



# 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 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 Fundamental tools 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.

July 2018



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- 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”





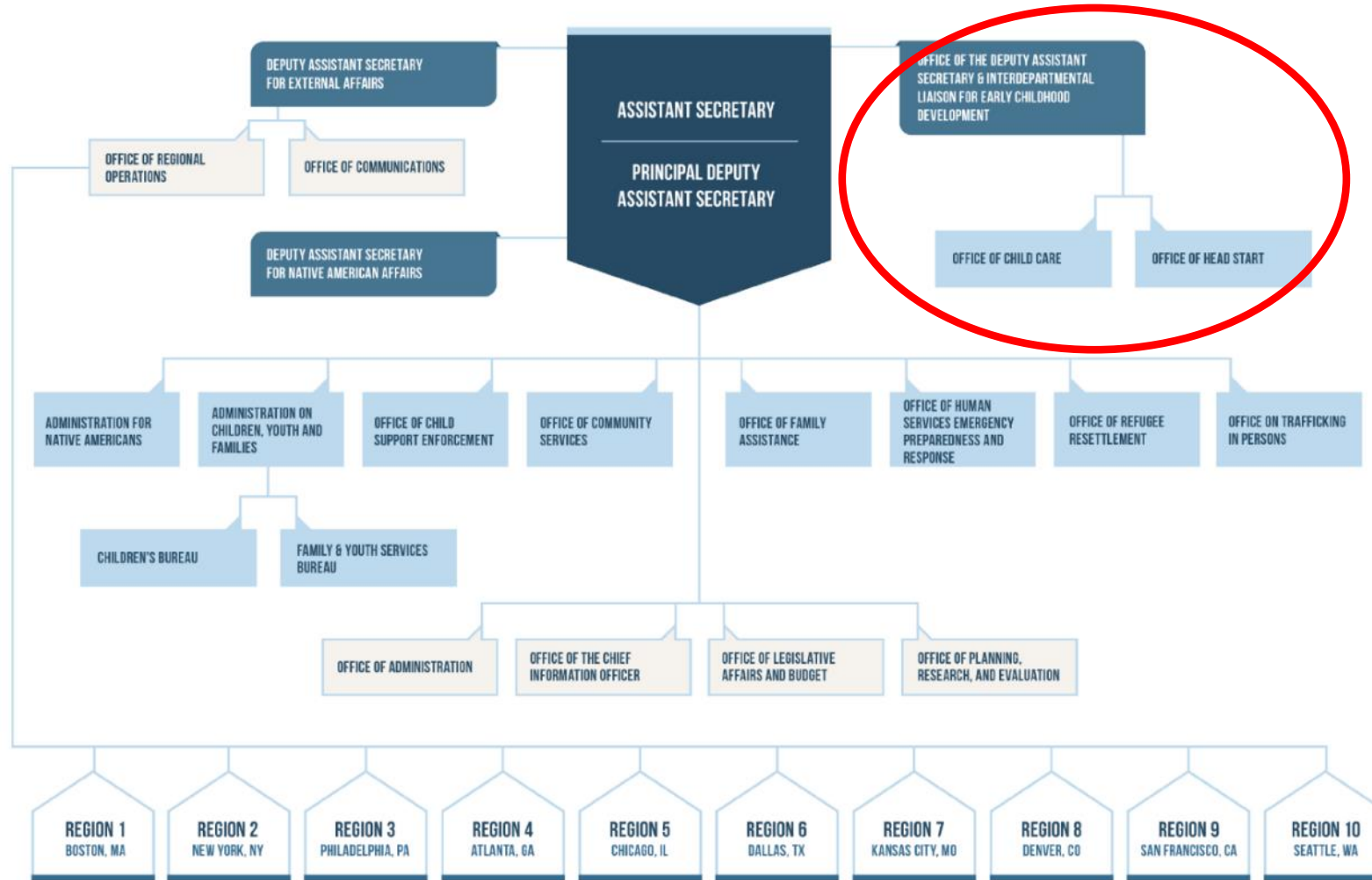
# Introduction to the Child Care and Development Fund (CCDF)

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





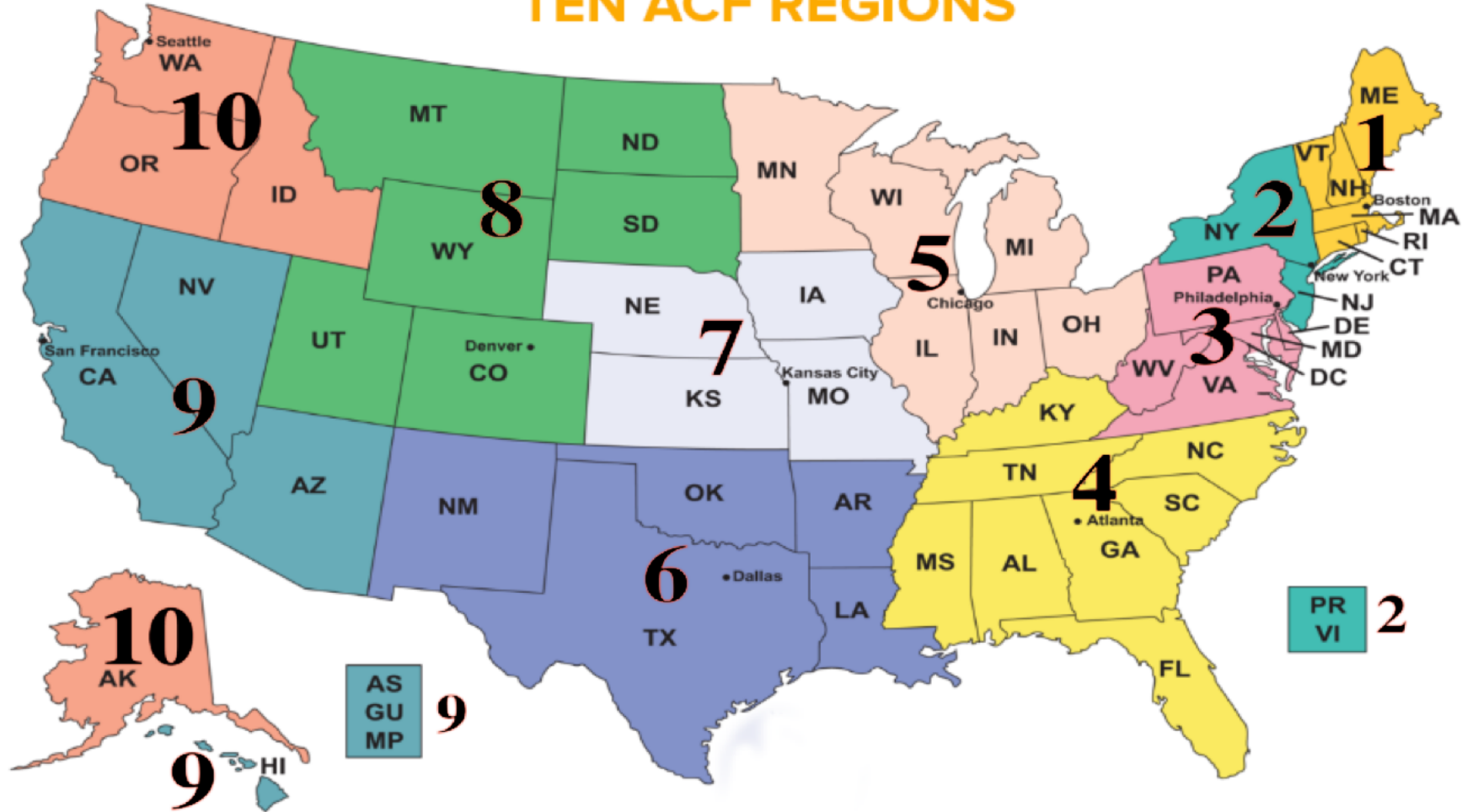
# Administration for Children and Families (ACF) Organizational Structure



\*Approved as of February 9, 2018.



