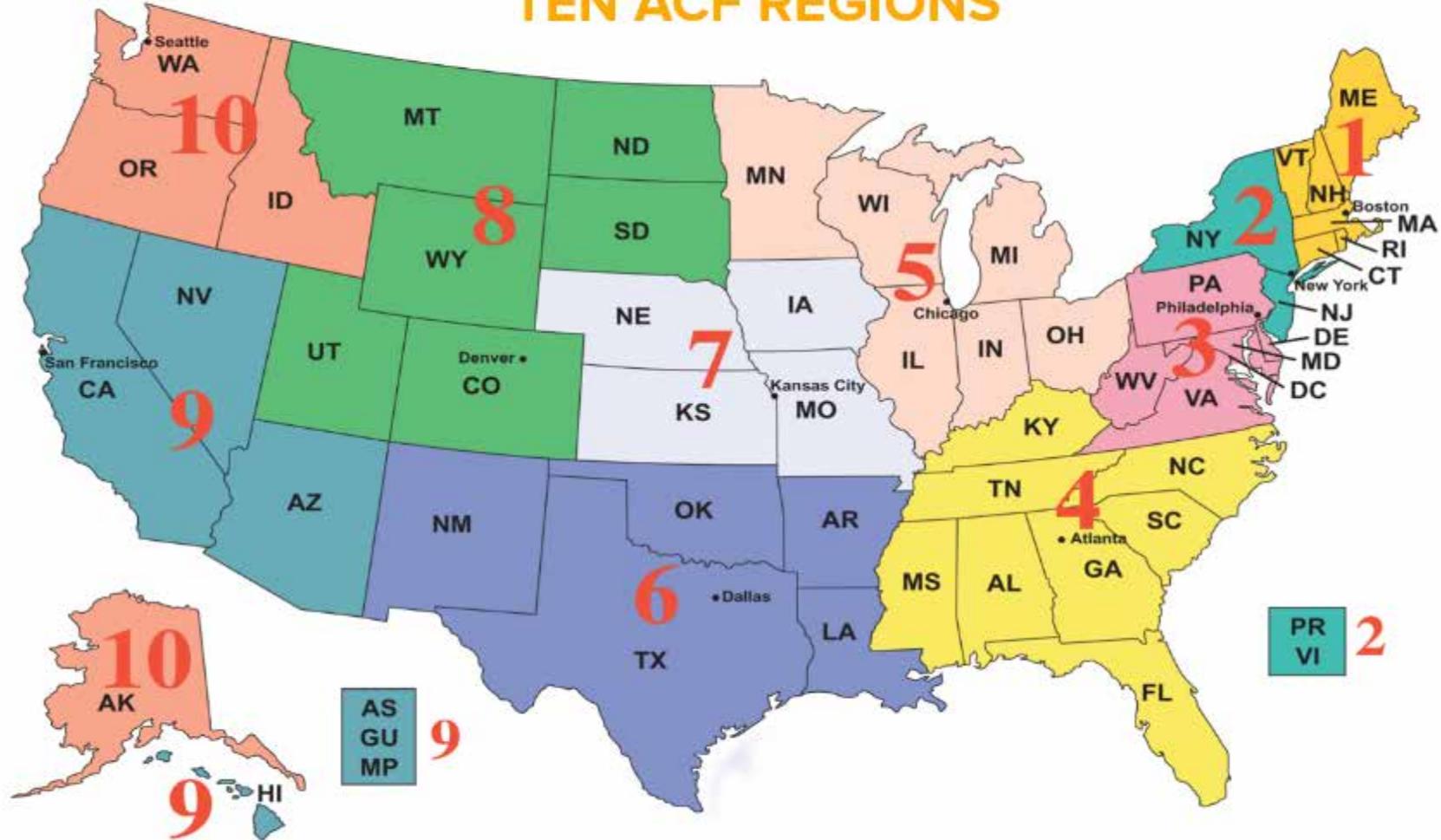
Administration for Children and Families (ACF) Organizational Structure



Source: Administration for Children and Families. (2020). *Offices*. U.S. Department of Health and Human Services. <https://www.acf.hhs.gov/about/offices>



TEN ACF REGIONS





Lead Agency Responsibilities

The Lead Agency is responsible for administering the CCDF program and has the authority to do the following:

1. Administer and implement programs
2. Retain its overall responsibility for CCDF programs
3. Serve as the single point of contact for the administration of the CCDF program
4. Develop and administer the CCDF Plan
5. Monitor CCDF activities performed by other agencies



Sources: FY 2019–2021 CCDF Plan Preprint.
Child Care and Development Fund, 45 C.F.R. § 98.10 (2016).
Child Care and Development Fund, 45 C.F.R. § 98.10 (2016).

Source: Child Care and Development Fund, 45 C.F.R. § 98.10 (2016).

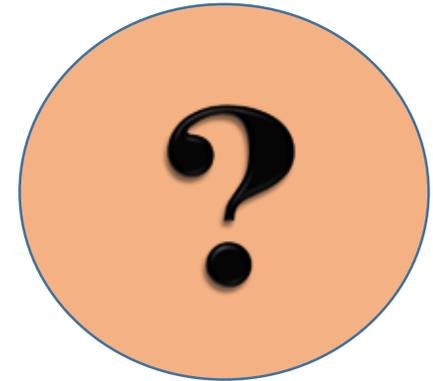


CCDF Administrator Relationships and Responsibilities





- What is CCDF?
- What is the CCDF final rule?
- Where do I get more information about what CCDF requires?





Purposes of the Child Care and Development Block Grant

1. "To allow each state maximum flexibility in developing child care programs and policies that best suit the needs of children and parents within *that* state"

2. "To promote parental choice to empower working parents to make their own decisions *regarding* the child care *services* that best suit their family's needs"

3. "To encourage states to provide consumer education information to help parents make informed choices about child care *services and to promote involvement by parents and family members in the development of their children in child care settings*"

4. "To assist states *in delivering high-quality, coordinated early childhood care and education services to maximize parents' options and support parents trying to achieve independence from public assistance*"

5. "To assist states *in improving the overall quality of child care services and programs by implementing the health, safety, licensing, training, and oversight standards established in this subchapter and in state law (including state regulations)*"

6. "To improve *child care and development of participating children*"

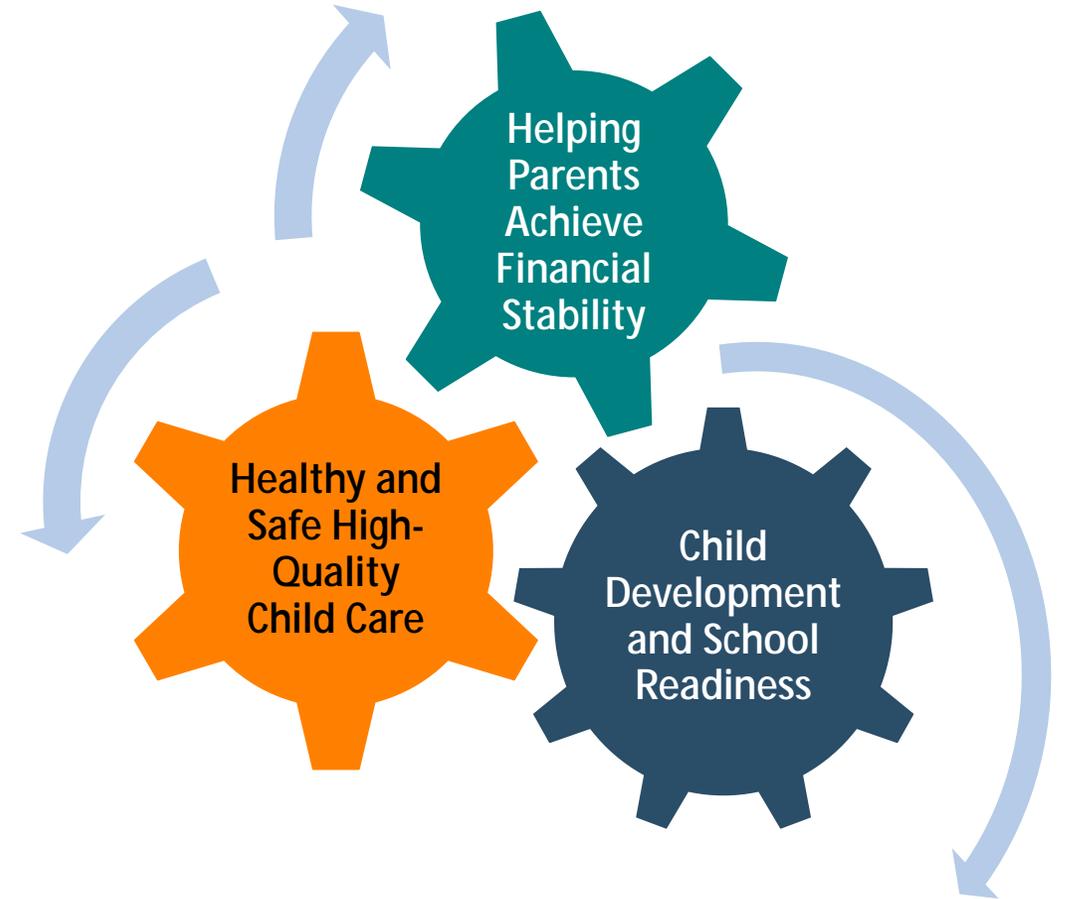
7. "To increase *the number and percentage of low-income children in high-quality child care settings*"

Source: 42 U.S.C. § 9857b (2015) [Emphasis added].



Child Care and Development Fund

- How does the law improve the health, safety, and quality of child care?
- How does the law support child development and school readiness?
- How does the law help working parents with low incomes maintain employment and achieve financial stability?





How Does the Law Improve the Health, Safety, and Quality of Child Care?

- Establishes minimum standards, training, and monitoring requirements
- Requires all states to use the same comprehensive background checks
- Requires professional development for teachers and staff
- Establishes a goal to increase the number and percentage of children from low-income families in high-quality child care settings
- Targets funding for quality improvements





How Does the Law Support Child Development and School Readiness?

- Professional development for providers on childhood development and behavioral challenges
- Consumer education for parents on choosing child care and accessing services
- Collection and sharing of information on child development, family engagement, developmental screenings, and quality child care





How Does the Law Help Working Parents With Low Incomes Maintain Employment and Achieve Financial Stability?

