



Child Care and Development Fund (CCDF) Plan

For

State/Territory:

Arkansas

FFY 2012-2013

This Plan describes the CCDF program to be administered by the State/Territory for the period 10/1/2011 – 9/30/2013. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including amending the options selected or described herein.

For purposes of simplicity and clarity, the specific provisions printed herein of applicable laws and regulations are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text. The Lead Agency acknowledges its responsibility to adhere to them regardless of these modifications.

Public reporting burden for this collection of information is estimated to average 162.5 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

Form ACF-118 Approved OMB Number ~~XXX-XXX~~ expires ~~XXX~~.

TABLE OF CONTENTS

Part 1: Administration

- 1.1. Contact Information**
- 1.2. Estimated Funding**
- 1.3. CCDF Program Integrity and Accountability**
- 1.4. Consultation in the Development of the CCDF Plan**
- 1.5. Coordination Activities to Support the Implementation of CCDF Services**
- 1.6. Child Care Emergency Preparedness and Response Plan**

Part 2: CCDF Subsidy Program Administration

- 2.1. Administration of the Program**
- 2.2. Family Outreach and Application Process**
- 2.3. Eligibility Criteria for Child Care**
- 2.4. Sliding Fee Scale and Family Contribution**
- 2.5. Prioritizing Services for Eligible Children and Families**
- 2.6. Parental Choice in Relation to Certificates, Grants or Contracts**
- 2.7. Payment Rates for Child Care Services**

Part 3: Health and Safety and Quality Improvement Activities

- 3.1. Activities to Ensure the Health and Safety of Children in Child Care (Component #1)**
- 3.2. Establishing Voluntary Early Learning Guidelines (Component #2)**
- 3.3. Creating Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3)**
- 3.4. Pathways to Excellence for the Workforce – Professional Development Systems and Workforce Initiatives (Component #4)**

Amendments Log

Appendix 1: Quality Performance Report

Appendix 2: CCDF Program Assurances and Certifications

PART 1

ADMINISTRATION

This section provides information on how the CCDF program is administered, including the designated Lead Agency, funding information, the administrative structure, program integrity and accountability policies and strategies, coordination efforts, and emergency preparedness plans and procedures.

1.1 Contact Information

The agency shown below has been designated by the Chief Executive Officer of the State (or Territory), to represent the State (or Territory) as the Lead Agency. The Lead Agency agrees to administer the program in accordance with applicable Federal laws and regulations and the provisions of this Plan, including the assurances and certifications appended hereto. (658D, 658E)

1.1.1 Who is the Lead Agency designated to administer the CCDF program? Identify the Lead Agency and Lead Agency's Chief Executive Officer designated by the State/Territory. ACF will send official grant correspondence such as grant awards, grant adjustments, Plan approvals and disallowance notifications to the designated contact identified here. (658D(a), §98.10)

Name of Lead Agency: Arkansas Department of Human Services
Address of Lead Agency: PO Box 1437, Slot S260 Little Rock, AR 72203
Name and Title of the Lead Agency's Chief Executive Officer: John Selig
Phone Number: 501-682-8650
Fax Number: 501-682-6836
E-Mail Address: John.Selig@arkansas.gov
Web Address for Lead Agency (if any): www.arkansas.gov/dhs

1.1.2. Who is the CCDF administrator? Identify the CCDF administrator designated by the Lead Agency, the day-to-day contact, with responsibility for administering the State/Territory's CCDF program. ACF will send programmatic communications such as program announcements, program instructions, and data collection instructions to the designated contact identified here. **If there is more than one designated contact with equal or shared responsibility for administering the CCDF program, please identify the co-administrator or entity with administrative responsibilities and include contact information.** (§§98.16(a) and (c)(1))

a) Contact Information for CCDF Administrator:

Name of CCDF Administrator: Tonya Russell
Title of CCDF Administrator: Director
Address of CCDF Administrator: PO Box 1437, Slot S140 Little Rock AR 72203
Phone Number: 501-682-4895

Draft for Public Comment – February 9, 2011

Fax Number: 501-683-0971

E-Mail Address: Tonya.Russell@arkansas.gov

Web Address for Lead Agency (if any): www.arkansas.gov/childcare

Phone Number for CCDF program information (for the public) (if any):
1-800-322-8176

Web Address for CCDF program (for the public) (if any):

www.arkansas.gov/childcare/familysupport

Web address for CCDF program policy manual: (if any):

www.arkansas.gov/childcare/familysupport/pdf/supportpolicy.pdf

Web address for CCDF program administrative rules: (if any): _____

b) Contact Information for CCDF Co-Administrator (if applicable):

Name of CCDF Co-Administrator: Ivory Daniels

Title of CCDF Co-Administrator: Associate Director

Address of CCDF Co-Administrator: PO Box 1437, Slot S145 Little Rock
AR 72203

Phone Number: 501-682-8763

Fax Number: 501-683-0034

E-Mail Address: Ivory.Daniels@arkansas.gov

Web Address for Co-Administrator (if any):

www.arkansas.gov/childcare

Description of the role of the Co-Administrator: Administrator of
CCDF programs

1.2 Estimated Funding

1.2.1. What is your expected level of funding for the first year of the FY 2012 – FY 2013 plan period? The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period from October 1, 2011 through September 30, 2012. (§98.13(a)).

FY 2012 CCDF allocation: \$47,854,145

Federal TANF Transfer to CCDF: \$0

Direct Federal TANF Spending on Child Care: \$0

State CCDF Maintenance-of-Effort Funds: \$1,886,543

State Matching Funds: \$4,378,455

Quality Funds: \$ 7,373,415 in quality with \$2,116,477 of this being earmarks

Reminder – Lead Agencies are reminded that not more than 5 percent of the aggregate CCDF funds, including federal funds and required State Matching funds, shall be expended on administration costs (§98.52) once all FY2012 funds have been liquidated. State Maintenance-of-Effort funds are not subject to this limitation.

1.2.2. Which of the following funds does the Lead Agency intend to use to meet the CCDF Matching and maintenance-of-effort (MOE) requirements described in 98.53(e) and 98.53(h)? Check all that apply.

Draft for Public Comment – February 9, 2011

Note: The Lead Agency must check at least public and/or private funds as matching, even if pre-kindergarten (pre-k) funds also will be used.

Public funds to meet the CCDF Matching Fund requirement. Public funds may include any general revenue funds, county or other local public funds, State/Territory-specific funds (tobacco tax, lottery), or any other public funds.

If checked, identify source of funds: State General Revenue

Private donated funds to meet the CCDF Matching Funds requirement. Only private funds received by the designated entities or by the Lead Agency may be counted for match purposes. (98.53(f))

If checked, are those funds:

donated directly to the State?

donated to a separate entity(ies) designated to receive private donated funds?

If checked, identify the number of entities designated to receive private donated funds and provide name, address, contact, and type _____

State expenditures for pre-k programs to meet the CCDF Matching Funds requirement. If checked,

Provide the estimated percentage of Matching Fund requirement that will be met with pre-k expenditures (not to exceed 30%): 30%

If percentage is more than 10% of the Matching fund requirement, describe how the State will coordinate its pre-k and child care services:

The State's quality Pre-K Program, Arkansas Better Chance for School Success (ABCSS), is licensed and contractually managed by the Lead Agency for the block grant. These Pre-K contracts are with differing entities that include:

- Local School Districts
- Regional Educational Service Cooperatives
- Head Start Grantees
- Community-Based and Faith-Based Non-Profit Organizations
- Universities
- Housing Authorities
- Community Development Corporations
- Hospitals
- Economic Opportunity Corporations

These providers utilize a maximum income limit of 200% of Federal Poverty Level to determine eligibility for working families in this program. Many of the same providers participating in ABCSS also participate in the Child Care Assistance Program.

Draft for Public Comment – February 9, 2011

Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents:

State funded Pre-K Programs receive information about the child care voucher program to assist parents in provision of wrap-around services to extend hours of service to meet the needs of working families. The State funded Pre-K programs are mandated to provide service 178 days annually and 7.5 hours daily. Children of working parents may receive after-care in the same setting or may be transported by the program to another care program. Vouchers are an available option for extending care. The State funded programs are encouraged to offer extended care and care during summer months for working families.

State expenditures for pre-k programs to meet the CCDF Maintenance of Effort (MOE) requirements. If checked,

The Lead Agency assures that its level of effort in full-day/full-year child care services has not been reduced, pursuant to 98.53(h)(1).

Estimated percentage of MOE Fund requirement that will be met with pre-k expenditures (not to exceed 20%): 20%

If percentage is more than 10% of the MOE requirement, describe how the State will coordinate its pre-k and child care services to expand the availability of child care:

The State's quality Pre-K Program, Arkansas Better Chance For School Success (ABCSS), is licensed and contractually managed by the Lead Agency for the block grant. These Pre-K contracts are with differing entities that include:

- Local School Districts
- Regional Educational Service Cooperatives
- Head Start Grantees
- Community-Based and Faith-Based Non-Profit Organizations
- Universities
- Housing Authorities
- Community Development Corporations
- Hospitals
- Economic Opportunity Corporations

These providers utilize a maximum income limit of 200% of Federal Poverty Level to determine eligibility for working families in this program. Many of the same providers participating in ABCSS also participate in the Child Care Assistance Program. Funding for the ABC/ABCSS program for state fiscal year 2011 will be \$111,000,000.

Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents:

State funded Pre-K Programs receive information about the child care voucher program to assist parents in provision of wrap-around services

to extend hours of service to meet the needs of working families. The State funded Pre-K programs are mandated to provide service 178 days annually and 7.5 hours daily. Children of working parents may receive after-care in the same setting or may be transported by the program to another care program. Vouchers are an available option for extending care. The State funded programs are encouraged to offer extended care and care during summer months for working families.

1.3. CCDF Program Integrity and Accountability

Program integrity is defined to include efforts that ensure effective internal controls over the administration of CCDF funds. The Lead Agency is responsible for monitoring programs and services, ensuring compliance with the rules of the program, promulgating rules and regulations to govern the overall administration of the plan and oversee the expenditure of funds by sub-grantees and contractors. (§ 98.11(b)) Accountability measures should address administrative error, which includes unintentional agency error, **as well as to address** program violations, both unintentional and intentional, that may or may not result in further action by the Lead Agency, including those cases suspected of and/or prosecuted for fraud.

1.3.1. Describe the strategies the Lead Agency will utilize to ensure effective internal controls are in place. The **description** of internal controls may include, but is not limited to a description of processes to ensure sound fiscal management, to identify areas of risk or to establish regular evaluation of control activities.

The Division has established and maintains internal controls designed to reasonably ensure compliance with Federal laws, regulations, and program compliance requirements. The objectives of internal control pertaining to the compliance requirements for Federal programs are as follows:

- a. Transactions are properly recorded and accounted for to:
 - i. Permit the preparation of reliable financial statements and Federal reports;
 - ii. Maintain accountability over assets; and
 - iii. Demonstrate compliance with laws, regulations, and other compliance requirements;
- b. Transactions are executed in compliance with:
 - i. Laws, regulations, and the provisions of contracts or grant agreements that could have a direct and material effect on a Federal program; and
 - ii. Any other laws and regulations that are identified in the compliance supplements; and
- c. Funds, property, and other assets are safeguarded against loss from unauthorized use or disposition.

The Division's control environment sets the tone of the organization, influencing the control consciousness of its people. It is the foundation for all other components of internal control, providing discipline and structure. The Division

identifies and analyzes risks relevant to achievement of its objectives, forming a basis for determining how the risks should be managed. Control activities have been developed in order to help ensure that management’s directives are carried out. Accounting systems identify, capture and exchange information in a form and time frame allowing for the proper identification and segregation of federal and non-federal transactions, as well as a proper allocation of transactions applicable to both. Monitoring activities continually assess the quality of internal control policies over time.

1.3.2 Describe the processes the Lead Agency will use to monitor all sub-recipients. Lead Agencies that use other governmental or non-governmental sub-recipients to administer the program must have written agreements in place outlining roles and responsibilities for meeting CCDF requirements. (98.11 (a) (3))

Definition: A sub-recipient (including a sub-contractor and or sub-grantee) is a non-Federal entity that expends Federal awards (contract or grant) received from another entity to carry out a Federal program, but does not include a vendor nor does it include an individual who is a beneficiary of such a program. OMB Circular A-133 Section 210 provides additional information on the characteristics of a **sub-recipient and vendor** (http://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2010).

The description of monitoring may include, but is not limited to, a discussion of written agreements, fiscal management, review of policies and procedures to ensure compliance with CCDF regulations, monitoring/auditing contractors or grantees to ensure that eligible children are served and eligibility documentation is verified, and establishing performance indicators or measures.

The Department does not use other governmental or non-governmental sub-recipients to administer the program.