## TEN ACF REGIONS





# Lead Agency Responsibilities

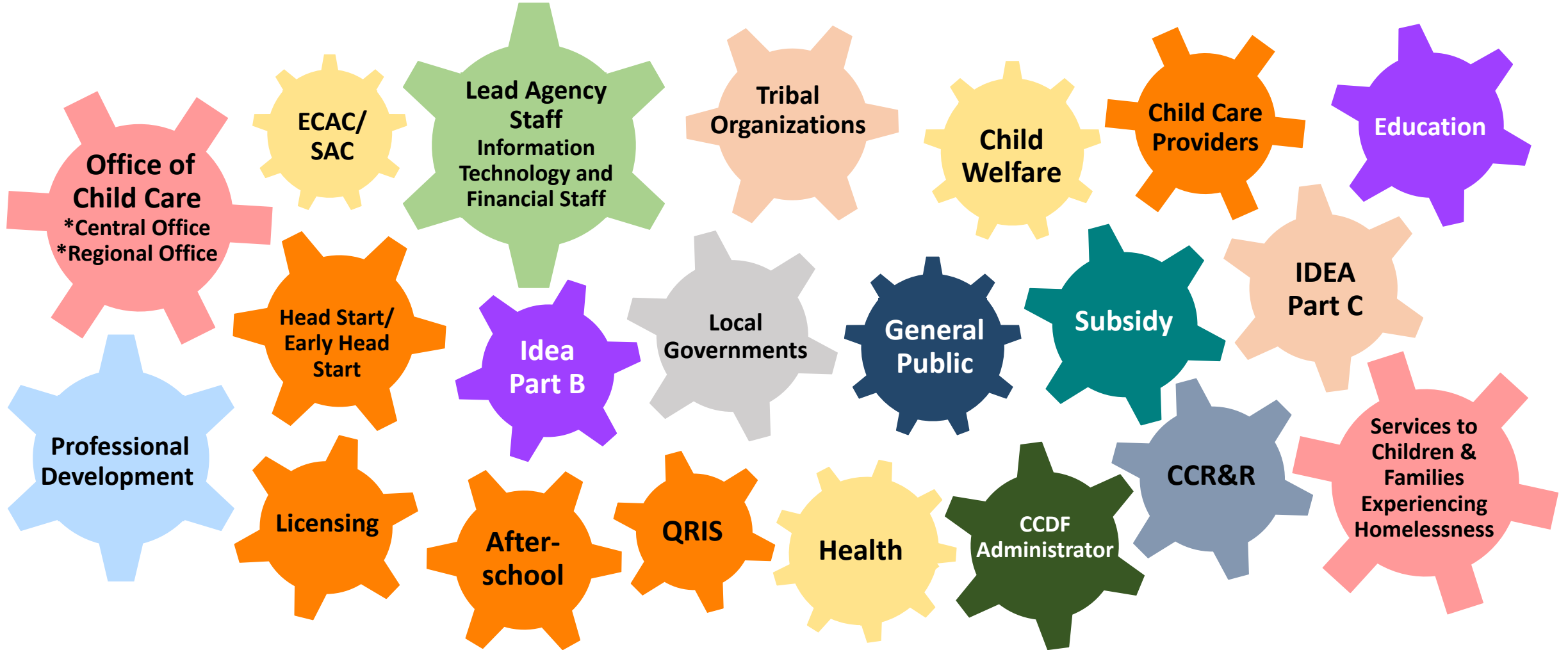
The Lead Agency is responsible for administering the CCDF program and has the authority to do the following:

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





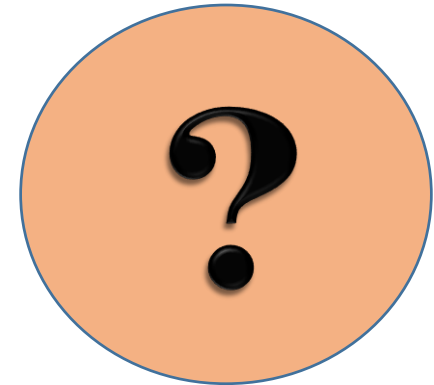
# CCDF Administrator Relationships and Responsibilities







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





## Purposes (Child Care and Development Block Grant Act of 2014)

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)

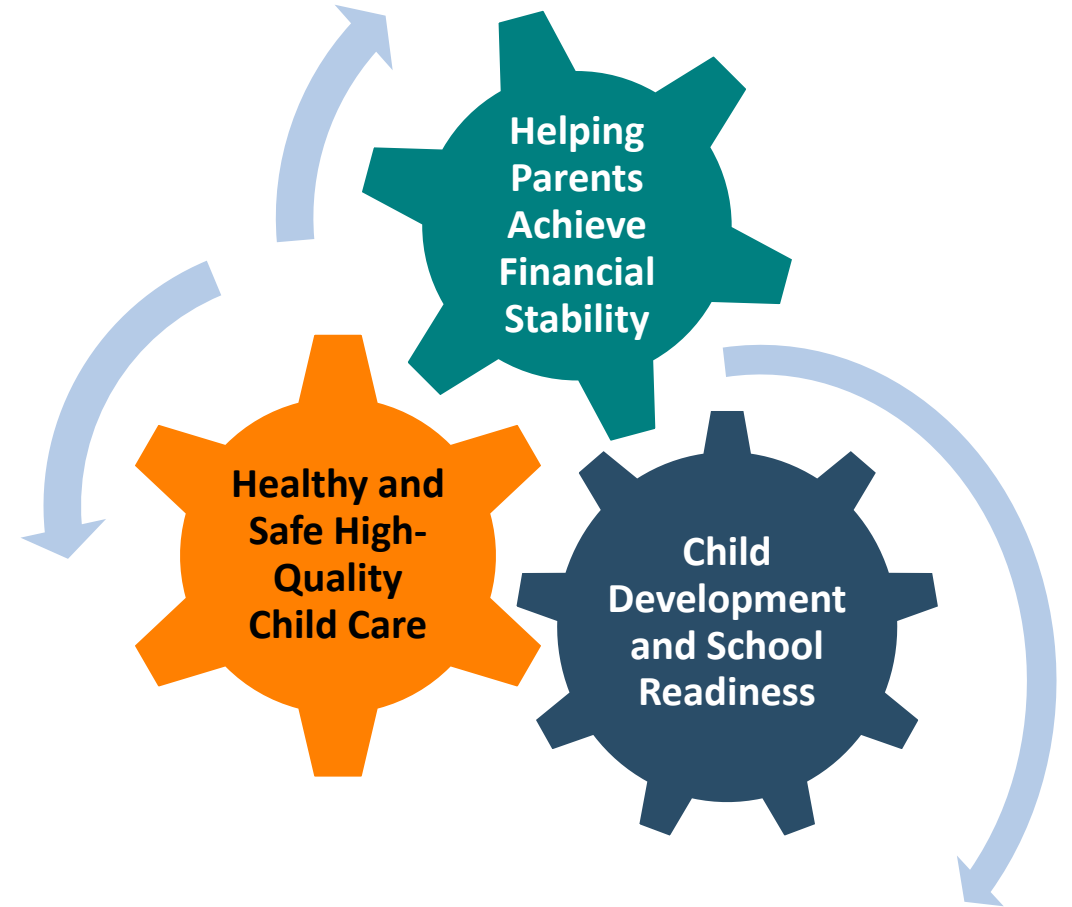
6. *To improve child care and development of participating children*

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



# CCDF Reauthorization

- 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 income 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 below 85 percent of the state median income (SMI)
- 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**