- Provides minimum 12-month eligibility despite temporary changes in work, training, or education status, as long as income is at or below 85 percent of the state median income (SMI)
- Ensures no undue disruption of parents' employment in order to maintain eligibility
- Adoption of processes that consider fluctuations in earnings





Relationship between Law, Rule, and Plan





Define CCDF Leadership and Coordination

Promote Family Engagement and Consumer Education

Provide Stable Child Care Financial Assistance

Ensure Equal Access to Child Care

Establish Standards to Ensure Health and Safety

Recruit and Retain a Qualified Workforce

Support Continuous Quality Improvement

Ensure Grantee Accountability

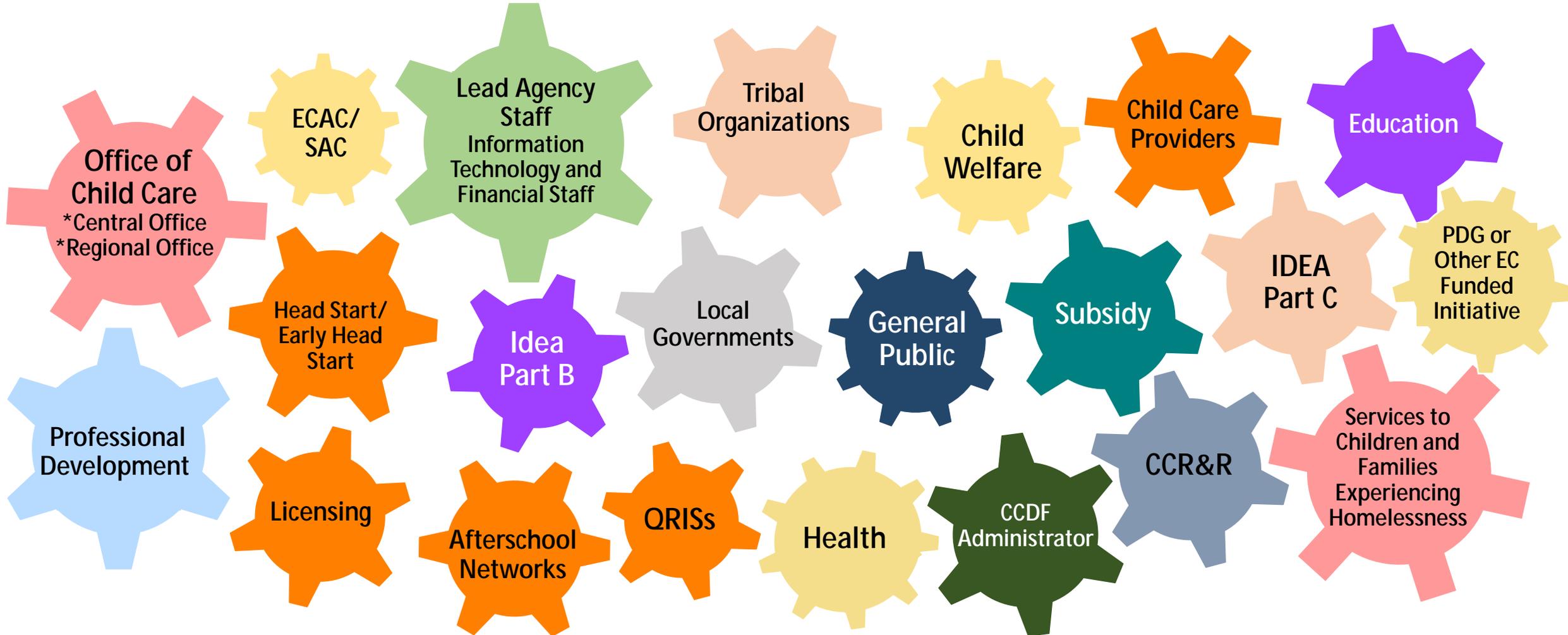


Section 1. Define CCDF Leadership and Coordination with Relevant Systems



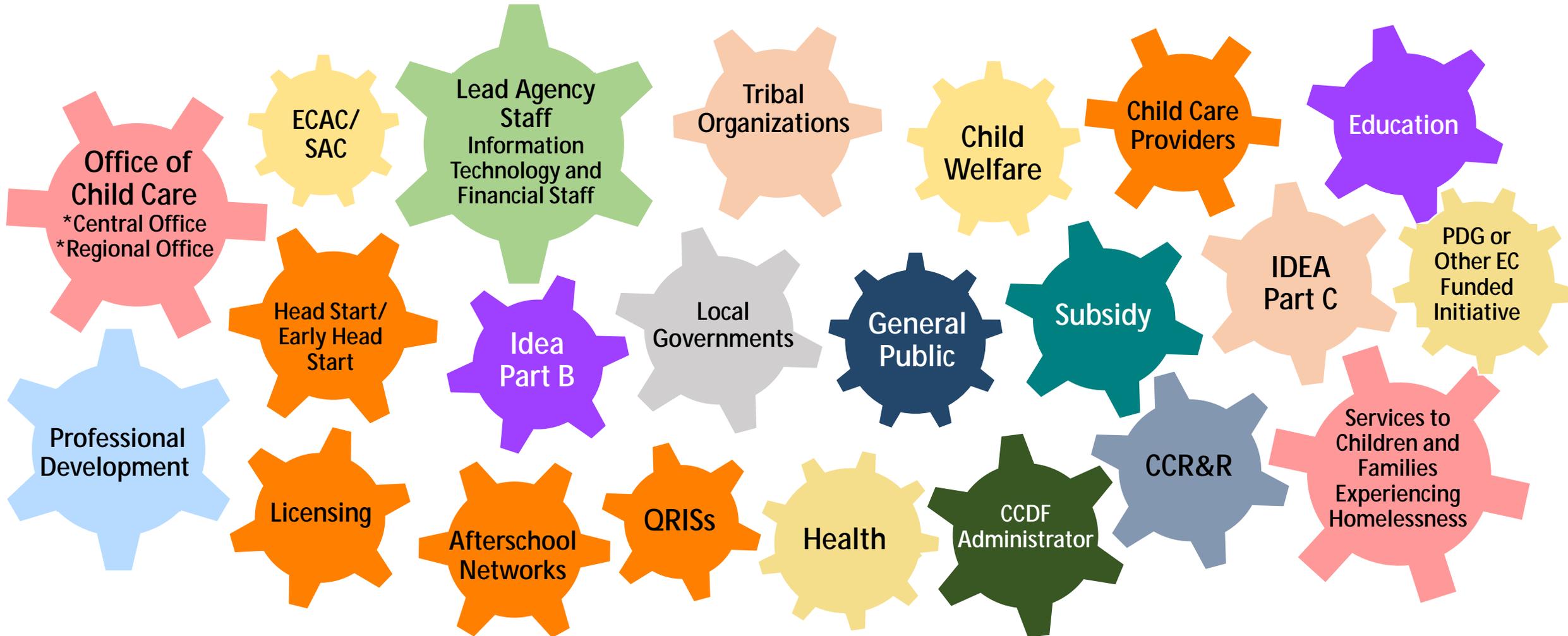


Consultation on the Development of the Plan





Coordination of Services





Consultation on
CCDF Plan



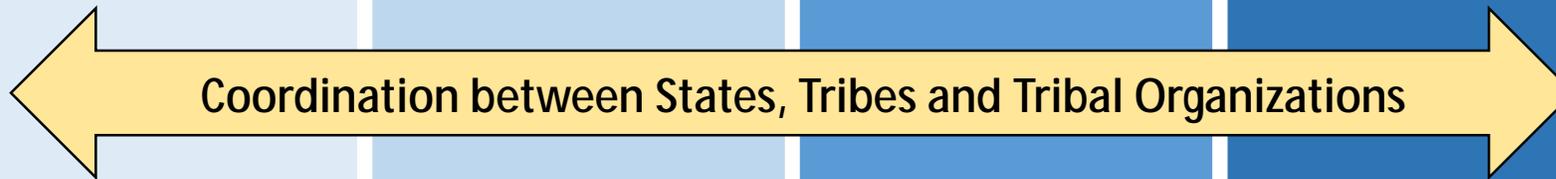
Access to
training and
professional
development



Coordination to
increase access
to and
continuity of
care



Leveraging
existing child
care to increase
the supply and
quality of child
care services

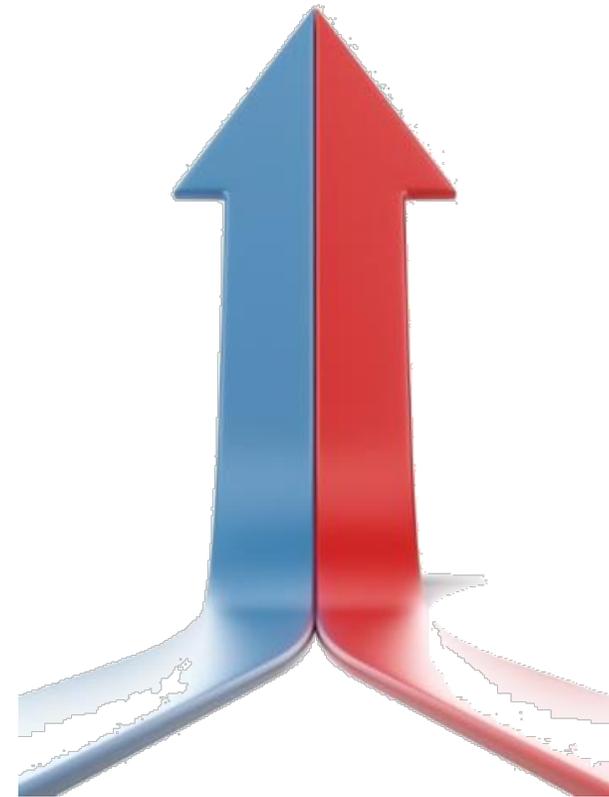




Expanding Accessibility and Continuity of Care through Coordination of Services

Coordination can help states provide

- full-day and full-year services,
- improved quality of services,
- smooth transitions,
- comprehensive services, and
- an increased supply of quality care for vulnerable populations.





Child Care Resource and Referral (CCR&R) Services

Examples of Activities



Examples of activities for child care resource and referral (CCR&R) services include the following:

- Engage families with consumer education on child care options and quality, as well as information about child care financial assistance (subsidy)
- Engage child care providers to disseminate information about the availability of child care
- Provide training and technical assistance for child care providers
- Promote and help child care providers achieve higher quality

Source: Child Care and Development Fund, 45 C.F.R. §§ 98.52–53 (2016).