1.3.3. Describe the activities the Lead Agency will have in place to identify program violations and administrative error to ensure program integrity using the chart below. Program violations may include intentional and unintentional client and/or provider violations as defined by the Lead Agency. Administrative error refers to **areas identified through the Error Rate Review** process (98.100). Check which activities, if any, the Lead Agency has chosen to conduct.

Type of Activity	Identify Program Violations	Identify Administrative Error
Share/match data from other programs (e.g. TANF, CACFP, FNS, Medicaid)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Run system reports that flag errors (include types)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Review of attendance or billing records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Audit provider records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct quality control or quality assurance reviews	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Draft for Public Comment – February 9, 2011

Type of Activity	Identify Program Violations	Identify Administrative Error
Conduct supervisory staff reviews	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct data mining to identify trends	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Train staff on policy and/or audits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other. Describe _____	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>

(Optional) If the Lead Agency checked any option in the chart above other than none, please describe

Arkansas developed a business intelligence system call Decision Support System (DSS). This system integrates data from division business systems. Arkansas is capable of doing database checks and data mining operations.

DSS is serving two primary purposes. First, executive query and reporting needs and secondly, moved from a reactive reporting mode to a more proactive predictive ability to assist the division in addressing suspicious provider and client behavior. The system is utilizing commercial-off-the-shelf (COTS) software for executive reporting and data mining needs.

Business Objects was selected to meet the executive query and reporting needs. It provides an integrated query, reporting, and analysis capability to allow users to easily track, understand, and manage the information stored in multiple data sources within and beyond the division.

Data to be analyzed by DSS includes information from the following business systems:

- a. **Child Care Eligibility System:** The Child Care Eligibility System (called KIDCare – Keying in Day Care Accurately, Reliably, and Efficiently) is used to administer the Child Care Assistance Program in Arkansas.
- b. **Special Nutrition Program (SNP) System:** This system is used by the division to administer the U.S. Department of Agriculture’s food programs encompassing the Child and Adult Care Food Program (CACFP); the Summer Food Service Program (SFSP); the National School Lunch Program (NSLP); and the Special Milk Program in Arkansas.
- c. **Child Outcome Planning and Assessment (COPA) System:** COPA is used by DHS for oversight and monitoring of the Arkansas Better Chance (ABC) Program, the state-funded public pre K program.

The Department has recently launched an Enterprise Data Warehouse (EDW) which will have data from all funding sources within DHS. This system will allow a more efficient review of data across funding divisions.

1.3.4. What strategies will the Lead Agency use to investigate and collect improper payments due to program violations or administrative error? Check and describe in the chart below which strategies, if any, the Lead Agency will use for each of the following areas: Unintentional program violations (UPV), intentional program violations (IPV) and/or fraud, and administrative error as defined in your State/Territory. **The Lead Agency has the flexibility to recover misspent funds as a result of errors. The Lead Agency is required to recover misspent funds as a result of fraud (98.60(i)).**

Strategy	UPV	IPV and/or Fraud	Administrative Error
Require recovery after a minimum dollar amount in improper payment. Identify the minimum dollar amount <u>\$20</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Coordinate with and refer to other State/Territory agency (e.g. State/Territory collection agency, law enforcement). Describe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recover through repayment plans	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reduce payments in subsequent months	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recover through State/Territory tax intercepts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Recover through other means. Describe <u>The Department pursues collection of improper payments through state tax intercept and Circuit Court.</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Establish a unit to investigate and collect improper payments. Describe composition of unit: <u>The Compliance Unit</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other. Describe _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Optional) If the Lead Agency checked any option in the chart above other than none, please describe:

The majority of improper payment referrals are initiated by Childcare Eligibility specialists. Specialists monitor client activity and refer suspected activity for investigation or improper payment collection.

The DCCECE employs six full time staff members in its Compliance Unit to investigate and analyze provider and client suspicious activity. In addition, the division pays for two full-time fraud investigators, one full-time auditor, and one full-time attorney.

This team of professional and technical experts has the ultimate responsibility to ensure the proper administration of federal and state funds that pay for child care services for children, and to take measures to prevent and deter improper activity.

DCCECE converted two existing positions within the Eligibility Unit to become

Draft for Public Comment – February 9, 2011

Quality Control Reviewers. Both positions were transferred to the Compliance Unit. The two reviewers will conduct 2nd party reviews of existing case files and will conduct random service for billing reviews of child care providers.

Over the past several years, this team has fully integrated all of its activities to provide for a more robust operation to address the difficult task of reducing improper payments. Many success stories have been documented as a result of hard work and dedication, and “lessons learned” from past experiences are being applied in current day-to-day practices to enhance the overall strategy being undertaken by Arkansas DHS.

1.3.5. What type of sanction, if any, will the Lead Agency place on clients and providers to help reduce improper payments due to program violations?

- None
- Disqualify client. If checked, please describe, including a description of the appeal process for clients who are disqualified

Client Disqualification: A disqualification period occurs when a client is found guilty of fraud or when the client fails to repay a child care overpayment within the established timeframes. Penalties imposed are six months for the first offense; one year for the second offense; and permanently disqualified for the third offense. Clients cannot be reinstated for child care assistance until all monies are repaid.

- Disqualify provider. If checked, please describe, including a description of the appeal process for providers who are disqualified

Provider Exclusion: Department policy allows for providers to be excluded from participation in all funded programs not as a penalty, but rather to protect public funds, the integrity of publicly funded programs, and public confidence in those programs. Provider exclusion is a serious action that is used only in the State’s best interests. Exclusion applies to all participants, related parties, and their heirs and assigns of the participants and related parties. Providers can be excluded if found guilty of fraud, submission of false information, fail to repay funds owed the Department or violate agreements to participate in funded programs or receive grant funds. Additionally, child care providers can be excluded for failing to submit an annual audit or if the Audit Office disapproves the findings of an audit. Exclusion is for a minimum of 12 months, or until all monies owed the Department have been repaid and all remedial or corrective action has been taken whichever is longer.

Child Care License Revocation: Falsification of any document or the submission of false information may constitute grounds for revocation of the Child Care license. Falsification means the submission of untrue information whether by statement or omission.

Draft for Public Comment – February 9, 2011

Prosecute criminally

Criminal Prosecution : Federal and state prosecution are available in the most serious offenses.

Other. Describe. ____

1.3.6. Based on responses provided from Question 14 in the most recent ACF-402 report, please describe those actions the Lead Agency has taken or plans to take to reduce identified errors in the table below. Territories not required to complete the Error Rate Review should mark N/A here.

Activities identified in ACF-402	Actions Taken or Planned

1.4. Consultation in the Development of the CCDF Plan

Lead Agencies are required to *consult* with appropriate agencies in the development of its CCDF Plan (§98.12, §98.14(a), (b), §98.16(d)).

Definition: *Consultation* involves the meeting with or otherwise obtaining input from an appropriate agency in the development of the State or Territory CCDF Plan. At a minimum, Lead Agencies must consult with representatives of general purpose local governments. (§§98.12(b), 98.14(a)(1))

1.4.1. Identify and describe in the table below who the Lead Agency consulted with in the development of the CCDF Plan (658D(b)(2), §§98.12(b), 98.14(b)).

Agency/Entity	Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
<p><input checked="" type="checkbox"/> Representatives of general purpose local government (required)</p> <p>This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.</p>	<p>Lead Agency issued on-line survey to representatives of numerous local agencies to obtain guidance and consultation in development of the CCDF State Plan.</p>
<p>For the remaining agencies, check and describe (optional) any which the Lead Agency has chosen to consult with in the development of its CCDF Plan.</p>	
<p><input checked="" type="checkbox"/> State/Territory agency responsible for public education</p> <p>This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.</p>	<p>Lead Agency issued on-line survey to representatives of programs serving pre-k children, school age children and higher education settings to obtain guidance and consultation in development of the CCDF State Plan.</p>

Draft for Public Comment – February 9, 2011

	Agency/Entity	Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
x	<p>State/Territory agency responsible for programs for children with special needs</p> <p>This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs.</p>	<p>Lead Agency issued on-line survey to representatives of programs serving under Part C and part B, early intervention programs and other programs serving children with special needs to obtain guidance and consultation in development of the CCDF State Plan.</p>
	<p>State/Territory agency responsible for licensing (if separate from the Lead Agency)</p>	<p>Agency responsible for licensing is Lead Agency</p>
	<p>State/Territory agency with the Head Start Collaboration grant</p>	<p>Agency with Head Start Collaboration grant is Lead Agency</p>
x	<p>Statewide Advisory Council authorized by the Head Start Act</p>	<p>Lead Agency issued on-line survey to representatives of the AR Early Childhood Commission/State wide Advisory County/Partnership Council to obtain guidance and consultation in development of the CCDF State Plan.</p>
x	<p>Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services</p>	<p>Lead Agency issued on-line survey to representatives of programs providing early childhood and school-age/youth development services to obtain guidance and consultation in development of the CCDF State Plan.</p>
x	<p>State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)</p>	<p>Agency responsible for CACFP programs is Lead Agency.</p>
x	<p>State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant</p>	<p>Lead Agency issued on-line survey to representatives of AR Department of Health responsible for the Maternal and Early Childhood Home Visitation Programs grant to obtain guidance and consultation in development of the CCDF State Plan.</p>
x	<p>State/Territory agency responsible for public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health)</p>	<p>Lead Agency issued on-line survey to representatives of AR Department of Health responsible for the immunization programs and to other entities involved in program for children's social/emotional and mental health, including the Early Childhood Mental Health Consultation project participants to obtain guidance and consultation in development of the CCDF State Plan.</p>

Draft for Public Comment – February 9, 2011

Agency/Entity	Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
State/Territory agency responsible for child welfare	The Lead Agency has Quarterly meetings with the Division of Children and Family Services
State/Territory liaison for military child care programs or other military child care representatives	
State/Territory agency responsible for employment services/workforce development	The Lead Agency met with Department of workforce services.
State/Territory agency responsible for Temporary Assistance for Needy Families (TANF)	The Lead Agency met with Department of workforce services.
<input checked="" type="checkbox"/> Indian Tribes/Tribal Organizations <input checked="" type="checkbox"/> N/A: No such entities exist within the boundaries of the State	
<input checked="" type="checkbox"/> Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21	Lead Agency issued on-line survey to representatives of Strengthening Families, the AR Out of School Network, the Zero to Three Infant/Toddler Project, to obtain guidance and consultation in development of the CCDF State Plan.
<input checked="" type="checkbox"/> Provider groups, associations or labor organizations	Lead Agency issued on-line survey to representatives of the Arkansas Early Childhood Association, the AR Child Care Providers Association, the Arkansas Family Child Care Association and several local child care groups to obtain guidance and consultation in development of the CCDF State Plan.
Parent groups or organizations	
<input checked="" type="checkbox"/> Local community organizations (child care resource and referral, Red Cross)	Lead Agency issued on-line survey to representatives of all Child Care Resource and Referral agencies to obtain guidance and consultation in development of the CCDF State Plan.
<input checked="" type="checkbox"/> Other (Professional Development Steering Committee (Traveling Arkansas Professional Pathways-TAPP) and all Professional Development Contractors	Lead Agency issued on-line survey to representatives of AR Professional Development Steering Committee and all Professional development Contractors to obtain guidance and consultation in development of the CCDF State Plan.

1.4.2. Describe the Statewide/Territory-wide public hearing process held to provide the public an opportunity to comment on the provision of

Draft for Public Comment – February 9, 2011

child care services under this Plan. (658D(b)(1)(C), §98.14(c)) At a minimum, the description should include:

- a) Date(s) of notice of public hearing: May 2, 2011 **Reminder** - Must be at least 20 days prior to the date of the public hearing.
- b) How was the public notified about the public hearing? Eblast to 2,000 subscribers of the Better Beginnings web site, notice posted on the Child Care Licensing on-line notice board, notice posted on the Child Care vouchers internet billing notice board, direct emails to the AR Early Childhood Commission, Partnership Council, AR Head Start Directors Association and those persons responding to the CCDF Preliminary Priorities Survey that asked to be notified.
- c) Date(s) of public hearing(s): May 31, 2011 **Reminder** - Must be no earlier than 9 months before effective date of Plan (October 1, 2011).
- d) Hearing site(s): DHS Main Office @ 7th and Main Streets in Little Rock, AR Conference Room B
- e) How was the content of the Plan made available to the public in advance of the public hearing(s)? On-line posting and offer to provide paper copy if requested.
- f) How will the information provided by the public be taken into consideration in the provision of child care services under this Plan? All comments to be reviewed by Senior Leadership team of the Division for consideration and/or for changes to be made.