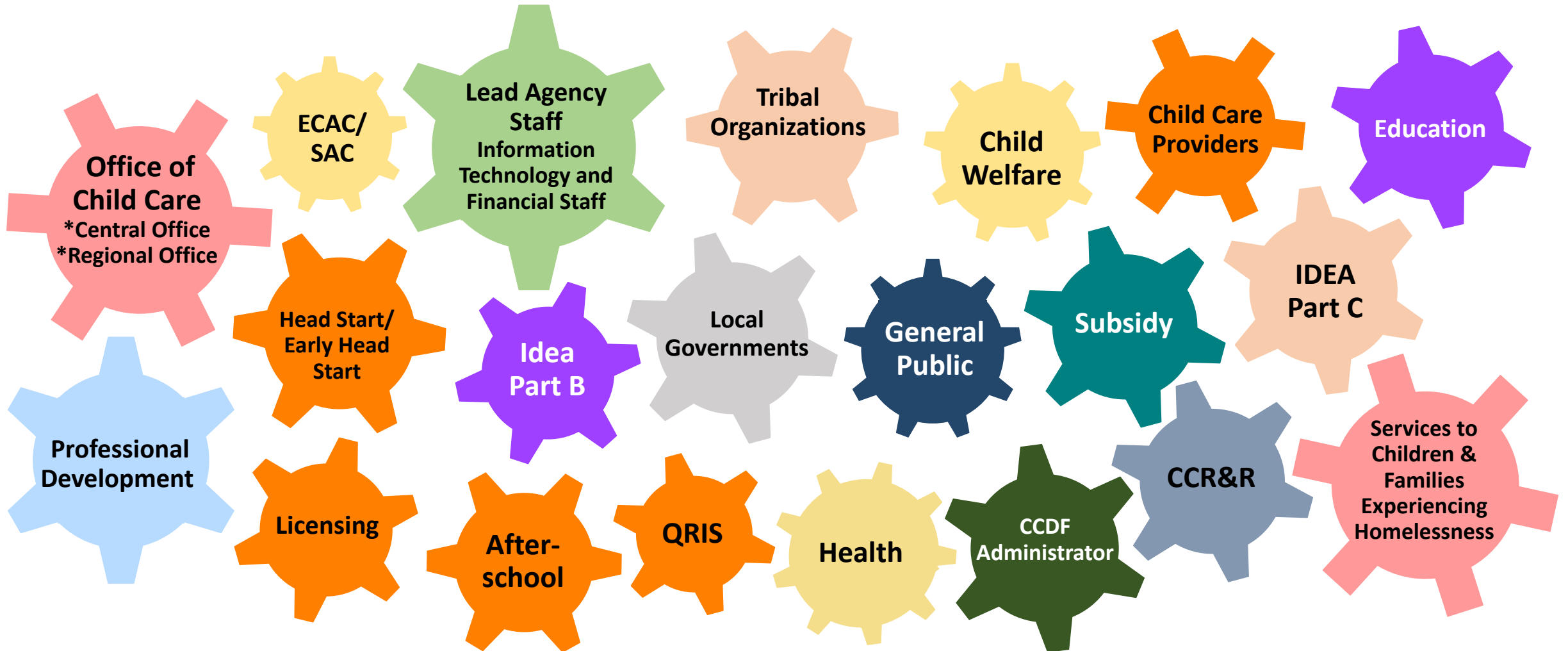


# Section 1. Define CCDF Leadership



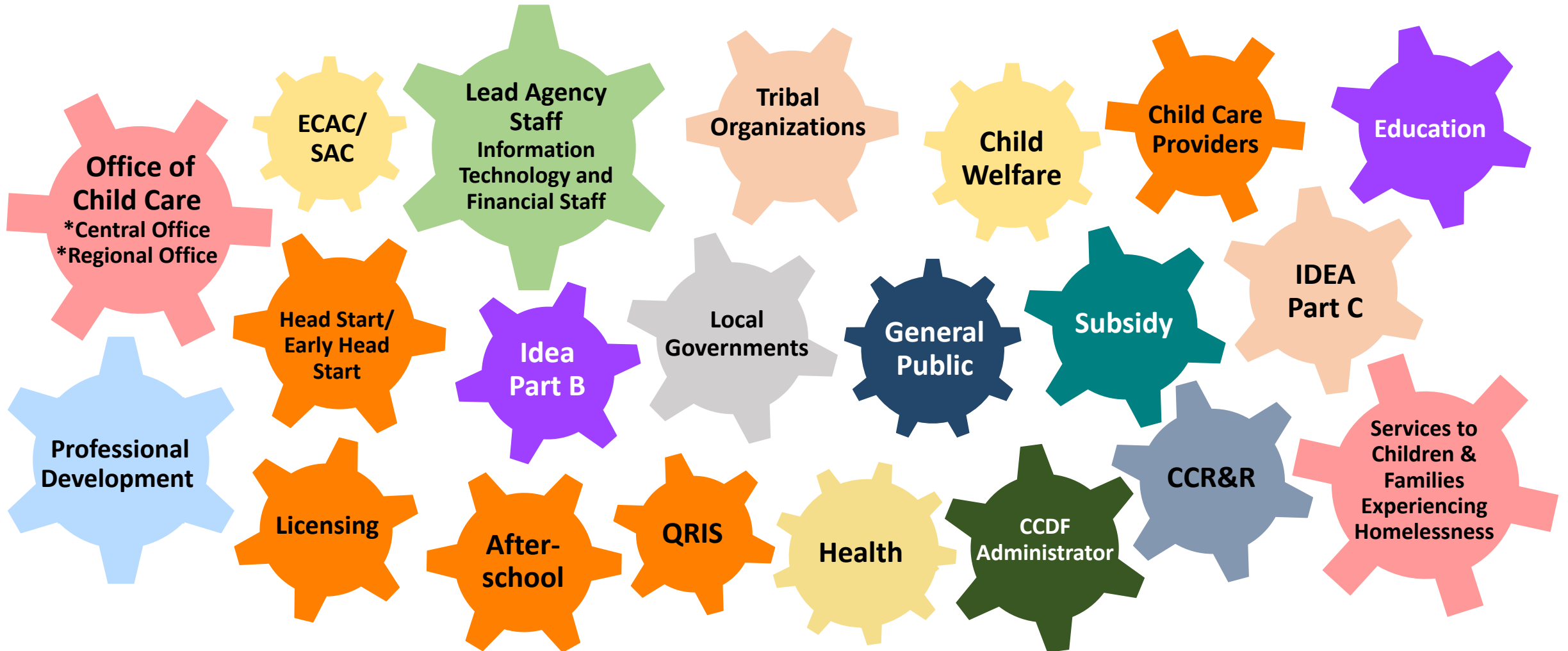


# Consultation on the Development of the Plan





# 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**



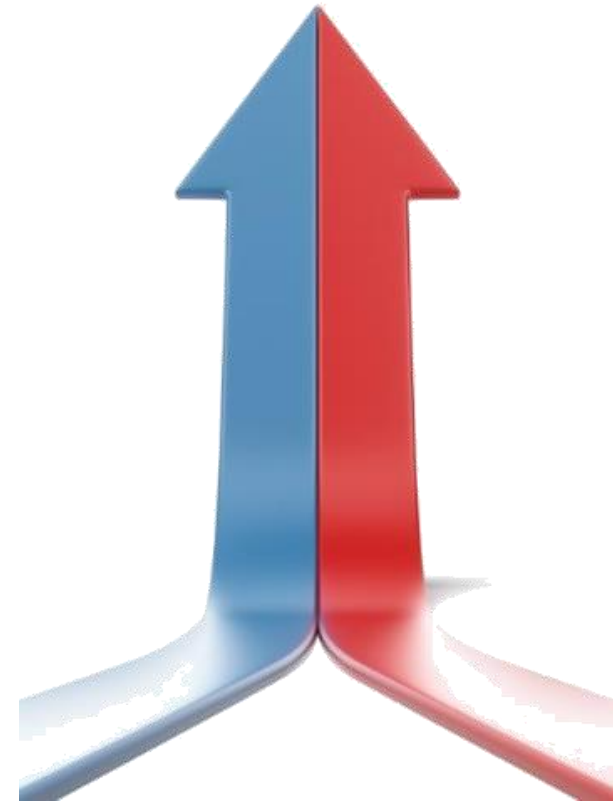
**Coordination between States and Tribal Organizations**



# 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.





# Child Care Resource and Referral (CCR&R) Services



- 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

Planning and preparation for emergency and disaster situations is important for these reasons:

- Minimizes likelihood of injuries and death
- Minimizes trauma and promotes resilience
- Reduces provider revenue lost and liability
- Child care is a vital service to the community





# Section 2. Promote Family Engagement through Outreach and Consumer Education







# Who Is the Target Audience for Consumer Education Information?



Parents



General Public



Child Care Providers

Target Audiences



# 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 619 and Part C

## Child Development Information

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



# 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.



# Consumer Statement

## Provider-specific information:

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

## General information:

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





# 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**

- 1 Child Care Resource and Referral Agencies
- 2 Licensing and Monitoring Process
- 3 Contact Information for Lead Agency
- 4 Deaths in Child Care Settings (Aggregate Data)
- 5 Injuries in Child Care Settings (Aggregate Data)
- 6 Child Abuse Cases Child Care Settings (Aggregate Data on Substantiated Cases)

**REQUIRED Provider-Level CONSUMER INFORMATION**

- 7 ZIP Code Search
- 8 Monitoring Reports
- 9 Quality Rating
- 10 Three Years of Monitoring Data
- 11 Date of Last Inspection
- 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<sup>1</sup>

\*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, LHEAP)

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

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

**Office of Child Care Key Links**

**Plain Language Summary of Statutory Changes**  
<https://www.acf.hhs.gov/oc/resource/ccbq-2014-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/occf/occf\\_final\\_rule\\_fact\\_sheet.pdf](https://www.acf.hhs.gov/sites/default/files/occf/occf_final_rule_fact_sheet.pdf)