Emergency Preparedness, Response, and Recovery for the Lead Agency

Lead Agencies must create a state level plan related to the state's emergency preparedness, response, and recovery (EPRR) for child care that includes the following:

- Ensuring continuity of services for children and families receiving subsidy
- Ensuring safety of child care programs
- Coordinating with key state level partners



Source: Child Care and Development Fund, 45 C.F.R. § 98.41 (2016).



EPRR for Child Care Programs

The Lead Agency must ensure that individual child care programs create a comprehensive site level plan, and train staff on that plan.





Section 2. Promote Family Engagement through Outreach and Consumer Education





Who Is the Target Audience for Consumer Education Information?





Consumer Education Website

CHILD CARE
State Capacity Building Center

CONSUMER EDUCATION WEBSITE REQUIREMENTS

There are twelve required consumer information components that states and territories must offer on their child care consumer education websites.

REQUIRED State-Level CONSUMER INFORMATION		REQUIRED Provider-Level CONSUMER INFORMATION	
1 Child Care Resource and Referral Agencies	4 Deaths in Child Care Settings (Aggregate Data)	7 ZIP Code Search	10 Three Years of Monitoring Data
2 Licensing and Monitoring Process	5 Injuries in Child Care Settings (Aggregate Data)	8 Monitoring Reports	11 Date of Last Inspection
3 Contact Information for Lead Agency	6 Child Abuse Cases Child Care Settings (Aggregate Data on Substantiated Cases)	9 Quality Rating	12 Corrective Actions

PLUS...
Three required user experience design features. All twelve consumer information components must be available in...

1 Multiple Languages	2 Formats to Support Individuals with Disabilities	3 Plain Language Usage*
-----------------------------	---	--------------------------------

*All information must be written in a way to communicate with members of your audience so that they can understand the first time they read or hear the message. Note that language that is plain to one set of readers may not be plain to others. It is considered plain if the intended audience finds it is easy to read, understand, and use.

CONSUMER EDUCATION WEBSITE RECOMMENDATIONS

State and territories may also provide other state-level information to consumers on their websites...

Child Care Assistance	Child Development	Development Screening
Family Engagement	IDEA Parts B & C (Individuals with Disabilities Education Act)	Other Assistance (e.g., TANF, WIC, LIHEAP)

Technical assistance is available to provide...

- Details on the specific CCDF consumer education requirements
- Identification of barriers to implementation of the requirements and project management strategies to overcome these barriers
- Intensive support in identifying the challenges that are impeding progress, to assess options and develop a plan for meeting the requirements moving forward
- Highlights of innovative practices:
 - Providing all required information on a single consumer education website
 - Ways to seamlessly link multiple sites
 - Strategies for making consumer education materials available in multiple languages
 - Examples of multiple strategies for integrating licensed exempt programs into provider search tools
 - Examples of multiple strategies for lowering reading levels to be more accessible to a broader audience

Office of Child Care Key Links

- Plain Language Summary of Statutory Changes**
<https://www.acf.hhs.gov/colc/resources/colc-2016-plain-language-summary-of-statutory-changes>
- CCDF Final Rule Fact Sheet: Overview of 2018 Child Care and Development Fund Final Rule**
<https://www.acf.hhs.gov/sites/default/files/colc/colc-final-rule-fact-sheet.pdf>
- CCDF Plan Preprint 2019-2021 (DRAFT)**
<https://www.acf.hhs.gov/colc/resources/colc-preprint-2019-2021-final>
- Child Care and Development Fund Final Rule Frequently Asked Questions**
<https://www.acf.hhs.gov/colc/resources/colc-final-rule-faq>

CONTACT your Regional Office or State Systems Specialist for technical assistance.

The document was developed in collaboration with the Center for Children and Families, Office of Child Care, by the Child Care State Capacity Building Center. The document may be published for non-commercial use without permission.

CHILDREN & FAMILIES

Phone: (202) 205-2401
Email: CapacityBuildingCenter@hhs.gov
Website: <http://childcare.acf.hhs.gov> April 2018



Sharing Consumer Education Information



Communication should be

- easy to understand,
- consumer-friendly,
- free,
- easily accessible,
- simple to navigate,
- searchable, and
- effective at addressing the needs of families with limited English proficiency and persons with disabilities.



Three Key Areas of Information

Child Care

- Provider-specific information on the following:
 - Process for licensing
 - Background checks
 - Availability of child care
 - Quality indicators, if available
 - Monitoring and inspection reports
 - Deaths, injuries, and abuse data
 - Referrals to CCR&R organizations
 - Lead Agency contacts

Other Financial Assistance Programs

- CCDF subsidy
- Other programs:
 - Temporary Assistance for Needy Families (TANF)
 - Head Start and Early Head Start
 - Low Income Home Energy Assistance Program (LIHEAP)
 - Supplemental Nutrition Assistance Program (SNAP)
 - Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)
 - Child and Adult Care Food Program (CACFP)
 - Children's Health Insurance Program (CHIP)
- Individuals with Disabilities Education Act (IDEA), Part B, Section 619 and Part C

Child Development Information

- Research and best practices
- Social-emotional health of children
 - Preventing suspension and expulsion
- Information on developmental screenings



Consumer Education Resources

Resources to support consumer education on the Child Care Training and Technical Assistance website are available at the following link:

<https://childcareta.acf.hhs.gov/featured-consumer-education-resources>.

[Home](#) > [Resources](#) > [By Topic](#) > [Consumer Education Resources](#)

Featured Consumer Education Resources

Consumer education helps families access the information needed to make informed child care choices. Well-crafted consumer education is strengths based and culturally and linguistically responsive to the needs of communities. When done well, consumer education can reach large numbers of diverse families and ensure the widest possible access to information and services.

These resources provide guidance to states and territories as they develop, implement, and maintain effective consumer education strategies.

[View Additional Consumer Education Resources and the CCDF Requirements on the Office of Child Care site](#)



Consumer Education Resources

Resources and videos from the Child Care State Capacity Center's 2019 series for states and territories on building or improving consumer education websites.



What Is ChildCare.gov?

The purpose of ChildCare.gov is to disseminate publicly available child care consumer education information to families and to help them access safe, quality child care services in their communities, with a range of price options to best suit their needs.





Consumer Statement

Provider-specific information:

- Health and safety requirements
 - Requirements met
 - History of violations and corrective actions
- Date of last inspection
- Voluntary quality standards met

General information:

- Subsidy and equal access
- Filing a complaint
- Resources to assist in finding care



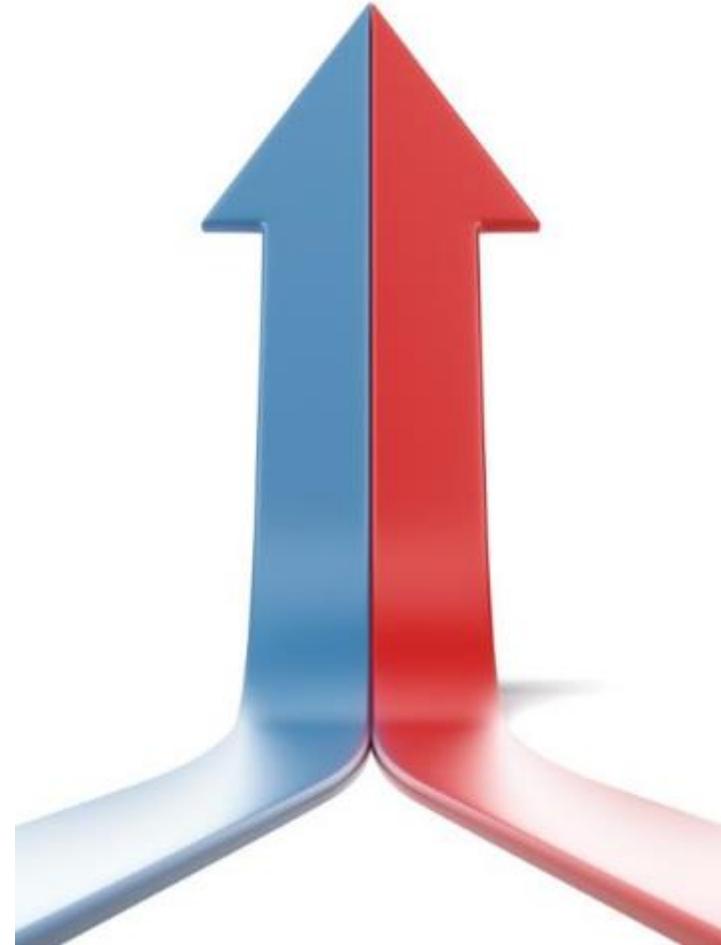


Section 3. Provide Stable Child Care Financial Assistance to Families



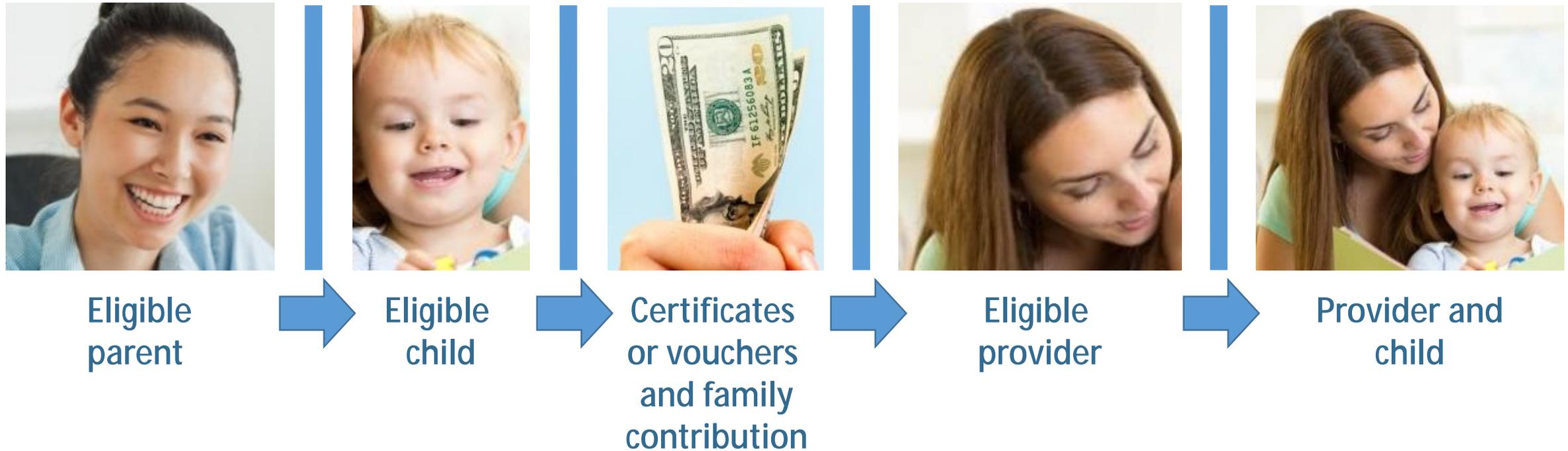


Expanding Accessibility and Continuity of Care through Coordination of Services





An Example of How Subsidy Works



Source: Child Care and Development Fund, 45 C.F.R. §§ 98.21, 98.30 (2016).