1.4.3. Describe any strategies used by the Lead Agency to increase public consultation on the Plan or access to the public hearing. For example, translating the public hearing notice into multiple languages, using a variety of sites or technology (e.g., video) for the public hearing, holding the hearing at times to accommodate parent and provider work schedules. _____

1.5. Coordination Activities to Support the Implementation of CCDF Services

Lead Agencies are required to *coordinate* with other Federal, State, local, Tribal (if applicable) and private agencies providing child care and early childhood development services (§98.12, §98.14(a),(b), §98.16(d)).

Definition - *Coordination* involves child care and early childhood and school-age development services efforts to work across multiple entities, both public and private (such as in connection with a State Early Childhood Comprehensive System (SECCS) grant or the State Advisory Council funded under the Head Start Act of 2007). (658D(b)(1)(D), §§98.12(a), 98.14(a)(1))

1.5.1. Identify and describe in the table below who the Lead Agency coordinates with in the delivery of child care and early childhood and school-age services (§98.14(a)(1)).

Draft for Public Comment – February 9, 2011

<p>Agency/Entity (check all that apply)</p>	<p>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</p>	<p>Describe the goals or results you are expecting from the coordination</p>
<p><input checked="" type="checkbox"/> Representatives of general purpose local government (required)</p> <p>This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.</p>	<p>Information sharing with all agencies listed to ensure adequate knowledge for referrals, parent education and provide framework for partnerships both locally and from state level offices.</p> <p>Representatives from these entities are active members of the AR Early Childhood Commission/Early Learning Council and the AR Early Childhood Comprehensive Systems Partnership Council</p>	<p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p> <p>Increase in information sharing and partnerships.</p> <p>Representatives from various agencies and entities serve on working groups related to Professional Development, Parent Education, Medical Homes, Early Care and Education and Social Emotional Learning. Active engagement is measured by evaluation of members on annual basis.</p>
<p><input checked="" type="checkbox"/> State/Territory agency responsible for public education (required)</p> <p>This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.</p>	<p>DCCECE is state administering agency for the public pre-K program in a joint collaboration with the AR Department of Education.</p> <p>DCCECE serves on the Steering committee of AR Out of School Network and supports AR Department of Education 21CCLC programs through program assessment and standards development.</p>	<p>Coordination of programs for public pre-K and CCDF programs to encourage before and after school, wrap-around and holiday/summer care for children. Referrals between programs.</p> <p>Collaboration in development of grant standards for the Positive Youth Development Act (a grant making authority for school age and youth development programs) including administration of the program aspects, evaluation and reporting.</p>

Draft for Public Comment – February 9, 2011

	<p>Agency/Entity (check all that apply)</p>	<p>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</p>	<p>Describe the goals or results you are expecting from the coordination</p> <p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p>
			<p>Issue new licensing requirements for stand-alone Out of School Time Programs</p>
<p align="center"><input checked="" type="checkbox"/></p>	<p>Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services (required)</p>	<p>Representatives from these entities are active members of the AR Early Childhood Commission/Early Learning Council and the AR Early Childhood Comprehensive Systems Partnership Council</p>	<p>Continued collaboration and partnerships in sharing of information between programs to increase access for families and children to high quality services.</p>
<p align="center"><input checked="" type="checkbox"/></p>	<p>State/Territory agency responsible for public health (required)</p> <p>This may include, but is not limited to, the agency responsible for immunizations and programs that promote children's emotional and mental health</p>	<p>Representatives from these entities are active members of the AR Early Childhood Commission/Early Learning Council and the AR Early Childhood Comprehensive Systems Partnership Council</p> <p>University of Arkansas Medical Sciences/Dept. of Family Medicine/Early Childhood Mental Health Consultation Project</p>	<p>Work of the AECCS Social Emotional Workgroup includes advising the AR Early Childhood Mental Health Consultation project: Project PLAY (Positive Learning for Arkansas' Youngest)</p> <p>Establishment of an Early Childhood Mental Health Consultation Credential training</p>
<p align="center"><input type="checkbox"/></p>	<p>State/Territory agency responsible for employment services / workforce development (required)</p>	<p>The Department of Workforce Services</p>	<p>The Department of Workforce Services goal is to enable the Arkansas workforce to compete in the global economy by linking a comprehensive array of</p>

Draft for Public Comment – February 9, 2011

<p>Agency/Entity (check all that apply)</p>	<p>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</p>	<p>Describe the goals or results you are expecting from the coordination</p> <p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p>
		<p>services for employers and job seekers.</p>
<p><input type="checkbox"/> State/Territory agency responsible for providing Temporary Assistance for Need Families (TANF) (required)</p>	<p>Department of Workforce Services/ Division of County Operation</p>	<p>The Department of Workforce Services will end the dependence of needy parents on government benefits by promoting job preparation, work, and marriage.</p>
<p><input type="checkbox"/> Indian Tribes/Tribal Organizations (required) <input type="checkbox"/> N/A: No such entities exist within the boundaries of the State</p>		
<p>For the remaining agencies, check and describe (optional) any with which the Lead Agency has chosen to coordinate early childhood and school-age service delivery</p>		
<p><input type="checkbox"/> State/Territory agency responsible for licensing (if separate from the Lead Agency)</p>	<p>DHS/DCCECE is the responsible lead agency</p>	
<p><input type="checkbox"/> State/Territory agency with the Head Start Collaboration grant</p>	<p>DHS/DCCECE is the responsible lead agency</p>	
<p><input type="checkbox"/> Statewide Advisory Council authorized by the Head Start Act</p>	<p>DHS/DCCECE is the responsible lead agency</p>	
<p><input type="checkbox"/> State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)</p>	<p>DHS/DCCECE is the responsible lead agency</p>	
<p><input checked="" type="checkbox"/> State/Territory agency responsible for programs for children with special needs This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs</p>	<p>DHS/Division of Developmental Disabilities/Part C and AR Department of Education/Part b</p>	<p>Collaborative sponsorship of SpecialQuest training for 5 local teams.</p>
<p><input checked="" type="checkbox"/> State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant</p>	<p>AR Department of Health</p>	<p>Division serves on Advisory Group for home visitation programs and supports Parents as Teachers and</p>

Draft for Public Comment – February 9, 2011

	Agency/Entity (check all that apply)	Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe the goals or results you are expecting from the coordination Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.
			HIPPY programs.
<input checked="" type="checkbox"/>	State/Territory agency responsible for child welfare	DHS/Division of Children and Family Services	Cooperative efforts related to foster care children to ensure high quality child care, DCCECE maintains all vouchers for Foster Care children. Support of the Zero to Three Court Team Project working with courts to support a continuum of care for children birth to five in the foster care system.
<input type="checkbox"/>	State/Territory liaison for military child care programs or other military child care representatives		
<input checked="" type="checkbox"/>	Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21	Children's Trust Fund/Strengthening Families Mott Statewide Afterschool Network/Ready by 21—AR Out of School Network	Inclusion of Strengthening Families participation in the AR Better Beginnings Standards. Expansion of high quality school age and youth development programs and policies
<input checked="" type="checkbox"/>	Local community organizations (child care resource and referral, Red Cross)	6 local child care resource and referral agencies	Supporting resource and referral core work and addition of child care Health Coordinators/Infant and Toddler Specialists; delivery of Ages and Stages training for child care providers, delivery of NAP-SACC/nutrition assessment and training and delivery of social emotional learning trainings through TIPS and Al's Caring Pals
<input checked="" type="checkbox"/>	Provider groups, associations or labor organizations	AR Early Childhood Association AR Child Care	Provision of scholarships for attendance at the Annual AECA conference

Draft for Public Comment – February 9, 2011

Agency/Entity (check all that apply)	Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe the goals or results you are expecting from the coordination
	Providers Association AR Family Child Care Providers Association	Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies. Provision of scholarships for attendance at the annual ACCPA conference Conference co-sponsor/grant funding for establishment of association
<input type="checkbox"/>	Parent groups or organizations	
<input checked="" type="checkbox"/>	Other AR Advocates for Children and Families/Invest Early Coalition	Public education and information sharing related to policies for young children and their families.

1.5.2. Does the State/Territory have a formal early childhood and/or school-age coordination plan? Lead Agencies are not required to have an early childhood nor a school-age coordination plan, but the State/Territory may have such plans for other purposes, including fulfilling requirements of other programs.

- Yes. If yes,
 - a) Provide the name of the entity responsible for the coordination plan(s):
AR Early Childhood Commission/serving as the State Advisory Council
 - b) Describe the age groups addressed by the plan(s):
birth-school-age
 - c) Indicate whether this entity also operates as the State Advisory Council (as authorized under the Head Start Act of 2007):

- Yes
- No

Provide a web address for the plan(s), if available:
 Plan is still under development, initial conceptual recommendations have been approved by the AR Early Childhood Commission and the AR Early Childhood Comprehensive Systems Partnership Council which are the two entities working to design and finalize a formal early childhood coordination plan. Once final the plan will be posted on www.arkansas.gov/childcare

No

1.5.3. Does the State/Territory have a designated entity(ies) responsible for coordination across early childhood and school-age programs?

(658D(b)(1)(D), §98.14(a)(1)) Check which entity(ies), if any, the State/Territory has chosen to designate.

State/Territory-wide early childhood and/or school-age cabinet/advisory council/task force/commission.

If yes, describe entity, age groups and the role of the Lead Agency

Arkansas Early Childhood Commission:

Coordination and collaboration are key factors in all planning and program implementation in Arkansas. The Arkansas Early Childhood Commission is the responsible entity for ensuring this coordination. The Commission established by legislative action is a governor-appointed group of 24 members. Web Site:

<http://www.arkansas.gov/childcare/services/aecc/index.html>

- a. Advising DCC/ECE on the administration of the Arkansas Child Care Facilities Loan Guarantee Trust Fund.
- b. Providing technical assistance in the design of training programs to enhance the skills of professionals in early childhood programs, including the development of an annual comprehensive training plan for providers.
- c. Examining the recommendations of national and regional groups and systems producing scientifically proven and cost-effective results used by others to provide child care and early childhood services.
- d. Assisting in the development of a comprehensive long-range plan for the expansion, development and implementation of early childhood programs in Arkansas, including recommending the allocation and expenditures of funds appropriated to the Arkansas Better Chance (ABC) Program.
- e. Facilitating coordination and communication among state agencies providing early childhood programs to promote non duplication and coordination of services in such programs and recommending a structure for the administration of the currently existing programs and any recommended programs.
- f. Advising the Arkansas Department of Education and other appropriate state agencies on the development of programmatic standards for early childhood education programs.
- g. Promoting strong local community support for early childhood education programs.
- h. Promoting public awareness of childcare and early childhood programs.
- i. From the applications submitted, making Child Care Appeal Review Panel selections from persons who meet the qualifications for service and who exhibit willingness and time commitment to serve on the panel.
- j. Approving all rules and regulations promulgated by DCC/ECE.

The AECC provides guidance to the Division on all aspects of early care/school-age and youth/development programs. The Lead Agency staffs the AECC and develops reports and recommendations for their consideration.

The Commission will serve as the Arkansas Early Learning Council and provide guidance across early care programs. The goals of the Commission's comprehensive plan as established at the AECC retreat are to increase the number of infants and toddlers served in quality, licensed programs annually; to increase parental involvement annually in a child's education through research-based models and programs to enhance outcomes and success in school; support implementation of QRIS; create an integrated system of professional development uniting the early childhood sectors-child care, Head Start, pre-k, public schools, early intervention and special education services.

- State Advisory Council (as described under the Head Start Act of 2007).
If yes, describe entity, age groups and the role of the Lead Agency _____
- Local Coordination/Council
If yes, describe entity, age groups and the role of the Lead Agency _____
- Other.
Describe _____
- None

1.5.4. Does the Lead Agency conduct or plan to conduct activities to encourage public-private partnerships that promote private sector involvement in meeting child care needs? (§98.16(d))

Yes. If yes, **describe** these activities or planned activities, including the tangible results expected from the public-private partnership

Arkansas Advocates for Children and Families

Partnerships exist between Arkansas Advocates for Children and Families (Web Site: www.aradvocates.org) and DCC/ECE in several areas. A major focus is support to the Arkansas Out of School Network (AOSN). The AOSN continues to be funded by the Mott Foundation with the Division as a partner to support expansion of the AOSN and school age/youth development programs.

Arkansas Advocates continues to be instrumental in supporting advocacy efforts to expand the public Pre K Program in Arkansas. As a co-collaborator with the Arkansas Early Childhood Association they served as the messengers of the need for high quality early care and education for young children. The collaborative group INVEST EARLY will continue as a partnership.

Arkansas Child Care Resource and Referral (ACCR&R) Network

- Local Child Care Resource and Referral, (CCR&R) agencies work in coordination with DCC/ECE in several projects. Web Site: www.arkansas.gov/childcare/programsupport/resource.html
- The Governor's Work Life Balance Initiative has a representative from the ARCCR&R Network. The local CCR&R's are actively involved in increased business participation in their communities.