**CCDF Plan Preprint 2019-2021 (DRAFT)**  
<https://www.acf.hhs.gov/oc/resource/occf-plan-preprint-2019-2021-draft>

**Child Care and Development Fund Final Rule Frequently Asked Questions**  
<https://www.acf.hhs.gov/oc/resource/occf-final-rule-faq>

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Phone: 877-296-2401  
Email: [CapacityBuildingCenter@dcyf.hawaii.gov](mailto:CapacityBuildingCenter@dcyf.hawaii.gov)  
Website: <https://childcareact.hawaii.gov>

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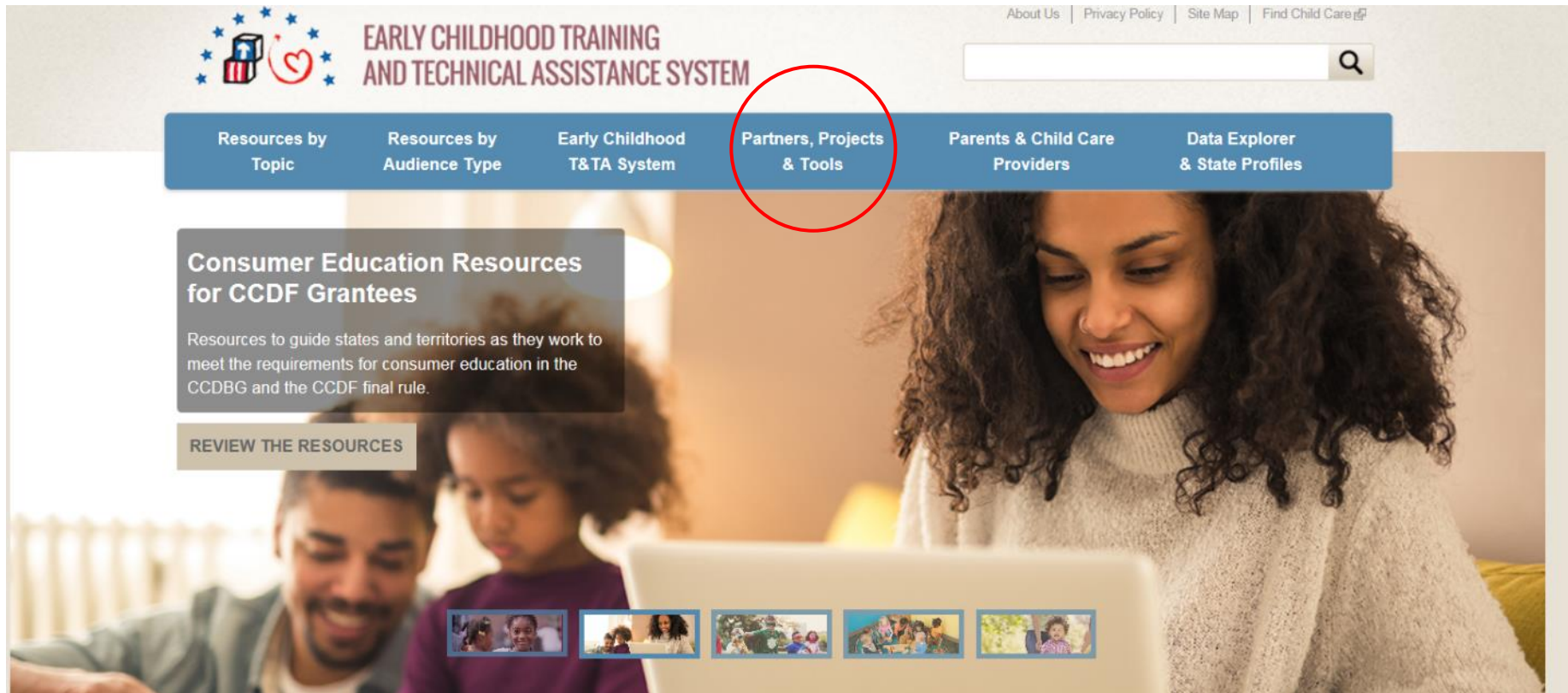
# Consumer Education Resources

Resources to support consumer education on the Child Care Training and Technical Assistance website: <https://childcareta.acf.hhs.gov/#>





Resources to support consumer education on the Child Care Training and Technical Assistance website: <https://childcareta.acf.hhs.gov/#>





# What Is ChildCare.gov?

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



45 C.F.R. § 98.33(e).



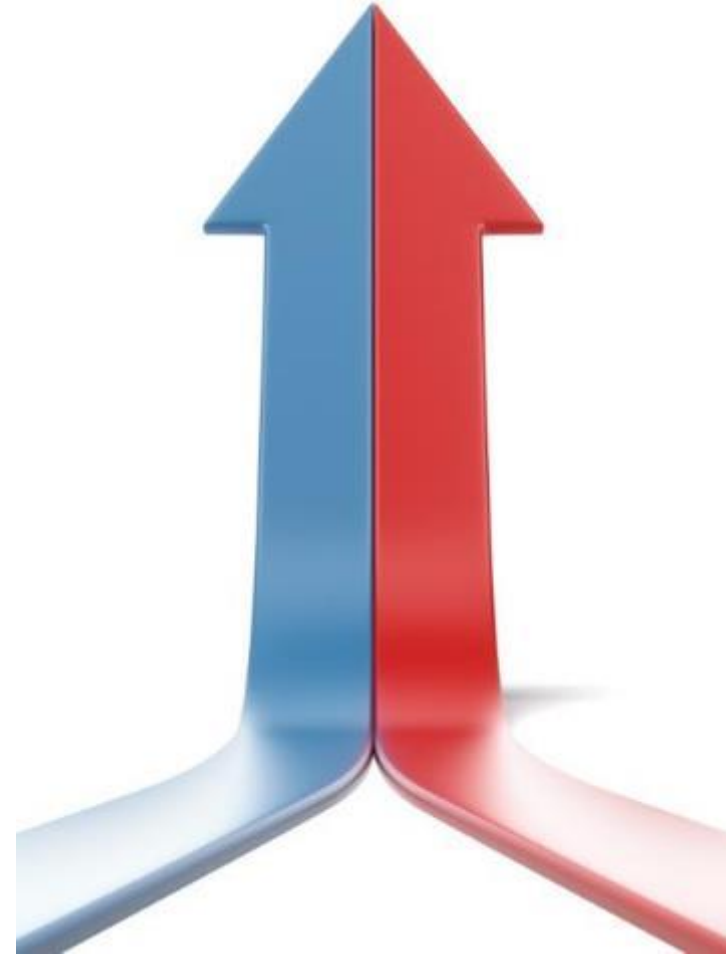


# Section 3. Provide Stable Child Care Financial Assistance to Families



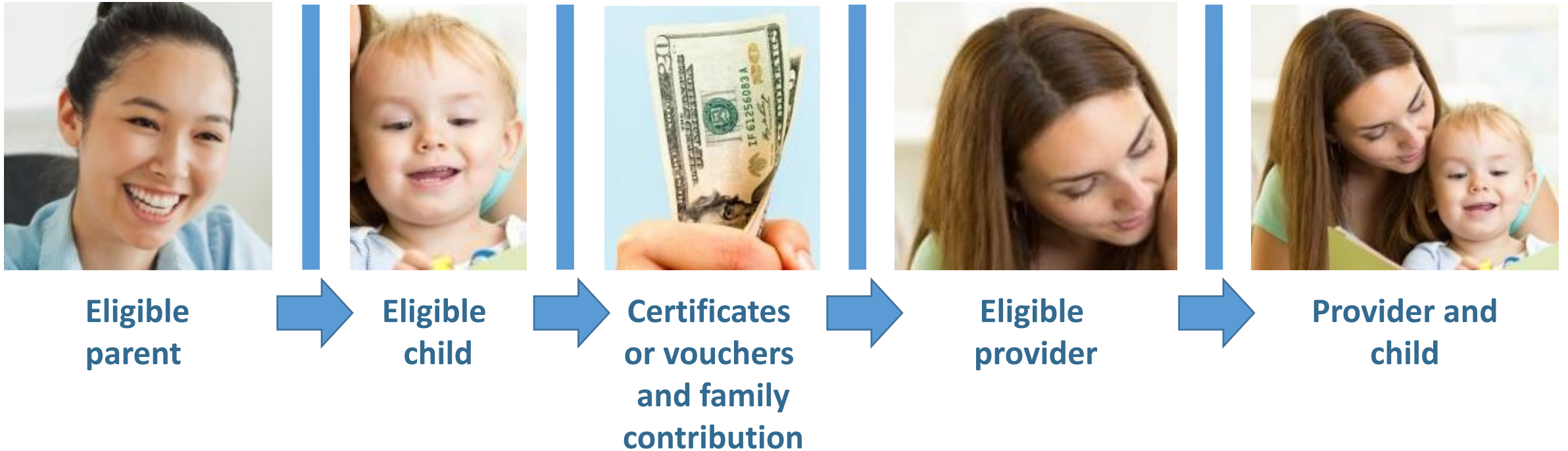


# Expanding Accessibility and Continuity of Care through Coordination of Services





# An Example of How Subsidy Works





# 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 homeless families
- 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 homeless