Increasing Access for Vulnerable Children and Families



Priority Groups

- Children with special needs
- Children in families with very low incomes
- Children experiencing homelessness
- Other groups identified by the Lead Agency



Vulnerable and at Risk

- Children in underserved areas
- Infants and toddlers
- Children with disabilities
- Children needing nontraditional hours of care



Serving Children Experiencing Homelessness

Families experiencing homelessness are supported in accessing subsidy in the following ways:

- Lead Agency coordination with agencies serving families experiencing homelessness
- Definition of homelessness
- Priority for services
- Grace period on immunizations
- Protective services
- Training and technical assistance to child care providers
- Outreach to families who are experiencing homelessness



Source: Child Care and Development Fund, 45 C.F.R. §§ 98.14, 98.21(a)(4), 98.41(a)(1)(i)(C), 98.45, 98.46, 98.51, 98.71 (2016).

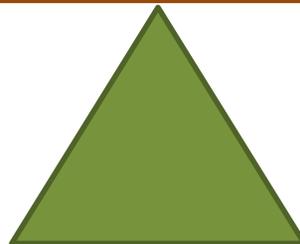


Continuity of Care



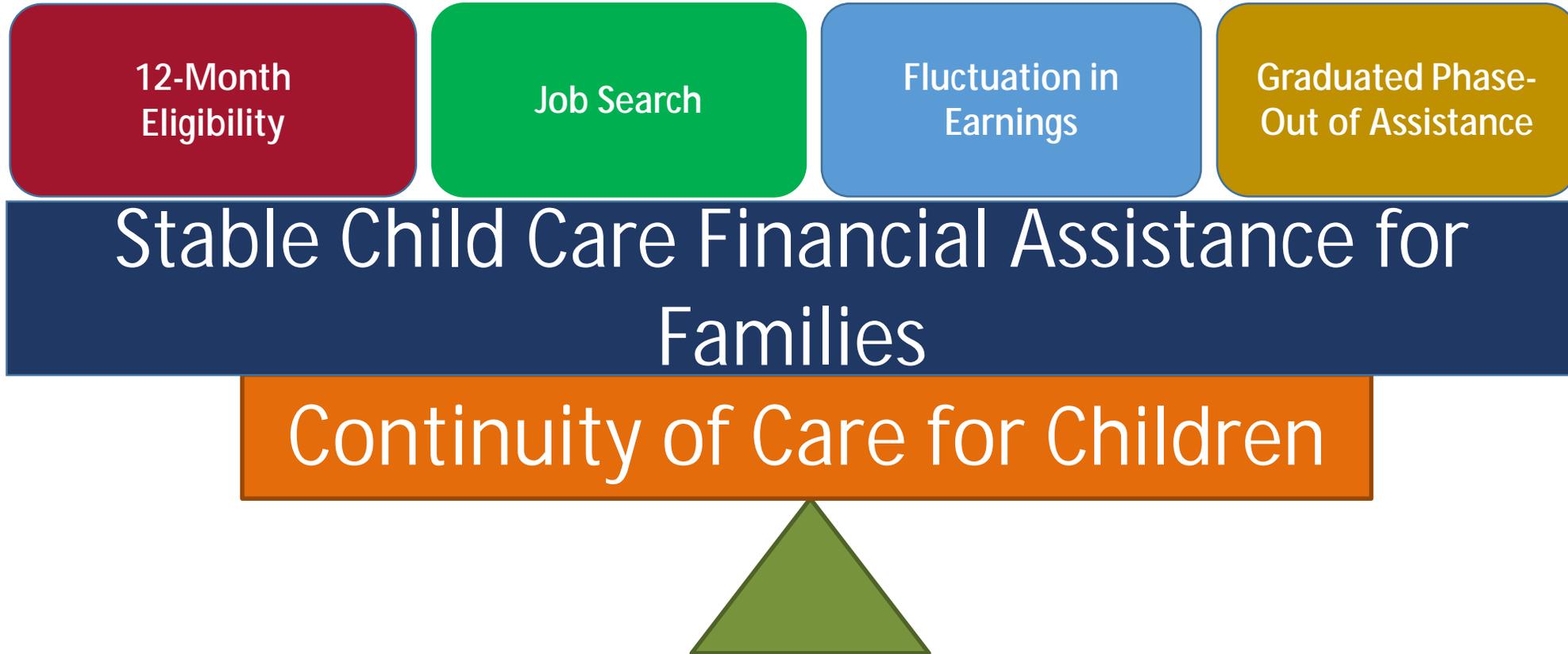
Stable Child Care Financial Assistance for Families

Continuity of Care for Children





Protection for Working Families



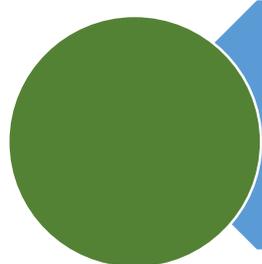
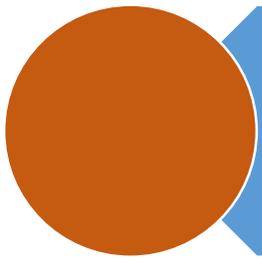
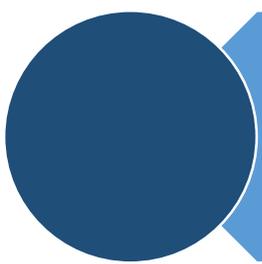


Section 4. Ensure Equal Access to Child Care for Low- Income Children





Child Care Options

-  Center-Based Care
-  Family Child Care
-  In-Home Child Care



Expectations for Child Care Programs

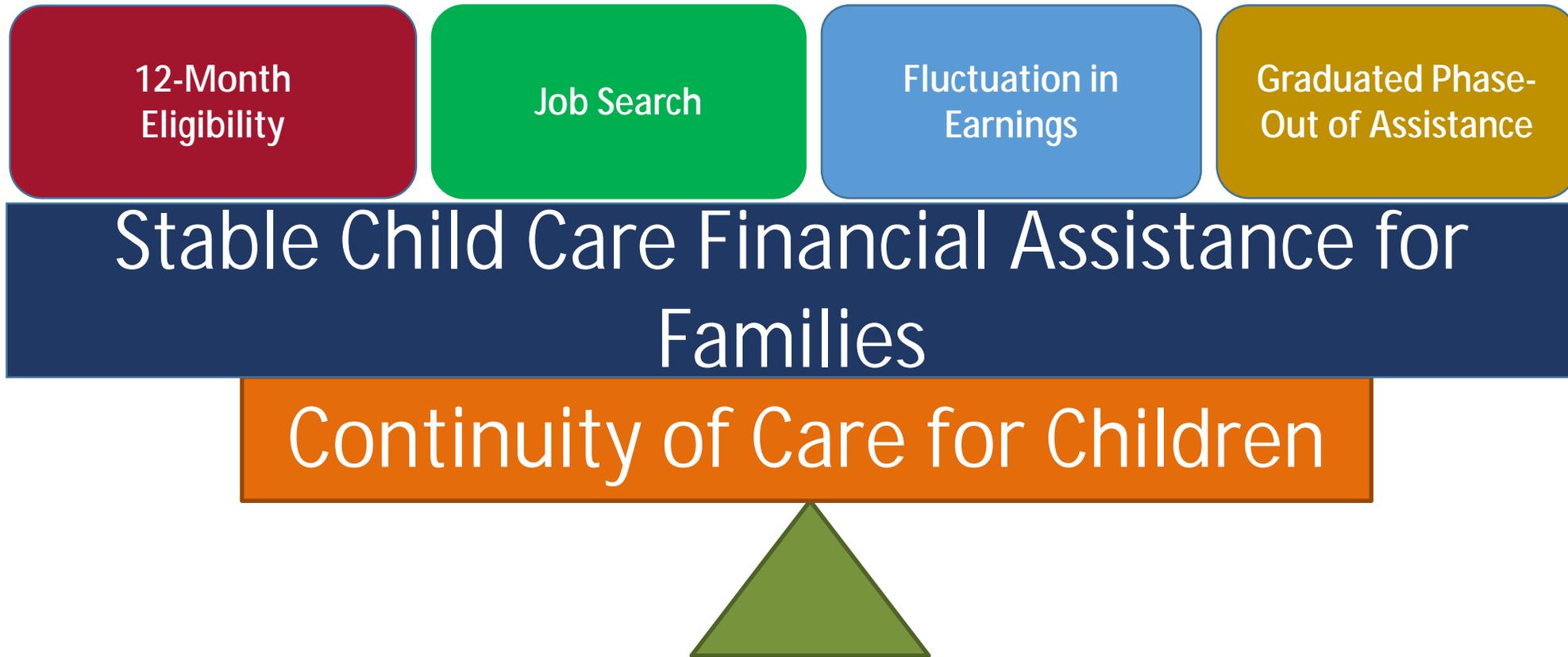
- All providers must ensure that families have access to their children while they are in care.
- Providers are subject to health and safety requirements –
 - Health and Safety Training
 - Health and Safety Standards
 - Criminal Background Checks
- Providers are routinely monitored to ensure adherence to requirements.
- States and territories may set additional requirements



Source: Child Care and Development Fund, 45 C.F.R. § 98.30 (2016).

