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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- Support Continuous Quality Improvement
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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 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
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)

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>4. To assist States <em>in delivering high-quality, coordinated early childhood care and education services to maximize parents’ options and support</em> parents trying to achieve independence from public assistance</td>
<td></td>
</tr>
<tr>
<td>5. To assist States <em>in improving the overall quality of child care services and programs by</em> implementing the health, safety, licensing, <em>training, and oversight</em> standards established in <em>this subchapter and in State law (including State regulations)</em></td>
<td></td>
</tr>
<tr>
<td>6. To improve child care and development of participating children</td>
<td></td>
</tr>
<tr>
<td>7. To increase the number and percentage of low-income children in high-quality child care settings</td>
<td></td>
</tr>
</tbody>
</table>
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

CCDBG Act → CCDF final rule → CCDF 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
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
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 REQUIREMENTS

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

**RECOMMENDATIONS**

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

**CONSUMER EDUCATION WEBSITE RECOMMENDATIONS**

- Child Care Assistance
- Child Development
- Development Screening
- Family Engagement
- EIQA Ports & C's
- Individualized Education Plans
- Other Assistance
  - TMH, MHC, LEAP

**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 those barriers.
- Technical support in identifying the challenges that are impeding progress, to assess options and identify a plan for meeting the requirements in a timely fashion.
- Highlights of innovative practices.
- Sharing of required information via a single consumer education website.
- Ways to assemble the multiple sites.
- Strategies for making consumer education materials available to multiple languages.
- Examples of mobile strategies for improving consumer access to provider search tools.
- Examples of mobile strategies to improve child search tools to be more accessible to a broader audience.

**State and territory may also provide other state-level information to consumers on their websites...**
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/#](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

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

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
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

12-Month Eligibility

Job Search

Fluctuation in Earnings

Graduated Phase-Out of Assistance

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

Office of Child Care
State Capacity Building Center
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

<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>
</tr>
</thead>
<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 CPR</td>
<td>Recognition and reporting of child abuse and neglect</td>
<td><strong>In addition:</strong> Child development (including 5 major domains)</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency of Checks</td>
</tr>
<tr>
<td>Disqualifying Crimes</td>
</tr>
<tr>
<td>Privacy Requirements</td>
</tr>
<tr>
<td>Appeals Process</td>
</tr>
<tr>
<td>Costs</td>
</tr>
<tr>
<td>Implementation Deadlines</td>
</tr>
</tbody>
</table>
Applicability of Health and Safety Requirements in the 2016 CCDF Final Rule

<table>
<thead>
<tr>
<th>Providers /Settings*</th>
<th>Providers /Settings*</th>
<th>Providers /Settings*</th>
<th>Providers /Settings*</th>
<th>Providers /Settings*</th>
<th>Individuals Teachers &amp; caregivers</th>
<th>Individuals Directors</th>
<th>Individuals Other non-caregiver staff</th>
<th>Individuals Individuals Other adults (18+) in the FCC home</th>
<th>Relative CCDF Providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licensed CCDF (FCC &amp; center)</td>
<td>License-exempt CCDF (FCC &amp; center)</td>
<td>CCDF care in child’s home</td>
<td>Licensed non-CCDF (FCC &amp; center)</td>
<td>License-exempt non-CCDF</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
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<tr>
<td>Background checks (applicable to the following individuals in the indicated settings)</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Health and safety training: preservice or orientation and ongoing (applicable to the following individuals in the indicated settings)</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Monitoring: annual (applicable to providers)</td>
<td>[must be unannounced]</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Monitoring: preinspection (applicable to providers)</td>
<td>●</td>
<td>●</td>
<td>●</td>
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<td>●</td>
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</tr>
<tr>
<td>Monitoring: posting results of monitoring and inspection reports (applicable to providers)</td>
<td>●</td>
<td>●</td>
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</table>

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

- Health and Safety Trainings
- Certificates
- Credentials
- Degrees
Training and Professional Development System Requirements

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

<table>
<thead>
<tr>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are conducted on an ongoing basis</td>
</tr>
<tr>
<td>Provide for a progression of professional development</td>
</tr>
<tr>
<td>Reflect current research and best practices</td>
</tr>
<tr>
<td>Are developed in consultation with the State Advisory Council</td>
</tr>
<tr>
<td>Are aligned with the state’s framework (through engagement with trainers and higher education)</td>
</tr>
<tr>
<td>Address standards and competencies, career pathways, advisory structures, articulation, workforce information, and financing</td>
</tr>
<tr>
<td>Establish qualifications to promote child development and working with families</td>
</tr>
</tbody>
</table>
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

**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
Focus on Quality Improvement

<table>
<thead>
<tr>
<th></th>
<th>FFY 2016</th>
<th>FFY 2017</th>
<th>FFY 2018</th>
<th>FFY 2019</th>
<th>FFY 2020 (&amp; ongoing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Quality set-aside</td>
<td>7%</td>
<td>7%</td>
<td>8%</td>
<td>8%</td>
<td>9%</td>
</tr>
<tr>
<td>% Infant &amp; toddler set-aside</td>
<td>—</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Total % quality set-aside</td>
<td>7%</td>
<td>10%</td>
<td>11%</td>
<td>11%</td>
<td>12%</td>
</tr>
</tbody>
</table>
## Options for Quality Activities

<table>
<thead>
<tr>
<th>Training and professional development</th>
<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>
</tr>
</thead>
<tbody>
<tr>
<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>
</tr>
<tr>
<td>Additional high-quality program standards</td>
<td>Other activities to improve the quality of child care services</td>
<td></td>
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</tr>
</tbody>
</table>

_Edited by the Office of Child Care, U.S. Department of Health and Human 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

<table>
<thead>
<tr>
<th>Discretionary</th>
<th>Mandatory</th>
<th>Matching</th>
<th>Maintenance of Effort (MOE)</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>Federal share of now-repealed AFDC-linked child care programs</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 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>– Number of children under age 13</td>
<td>Expend minimum amount of nonfederal funds</td>
</tr>
<tr>
<td>– Children receiving free or reduced-priced lunch</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>
<td></td>
</tr>
<tr>
<td>– 3-year average per capita income</td>
<td>No match requirements</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>
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</tbody>
</table>
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

<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 before the ACF-404 report is due</td>
<td>Submit the Sampling Decisions, Assurances, and Fieldwork Preparation Plan</td>
</tr>
<tr>
<td>On or before December 31 of the calendar year before the ACF-404 report is due</td>
<td>Submit the Record Review Worksheet (ACF-403)</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 Action Plan (ACF-405)</td>
</tr>
</tbody>
</table>
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

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

National Centers

Expectant Families and Children Birth to 5

BIRTH TO 13

Early Childhood Training & Technical Assistance Cross-System Evaluation Project

Office of Child Care
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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