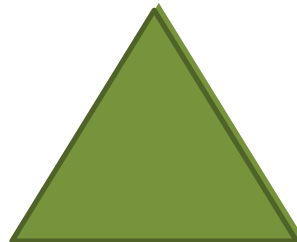


# Continuity of Care



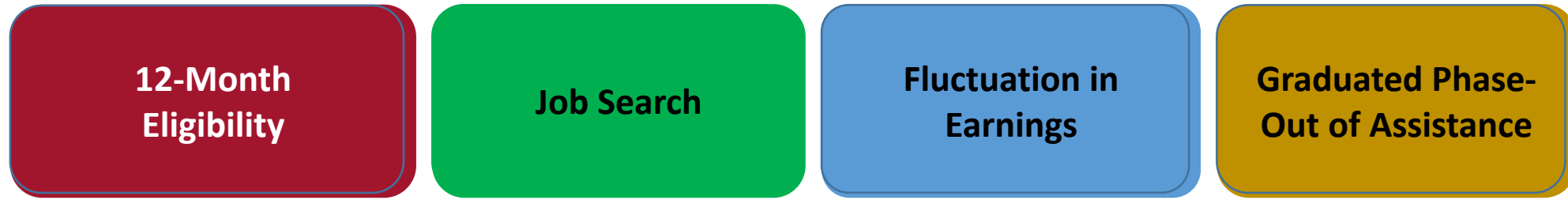
Stable Child Care Financial Assistance for Families

Continuity of Care for Children



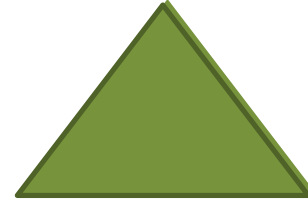


# Protection for Working Families



Stable Child Care Financial Assistance for Families

Continuity of Care for Children





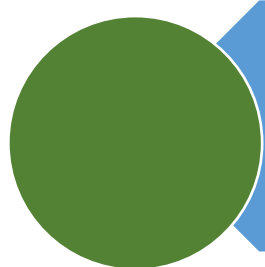
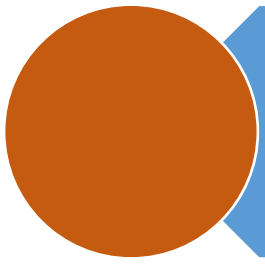
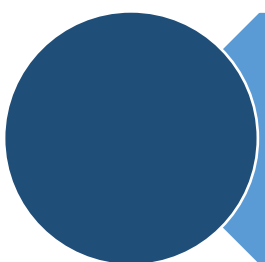
# Section 4. Ensure Equal Access to Child Care for Low- Income Children







# Child Care Options

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



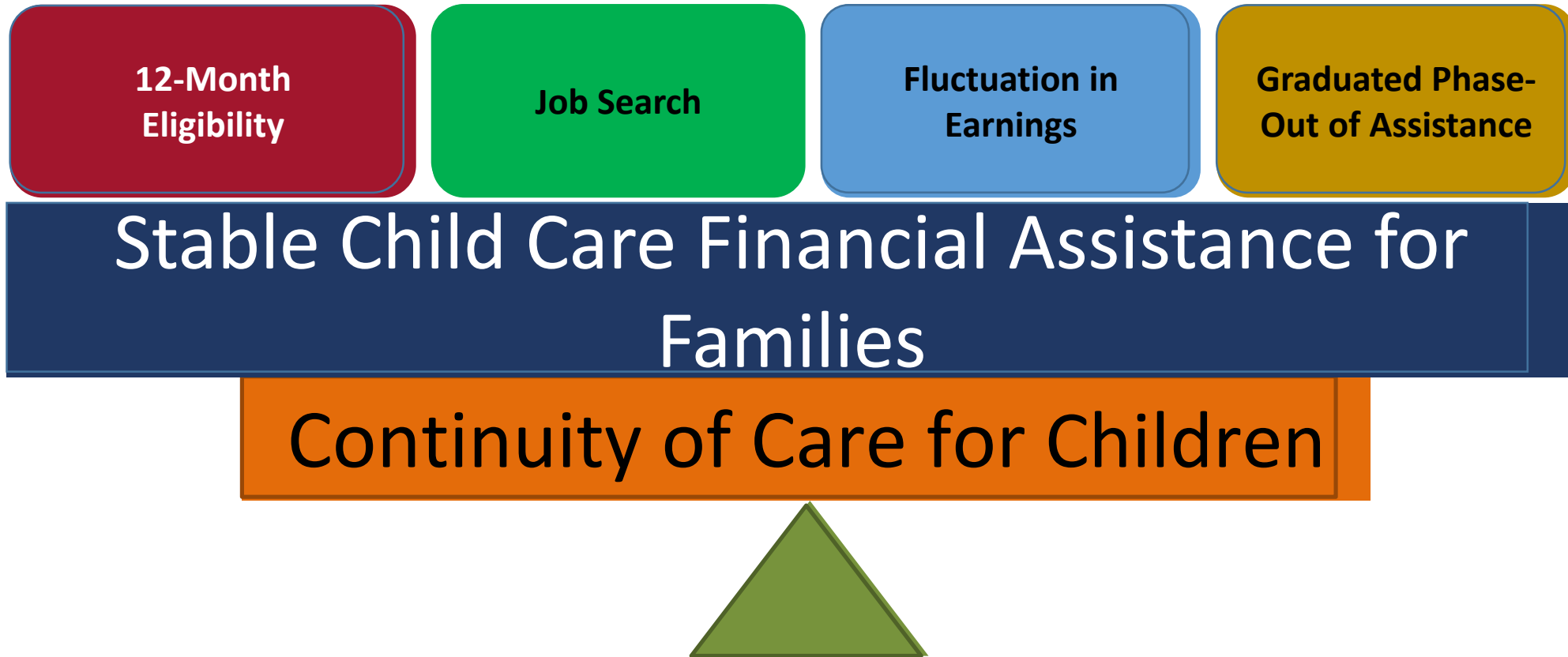
# Child Care Options (continued)

- Parents choose a provider that meets their needs and preferences
- Parents must have access to their children and to providers
- Resources to find a child care provider include the following:
  - Word of mouth
  - National website
  - Local CCR&R agency
  - State or territory consumer education and monitoring information
- All providers must be monitored to ensure that they meet minimum CCDF health and safety requirements
- States and territories may set additional requirements