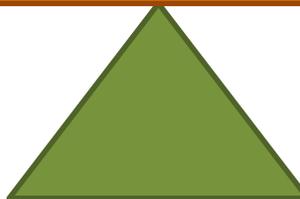
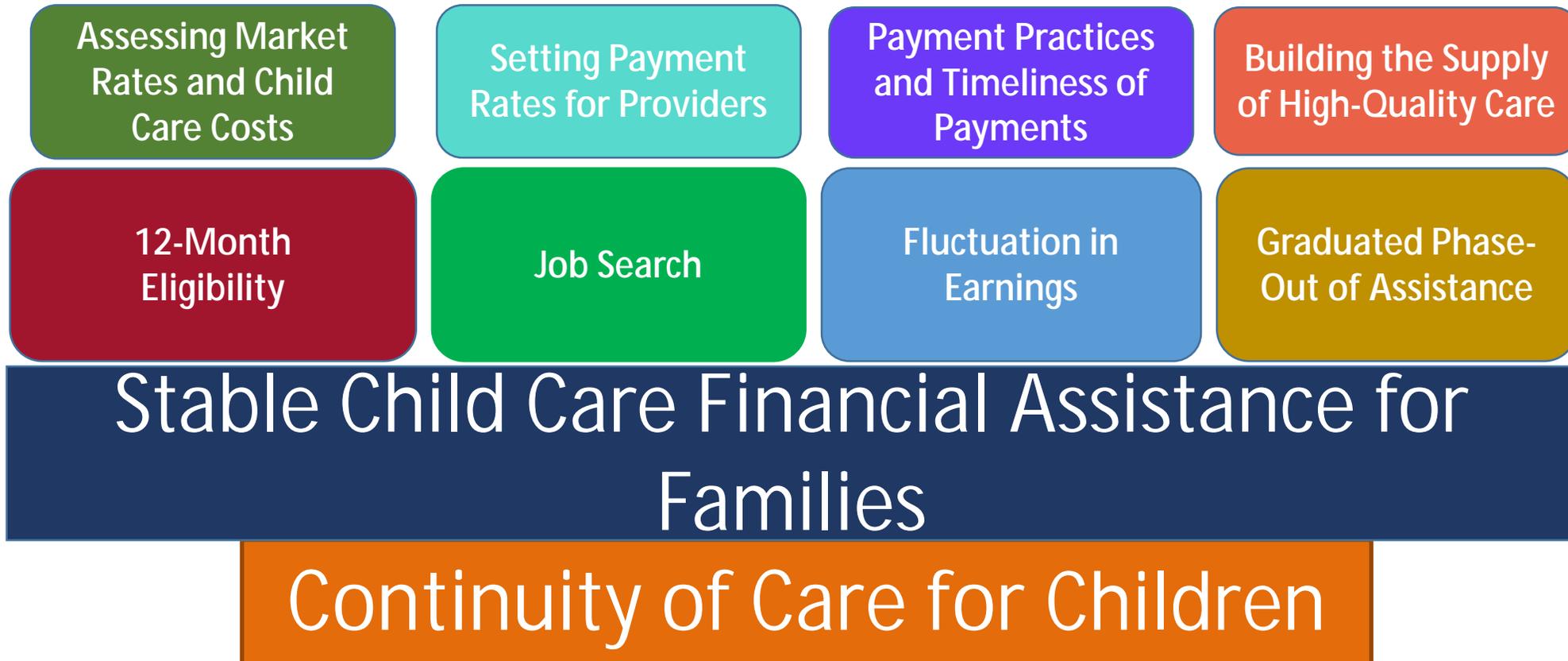


Protection for Working Families





Increasing Access to Child Care for Low-Income Children





Section 5. Establish Standards and Monitoring Processes to Ensure the Health and Safety of Child Care Settings





Definition of Licensing

Licensing is a process administered by state and territory governments, as well as some tribes, which sets a baseline of requirements below which it is illegal for facilities to operate.

Licensing includes the following:

- Standards for health and safety
- Processes for monitoring whether programs meet those standards





Posting Results of Monitoring and Inspection Reports

- Electronic form
- Organized by provider type
- Results of 3 years of full monitoring and inspection reports
 - Last date of inspection
 - Results of corrective action taken, if applicable





Monitoring Visits for All Providers Caring for Children Receiving CCDF Services

Policies to monitor and enforce compliance—health and safety

Annual inspections for licensed *and* license-exempt providers

Licensing inspectors
(qualified and trained)

Posting reports with results of monitoring visits on website



Content Areas for Health and Safety Standards That Must Be in Place for CCDF Providers

Prevention and control of infectious diseases (including immunization)

Prevention of sudden infant death syndrome and use of safe sleep practices

Administration of medication

Prevention of and response to emergencies due to food and allergic reactions

Building and physical premises safety

Prevention of shaken baby syndrome, abusive head trauma, and child maltreatment

Emergency preparedness and response planning

Handling and disposal of hazardous materials and biocontaminants

Precautions in transporting children (if applicable)

Pediatric first aid and cardiopulmonary resuscitation (CPR)

Recognition and reporting of child abuse and neglect

In addition:
Child development (including 5 major domains)



Content Areas for Health and Safety Standards That Are Optional for CCDF Providers

Nutrition (including age-appropriate feeding)

Access to physical activity

Caring for children with special needs

Other Lead Agency–determined subject area



Standards and Requirements For Providers Receiving CCDF Funds

Child-Provider Ratios and Group Sizes



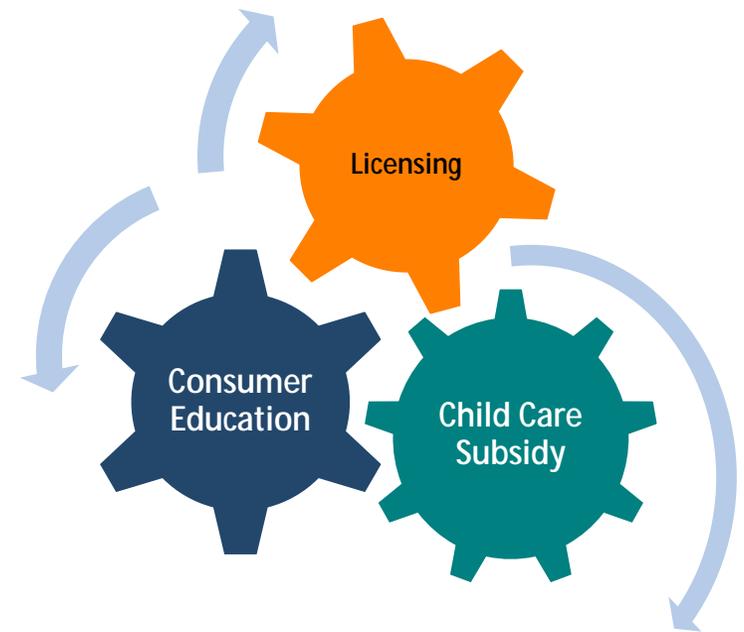
Qualifications for Providers





Examples of Licensing Exemptions

- Providers caring for their own relatives
- School-age programs operated by public schools
- Programs operated by religious organizations
- Programs operating for limited hours each week, or limited months each year
- Family child care providers (typically serving three or fewer unrelated children)





Child Abuse Reporting

All providers must comply with child abuse and neglect reporting requirements.

Requirements are specified in the Child Abuse Prevention and Treatment Act.

States must have provisions and procedures for individuals to report known or suspected instances of child abuse and neglect and must require staff to complete mandatory reporter training.



Licensing Inspectors

Licensing inspectors should:

- Be qualified, with training in related health and safety requirements
- Have appropriate caseloads to ensure that visits occur in a timely manner





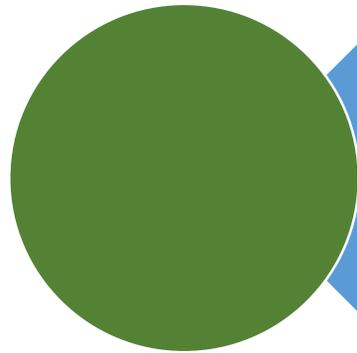
Criminal Background Checks

- All providers—licensed, regulated, registered, or eligible to deliver CCDF-funded services—must have a background check
- This requirement applies to prospective staff members of child care providers
- Relatives can be exempted
- Requirements must be posted on the Lead Agency's website
- The law prohibits the employment of child care staff who do not meet federal, state, or territory background check requirements

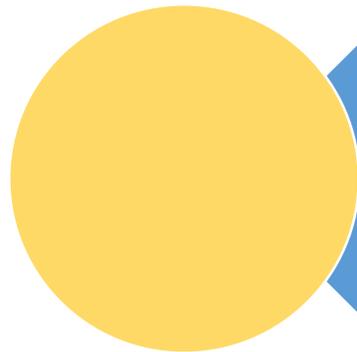
Source: Child Care and Development Fund, 45 C.F.R. § 98.43 (2016).



Provider Definitions Related to Criminal Background Checks



Eligible child care provider



Child care staff member



• Background Check Requirements

The background check requirements are broken into 3 primary categories:

- **National**
 - This refers to national checks that must be conducted in addition to the state-based checks
 - There are **TWO** required national checks
- **In-state**
 - This refers to the current state of residence (employment) of the individual or prospective individual
 - There are **THREE** required in-state checks
- **Inter-state (or out-of-state)**
 - This refers to any and all states where the individual or prospective individual has resided within the previous 5 years
 - There are **THREE** required inter-state checks

National background checks:	In-state background checks:	Inter-state background checks:
1. National FBI criminal history check, with fingerprint	3. In-state criminal history check, with fingerprint	6. Inter-state criminal history check
2. NCIC National sex offender registry (NSOR) check	4. In-state sex offender registry check	7. Inter-state sex offender registry check
	5. In-state child abuse and neglect registry check	8. Inter-state child abuse and neglect registry check

↑ ↑
All five of these checks must be performed for all designated individuals

↑
All three of these checks must also be performed for each additional state where the individual has resided within five years

All checks must meet a 45-day or less turnaround time



Additional Criminal Background Check Requirements





Applicability of Health and Safety Requirements in the 2016 CCDF Final Rule

	Providers /Settings* Licensed CCDF (FCC and center)	Providers /Settings* License-exempt CCDF (FCC and center)	Providers /Settings* CCDF care in child's home	Providers /Settings* Licensed non-CCDF (FCC and center)	Providers /Settings* License-exempt non-CCDF	Individuals Teachers and caregivers	Individuals Directors	Individuals Other non-caregiver staff	Individuals Individuals with un-supervised access to children	Individuals Other adults (18+) in the FCC home	Relative CCDF Providers
Background checks (applicable to the following individuals in the indicated settings)	•	•	•	•		•	•	•	•	•	At Lead Agency option, relatives (providers and individuals) may be exempted from health and safety requirements.
Health and safety training: preservice or orientation and ongoing (applicable to the following individuals in the indicated settings)	•	•	•			•	•				At Lead Agency option, relatives (providers and individuals) may be exempted from health and safety requirements.
Monitoring: annual (applicable to providers)	• <i>(must be unannounced)</i>	•	• [†]								
Monitoring: preinspection (applicable to providers)	•										
Monitoring: posting results of monitoring and inspection reports (applicable to providers)	•	•	•	•							

Note:

* Providers/settings includes eligible (regulated or registered) providers that are not currently serving CCDF children.