Draft for Public Comment – February 9, 2011

- DCC/ECE meets with the local CCR&R staff on a quarterly basis to ensure consistency in service delivery. This has resulted in development of “new baby” boxes, used by the R&R to recruit business participation by offering the boxes to new parents.
- Marketing of the services available through the CCR&R network is completed through use of advertising and displays at statewide professional conferences.
- CCR&R’s statewide offer support to DCC/ECE in sponsoring public meetings to share information with the provider community.
- Local Child Care Resource and Referral agencies (CHILDREN of North Central Arkansas and REACH of Northeast Arkansas) both have active outreach and cooperation from the business community. Both receive financial backing and have business and Chamber of Commerce representatives serving on their Boards. These CCR&R’s receive support both financially and from CEO levels to continue the work of the R&R locally.
- Child Care Resource and Referral agencies also collaborate with local United Way organizations to support Success by Six projects. Two agencies have been recipients of the Success by Six projects; one is a current site.
- CHILDREN of North Central Arkansas is partnering with other businesses in the Independence County area to sponsor Imagination Library, the foundation sponsored by Dolly Parton that provides a book a month to children from birth to age 5. This effort reflects public and private donations and is in cooperation with United Way of Batesville

Governor’s Work Life Balance Initiative and State Wide Awards

The first Governor’s Family Friendly Employer Awards were presented on March 19, 2003. This was the result of a recommendation made by the Arkansas Corporate Champions for Children Task Force in August 2000 to recognize Arkansas employers for establishing and providing resources that support employees in balancing the needs of both work and family. This initiative has become an annual award event with the most recent held May 6, 2011 with Ellen Galinski as the keynote speaker. The initiative took on a re-framing in 2007 with a change in name to reflect the work-life balancing act that effect employees and employers. The Initiative has the following goals:

1. Recognize employers in Arkansas that demonstrate a commitment to policies and practices that address work-life balance.
2. Use the survey of nominees to gather comprehensive information about how Arkansas employers address work-life balance.
3. Distribute business-oriented child care resource guides and information on programs and polices considered best practices, which could be used as models for replication.

An advisory committee made up of a representative from each of the following partners directs the Arkansas Work Life Balance Initiative:

Draft for Public Comment – February 9, 2011

1. Office of the Governor
2. Arkansas Advocates for Children and Families
3. Arkansas Business Publishing Group
4. Arkansas Child Care Resource and Referral Network
5. Arkansas Department of Economic Development
6. Arkansas Department of Education
7. Arkansas Department of Human Services
8. Division of Child Care and Early Childhood Education (DCC/ECE)
9. Division of County Operations (DCO)
10. Arkansas Department of Workforce Education
11. Arkansas Department of Higher Education
12. Arkansas State Chamber of Commerce & Associated Industries of Arkansas
13. Arkansas Society of Human Resource Managers
14. Arkansas State University

The Division serves as the lead agency in funding and implementation of the Initiative through an out-source agreement with Arkansas State University. A panel of five judges makes selections. The first awards ceremony was held in March of 2003 and honored eleven employers as gold, silver, and bronze winners in different sizes of businesses and an overall Diamond winner. It is anticipated that this Initiative will continue to expand and increase business participation in work-life issues. Web Site: <http://www.arkansasbusiness.com/family>

Arkansas Department of Economic Development/Community Development Block Grant

A partnership with the Arkansas Department of Economic Development for distribution of \$900,000 in Community Development Block Grant funds for renovation/construction of child care facilities places the Division in a position of assisting county and local governments during planning stages of determining whether child care is necessary in the community. This involves local business and establishes a strong public-private partnership in increasing capacity of childcare opportunities in many areas of the state. Web Site: www.arkansas.gov/childcare/programsupport

School Readiness Indicators Initiative-Making Progress for Children

This Initiative encompasses representatives from the AR Early Childhood Comprehensive Systems Partnership Council, Higher Education, Department of Education, Department of Human Services, Head Start, Arkansas Children's Hospital, University of Arkansas Children's Data Center, Early Childhood Professionals, parents, teachers and school administrators, working together to develop and track indicators of school readiness. The major focus is on indicators of readiness for children, for families and communities and for schools. The identification of these specific indicators and trend analysis allows the state to develop policy changes to address the areas that need improvement. A group of four (4) national foundations supported this original effort in 2003 that included seventeen (17) states. The results of the collaborative effort was presented by the Governor in a press conference in April of 2004, the national report was released in

Draft for Public Comment – February 9, 2011

February of 2005. Arkansas continues to track and report on the identified indicators in our report *“Getting Ready for School: Children, Families, Schools, and Communities.”* The publication is available as a state report and reports are prepared for each of our 75 counties. Web Site:

www.arkansas.gov/childcare/services/gettingready.html

Arkansas Children’s Week

Children’s Week events planned at the state level with input from early childhood professionals across the state and are locally supported. Each year a theme is developed for the week. Teacher guidance and activity books, a series of state sponsored training sessions in twenty (20) locations throughout the state and massive public information are shared during the week. The Arkansas Early Childhood Commission sponsors the Outstanding Early Childhood Professional Awards each year, selecting from nominations made by professionals, parents and the general public. These persons are honored for their service to the state on behalf of young children. Web Site:

<http://chs.astate.edu/trainingoverview/archildweek.htm>

AECCS and AECCS Partnership Council

The AECCS plan and AECCS Partnership Council include activities to encourage public-private partnerships. Many of the AECCS strategies include working with private partners such as Arkansas Children’s Hospital, the private insurance liaison with the Arkansas Insurance Commission, United Way, AR Blue Cross/Blue Shield, and AR Advocates for Children and Families.

Marketing/Public Relations Campaign to Promote Quality in Child Care and to brand and introduce Better Beginnings the Arkansas Quality Rating Improvement System

A major component of the QRIS implementation plan is the development of a multi-faceted education and outreach campaign. A Public Relations Team, made up of public and private partners, has been working on a plan with two phases to focus on: (1) early childhood community (state agencies, educational practitioners, school administrators, etc.) to promote and support participation in Better Beginnings and (2) Arkansas citizens with a focus on the consumer of child care and early education services, such as business leaders, legislators, and the medical community. Partners from the private sector will continue to provide input to the plan. In addition, the private sector will be approached to help provide financial support for the social marketing campaign on quality in child care and Better Beginnings.

No.

1.6. Child Care Emergency Preparedness and Response Plan

It is recommended, but not required, that each Lead Agency develop a plan to address preparedness, response, and recovery efforts specific to child care services and programs. Plans should cover the following areas: 1) planning for continuation of services to CCDF families; 2)

Draft for Public Comment – February 9, 2011

coordination with other State/Territory agencies and key partners; 3) emergency preparedness regulatory requirements for child care providers; 4) provision of temporary child care services after a disaster; and 5) rebuilding child care after a disaster. For further guidance on developing Child Care Emergency Preparedness and Response Plans see the Information Memorandum (CCDF-ACF-IM-2011-XX) located on the Office of Child Care website at: http://www.acf.hhs.gov/programs/ccb/law/state_topic_emergency.

1.6.1. Indicate which of the following best describes the current status of your efforts in this area. Check only ONE.

Planning. Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated and how the plan will be coordinated with other emergency planning efforts within the State/Territory.

We are currently working on our rules for promulgation. These regulations go along with Act 801 of 2009 passed in our state, and we also have coordinated with the Arkansas Department of Emergency Management (ADEM). We anticipate getting approval to move forward to public comment later in Spring 2011, with the rules being implemented by late 2011.

The following regulations are from the most recent **DRAFT** of the regulations regarding emergency preparedness that are waiting to be promulgated.

Child Care Centers: **1201 Safety Requirements**

1. The facility shall have a written plan detailing the procedures to follow in the event of emergencies (fires, floods, tornadoes, utility disruptions, bomb threats, etc.) (Act 801 of 2009). The plan and procedures are required for emergencies that could cause structural damage to the facility, be identified as a threat by the Arkansas Department of Emergency Management or pose a health and/or safety hazard to the children and staff.
2. The written plan shall include the following information:
 - a. Designated relocation site and evacuation route
 - b. Procedures for notifying parents of relocation
 - c. Procedures for ensuring family reunification
 - d. Procedures to address the needs of individual children, including children with special needs
 - e. Procedures and documentation for annual training of staff regarding the plan and possible reassignment of staff duties in an emergency
 - f. Plans to ensure that all staff and volunteers are familiar with the components of the plan
3. The facility shall coordinate with local emergency management officials to plan for emergencies.
4. Written procedures and evacuation diagrams for emergency drills shall be posted in each classroom.

Draft for Public Comment – February 9, 2011

5. Fire and tornado drills shall be practiced each month as follows:
 - a. Fire and tornado drills shall be practiced on separate days and at different times of the day.
 - b. Everyone in the facility, to include all program types (i.e. infant & toddler), at the time of the drill shall participate in the drill
 - c. Staff, including volunteers and substitutes, shall be trained in emergency drill procedures
 - d. If applicable, the facility shall provide a crib with evacuation casters or equivalent that will provide one (1) bed for every six (6) infants, twelve (12) months and younger, that may be used for the safe evacuation of the infants.
6. The facility shall maintain a record of emergency drills. This record shall include:
 - a. Date of drill
 - b. Type of drill
 - c. Time of day
 - d. Number of children and staff participating in the drill
 - e. Length of time taken to reach safety
7. The facility shall maintain an evacuation pack that shall be taken on all drills and during actual emergency evacuations. The pack shall be easily accessible in an emergency and all staff shall know the location of the pack. The evacuation pack shall include, but is not limited to the following:
 - a. List of emergency numbers
 - b. List of all emergency and contact information for children
 - c. List of all emergency and contact information for staff
 - d. First aid kit (requirement 1101.6) with extra gloves
 - e. Kleenex
 - f. Battery powered flashlight and extra batteries
 - g. Battery powered radio and extra batteries
 - h. Hand sanitizer
 - i. Notepad and pens/pencils
 - j. Whistle
 - k. Disposable cups
 - l. Wet wipes
 - m. Emergency survival blanket
8. The facility shall notify the Licensing Unit of any damage to the building and/or grounds within one business day, or as soon as phone service is available.

Licensed Child Care Homes:

1201 Safety Requirements

1. The child care family home shall have a written plan detailing the procedures to follow in the event of emergencies (fires, floods, tornadoes, utility disruptions, bomb threats, etc.) (Act 801 of 2009). The plan and procedures are required for emergencies that could cause structural damage to the facility, be identified as a threat by the Arkansas Department of Emergency Management or pose a health and/or safety hazard to the children and staff.
2. The written plan shall include the following information:
 - a. Designated relocation site and evacuation route
 - b. Procedures for notifying parents of relocation
 - c. Procedures for ensuring family reunification
 - d. Procedures to address the needs of individual children, including children with special needs
 - e. Procedures and documentation for annual training of staff regarding the plan and possible reassignment of staff duties in an emergency
 - f. Plans to ensure that all caregivers and volunteers are familiar with the components of the plan
3. The child care family home shall coordinate with local emergency management officials to plan for emergencies.
4. Written procedures and evacuation diagrams for emergency drills shall be posted in each room used for childcare.
5. Fire and tornado drills shall be practiced each month as follows:
 - a. Fire and tornado drills shall be practiced on separate days and at different times of the day.
 - b. Everyone in the home at the time of the drill shall participate in the drill
 - c. Caregivers, including volunteers, shall be trained in safety drill procedures
6. The facility shall maintain a record of emergency drills. This record shall include:
 - a. Date of drill
 - b. Type of drill
 - c. Time of day
 - d. Number of children and caregivers participating in the drill
 - e. Length of time taken to reach safety
7. The child care family home shall maintain an evacuation pack that shall be taken on all drills and during real emergencies evacuations. The pack shall be easily accessible in an emergency and all caregivers shall know the location of the pack. The evacuation pack shall include, but is not limited to the following:

Draft for Public Comment – February 9, 2011

- a. List of emergency numbers
 - b. List of all emergency and contact information for children
 - c. List of all emergency and contact information for staff
 - d. First aid kit (requirement 1101.8) with extra gloves
 - e. Kleenex
 - f. Battery powered flashlight and extra batteries
 - g. Battery powered radio and extra batteries
 - h. Hand sanitizer
 - i. Notepad and pens/pencils
 - j. Whistle
 - k. Disposable cups
 - l. Wet wipes
 - m. Emergency survival blanket
8. The Licensee shall notify the Licensing Unit of any damage to the home and/or grounds within one business day, or as soon as phone service is available.