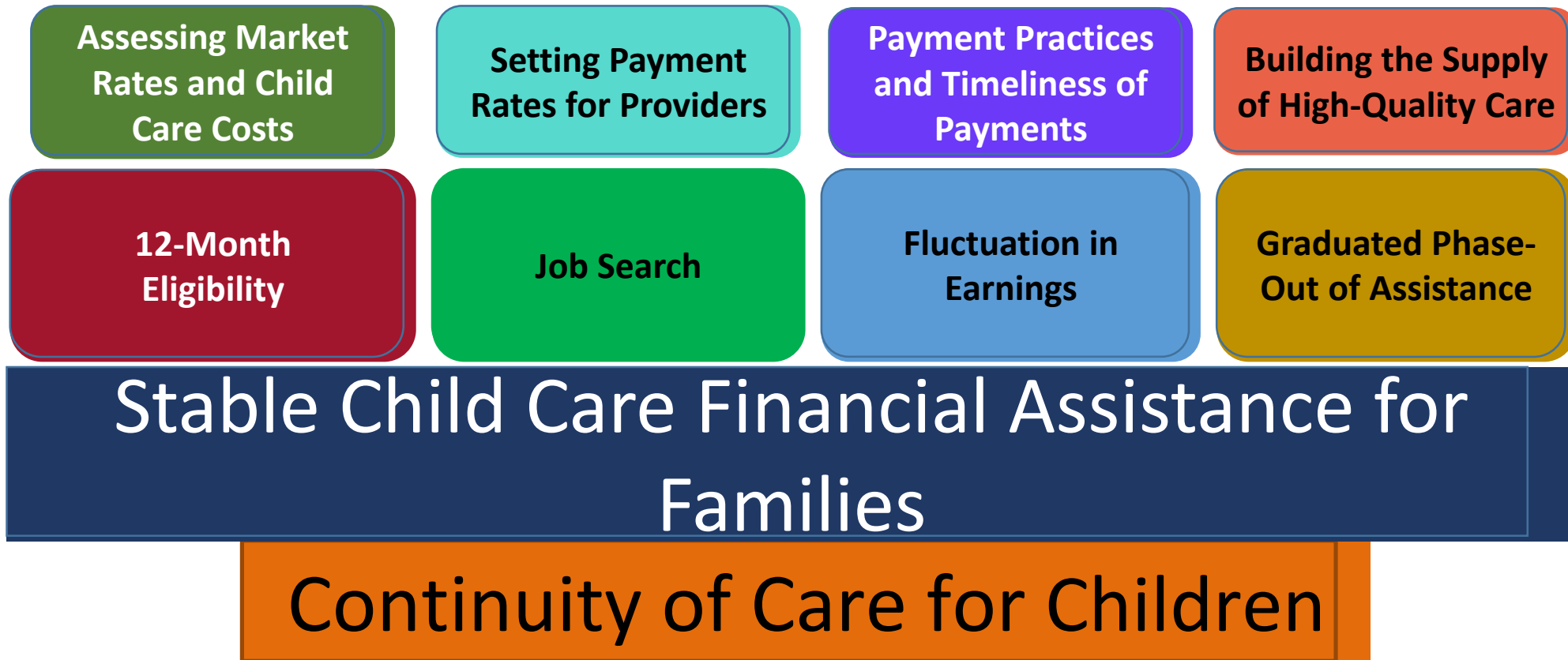


# Protection for Working Families





# 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:

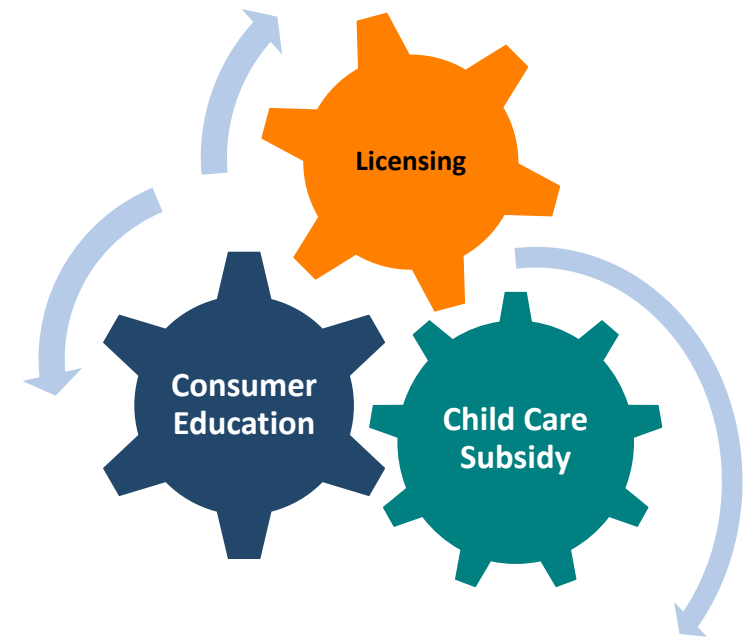
- Standards for health and safety
- Processes for monitoring whether programs meet those standards





# Examples of Licensing Exemptions

- Providers caring for their own relatives
- School-age programs operated by public schools
- Programs operated by religious organizations
- Family child care providers (typically serving three or fewer unrelated children)





# Standards and Requirements For Providers Receiving CCDF Funds

## Child-Provider Ratios and Group Sizes



## Qualifications for Providers







# 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 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



# Child Abuse Reporting

All providers must comply with child abuse reporting requirements.

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

States must have provisions and procedures for individuals to report known or suspected instances of child abuse and neglect, including a law for mandatory training.



# Monitoring Visits for All Providers Caring for Children Receiving CCDF Services

**Policies to Monitor and Enforce  
Compliance—Health and Safety**

**Inspections for Licensed *and*  
License-Exempt Providers**

**Licensing Inspectors  
(qualified and trained)**

**Posting Reports with Results of  
Monitoring Visits on Website**



# Licensing Inspectors

Qualified licensing inspectors with appropriate caseloads:

- Qualified, with training in related health and safety requirements
- Appropriate ratios to ensure that visits occur in a timely manner





# Posting Results of Monitoring and Inspection Reports

- Electronic form
- Organized by provider type
- Results of monitoring and inspection reports
  - Last date of inspection
  - If applicable, results of corrective action taken



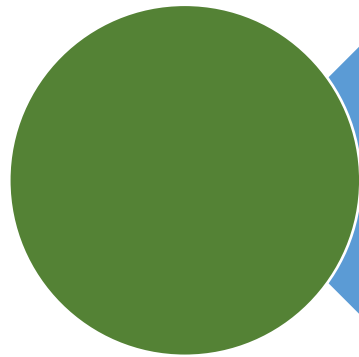


# Criminal Background Checks

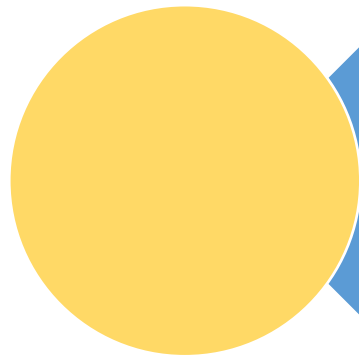
- All providers—licensed, regulated, registered, or eligible to deliver CCDF-funded services—must have a background check
- This requirement applies to prospective staff members of child care providers
- Relatives can be exempted
- Requirements must be posted on the Lead Agency’s website
- The law prohibits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



# Provider Definitions Related to Criminal Background Checks



Eligible Child Care Provider



Child Care Staff Member





# Components of Criminal Background Checks





# Additional Criminal Background Check Requirements





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

	Providers /Settings* Licensed CCDF (FCC & center)	Providers /Settings* License-exempt CCDF (FCC & center)	Providers /Settings* CCDF care in child's home	Providers /Settings* Licensed non-CCDF (FCC & center)	Providers /Settings* License-exempt non-CCDF	Individuals Teachers & 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
<b>Background checks</b> (applicable to the following individuals in the indicated settings)	•	•	•	•		•	•	•	•	•	At Lead Agency option, relatives (providers & individuals) may be exempted from health and safety requirements.
<b>Health and safety training: preservice or orientation and ongoing</b> (applicable to the following individuals in the indicated settings)	•	•	•			•	•				At Lead Agency option, relatives (providers & individuals) may be exempted from health and safety requirements.
<b>Monitoring: annual</b> (applicable to providers)	• <i>(must be unannounced)</i>	•	• <sup>†</sup>								
<b>Monitoring: preinspection</b> (applicable to providers)	•										
<b>Monitoring: posting results of monitoring and inspection reports</b> (applicable to providers)	•	•	•	•							

Note: "FCC" is family child care.

\* 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.