† Lead Agency may develop alternate monitoring requirements for care provided in the child's home that are appropriate to the setting.

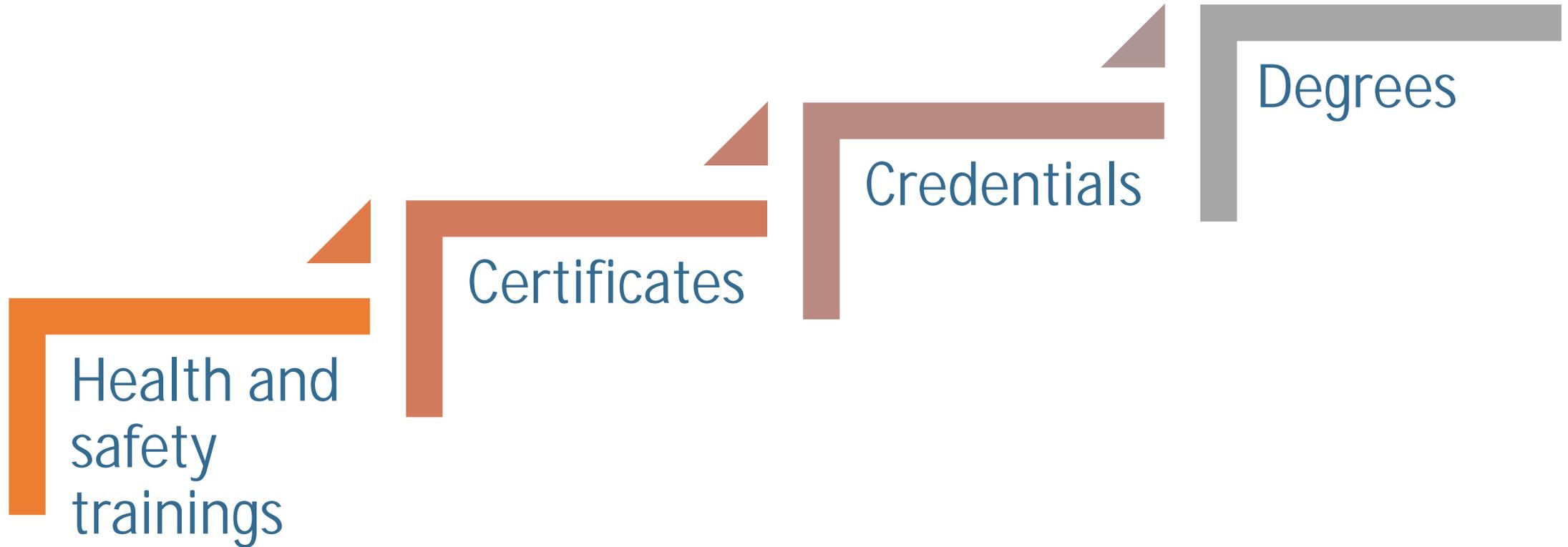
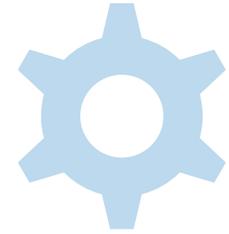


Section 6. Recruit and Retain a Qualified and Effective Child Care Workforce





Early Childhood Career Ladder





Training and Professional Development System Requirements

States and territories must ensure that training and professional development...

Are conducted on an ongoing basis

Provide for a progression of professional development

Reflect current research and best practices

Are developed in consultation with the State Advisory Council

Are aligned with the state's framework (through engagement with trainers and higher education)

Address standards and competencies, career pathways, advisory structures, articulation, workforce information, and financing

Establish qualifications to promote child development and working with families



Professional Development System Reminders

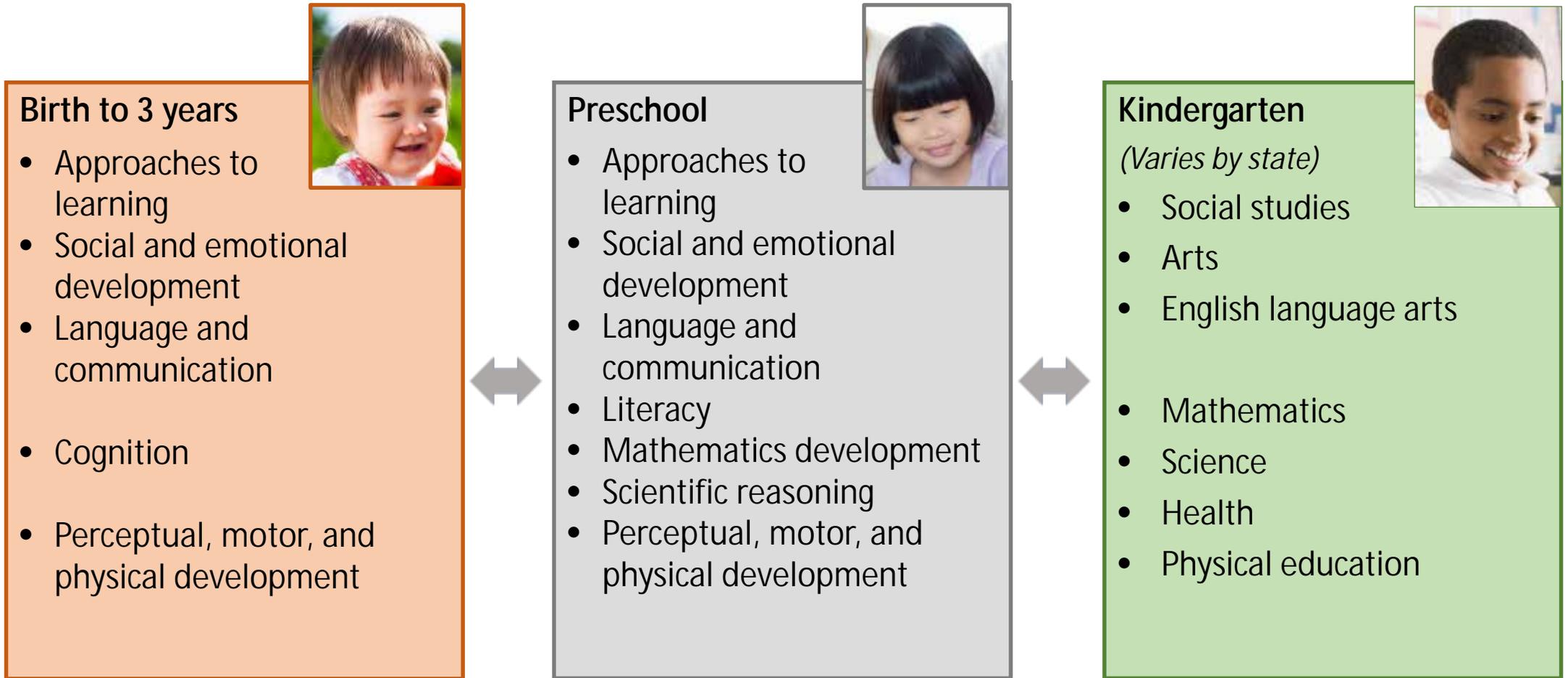
Training and professional development are accessible to American Indian and Alaska Native tribes and tribal organizations receiving CCDF assistance.

Training and professional development should be designed to meet the needs of diverse populations of children (and their providers) in your state or territory.



Early Learning and Development Guideline (ELDG) Alignment Efforts

across age groups ✨ within age groups ✨ across curriculum and assessment





Final Thoughts on ELDGs and Professional Development

- ELDGs: requirements
- ELDGs: documentation
- Professional development: system connections





Section 7. Support Continuous Quality Improvement





Quality Improvement Minimum Spending Requirements

Lead Agencies are required to set-aside and spend a portion of CCDF program expenditures on activities designed to improve quality.

- Nine percent on quality.
- An additional three percent on infant/toddler quality.

The percentages are calculated on discretionary, mandatory and state and federal matching funds. Maintenance-of-effort funds are not included.

Source: Child Care and Development Fund, 45 C.F.R. § 98.53 (2016).



Options for Quality Activities

Training and professional development

Early learning and development guidelines

Tiered quality rating and improvement system

Improving the supply and quality of child care for infants and toddlers

Child care resource and referral system

Facilitating compliance with state health and safety requirements

Evaluating and assessing the quality and effectiveness of child care programs

Supporting accreditation

Additional high-quality program standards

Other activities to improve the quality of child care services



Improving the Supply and Quality of Child Care Programs and Services for Infants and Toddlers

High-quality community- or neighborhood-based family and child development centers

Community- or neighborhood-based family child care networks

Training and professional development on infant and toddler development

Coaching or technical assistance from a statewide network of qualified infant and toddler specialists

Coordinating with early intervention specialists

Developing infant and toddler components within the quality rating and improvement system

Developing infant and toddler components in state or territory licensing regulations

Developing infant and toddler components in early learning and development guidelines

Giving parents access to consumer information about high-quality infant and toddler care

Other activities to improve the quality of infant and toddler care in the state or territory



