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
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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?
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


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

Office of Child Care
- *Central Office
- *Regional Office

ECAC/SAC

Lead Agency Staff
- Information Technology and Financial Staff

Tribal Organizations

Child Welfare

Child Care Providers

Education
- IDEA Part C
- PDG or Other EC Funded Initiative
- Services to Children and Families Experiencing Homelessness

Professional Development

Licensing

Head Start/Early Head Start

Afterschool Networks

QRISs

Local Governments

General Public

Subsidy

CCR&R

IDEA Part B

GPR or Other EC Funded Initiative

Health

CCDF Administrator

Services to Children and Families Experiencing Homelessness

State Capacity Building Center
• 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”

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

Source: Child Care and Development Fund, 45 C.F.R. §§ 98.40–43, 98.83(d) (2016).
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

Source: Child Care and Development Fund, 45 C.F.R. §§ 98.33, 98.41–42 (2016).
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

Source: Child Care and Development Fund, 45 C.F.R. § 98.21 (2016).
Relationship between Law, Rule, and Plan

CCDBG Act  \rightarrow  CCDF final rule  \rightarrow  CCDF Plan
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<td><strong>Support Continuous Quality Improvement</strong></td>
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<td><strong>Ensure Grantee Accountability</strong></td>
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Section 1.
Define CCDF Leadership and Coordination with Relevant Systems
Consultation on the Development of the Plan

- Office of Child Care
  - Central Office
  - Regional Office
- ECAC/SAC
- Lead Agency Staff
  - Information Technology and Financial Staff
- Tribal Organizations
- Child Welfare
- Child Care Providers
- Education
- IDEA Part C
- PDG or Other EC Funded Initiative
- Professional Development
- Head Start/Early Head Start
- Idea Part B
- Local Governments
- General Public
- Subsidy
- IDEA Part B
- Licensing
- Afterschool Networks
- QRISs
- Health
- CCDF Administrator
- CCR&R
- Services to Children and Families Experiencing Homelessness
- Child Care Providers
  - Lead Agency Staff
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- IDEA Part B
- Licensing
- Afterschool Networks
- QRISs
- Health
- CCDF Administrator
- CCR&R
- Services to Children and Families Experiencing Homelessness
Coordination of Services

Office of Child Care
- Central Office
- Regional Office

Lead Agency
- Information Technology and Financial Staff

Tribal Organizations

Child Welfare

Child Care Providers

Education

IDEA Part C

PDG or Other EC Funded Initiative

IDEA Part B

Local Governments

General Public

Subsidy

Professional Development

Licensing

Afterschool Networks

QRISs

Health

CCR&R

Services to Children and Families Experiencing Homelessness

Director of the Lead Agency

Director of Child Welfare

Director of Early Childhood

Director of Education

Director of Professional Development

Director of Licensing

Director of Local Government

Director of Child Care Administrators

Director of Child Welfare

Director of IDEA

Director of IDEA

Director of IDEA

Director of IDEA

Director of IDEA
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

Coordination between States, Tribes and Tribal Organizations
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.

Source: Child Care and Development Fund, 45 C.F.R. § 98.12 (2016).
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

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?

Target Audiences:
- Parents
- General Public
- Child Care Providers
Consumer Education Website

https://childcareta.acf.hhs.gov/resource/ccdf-consumer-education-website-requirements-infographic
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.

Source: Child Care and Development Fund, 45 C.F.R. § 98.33 (2016).
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

Source: Child Care and Development Fund, 45 C.F.R. § 98.33 (2016).
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.

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.