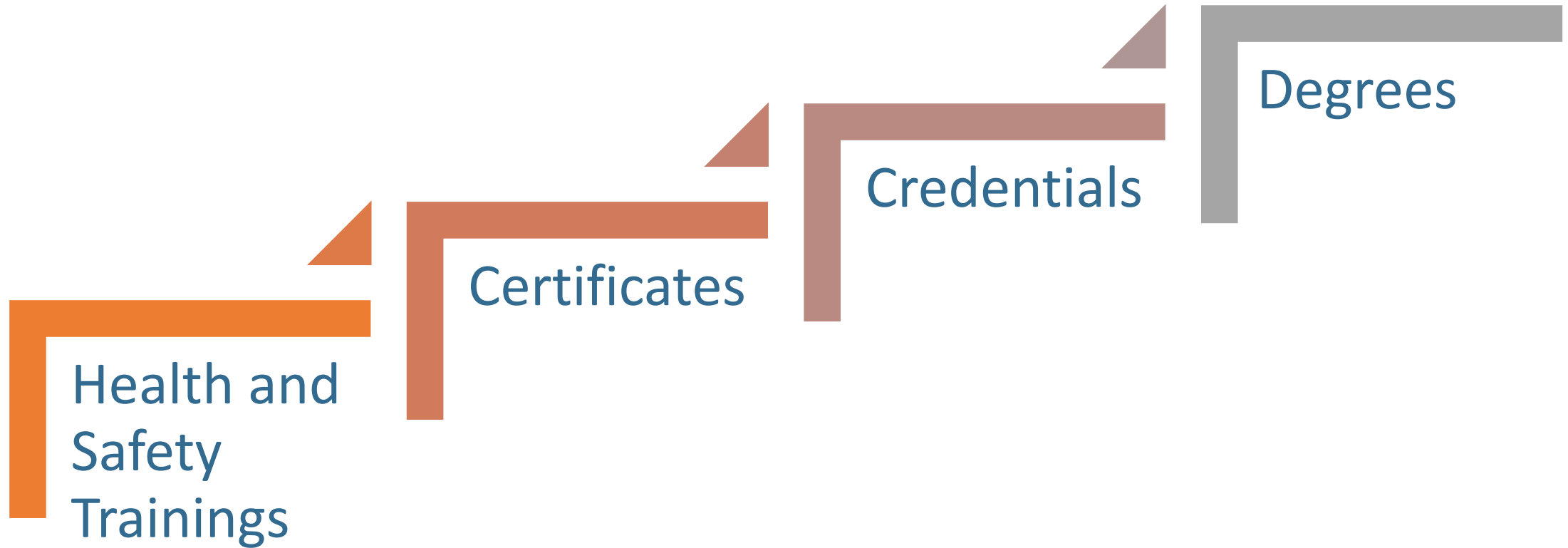
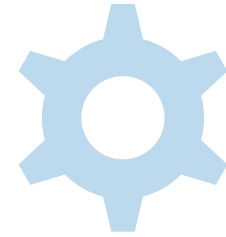


# Section 6. Recruit and Retain a Qualified and Effective Child Care Workforce





# 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

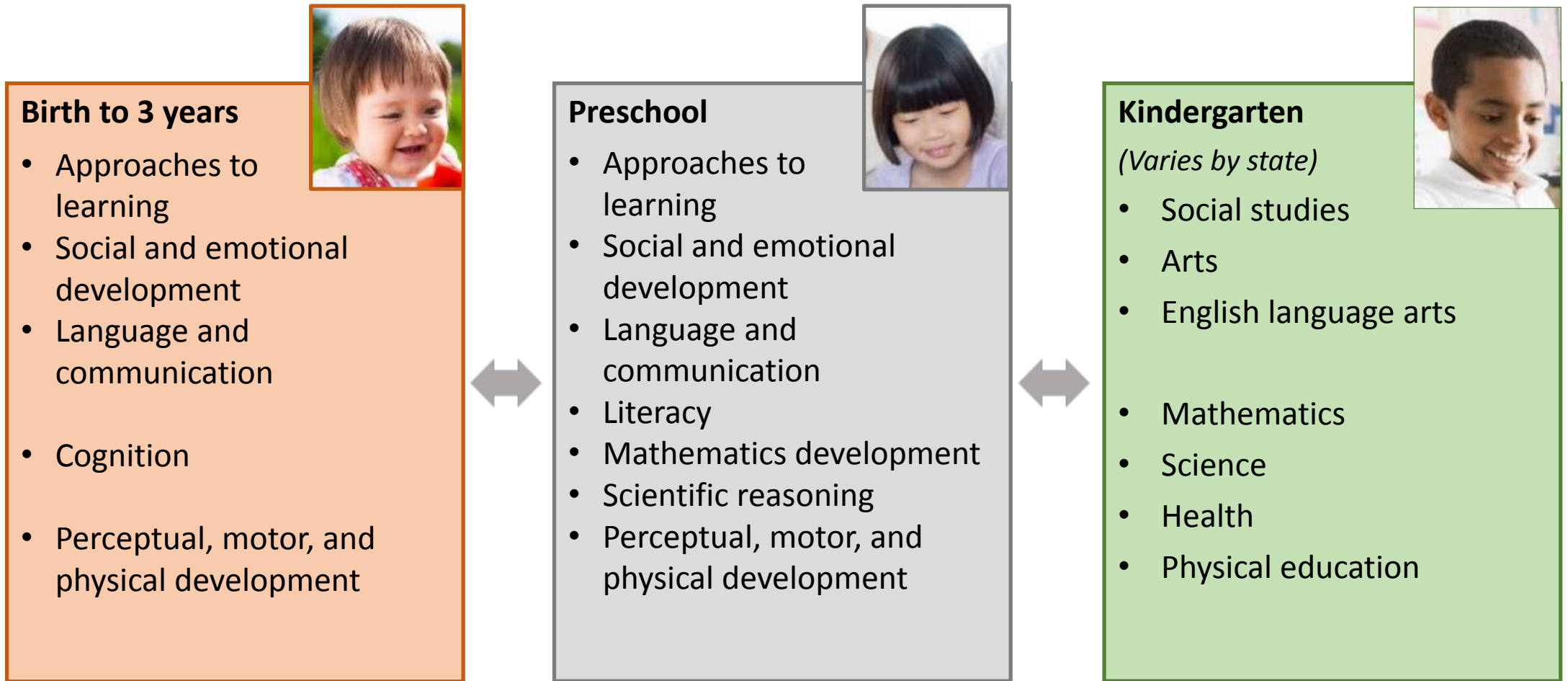
Training and professional development are accessible to American Indian and Alaska Native tribes and tribal organizations receiving CCDF assistance.

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





# Focus on Quality Improvement

	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020 (& ongoing)
% Quality set-aside	7%	7%	8%	8%	9%
% Infant & toddler set-aside	—	3%	3%	3%	3%
<i>Total % quality set-aside</i>	<b>7%</b>	<b>10%</b>	<b>11%</b>	<b>11%</b>	<b>12%</b>



# 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

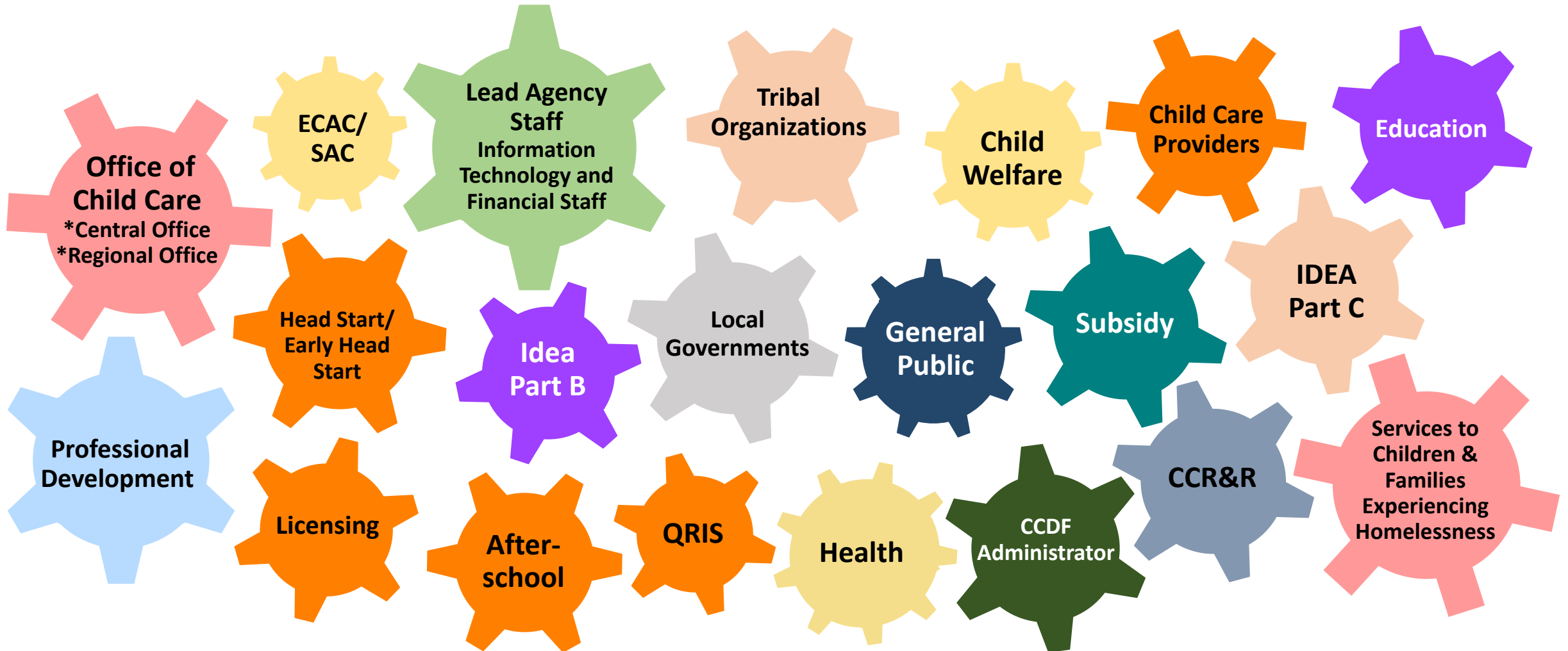


# Section 8. Ensure Grantee Program Integrity and Accountability





# CCDF Administrator's Role in Accountability







# CCDF Funding

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



# Use of CCDF Funds

- Child care services
- Funding parameters
- Services for children experiencing homelessness
- CCR&R
- Quality activities
- Limitations on administrative costs