Registered Child Care Homes:

1201 Safety Requirements

1. The registered child care family home shall have a written plan detailing the procedures to follow in the event of emergencies (fires, floods, tornadoes, utility disruptions, bomb threats, etc.) (Act 801 of 2009). The plan and procedures are required for emergencies that could cause structural damage to the facility, be identified as a threat by the Arkansas Department of Emergency Management or pose a health and/or safety hazard to the children and staff.
2. The written plan shall include the following information:
 - a. Designated relocation site and evacuation route
 - b. Procedures for notifying parents of relocation
 - c. Procedures for ensuring family reunification
 - d. Procedures to address the needs of individual children, including children with special needs
 - e. Procedures and documentation for annual training of staff regarding the plan and possible reassignment of staff duties in an emergency
 - f. Plans to ensure that all caregivers and volunteers are familiar with the components of the plan
3. The registered child care family home shall coordinate with local emergency management officials to plan for emergencies.

Draft for Public Comment – February 9, 2011

4. Written procedures and evacuation diagrams for emergency drills shall be posted in each room used for childcare.
5. Fire and tornado drills shall be practiced each month as follows:
 - a. Fire and tornado drills shall be practiced on separate days and at different times of the day.
 - b. Everyone in the home at the time of the drill shall participate in the drill
 - c. Caregivers, including volunteers, shall be trained in safety drill procedures
6. The registered child care family home shall maintain a record of emergency drills. This record shall include:
 - a. Date of drill
 - b. Type of drill
 - c. Time of day
 - d. Number of children participating in the drill
 - e. Length of time taken to reach safety
7. The registered child care family home shall maintain an evacuation pack that shall be taken on all drills and during real emergencies evacuations. The pack shall be easily accessible in an emergency and all caregivers shall know the location of the pack. The evacuation pack shall include, but is not limited to the following:
 - a. List of emergency numbers
 - b. List of all emergency and contact information for children
 - c. List of all emergency and contact information for staff
 - d. First aid kit (requirement 1101.7) with extra gloves
 - e. Kleenex
 - f. Battery powered flashlight and extra batteries
 - g. Battery powered radio and extra batteries
 - h. Hand sanitizer
 - i. Notepad and pens/pencils
 - j. Whistle
 - k. Disposable cups
 - l. Wet wipes
 - m. Emergency survival blanket
8. The Registrant shall notify the Licensing Unit of any damage to the home and/or grounds within one business day, or as soon as phone service is available.

1.6.2. Indicate which of the core elements identified in the Information Memorandum are or will be covered in the Lead Agency child care emergency preparedness and response plan. Check which elements, if any, the Lead Agency includes in the plan.

Planning for continuation of services to CCDF families

Draft for Public Comment – February 9, 2011

- Coordination with other State/Territory agencies and key partners
- Emergency preparedness regulatory requirements for child care providers
- Provision of temporary child care services after a disaster
- Rebuilding child care facilities and infrastructure after a disaster - Our agency has a small fund for guaranteed loans which could be used after a disaster to rebuild. We will also respond to work with providers and communities to quickly evaluate, assess, and temporarily license alternative locations to prevent disruption of care.
- None

PART 2

CCDF SUBSIDY PROGRAM ADMINISTRATION

This section focuses on the child care assistance program. Lead Agencies are asked to describe their efforts to inform parents about the CCDF subsidy program and application policies and procedures, eligibility criteria, how Lead Agencies ensure continuity of care and parental choice of high quality settings for families, and sliding fee scale and payment rate policies and procedures.

2.1. Administration of the Program

The Lead Agency has broad authority to administer (i.e., establish rules) and operate (i.e., implement activities) the CCDF program through other governmental, non-governmental, or other public or private local agencies as long as it retains overall responsibility for the administration of the program. (658D(b), §98.11(a))

2.1.1. Which of the following CCDF program rules and policies are set or established at the State/Territory versus the local level? Identify the level at which the following CCDF program rules and policies are established.

- Eligibility rules and policies (e.g., income limits) are set by the:
 - State/Territory
 - Local entity. If checked, provide the name(s) of the local entity _____
 - Other. Describe: _____
- Sliding fee scale is set by the:
 - State/Territory
 - Local entity. If checked, provide the name(s) of the local entity _____
 - Other. Describe: _____
- Payment rates are set by the:
 - State/Territory
 - Local entity. If checked, provide the name(s) of the local entity _____
 - Other. Describe: _____

2.1.2. How is the CCDF program operated in your State/Territory? In the table below, identify which agency(ies) performs these CCDF services and activities.

Implementation of CCDF Services/Activities	Agency (Check all that apply)
Who determines eligibility? Note: If different for families receiving TANF benefits and families not receiving TANF benefits, please describe: _____	<input checked="" type="checkbox"/> CCDF Lead Agency <input checked="" type="checkbox"/> TANF agency <input checked="" type="checkbox"/> Other State/Territory agency. Describe. <u>DHS/ DCO/ Children and Family</u> <input checked="" type="checkbox"/> Local government agencies such as county welfare or social services

Draft for Public Comment – February 9, 2011

Implementation of CCDF Services/Activities	Agency (Check all that apply)
	departments <input type="checkbox"/> Child care resource and referral agencies <input type="checkbox"/> Community-based organizations <input type="checkbox"/> Other. Describe. _____
Who assists parents in locating child care (consumer education)?	<input checked="" type="checkbox"/> CCDF Lead Agency <input checked="" type="checkbox"/> TANF agency <input type="checkbox"/> Other State/Territory agency. Describe. _____ <input checked="" type="checkbox"/> Local government agencies such as county welfare or social services departments <input checked="" type="checkbox"/> Child care resource and referral agencies <input type="checkbox"/> Community-based organizations <input type="checkbox"/> Other. Describe. _____
Who issues payments?	<input checked="" type="checkbox"/> CCDF Lead Agency <input type="checkbox"/> TANF agency <input type="checkbox"/> Other State/Territory agency. Describe. _____ <input type="checkbox"/> Local government agencies such as county welfare or social services departments <input type="checkbox"/> Child care resource and referral agencies <input type="checkbox"/> Community-based organizations <input type="checkbox"/> Other. Describe. _____
Other. List and describe: _____	

2.2. Family Outreach and Application Process

Lead Agencies must inform parents of eligible children and the general public of the process by which they can apply for and potentially receive child care services. (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §§98.16(k), 98.30(a)-(e). **Note** - For any information in questions 2.2.1 through 2.2.10 that differs or will differ for families receiving TANF, please describe in 2.2.11.

2.2.1. By whom and how are parents informed of the availability of child care assistance services under CCDF? (658E(c)(2)(A), §98.30(a)) Check all agencies and strategies that will be used in your State/Territory.

- CCDF Lead Agency
- TANF offices
- Other government offices
- Child care resource and referral agencies
- Contractors
- Community-based organizations
- Public schools
- Internet (provide website): www.arkansas.gov/childcare
<https://access.arkansas.gov/>
- Promotional materials

Draft for Public Comment – February 9, 2011

- Community outreach meetings, workshops or other in-person meetings
- Radio and/or television
- Print media
- Other. Describe: ____

2.2.2. How can parents apply for CCDF services? Check all application methods that your State/Territory has chosen to implement.

- In person interview or orientation
- By mail
- By Phone/Fax
- Through the Internet (provide website) <https://access.arkansas.gov/>
- By Email
- Other. Describe: ____

2.2.3. Describe how the Lead Agency provides consumer education to parents applying for CCDF assistance to promote informed choices about the quality of care provided by various providers.

Lead Agencies must certify that the State/Territory will collect and disseminate to parents of eligible children and the general public, consumer education information that will promote informed child care choices (658E (c)(2)(G), §98.33).

For example, memorandums of understanding with resource and referral agencies to provide consumer education to families applying for CCDF assistance, providing parents with provider lists showing licensing history and/or Quality Rating and Improvement System (QRIS) ratings, or informational brochures that address importance of quality and different care options available.

Parents receive consumer education information about CCDF services from Child Care Providers; Arkansas DHS County Office Staff including Child Care Eligibility Specialists, TANF Staff, and Food Stamp Caseworkers; Arkansas Health Department Employees; Employers; Schools; Publications; Newspaper Articles; the DCC/ECE Web Site; and Television Broadcasts. Private, Non-Profit Child Care Resource and Referral staff makes referrals, as well as DCC/ECE licensing staff. The staff provide parents with provider listing showing licensing history and/ or Quality Rating and Improvement system, memorandums of understanding with resource and referrals, or information brochures regarding quality and different care options available.

Describe how the Lead Agency will support child care programs to increase the likelihood that CCDF-served children receive higher quality care as defined in your State/Territory. For example, methods used to promote upward movement in quality rating and improvement system, methods used to encourage high quality programs to participate in the subsidy program such as tiered reimbursement, or incentives used to support high quality programs in rural, suburban, urban, and low-income communities.

The Division has implemented a Coaching Project, assigning an early childhood coach to specific high-voucher usage child care programs to assist them in the

Draft for Public Comment – February 9, 2011

process of raising the level of quality of care for children. Coaches assist with establishing goals and direct staff in making improvements in policy, environment and scheduling. A mentor endorsement project trains mentors to work in peer to peer situations in assisting improvements and movement towards quality for child care programs. The Quality Initiative program enrolls child care centers and family child care homes in a one year agreement working towards meeting the quality standards of Better Beginnings. Training, technical assistance and assignment of a mentor provides intentional support for improvement. Each of these projects targets programs that are high-voucher usage in an attempt to increase the availability of quality care for children receiving subsidized care.

2.2.5. How will the Lead Agency promote access to the CCDF subsidy program? Check the strategies that will be implemented by your State/Territory.

- Increase access to program office/workers such as by:
 - Extending office hours
 - Accepting applications at multiple office locations
 - Providing a toll-free number for clients
 - Other. Describe: ____
- Simplify eligibility determination process such as by:
 - Simplifying the application form
 - Developing a single application for multiple programs
 - Developing web-based and/or phone-based application procedures
 - Coordinating eligibility policies across programs. List the program names Transitional Employment Assistance, Extended Support Services, Protective Services, Foster Care, Supportive Services
 - Streamlining verification procedures, such as linking to other program data systems
 - Providing information multi-lingually
 - Including temporary periods of unemployment in eligibility criteria for new applicants (job search, seasonal unemployment). Length of time 45 – 60 day job search pending the availability of funds
 - Other. Describe: ____
- Other. Describe: ____
- None

2.2.6. Describe the Lead Agencies policies to promote continuity of care for children and stability for families. Check the strategies, if any, that your State/Territory has chosen to implement.

- Provide CCDF assistance during periods of job search. Length of time 45 – 60 day job search pending the availability of funds
- Establish two-tiered income eligibility with a higher exit point than entry point to cover temporary changes in family's circumstances
- Synchronize review date across programs
- Longer eligibility re-determination periods (e.g., 1 year). Describe The length of eligibility is between one and twelve months.

Draft for Public Comment – February 9, 2011

- Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs. Describe ____
- Minimize reporting requirements for changes in eligibility criteria, such as changes in income above a certain threshold or change in employment
- Targeted case management to help families find and keep stable child care arrangements
- Using non-CCDF Funds to continue subsidy for families who no longer meet eligibility, such as for children who turn 13 years of age during the middle of a program year
- Other. Describe _____
- None

2.2.7. How will the Lead Agency reach out and provide services to eligible families with limited English proficiency? Check the strategies, if any, that your State/Territory has chosen to implement.

- Application in other languages
- Informational materials in non-English languages
- Training and technical assistance in non-English languages
- Website in non-English languages
- Lead Agency accepts applications at local community-based locations
- Bilingual caseworkers or translators available
- Other: ?
- None

2.2.8. How will the Lead Agency overcome language barriers with providers? Check the strategies, if any, that your State/Territory has chosen to implement.

- Informational materials in non-English languages
- Training and technical assistance in non-English languages
- CCDF health and safety requirements in non-English languages
- Provider contracts or agreements in non-English languages
- Website in non-English languages
- Bilingual caseworkers or translators available
- Other: Lead Agency will add bi-lingual (English-Spanish) recommendation to our hiring processes
- None

2.2.9. Describe how the Lead Agency documents and verifies applicant information using the table below. (§98.20(a)) Check the strategies that will be implemented by your State/Territory. **Attach** a copy of your parent application for the child care subsidy program(s) as **Attachment 2.2.9** or provide a web address, if available _____

The Lead Agency requires documentation of:	Describe how the Lead Agency documents and verifies applicant information:
---	---

Draft for Public Comment – February 9, 2011

<input checked="" type="checkbox"/> Applicant identity	SSN
<input checked="" type="checkbox"/> Household composition	Application and Data systems
<input checked="" type="checkbox"/> Applicant's relationship to the child	Birth Certificates, Application, Data Systems, SSN
<input checked="" type="checkbox"/> Child's information	Data System, Birth Certificates
<input checked="" type="checkbox"/> Work, Job Training or Educational Program	Pay Check Stubs, DCO 97 form, W-9 income tax statement.
<input checked="" type="checkbox"/> Income	Pay Check Stubs, DCO 97 form, W-9 income tax statement
<input type="checkbox"/> Other. Describe _____	

2.2.10. Which strategies, if any, will the Lead Agency use to assure the timeliness of eligibility determinations upon receipt of applications?