Source: Child Care and Development Fund, 45 C.F.R. § 98.33(e) (2016).
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

Source: Child Care and Development Fund, 45 C.F.R. § 98.33(d) (2016).
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

Eligible parent ➔ Eligible child ➔ Certificates or vouchers and family contribution ➔ Eligible provider ➔ Provider and child

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

Source: Child Care and Development Fund, 45 C.F.R. §§ 98.16, 98.46 (2016).
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

Stable Child Care Financial Assistance for Families

Continuity of Care for Children

- 12-Month Eligibility
- Job Search
- Fluctuation in Earnings
- Graduated Phase-Out of Assistance
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

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

Stable Child Care Financial Assistance for Families

Continuity of Care for Children
Increasing Access to Child Care for Low-Income Children

Stable Child Care Financial Assistance for Families

Continuity of Care for Children

- Assessing Market Rates and Child Care Costs
- Setting Payment Rates for Providers
- Payment Practices and Timeliness of Payments
- Building the Supply of High-Quality Care
- 12-Month Eligibility
- Job Search
- Fluctuation in Earnings
- Graduated Phase-Out of Assistance
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

Source: Child Care and Development Fund, 45 C.F.R. § 98.15(b)(5) (2016).
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

Source: Child Care and Development Fund, 45 C.F.R. §§ 98.40, 98.42 (2016).
### Content Areas for Health and Safety Standards That Must Be in Place for CCDF Providers

<table>
<thead>
<tr>
<th>Prevention and control of infectious diseases (including immunization)</th>
<th>Prevention of sudden infant death syndrome and use of safe sleep practices</th>
<th>Administration of medication</th>
<th>Prevention of and response to emergencies due to food and allergic reactions</th>
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<tbody>
<tr>
<td>Building and physical premises safety</td>
<td>Prevention of shaken baby syndrome, abusive head trauma, and child maltreatment</td>
<td>Emergency preparedness and response planning</td>
<td>Handling and disposal of hazardous materials and biocontaminants</td>
</tr>
<tr>
<td>Precautions in transporting children (if applicable)</td>
<td>Pediatric first aid and cardiopulmonary resuscitation (CPR)</td>
<td>Recognition and reporting of child abuse and neglect</td>
<td>In addition: Child development (including 5 major domains)</td>
</tr>
</tbody>
</table>

*Source: Child Care and Development Fund, 45 C.F.R. § 98.41(a)(i–xi) (2016).*
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

Source: Child Care and Development Fund, 45 C.F.R. § 98.41(a)(xii) (2016).
Standards and Requirements
For Providers Receiving CCDF Funds

Child-Provider Ratios and Group Sizes

Qualifications for Providers

Source: Child Care and Development Fund, 45 C.F.R. § 98.41(d) and 98.16(m) (2016).
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)

Source: Child Care and Development Fund, 45 C.F.R. §§ 98.2, 98.42(c) (2016).
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.

Source: Child Care and Development Fund, 45 C.F.R. §§ 98.15(b)(9), 98.32(a) (2016).
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

Source: Child Care and Development Fund, 45 C.F.R. § 98.42(b)(1–3) (2016).
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
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:
1. National FBI criminal history check, with fingerprint
2. NCIC National sex offender registry (NSOR) check

### In-state background checks:
3. In-state criminal history check, with fingerprint
4. In-state sex offender registry check
5. In-state child abuse and neglect registry check

### Inter-state background checks:
6. Inter-state criminal history check
7. Inter-state sex offender 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

- Frequency of checks
- Disqualifying crimes
- Privacy requirements
- Appeals process
- Costs
- Implementation deadlines

Source: Child Care and Development Fund, 45 C.F.R. § 98.43 (2016).
## Applicability of Health and Safety Requirements in the 2016 CCDF Final Rule

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<th>Providers /Settings’</th>
<th>Providers /Settings’</th>
<th>Providers /Settings’</th>
<th>Individuals</th>
<th>Individuals</th>
<th>Individuals</th>
<th>Individuals</th>
<th>Relative CCDF Providers</th>
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<td>License-exempt CCDF (FCC and center)</td>
<td>CCDF care in child’s home</td>
<td>Licensed non-CCDF</td>
<td>License-exempt non-CCDF</td>
<td>Teachers and caregivers</td>
<td>Directors</td>
<td>Other non-caregiver staff</td>
<td>Individuals with unsupervised access to children</td>
<td>Other adults (18+) in the FCC home</td>
</tr>
</tbody>
</table>

### Background checks
- (applicable to the following individuals in the indicated settings)
  - **●** ● ● ● ● ● ● ● ●

### Health and safety training: preservice or orientation and ongoing
- (applicable to the following individuals in the indicated settings)
  - **●** ● ●