Coordination with Local or Regional Child Care Resource and Referral Systems

Provide parents with consumer education

Work directly with families receiving CCDF assistance

Collect data and provide information on coordination of services and supports

Collect data and provide information on the supply of and demand for child care

Establish partnerships to increase supply and quality of child care

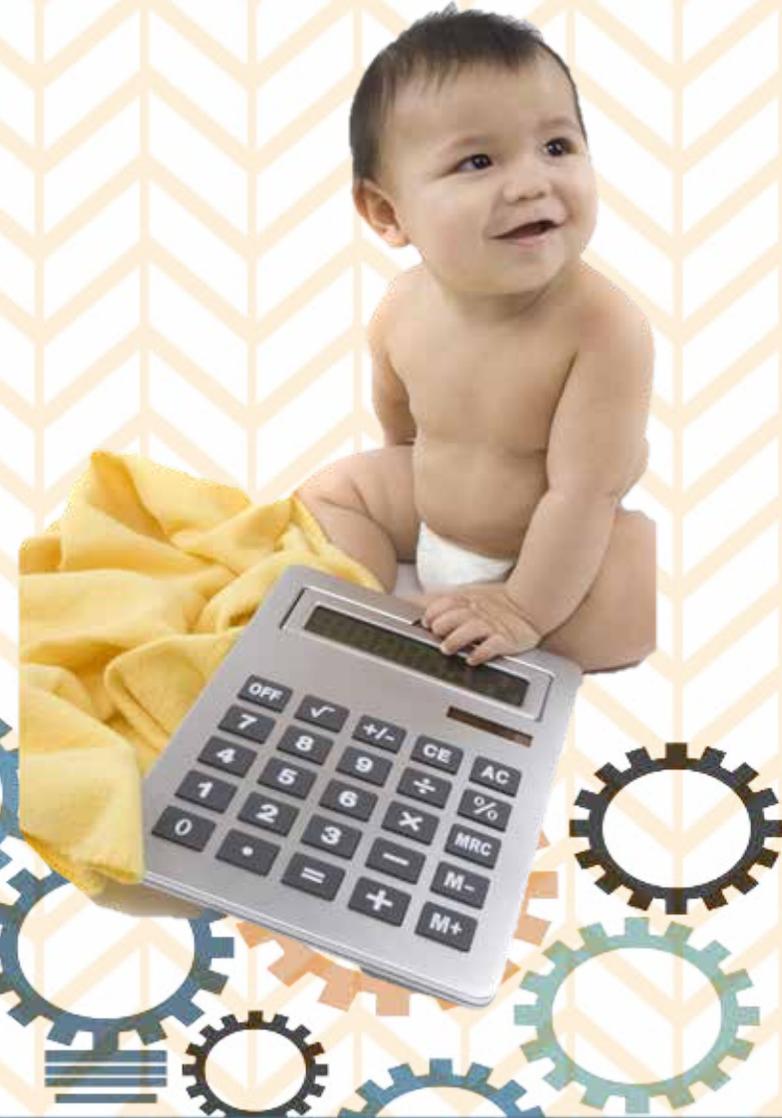
Coordinate activities with state, territory, and local Lead Agencies

Provide training to providers to increase knowledge and skills

Provide technical assistance to providers on minimum and higher quality standards

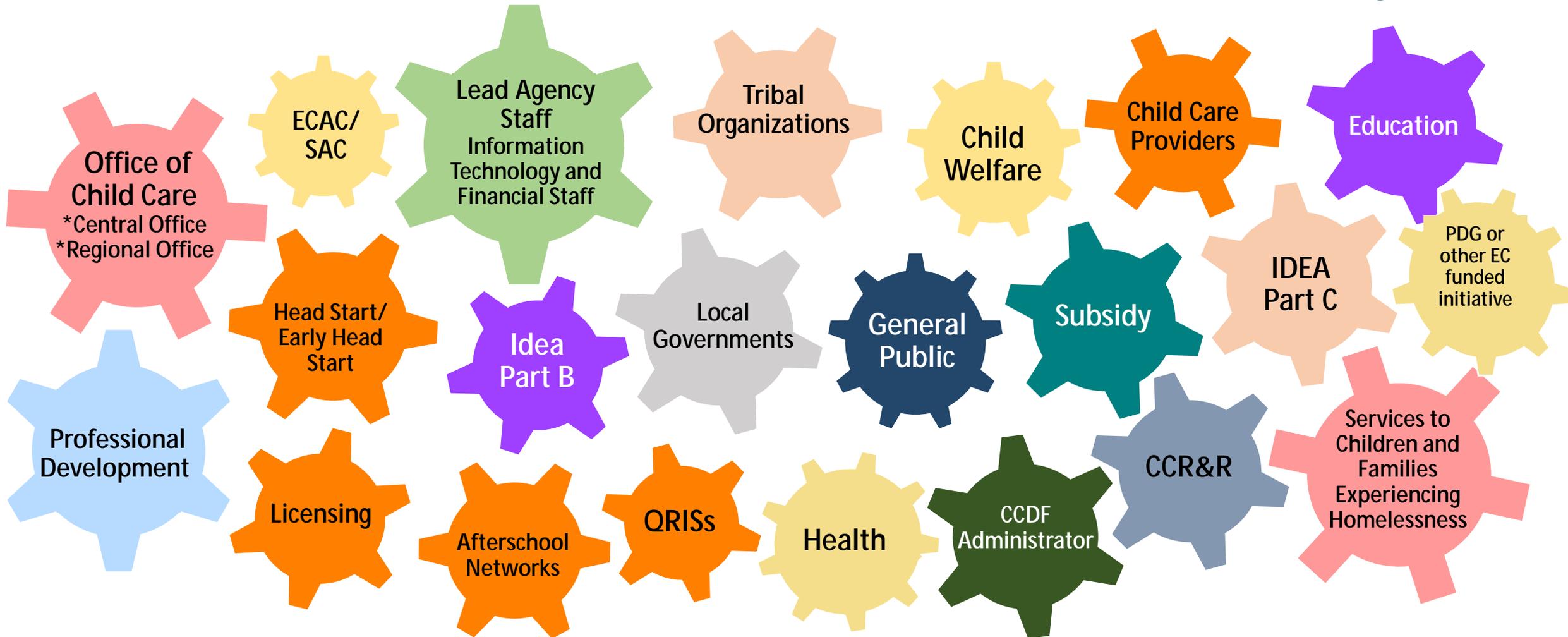


Section 8. Ensure Grantee Program Integrity and Accountability





CCDF Administrator's Role in Accountability





CCDF Funding

Discretionary	Mandatory	Matching	Maintenance of Effort
<ul style="list-style-type: none"> • 100% federal • Proportional formula based on the following: <ul style="list-style-type: none"> – Children under age 5 – Children receiving free or reduced-priced lunch – 3-year average per capita income • Temporary Assistance for Needy Families transfers • No match requirements 	<ul style="list-style-type: none"> • 100% federal • Federal share of now-repealed Aid to Families with Dependent Children (AFDC)-linked child care programs <ul style="list-style-type: none"> – Federal funds received in FY 1994, 1995, or an average received in FY 1992–1994, whichever is greater • No match requirements 	<ul style="list-style-type: none"> • State and federal matched at the Federal Medical Assistance Percentages rate • Number of children under age 13 • Must expend maintenance of effort in order to receive 	<ul style="list-style-type: none"> • 100% state funds • Federal share of now-repealed AFDC-linked child care programs <ul style="list-style-type: none"> – Federal funds received in FY 1994, 1995, or an average received in FY 1992–1994, whichever is greater • Expend minimum amount of nonfederal funds



Use of CCDF Funds

- Child care services
- Funding parameters
- Services for children experiencing homelessness
- CCR&R agencies
- Quality activities
- Administrative costs (with limitations)





CCDF Data Reporting Requirements

ACF-118 CCDF Plan

- Application by Lead Agency describing how CCDF will be administered in compliance with federal statute and regulations
- Triennial submission

ACF-696 Financial Report

- Reports estimates and expenditures for CCDF funds
- Quarterly submission

ACF-800 and 801 Aggregate and Case-Level Report

- 800: Unduplicated count of children and families served and participating providers
- 801: Case-level data on children and families served monthly

SDAP, ACF-403, 404, and 405 Error Rate Reports

- Measure, calculate, and report improper payments and identify strategies for reducing future improper payments
- Three-year cycle

ACF-218 Quality Progress Report (QPR)

- Report to capture the state and territory progress on improving the quality of child care
- Annual submission by December 31st



CCDF Plan

- An application by Lead Agency describing how CCDF will be administered in compliance with federal statute and regulations
- Public hearing on the plan must be held to gain stakeholder input.
- Must be submitted every three years
- The submitted, final, amended and waiver documents must be posted on the Lead Agency Website



CCDF Plan Amendments

- A plan amendment is needed any time a substantial change is made to the plan.
- Amendments must be submitted within 60 days of the substantial change.
- An amendment is required for the following:
 - Changes that affect CCDF administration and policies such as policy changes to program eligibility (e.g., changes in income eligibility levels), payment rates, sliding fee scales
 - Changes in responsible agency/entity who is administering the CCDF activity
 - Change in the CCDF Lead Agency
 - Change in subsidy or quality activities that affects parents and/or providers access to the program (e.g., adding a new professional development initiative or changing the subsidy application process)
 - Changes to the Lead Agency consumer education website address.



CCDF Waivers

- Required if the lead agency is needing to make a temporary change to a requirement that is not already allowed under the law. Examples include:
 - Not completing annual inspections
 - Providing less than 12 months eligibility
- The waiver must be submitted and approved by the Office of Child Care before the Lead Agency implements the change.
- Often, waivers are used in response to a disaster or other emergency situations.



CCDF Reporting Requirements

Federal Reports

What's currently included?

How often are data reported to the Federal Government?

What will be reported on the CARES Act?