- Policy on length of time for making eligibility determinations. Describe length of time _____
- Track and monitor the eligibility determination process
- Other. Describe ____
- None

2.2.11. Are the policies, strategies or processes provided in questions 2.1.1. through 2.1.10 different for families receiving TANF? (658E(c)(2)(H) & (3)(D), §§98.16(g)(4), 98.33(b), 98.50(e))

- Yes. If yes, describe
Families receiving TANF services are eligible for child care serves. Child Care determination is based on the DWS eligibility guidelines for TANF. The Child Care referral is made electronically for the first 6 months by a DWS Case Manager to the DCCECE Family Support Eligibility Worker. This process is specific to Jefferson and Pulaski County only. This is the process for both Transitional Employment Assistance (TEA) and Extended Support Services (ESS).
- No.

2.2.12. Informing parents who receive TANF benefits about the exception to the individual penalties associated with the TANF work requirement

The regulations at §98.33(b) require the Lead Agency to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child under 6 years of age. Lead Agencies must coordinate with TANF programs to ensure, pursuant that TANF families with young children will be informed of their right not to be sanctioned if they meet the criteria set forth by the State TANF agency in accordance with section 407(e)(2) of the Social Security Act.

In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to

Draft for Public Comment – February 9, 2011

obtain needed child care. **NOTE:** The TANF agency, not the CCDF Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record.

a) Identify the TANF agency that established these criteria or definitions:

State/Territory TANF Agency
AR Department of Workforce Services

b) Provide the following definitions established by the TANF agency.

- "appropriate child care": Child Care that meets the minimum health and safety standards and guidelines established by the Division of Child Care and Early Childhood Education Licensing Rules and Regulations. All care must be provided in a center, licensed day care home, a registered or a relative home.
- "reasonable distance": The travel time from the parent's home to his or her place of employment must not exceed more than 30 minutes one way in order to be required to place a child in child care.
- "unsuitability of informal child care": Care which does not meet the developmental needs of the child or care that has been determined not to be in the best interest of the child or parent.
- "affordable child care arrangements": Care provided at no charge to the family for the first year after the family's TANF case closes due to employment assures affordable care. The sliding fee scale is applied after the first year.

c) How are parents who receive TANF benefits informed about the exception to individual penalties associated with the TANF work requirements?

- In writing
 Verbally
 Other: _____

2.3. Eligibility Criteria for Child Care

In order to be eligible for services, children must (1) be under the age of 13, or under the age of 19 if the child is physically or mentally disabled or under court supervision; (2) reside with a family whose income is less than 85 percent of the State's median income for a family of the same size; and (3) reside with a parent or parents who is working or attending job training or an educational program; or (4) be receiving or needs to receive protective services. (658P(3), §98.20(a))

2.3.1. How does the Lead Agency define the following eligibility terms?

residing with – Living with or in a household with a parent or legal guardian or other individual standing in loco parentis.

in loco parentis – A person having physical custody of the child. The person has assumed guardianship and responsibility for the child. Day care can be

Draft for Public Comment – February 9, 2011

provided for this person to enable employment training, or education, however the income of that person (regardless of relationship to the child) will be counted in determining eligibility and setting fees for service.

2.3.2. Eligibility Criteria Based Upon Age

- a) The Lead Agency serves children from 6 weeks to 13 years (maximum age under age 13).
- b) Does the Lead Agency allow CCDF-funded child care for children age 13 and above but below age 19 years who are physically and/or mentally incapable of self-care? (658E(c)(3)(B), 658P(3), §98.20(a)(1)(ii))
- Yes, and the upper age is 18. Provide the Lead Agency definition of *physical or mental incapacity* –
A child who has a physical or mental condition which substantially limits one or more major life activities, who has a record of such an impairment, or who is regarded as having such an impairment, or and diagnosed by a licensed medical or psychological practitioner.
- No.
- c) Does the Lead Agency allow CCDF-funded child care for children age 13 and above but below age 19 years who are under court supervision? (658P(3), 658E(c)(3)(B), §98.20(a)(1)(ii))
- Yes, and the upper age is Foster Care/Protective Services Special need
- No.

2.3.3. Eligibility Criteria Based Upon Work, Job Training or Educational Program

a) How does the Lead Agency define “working” for the purposes of eligibility? Provide a narrative description below, including allowable activities and if a minimum number of hours is required.

Reminder – Lead Agencies have the flexibility to include any work-related activities in its definition of working, including periods of job search and travel time. (§§98.16(f)(3), 98.20(b))

working – To work, to be employed and receive payment for the work either by cash or in-kind, seeking or obtaining employment, making contact with potential employers, applying for vacancies, and interviewing for jobs.

Draft for Public Comment – February 9, 2011

b) Does the Lead Agency provide CCDF child care assistance to parents who are attending job training or an educational program? (§§98.16(g)(5), 98.20(b))

Yes. If yes, how does the Lead Agency define “attending job training or educational program” for the purposes of eligibility? Provide a narrative description below.

Reminder – Lead Agencies have the flexibility to include any training or education-related activities in its definition of job training or education, including study time and travel time.

attending job training or educational program

A job training or an accredited educational program and officially enrolled in and participating in the program. Parents must currently be enrolled a minimum of fifteen (15) credit hours to be eligible for assistance. This will be changed during the planning period to twelve (12) hours.

No.

2.3.4. Eligibility Criteria Based Upon Receiving or Needing to Receive Protective Services

a) Does the Lead Agency provide child care to children in protective services? (§§98.16(f)(7), 98.20(a)(3)(ii)(A) & (B))

Yes. If yes, how does the Lead Agency define “protective services” for the purposes of eligibility? Provide a narrative description below.

Reminder – Lead Agencies have the flexibility to define protective services beyond formal child welfare or foster care cases. Lead Agencies may elect to include homeless children and other vulnerable populations in the definition of protective services.

Note – If the Lead Agency elects to provide CCDF-funded child care to children in foster care whose foster care parents are not working, or who are not in education/training activities for CCDF purposes these children are considered to be in protective services and should be included in this definition.

protective services

Services provided to children to prevent abuse or neglect and to strengthen family functioning and overall well-being of children

No.

Draft for Public Comment – February 9, 2011

b) Does the Lead Agency waive, on a case-by-case basis, the co-payment and income eligibility requirements for cases in which children receive, or need to receive, protective services? (658E(c)(3)(B), 658P(3)(C)(ii), §98.20(a)(3)(ii)(A))

- Yes.
 No.

2.3.5. Income Eligibility Criteria

a) How does the Lead Agency define “income” for the purposes of eligibility? Provide the Lead Agency’s definition of “income” for purposes of eligibility determination. (§§98.16(g)(5), 98.20(b))

income

Income can be classified as earned or unearned. The family is required to report all income at the time of application, including any income that is anticipated to be regularly received during the certification period. All earned and unearned income of each household member is counted unless specifically excluded in policy.

Countable income from all household parents/guardians age 18 and over (or under 18 and emancipated) shall be considered in the budget. Where adults other than spouses reside together, each may be considered a separate eligibility unit if each adult has their own income and is responsible for their own family's expenses.

b) Which of the following sources of income, if any, will the Lead Agency exclude from calculations of total family income for the purposes of eligibility determination? Check any income the Lead Agency chooses to exclude, if any.

- Adoption subsidies
- Foster care payments
- Alimony received or paid
- Child support received
- Child support paid
- Federal nutrition programs
- Federal and/or State/Territory tax credits
- Housing allotments, Low-Income Energy Assistance Program (LIHEAP) or energy assistance
- Medical expenses or health insurance related expenses
- Military housing or other allotment/bonuses
- Scholarships, education loans, grants, income from work study
- Social Security Income
- Supplemental Security Income (SSI)
- Veteran’s benefits
- Unemployment Insurance

Draft for Public Comment – February 9, 2011

- Temporary Assistance for Needy Families (TANF)
- Worker Compensation
- Other types of income not listed above _____
- None

c) Whose income will be excluded, if any, for purposes of eligibility determination? Check anyone the Lead Agency chooses to exclude, if any.

- Children under age 18
- Children age 18 and over – still attending school
- Teen parents living with parents
- Unrelated members of household
- All members of household except for parents/legal guardians
- Other _____
- None

d) Provide the CCDF income eligibility limits in the table below. **Complete** columns (a) and (b) based upon maximum eligibility initial entry into the CCDF program. Complete Columns (c) and (d) **ONLY IF** the Lead Agency is using income eligibility limits lower than 85% of the SMI.

Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b) 85% of State Median Income (SMI) (\$/month) [Multiply (a) by 0.85]	IF APPLICABLE	
			Income Level if lower than 85% SMI	
			(c) \$/month	(d) % of SMI [Divide (c) by (a), multiply by 100]
1	\$2649	\$2252	\$1589	60%
2	\$3395	\$2886	\$2037	60%
3	\$3770	\$3205	\$2262	60%
4	\$4492	\$3818	\$2695	60%
5	\$5067	\$4307	\$3040	60%

Reminder - Income limits must be provided in terms of State Median Income (SMI) (or Territory Median Income) even if federal poverty level is used in implementing the program. (§98.20(a)(2)). FY 2011 poverty guidelines are available at <http://aspe.hhs.gov/poverty/11poverty.shtml>.

e) Will the Lead Agency have “tiered eligibility” (i.e., a separate income limit at re-determination to remain eligible for the CCDF program)?

- Yes. If yes, **provide** the requested information from the table in 2.3.5d and **describe** _____.

Note: This information can be included in a separate table, or by placing a “/” between the entry and exit levels in the above table.

- No.

f) SMI Year 2007 and SMI Source

g) These eligibility limits in column (c) became or will become effective on: 2008

2.3.6. Eligibility Re-determination

a) What is the re-determination period upon initial authorization of CCDF services for most families?

- 6 months
- 12 months
- 24 months
- Other. Describe Arkansas is preparing for one (1) year authorizations
- Length of eligibility varies by county or other jurisdiction. Describe _____

b) Is the re-determination period the same for all CCDF eligible families?

- Yes.
- No. If no, **identify** those families where eligibility authorizations differ and the length of re-determination for those families. **Check which families for whom authorizations are different.**
 - Families enrolled in Head Start and/or Early Head Start Programs. Re-determination period _____
 - Families enrolled in pre-kindergarten programs. Re-determination period _____
 - Families receiving TANF. Re-determination period _____
 - Families who are very-low income, but not receiving TANF. Re-determination period _____
 - Other. Describe _____

2.3.7. Waiting Lists

Describe the Lead Agency's waiting list status. Select **ONE** of these options.

- Lead Agency currently does not have a waiting list and:
 - All eligible families *who apply* will be served under State/Territory eligibility rules
 - Not all eligible families *who apply* will be served under State/Territory eligibility rules
- Lead Agency has an active waiting list for:
 - Any eligible family who applies when they cannot be served at the time of application

Draft for Public Comment – February 9, 2011

- Only certain eligible families. Describe those families:
 Other. Describe _____

2.3.8. Appeal Process for Eligibility Determinations

Describe the process for families to appeal eligibility determinations
Whenever an application is denied, or an adverse action is taken, the casehead will be informed in writing of the decision and of the right for a review of the decision. The notice must state that the casehead has ten (10) days from the date of the Notice of Action (DCC-531) in which to submit a request for Internal Review of the decision. The complete Internal Review and Appeal Process is outlined in Sections 1.5.2 and 1.5.3 of the procedure manual. The casehead or an individual action on behalf of a casehead, may request an Internal Review.

2.4. Sliding Fee Scale and Family Contribution

The statute and regulations require Lead Agencies to establish a sliding fee scale that varies based on income and the size of the family to be used in determining each family's contribution (i.e., co-payment) to the cost of child care (658E(c)(3)(B) §98.42).

2.4.1. Attach a copy of the sliding fee scale as Attachment 2.4.1. The attached sliding fee scale was or will be effective as of: 2008

2.4.2. Will the attached sliding fee scale provided as Attachment 2.4.1. be used in all parts of the State/Territory?

- Yes
 No. If no, attach other sliding fee scales and their effective date(s) as **Attachment 2.4.2a, 2.4.2b, etc.**

2.4.3. What income source and year will be used in creating the sliding fee scale? (658E(c)(3)(B)) Check only one option.