# 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

## QPR Quality Progress Report

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



# 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)



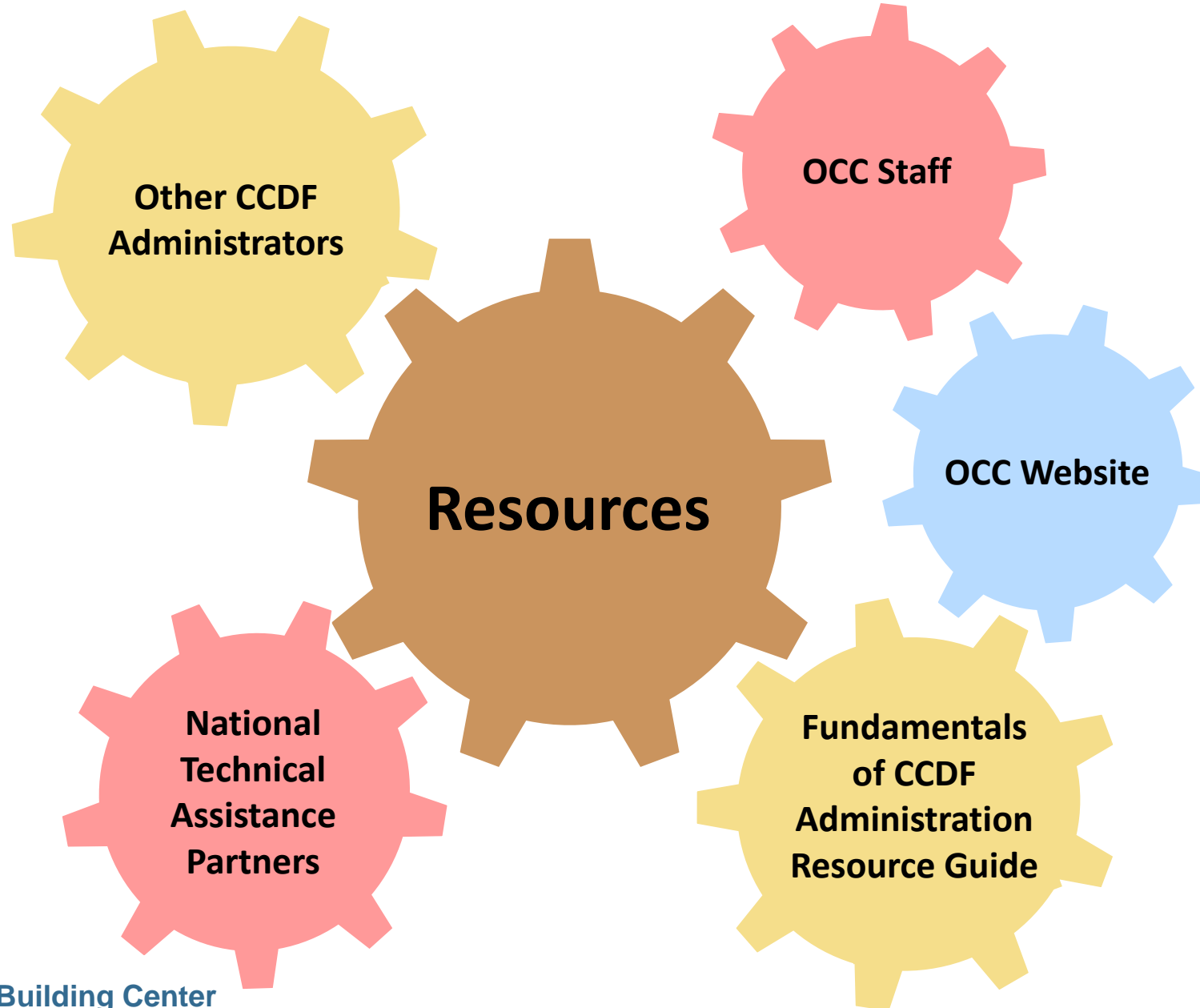
## Strengthening Program Integrity

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



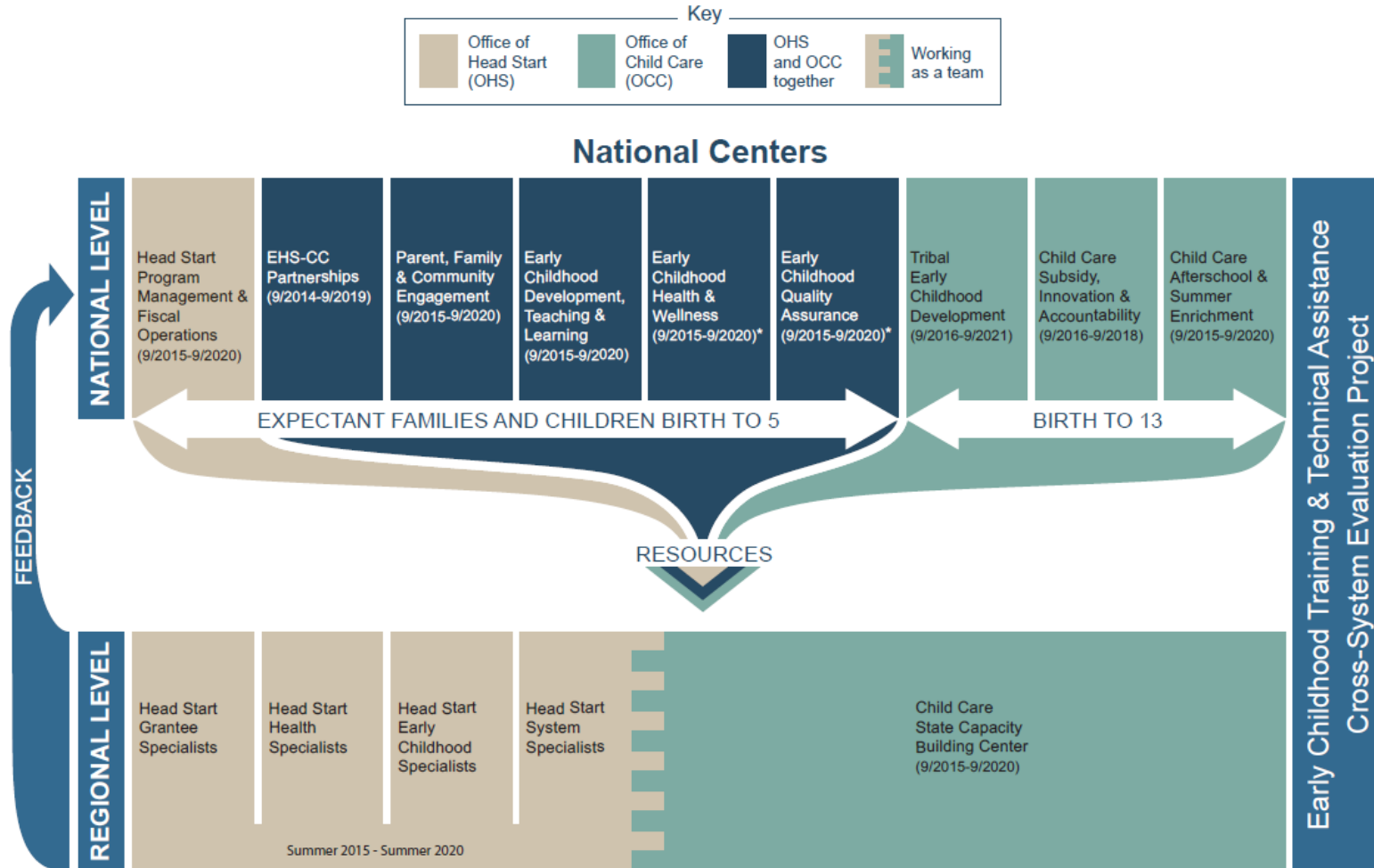
# Resources and Conclusion







# 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](mailto:CapacityBuildingCenter@ecetta.info)

***State Capacity Building Center***

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