### Monitoring: annual
- (applicable to providers)
  - **●**
  - (must be unannounced)

### Monitoring: preinspection
- (applicable to providers)
  - **●**

### Monitoring: posting results of monitoring and inspection reports
- (applicable to providers)
  - **●** ● ● ● ●

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#### 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

Health and safety trainings
Certificates
Credentials
Degrees

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

Source: Child Care and Development Fund, 45 C.F.R. §§ 98.44(b)(2)(vi), 98.16(dd) (2016).
Early Learning and Development Guideline (ELDG) Alignment Efforts

across age groups ★ within age groups ★ across curriculum and assessment

**Birth to 3 years**
- Approaches to learning
- Social and emotional development
- Language and communication
- Cognition
- Perceptual, motor, and physical development

**Preschool**
- Approaches to learning
- Social and emotional development
- Language and communication
- Literacy
- Mathematics development
- Scientific reasoning
- Perceptual, motor, and physical development

**Kindergarten** (Varies by state)
- Social studies
- Arts
- English language arts
- Mathematics
- Science
- Health
- Physical education

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

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<th>Early learning and development guidelines</th>
<th>Tiered quality rating and improvement system</th>
<th>Improving the supply and quality of child care for infants and toddlers</th>
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<td>Child care resource and referral system</td>
<td>Facilitating compliance with state health and safety requirements</td>
<td>Evaluating and assessing the quality and effectiveness of child care programs</td>
<td>Supporting accreditation</td>
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<tr>
<td>Additional high-quality program standards</td>
<td>Other activities to improve the quality of child care services</td>
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<td></td>
</tr>
</tbody>
</table>

Source: Child Care and Development Fund, 45 C.F.R. § 98.53 (2016).
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
- 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
- Coaching or technical assistance from a statewide network of qualified infant and toddler specialists
- 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

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

Source: Child Care and Development Fund, 45 C.F.R. §§ 98.52, 98.53(a)(5) (2016).
Section 8. Ensure Grantee Program Integrity and Accountability
CCDF Administrator’s Role in Accountability

- Office of Child Care
  * Central Office
  * Regional Office
- Professional Development
- Licensing
- Afterschool Networks
- QRISs
- IDEA Part B
- Head Start/Early Head Start
- Lead Agency Staff Information Technology and Financial Staff
- Tribal Organizations
- Child Welfare
- Child Care Providers
- Education
- IDEA Part C
- Services to Children and Families Experiencing Homelessness
- Service Delivery Improvement Grants (PDG) or other EC-funded initiatives
- CCR&R
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- Local Governments
- General Public
- Head Start/Early Head Start Networks
CCDF Funding

<table>
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<th>Mandatory</th>
<th>Matching</th>
<th>Maintenance of Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 100% federal</td>
<td>• 100% federal</td>
<td>• State and federal matched at the Federal Medical Assistance Percentages rate</td>
<td>• 100% state funds</td>
</tr>
<tr>
<td>• Proportional formula based on the following:</td>
<td>• Federal share of now-repealed Aid to Families with Dependent Children (AFDC)—linked child care programs</td>
<td>• Number of children under age 13</td>
<td>• Federal share of now-repealed AFDC-linked child care programs</td>
</tr>
<tr>
<td>- Children under age 5</td>
<td>- Federal funds received in FY 1994, 1995, or an average received in FY 1992–1994, whichever is greater</td>
<td>• Must expend maintenance of effort in order to receive</td>
<td>- Federal funds received in FY 1994, 1995, or an average received in FY 1992–1994, whichever is greater</td>
</tr>
<tr>
<td>- Children receiving free or reduced-priced lunch</td>
<td>- No match requirements</td>
<td>• No match requirements</td>
<td>• Expend minimum amount of nonfederal funds</td>
</tr>
<tr>
<td>- 3-year average per capita income</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Temporary Assistance for Needy Families transfers</td>
<td>• No match requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No match requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Child Care and Development Fund, 45 C.F.R. § 98.67 (2016).
Use of CCDF Funds