- State Median Income, Year: 2007
 Federal Poverty Level, Year: _____
 Income source and year varies by geographic region. Describe income source and year: _____
 Other. Describe income source and year: _____

2.4.4. How will the family's contribution be calculated and to whom will it be applied? Check all that the Lead Agency has chosen to use. (§98.42(b))

- Fee as dollar amount and
 Fee is per child with the same fee for each child
 Fee is per child and discounted fee for two or more children
 No additional fee charged after certain number of children
 Fee per family

Draft for Public Comment – February 9, 2011

- Fee as percent of income and
 - Fee is per child with the same fee for each child
 - Fee is per child and discounted fee for two or more children
 - No additional fee charged after certain number of children
 - Fee per family
- Contribution schedule varies by geographic area
- Other. Describe In Arkansas, the family contribution to the cost of care ranges from 0% to 80% of cost of care. Our state uses a sliding fee scale to determine the percent ranges for co-payment/fee. The amount of co-pay/fee is based on the family size and income.

If the Lead Agency checked more than one of the options above, describe _____

2.4.5. Will the Lead Agency use other factors in addition to income and family size to determine each family's contribution to the cost of child care? (658E(c)(3)(B), §98.42(b))

- Yes, and describe those additional factors:
- No.

2.4.6. The Lead Agency may waive contributions from families whose incomes are at or below the poverty level for a family of the same size. (§98.42(c)). Select ONE of these options.

Reminder – Lead Agencies are reminded that the co-payments may be waived for only two circumstances - for families at or below the poverty level or on a case-by-case basis for children falling under the definition of “protective services” (as defined in 2.3.4.a).

- ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.
- NO families with income at or below the poverty level for a family of the same size ARE required to pay a fee. The poverty level used by the Lead Agency for a family of 3 is: \$18,097
- SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. The Lead Agency waives the fee for the following families: _____

2.5. Prioritizing Services for Eligible Children and Families

At a minimum, CCDF requires Lead Agencies to give priority for child care assistance to children with special needs, or in families with very low incomes. Prioritization of CCDF assistance services is not limited to eligibility determination (i.e., establishment of a waiting list or ranking of eligible families in priority order to be served). Lead Agencies may fulfill priority requirements in other ways such as higher payment rates for providers caring for children with special needs or waiving co-

Draft for Public Comment – February 9, 2011

payments for families with very low incomes (at or below the federal poverty level). (658E(c)(3)(B), §98.44)

2.5.1. How will the Lead Agency prioritize child care services to children with special needs or in families with very low incomes? (658E(c)(3)(B), §98.44) Lead Agencies have the discretion to define *children with special needs* and *children in families with very low incomes*. Lead Agencies are not limited in defining *children with special needs* to only those children with physical or mental disabilities (e.g., with a formal Individual Education Plan (IEP) required under the Individuals with Disabilities Education Act (IDEA)). Lead Agencies could consider children in the child welfare system, children of teen parents, or homeless children as examples of *children with special needs*.

How will the Lead Agency prioritize CCDF services for:	Eligibility Priority (Check only one)	Is there a time limit on the eligibility priority or guarantee?	Other Priority Rules
<p>Children with special needs</p> <p>Provide the Lead Agency definition of <i>Children with Special Needs</i> The classification given a child who requires child care because of a condition documented by a physician, a licensed psychologist or a court order</p>	<p><input checked="" type="checkbox"/> Priority over other CCDF-eligible families</p> <p><input type="checkbox"/> Same priority as other CCDF-eligible families</p> <p><input type="checkbox"/> Guaranteed subsidy eligibility</p> <p><input type="checkbox"/> Other. Describe _____</p>	<p><input checked="" type="checkbox"/> Yes. The time limit is: <u>60</u> months</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Different eligibility thresholds. Describe _____</p> <p><input type="checkbox"/> Higher rates for providers caring for children with special needs requiring additional care</p> <p><input type="checkbox"/> Prioritizes quality funds for providers serving these children</p> <p><input type="checkbox"/> Other. Describe _____</p>
<p>Children in families with very low incomes</p> <p>Provide the Lead Agency definition of <i>Children in Families with Very Low Incomes</i> Children who families income fall below the federal poverty level or has Zero income.</p>	<p><input type="checkbox"/> Priority over other CCDF-eligible families</p> <p><input type="checkbox"/> Same priority as other CCDF-eligible families</p> <p><input type="checkbox"/> Guaranteed subsidy eligibility</p> <p><input type="checkbox"/> Other. Describe _____</p>	<p><input type="checkbox"/> Yes. The time limit is: <u>60</u> months</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Different eligibility thresholds. Describe _____</p> <p><input type="checkbox"/> Waiving co-payments for families with incomes at or below the Federal Poverty Level</p> <p><input type="checkbox"/> Other. Describe _____</p>

2.5.2. How will CCDF funds be used to provide child care assistance to meet the needs of families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF?

(658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4))

Reminder - CCDF requires that not less than 70 percent of CCDF Mandatory and Matching funds be used to provide child care assistance for families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF.

- Use priority rules to meet the needs of TANF families
- Waive fees (co-payments) for some or all TANF families who are below poverty level
- Coordinate with other entities (i.e. TANF office, other State/Territory agencies, and contractors)
- Other: _____

2.5.3. List and define any other eligibility conditions, priority rules and definitions that will be established by the Lead Agency. (658E(c)(3)(B), §98.16(g)(5), §98.20(b)) **Reminder** – Lead Agencies are reminded that any eligibility criteria and terms provided below must comply with the eligibility requirements of §98.20 and provided in section 2.2. Any priority rules provided must comply with the priority requirements of §98.44 and provided in section 2.4.1.

Term(s)	Definition(s)

2.6. Parental Choice In Relation to Certificates, Grants or Contracts

The parent(s) of each eligible child who receives or is offered financial assistance for child care services has the option of either enrolling such child with a provider that has a grant or contract for the provision of service or receiving a child care certificate. (658E(c)(2)(A), §98.15(a))

2.6.1. Child Care Certificates

a) When is the child care certificate (also referred to as voucher or authorization) issued to parents? (658E(c)(2)(A)(iii), 658P(2), §98.2, §98.30(c)(4) & (e)(1) & (2))

- Before parent has selected a provider
- After parent has selected a provider
- Other. Describe ____

b) How does the Lead Agency inform parents that the child care certificate permits them to choose from a variety of child care categories, including child care centers, child care group homes, family child care homes, and in-home providers? (§98.30(e)(2))

Draft for Public Comment – February 9, 2011

- Certificate form provides information about choice of providers
- Certificate is not linked to a specific provider so parents can choose provider of choice
- Consumer education materials (flyers, forms, brochures)
- Referral to child care resource and referral agencies
- Verbal communication at the time of application
- Public Services Announcement
- Agency Website: _____
- Community outreach meetings, workshops, other in person activities
- Multiple points of communication throughout the eligibility and renew process
- Other. Describe _____

c) What information is included on the child care certificate? **Attach a copy of the child care certificate as Attachment 2.6.1.** (658E(c)(2)(A)(iii))

- Authorized provider(s)
- Authorized payment rate(s)
- Authorized hours
- Co-payment amount
- Authorization period
- Other. Describe _____

d) What is the estimated proportion of services that will be available for child care services through certificates? 100%

2.6.2. Child Care Services Available through Grants or Contracts

a) In addition to offering certificates, does the Lead Agency provide child care services through grants or contracts for child care slots? (658A(b)(1), 658P(4), §§98.16(g)(1), 98.30(a)(1) & (b)). **Note:** Do not check “yes” if every provider is simply required to sign an agreement in order to be paid in the certificate program.

Yes. If yes, **describe** the type(s) of child care services available through grants or contracts, the process for accessing grants or contracts, and the range of providers that will be available through grants or contracts: The lead agency would like to provide grants or contracts for wrap around services for Head Start, Early Head Start, pre-k, summer Programs to serve infant/toddler, and School-age programs.

No.

Draft for Public Comment – February 9, 2011

b) Will the Lead Agency use grants or contracts for child care services to achieve any of the following? Check the strategies, if any, that your State/Territory chooses to implement.

- Increase the supply of specific types of care
 - Programs to serve children with special needs
 - Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs
 - Programs to serve infant/toddler
 - School-age programs
 - Center-based providers
 - Family child care providers
 - Group-home providers
 - Programs that serve specific geographic areas
 - Urban
 - Rural
 - Other. Describe _____
- Support programs in providing higher quality services
- Support programs in providing comprehensive services
- Serve underserved families. Specify: _____
- Other. Describe _____

c) Are child care services provided through grants or contracts offered throughout the State/Territory? (658E(a), §98.16(g)(3))

- Yes.
- No, and **identify** the localities (political subdivisions) and services that are not offered: _____

d) How are payment rates for child care services provided through grants/contracts determined? NA

e) What is the estimated proportion of direct services that will be available for child care services through grants/contracts? NA

2.6.3. How will the Lead Agency inform parents and providers of policies and procedures for affording parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds? (658E(c)(2)(B), §98.31) Check the strategies that will be implemented by your State/Territory.

- Signed declaration
- Parent Application
- Parent Orientation
- Provider Agreement
- Provider Orientation
- Other. Describe:

Draft for Public Comment – February 9, 2011

Licensing and registration requirements state that parents shall not be denied access to their child for any reason. This requirement ensures that parents have full access to their child at any time during the child's day at the center or home. Failure to comply with this requirement would result in revocation of the license.

2.6.4. The Lead Agency must allow for in-home care (i.e., care provided in the child's own home) but may limit its use. (§§98.16(g)(2), 98.30(e)(1)(iv)) Will the Lead Agency limit the use of in-home care in any way?

- No
- Yes. If checked, what limits will the Lead Agency set on the use of in-home care? Check all limits the Lead Agency will establish.
- Restricted based on minimum number of children in the care of the provider to meet minimum wage law or Fair Labor Standards Act
 - Restricted based on provider meeting a minimum age requirement
 - Restricted based on hours of care (certain number of hours, non-traditional work hours)
 - Restricted to care by relatives
 - Restricted to care for children with special needs or medical condition
 - Restricted to in-home providers that meet some basic health and safety requirements
 - Other. Describe Must meet same family home registration standards enforced by the Licensing Unit.

2.6.5. Describe how the Lead Agency maintains a record of substantiated parental complaints about providers and makes substantiated parental complaints available to the public on request. (658E(c)(2)(C), §98.32) _
Licensing??

2.7. Payment Rates for Child Care Services

The statute at 658E(c)(4) and the regulations at §98.43(b)(1) require the Lead Agency to establish adequate payment rates for child care services that ensure eligible children equal access to comparable care.

2.7.1. Provide a copy of your payment rates as Attachment 2.7.1. The attached payment rates were or will be effective as of: ____.

2.7.2. Are the attached payment rates provided in Attachment 2.7.1 used in all parts of the State/Territory?

- Yes.
- No. If no, attach other payment rates and their effective date(s) as **Attachment 2.7.2a, 2.7.2b**, etc.

2.7.3. Which strategies, if any, will the Lead Agency use to ensure the timeliness of payments?

Draft for Public Comment – February 9, 2011

- Policy on length of time for making payments. Describe length of time _____
- Track and monitor the payment process
- Other. Describe _____
- None

2.7.4. Market Rate Survey

Lead Agencies must complete a local Market Rate Survey (MRS) no earlier than two years prior to the effective date of the Plan (no earlier than October 1, 2009). The MRS must be completed prior to the submission of the CCDF Plan (see Program Instruction CCDF-ACF-PI-2009-02

<http://www.acf.hhs.gov/programs/ccb/law/guidance/current/pi2009-02/pi2009-02.htm> for more information on the MRS deadline).

a) Provide the month and year when the local Market Rate Survey(s) was completed (§98.43(b)(2)): February 2011.

b) Attach a copy of the **MRS instrument** and a **summary of the results** of the survey as **Attachment 2.7.4**. For Lead Agencies that use an administrative provider database, provide a copy of the intake form as the instrument. The summary should include a description of the sample population, data source, the type of methodology used, response rate, description of analyses, and key findings.

2.7.5. Will the Lead Agency use the local Market Rate Survey identified in 2.7.4a (i.e., the most recent MRS) to set its payment rates?

- Yes
- No

If no, list the MRS year that the payment rate ceiling is based upon _____

2.7.6. At what percentile of the most recent local MRS are or will payment rates be set? Provide the percentile for your payment rate ceiling in relation to the most recent survey and **describe** 75th percentile.

Note: Identify the percentile where payment rates fall according to the most recent local MRS (identified in 2.6.4a) regardless of whether or not you use the most recent survey to set rates. If the percentile(s) varies across categories of care (e.g., different for centers and family child care homes), regions or ages of children, provide the range of the highest and lowest percentile in relation to the most recent survey.

2.7.7. Will the Lead Agency provide any type of tiered reimbursement or differential rates on top of its base reimbursement rates for providing care for children receiving CCDF subsidies? Check which types of tiered reimbursement, if any, the Lead Agency has chosen to implement.