ACF-800

Lead Agency's unduplicated annual counts of children and families served through the CCDF, along with other information

Annually: report due on December 31

Data on annual estimates of families, children, and providers served or supported by CARES Act funds

ACF-801

Case level data on the recipients of CCDF

Monthly (90 days after the end of the month) or quarterly (60 days after the end of each quarter)

Data on income for determining eligibility, monthly amount paid to providers, and hours of care during the month

ACF-696

Financial data on CCDF expenditures for mandatory, matching, and discretionary funds

Quarterly: reports are due on January 31, April 30, July 31, and October 31

Financial data on CARES Act obligations and expenditures and fourth quarter narrative describing use of CARES Act funds

ACF-218

Quality progress report: information on state and territory efforts to increase access to high-quality child care

Annually: report is due on December 31

Lead Agencies will be required to report on how CARES Act funding has been used to support quality activities

ACF-404

Error and improper payment findings and analyses from case reviews

3-year cycle: report is due by June 30 of reporting year

Reported to the Department of Health and Human Services: identifies activities that may be susceptible to significant improper payments



Key Error Rate Reporting Dates

Key Dates	Action to Be Taken
On or before October 31 of the calendar year before the ACF-404 report is due	Submit the Sampling Decisions, Assurances, and Fieldwork Preparation Plan
On or before December 31 of the calendar year before the ACF-404 report is due	Submit the Record Review Worksheet (ACF-403)
On or before June 30 of the reporting year	Submit the State Improper Payments Report (ACF-404)
Within 60 days of ACF-404 submission	If the state or territory error rate is above 10 percent, submit the Corrective Action Plan (ACF-405)



Strengthening Program Integrity

- CCDF Plan and annual reporting
- Improper payments error rate review process
- Self-assessment of internal controls
- Audits

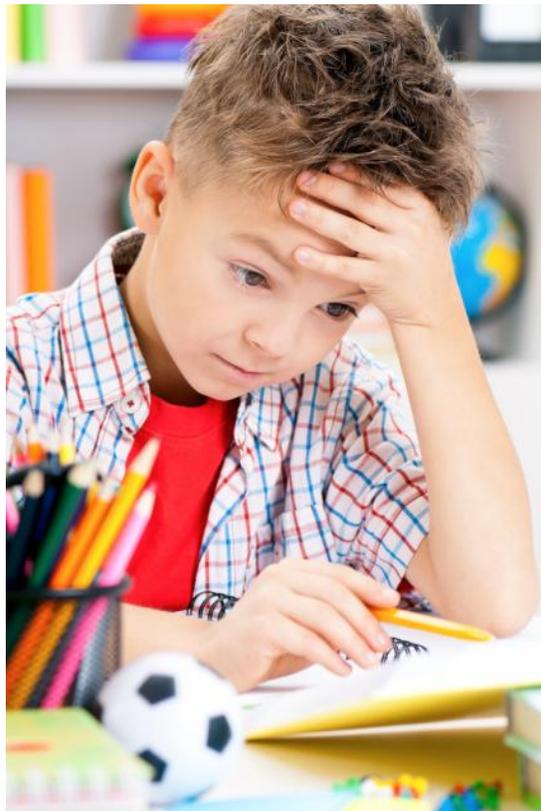


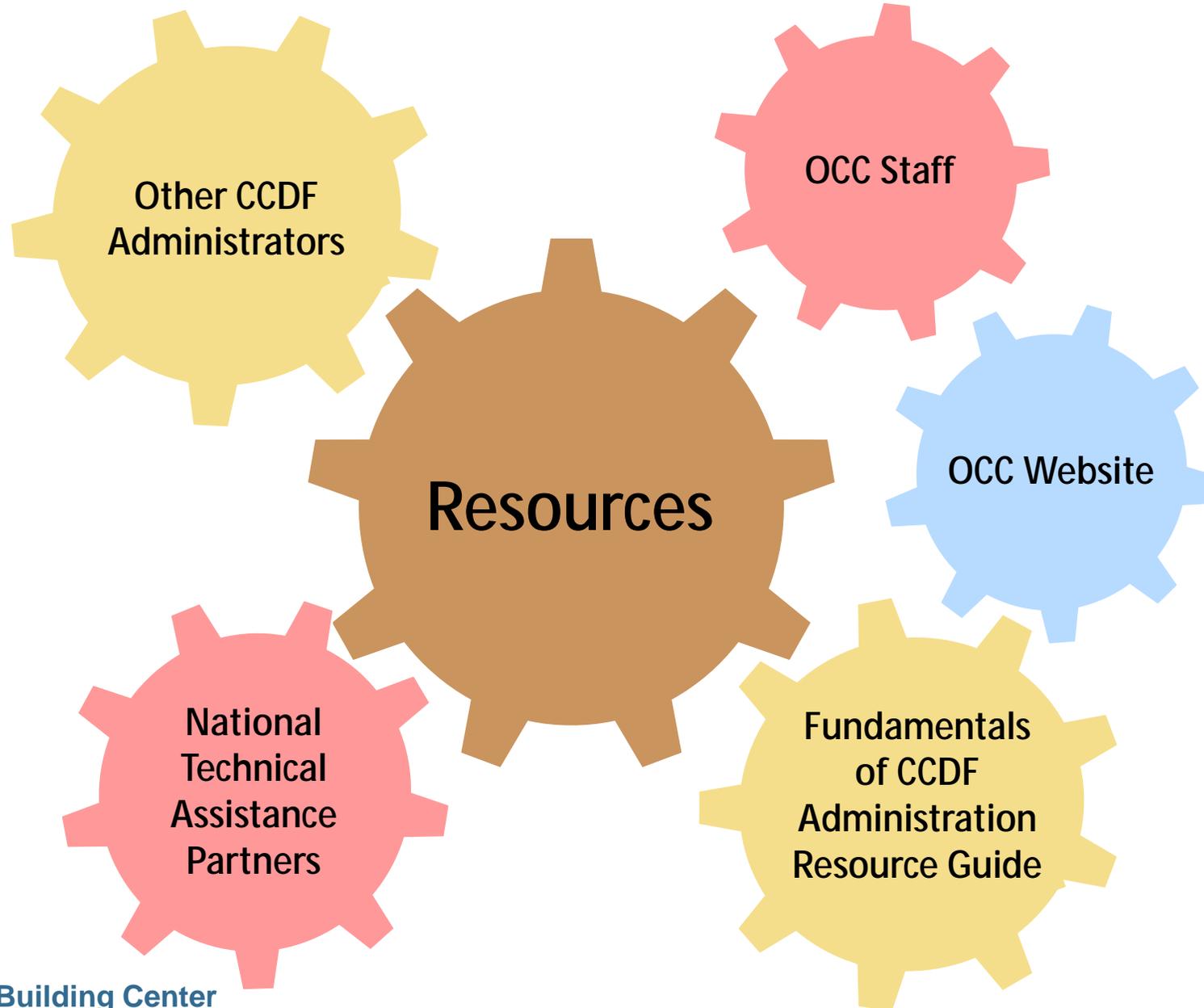
Federal Monitoring of Lead Agency

- Lead Agencies are monitored on a three-year cycle
- Regional Office staff have the primary role
- All aspects of CCDF are reviewed
- Monitoring can include:
 - Pre-visit submission of documents
 - On-site visit with lead agency staff and partners
 - Interviews with licensing staff, eligibility workers, and contractors
 - Follow-up calls
- Monitoring letter and report give the results of the review
- Lead agency is provided time to respond to any non-compliance issues



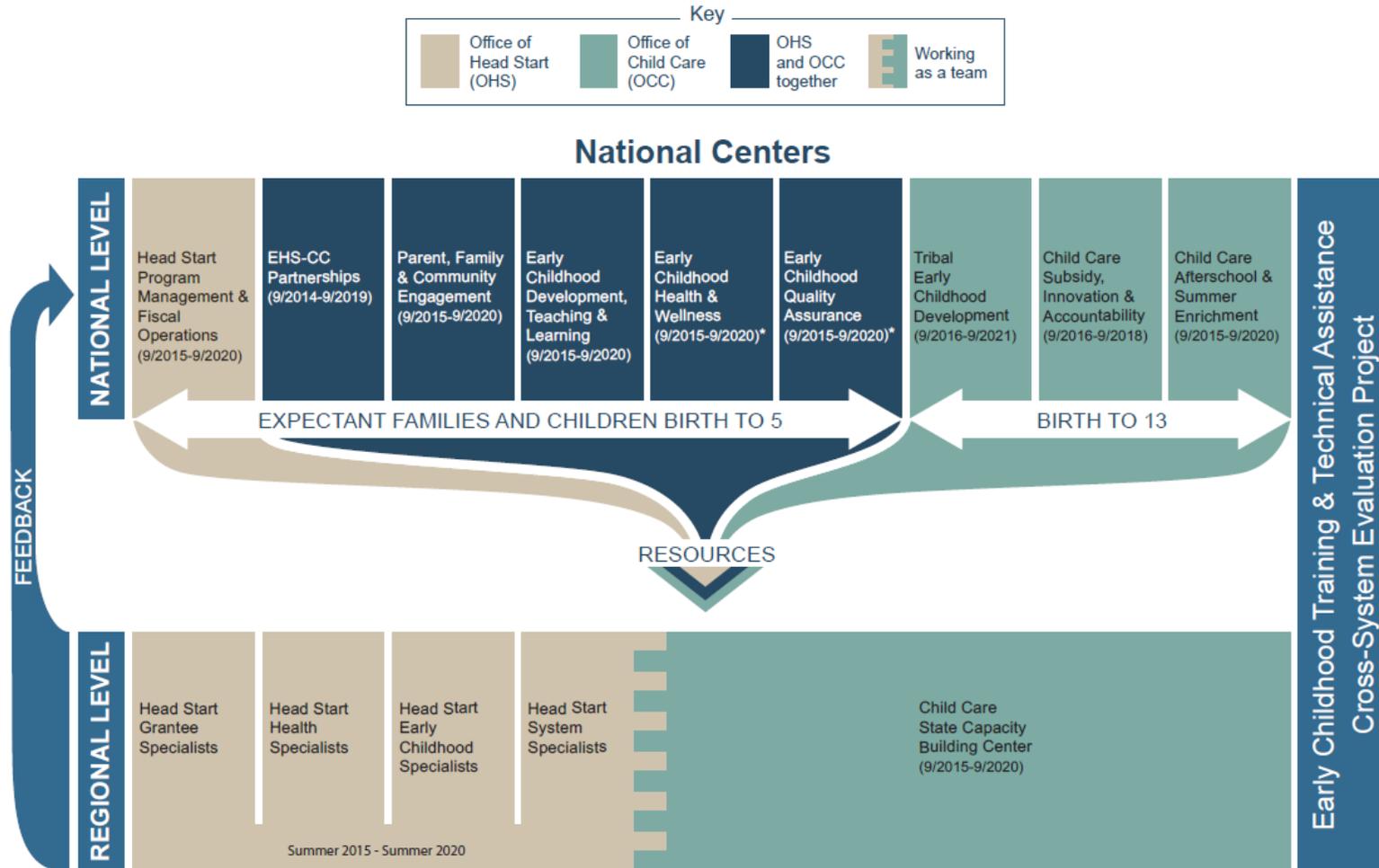
Resources and Conclusion







Administration for Children and Families Early Childhood Training & Technical Assistance System





Closing Thoughts. . . and Helpful Contacts





ADMINISTRATION FOR
CHILDREN & FAMILIES



Thank You

Phone: 877-296-2401

Email: CapacityBuildingCenter@ecetta.info

State Capacity Building Center

SCBC is a service provided by the Office of Child Care. SCBC does not endorse any non-Federal organization, publication, or resource.