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

Source: Child Care and Development Fund, 45 C.F.R. § 98.67 (2016).
<table>
<thead>
<tr>
<th>Report Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACF-118 CCDF Plan</td>
<td>Application by Lead Agency describing how CCDF will be administered in compliance with federal statute and regulations. Triennial submission.</td>
</tr>
<tr>
<td>ACF-800 and 801 Aggregate and Case-Level Report</td>
<td>800: Unduplicated count of children and families served and participating providers. 801: Case-level data on children and families served monthly.</td>
</tr>
<tr>
<td>SDAP, ACF-403, 404, and 405 Error Rate Reports</td>
<td>Measure, calculate, and report improper payments and identify strategies for reducing future improper payments. Three-year cycle.</td>
</tr>
<tr>
<td>ACF-218 Quality Progress Report (QPR)</td>
<td>Report to capture the state and territory progress on improving the quality of child care. Annual submission by December 31st.</td>
</tr>
</tbody>
</table>
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.

Source: https://www.acf.hhs.gov/occ/resource/pi-2009-01
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

<table>
<thead>
<tr>
<th>Federal Reports</th>
<th>ACF-800</th>
<th>ACF-801</th>
<th>ACF-696</th>
<th>ACF-218</th>
<th>ACF-404</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What’s currently included?</strong></td>
<td>Lead Agency’s unduplicated annual counts of children and families served through the CCDF, along with other information</td>
<td>Case level data on the recipients of CCDF</td>
<td>Financial data on CCDF expenditures for mandatory, matching, and discretionary funds</td>
<td>Quality progress report: information on state and territory efforts to increase access to high-quality child care</td>
<td>Error and improper payment findings and analyses from case reviews</td>
</tr>
<tr>
<td><strong>How often are data reported to the Federal Government?</strong></td>
<td>Annually: report due on December 31</td>
<td>Monthly (90 days after the end of the month) or quarterly (60 days after the end of each quarter)</td>
<td>Quarterly: reports are due on January 31, April 30, July 31, and October 31</td>
<td>Annually: report is due on December 31</td>
<td>3-year cycle: report is due by June 30 of reporting year</td>
</tr>
<tr>
<td><strong>What will be reported on the CARES Act?</strong></td>
<td>Data on annual estimates of families, children, and providers served or supported by CARES Act funds</td>
<td>Data on income for determining eligibility, monthly amount paid to providers, and hours of care during the month</td>
<td>Financial data on CARES Act obligations and expenditures and fourth quarter narrative describing use of CARES Act funds</td>
<td>Lead Agencies will be required to report on how CARES Act funding has been used to support quality activities</td>
<td>Reported to the Department of Health and Human Services: identifies activities that may be susceptible to significant improper payments</td>
</tr>
</tbody>
</table>
# Key Error Rate Reporting Dates

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

Source: Child Care and Development Fund, 45 C.F.R. § 98.100 (2016).
Strengthening Program Integrity

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

Source: Child Care and Development Fund, 45 C.F.R. §§ 98.16(cc), 98.65(h) (2016).
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
Resources

- Other CCDF Administrators
- National Technical Assistance Partners
- Fundamentals of CCDF Administration Resource Guide
- OCC Staff
- OCC Website
Administration for Children and Families

Early Childhood Training & Technical Assistance System

Key:
- Office of Head Start (OHS)
- Office of Child Care (OCC)
- OHS and OCC together
- Working as a team

National Centers

National Level:
- EHS-CC Partnerships (9/2014–9/2019)
- Early Childhood Development, Teaching & Learning (9/2015–9/2020)
- Early Childhood Health & Wellness (9/2015–9/2020)
- Early Childhood Quality Assurance (9/2015–9/2020)
- Child Care Subsidy, Innovation & Accountability (9/2016–9/2018)
- Child Care After-school & Summer Enrichment (9/2015–9/2020)

Regional Level:
- Head Start Grantee Specialists
- Head Start Health Specialists
- Head Start Early Childhood Specialists
- Head Start System Specialists
- Child Care State Capacity Building Center (9/2015–9/2020)

Expectant Families and Children Birth to 5

Birth to 13

Resources

Feedback

Fundamentals of CCDF Administration

State Capacity Building Center
Closing Thoughts. . . and Helpful Contacts
Thank You

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

State Capacity Building Center
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