Draft for Public Comment – February 9, 2011

- Differential rate for nontraditional hours. Describe _____
- Differential rate for children with special needs as defined by the State/Territory. Describe _____
- Differential rate for infants and toddlers. Describe _____
- Differential rate for school-age programs. Describe _____
- Differential rate for higher quality as defined by the State/Territory. Describe _____
- Other differential rate. Describe :

- None.

2.7.8. Will the Lead Agency allow providers to charge parents any additional fees? Check the policies, if any, the Lead Agency has chosen to establish regarding additional fees.

- Providers are allowed to charge the difference between the maximum reimbursement rate and their private pay rate
- Providers are allowed to charge registration fees
- Providers are allowed to charge for transportation fees
- Providers are allowed to charge for meals.
- Providers are allowed to charge additional incidental fees such as field trips or supplies
- Policies vary across region, counties and or geographic areas. Describe ____
- No, providers may not charge parents any additional fees
- Other. Describe late fees, Quality Centers can charge the difference between the County Cap Rate and the regular rate.

- None

2.7.9. Describe how payment rates are adequate to ensure equal access to the full range of providers based on the Market Rate Survey.

CCDF regulations require the Lead Agency to certify that the payment rates for the provision of child care services are sufficient to ensure equal access for eligible families to child care services comparable to those provided to families not eligible to receive CCDF assistance. To demonstrate equal access, the Lead Agency shall provide at a minimum a summary of facts describing: (§98.43(a))

- a) How a choice of the full range of providers, e.g., child care centers, family child care homes, group child care homes and in-home care, is made available (§98.43(a)(1)) _____

- b) How payment rates are adequate based on the most recent local MRS (§98.43(a)(2)) Payment rates are established based on the county cap rates established during the Market Rate Survey. Providers have to option of changing their rates Twice per calendar year.

Draft for Public Comment – February 9, 2011

c) How family co-payments based on a sliding fee scale are affordable (\$98.43(a)(3)) Family co-payments amounts are based on the family's gross income and household size. 60% of the state medium income level.

d) Any additional facts the Lead Agency considered to determine that its payment rates ensure equal access _____

2.7.10 Goals for the next Biennium – What are the Lead Agency's goals for the administration of the CCDF subsidy program in the coming Biennium? For example, what progress does the State/Territory expect to make on continuing improved services to parents and providers, continuity of care for children, improving outreach to parents and providers, building or expanding information technology systems, or revising rate setting policies or practices) The State of Arkansas will increase its quality rating improvement system by providing incentives to facilities improving quality.

CCDF Program Eligibility Specialists will provide face to face interviews with voucher clients and will visit with providers as means of community outreach. CCDF case managers will visit High Schools in efforts of working with Teen Parents and provide resources to clients as necessary.

The State of Arkansas is currently working on an automatize system for providers who are interesting in receiving voucher reimbursement by creating an Online agreement for provider to complete prior to receiving reimbursement for services.

Part 3

Health and Safety and Quality Improvement Activities

In this section, Lead Agencies are asked to describe their goals and plans for implementation of child care quality improvement activities. Under the Child Care and Development Block Grant Act, Lead Agencies have significant responsibility for ensuring the health and safety of children in child care through the State/Territory's child care licensing system and establishing health and safety standards for children who receive CCDF funds. Health and safety is the foundation of quality, but is not adequate to ensure that programs and staff are competent in supporting all areas of child development and promoting school success.

Quality investments and support systems to promote continuous quality improvement of both our programs and the staff who work in them are a core element of CCDF. This section allows Lead Agencies to describe the steps that they are taking toward continuous quality improvement with a goal of having high quality child care options across settings for all families. While one of the key goals for CCDF is helping more low-income children access higher quality care, the Lead Agency has the flexibility to consider its goals and strategic plans for a child care quality improvement system for all families, not just those receiving assistance under CCDF.

Part 3 is organized based on four key components of quality which encompass most of the quality investments and initiatives undertaken by Lead Agencies:

1. Ensuring health and safety of children through **licensing and health and safety standards**
2. Establishing **early learning guidelines**
3. Creating pathways to excellence for child care programs through **program quality improvement activities**
4. Creating pathways to an effective, well-supported child care workforce through **professional development systems and workforce initiatives.**

For each component, Lead Agencies are asked to conduct a three-part process. In this section, Lead Agencies conduct a self-assessment by describing the current status of their efforts, using common practices and best practices to list characteristics. Lead Agencies then are asked to identify goals for making progress during the FY 2012-2013 biennium and describe their data, performance measure and evaluation capacity for each component.

It is expected that the Lead Agency is making systematic investments towards child care quality improvement across its early childhood and school-age spectrum – including all settings, geographic coverage and age range – that will help show progress toward these outcomes and goals. Ultimately, these child care quality improvement elements should be fully implemented and integrated. Until that point,

States/Territories are expected to fall on a continuum of progress. Baseline information on status and capacity for these elements and goals for the upcoming two-year period will be captured in this section. Progress on these elements will be reported using the Quality Performance Report in Appendix 1 as the final step.

3.1. Activities to Ensure the Health and Safety of Children in Child Care (Component #1)

This section is intended to collect information on how Lead Agencies meet the statutory and regulatory provisions related to licensing and health and safety requirements. The CCDBG statute and the CCDF regulations address health and safety primarily in two ways.

First, Lead Agencies shall certify that they have in effect licensing requirements applicable to child care services provided within the area served by the Lead Agency (§98.40(a)(1)). These licensing requirements need not be applied to specific types of providers of child care services (658(E)(c)(2)(E)(i)). Lead Agencies must describe those licensing requirements and how they are effectively enforced. Second, Each Lead Agency shall certify that there are in effect, within the State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers of services for which assistance is provided under CCDF.

The relationship between licensing requirements and health and safety requirements varies by State/Territory depending on how comprehensive the licensing system is. In some States and Territories, licensing may apply to the majority of CCDF-eligible providers and the licensing standards cover the three CCDF health and safety requirements so the State/Territory has few, if any, providers for whom they need to establish additional CCDF health and safety requirements. In other cases, States and Territories have elected to exempt large numbers of providers from licensing which means that those exempted providers who care for children receiving assistance from CCDF will have to meet to the CCDF health and safety requirements through an alternative process outside of licensing. The State/Territory may also elect to impose more stringent standards and licensing or regulatory requirements on child care providers of services for which assistance is provided under the CCDF than the standards or requirements imposed on other child care providers. (§98.40(b)(1)) Section 3.1 asks the State/Territory to identify and describe the components of both the licensing and CCDF health and safety requirements, indicate which providers are subject to the requirements, and describe compliance and enforcement activities. (658E(c)(2)(F), §98.41)

3.1.1. Compliance with Applicable State/Territory and Local Regulatory Requirements on Licensing

Lead Agencies shall certify that they have in effect licensing requirements applicable to child care services provided within the area served by the Lead Agency (§98.40(a)(1)). These licensing requirements need not be applied to specific types of

Draft for Public Comment – February 9, 2011

providers of child care services (658(E)(c)(2)(E)(i). Lead Agencies must describe those licensing requirements and how they are effectively enforced.

Definition: Licensing requirements are defined as regulatory requirements, including registration or certification requirements established under State, local, or tribal law, necessary for a provider to legally operate and provide child care services in a State or locality (§98.2). This does not include registration or certification requirements solely for child care providers to be eligible to participate in the CCDF program. Those requirements will be addressed in 3.1.2.

a) Is the Lead Agency responsible for child care licensing? (§98.11(a))

Yes.

No. Please identify the entity/agency responsible for licensing

b) **Provide a brief overview** of the relationship between the licensing requirements and CCDF health and safety requirements in your State/Territory. At a minimum, describe whether the State/Territory’s licensing requirements serve as the CCDF health and safety requirements. Our CCDF health and safety issues are those in our minimum licensing and minimum registration requirements.

c) CCDF identifies and defines four categories of care: child care centers, family child care homes, group child care homes and in-home child care providers (§98.2). The CCDF definition for each category is listed below. Within each CCDF category of care, please identify which types of providers are exempt from licensing in your State/Territory in the chart below.

CCDF Category	CCDF Definition (§98.2)	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?
Center-Based Child Care	Center-based child care providers are defined as a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless care in excess of 24 hours is due to the nature of the parent(s)’ work.	Describe which types of center-based settings are exempt from licensing in your State/Territory: <u>They are exempt if there are 5 or less children in care, the program operates less than 3 weeks per year, or if they operate less than 10 hours per week.</u> For example, some jurisdictions exempt school-based centers, centers operated by religious organizations, summer camps, or Head Start programs.
Group Home Child Care <input type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.	Group home child care provider is defined as two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child’s residence, unless care in excess of 24 hours is due to the nature of the parent(s)’ work.	Describe which types of group homes are exempt from licensing : <u>They are only exempt if they have 5 or fewer children in care</u>

Draft for Public Comment – February 9, 2011

Family Child Care	Family child care provider is defined as one individual who provides child care services for fewer than 24 hours per day per child, as the sole caregiver, in a private residence other than the child’s residence, unless care in excess of 24 hours is due to the nature of the parent(s)’s work. Reminder - Do not check if family child care home providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.	Describe which types of family child care home providers are exempt from licensing: <u>They are only exempt if they have 5 or fewer children in care</u>
In-Home Care	In-home child care provider is defined as an individual who provides child care services in the child’s own home. Reminder - Do not check if in-home child care providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.	Describe which types of in-home child care providers are exempt from licensing : These homes are exempt if they keep 5 or fewer children. Registration is voluntary, however it is required to receive CCDF funds. There are requirements that must be met to receive and maintain the registration as listed in this section.

Note: In lieu of submitting or attaching licensing regulations to certify the requirements of §98.40(a)(1), Lead Agencies may provide their licensing regulations to the National Resource Center for Health and Safety in Child Care and Early Education. Please check the NRCKid’s website at <http://nrckids.org/> to verify the accuracy of your licensing regulations and provide any updates to the National Resource Center. **Check this box to indicate that the licensing requirements were submitted and verified at NRCKid's.**

d) **Indicate** whether your State/Territory licensing requirements include any of the following four indicators for each category of care*.

*Source: National Resource Center for Health and Safety in Child Care and Early Education. (2003) Stepping Stones to Using Caring for Our Children: National Health and Safety Performance Standards, 2nd Ed. Health Resources and Services Administration, Maternal and Child Health Bureau. Available online: <http://nrckids.org/stepping>

	For each indicator, check all requirements for licensing that apply, if any.			
Indicator	Center-Based Child Care	Group Home Child Care	Family Child Care	In-Home Care
Do the licensing requirements include child:staff ratios and group sizes? If yes, specify age group, where appropriate.	<input checked="" type="checkbox"/> Child:staff ratio requirement: Birth to 18 months: 1 caregiver per 6 children 18 months to 36 months - 1 caregiver per 9 children	<input checked="" type="checkbox"/> Child:staff ratio requirement: <u>1 Adult Caregiver:</u> # of children: Ages of Children A. 3-6: 0-up (no	<input checked="" type="checkbox"/> Child:staff ratio requirement: <u>1 Adult Caregiver:</u> # of children: Ages of Children A. 3-6: 0-up (no	<input checked="" type="checkbox"/> Child:staff ratio requirement: No more than 5 children in care <input type="checkbox"/> Group size requirement: <input type="checkbox"/> No requirements.

Draft for Public Comment – February 9, 2011

	<p>Ages 2 1/2 through 3 years - 1 caregiver per 12 children</p> <p>4 years - 1 caregiver per 15 children</p> <p>5 years to kindergarten - 1 caregiver per 18 children</p> <p>Kindergarten and above - 1 caregiver per 20 children</p> <p><input checked="" type="checkbox"/> Group size requirement:</p> <p>Group size shall be limited to 2 times the number of children allowed with one staff member. This does not apply to periodic or special group activities or to school age children, K5 and above. Existing structures licensed prior to November 1, 2002 are exempt from this requirement. However, any expansions, additions or any newly licensed structures effective November 1, 2002 shall be in</p>	<p>more than 3 under 2 years)</p> <p>B. 7: 0-up (no more than 1 under 2 years)</p> <p>C. 8: 0-up (no more than 2 under 2 years)</p> <p>D. 9: 2-up (no more than 3 between 2 & 3 years)</p> <p>E. 10: 3-up</p> <p><u>2 Adult Caregivers:</u></p> <p># of children: Ages of Children</p> <p>A. 3-6: 0-up</p> <p>B. 7: 0-up (no more than 4 under 2 years)</p> <p>C. 8: 0-up (no more than 4 under 2 years)</p> <p>D. 9: 0-up (no more than 4 under 2 years)</p> <p>E. 10-14: 0-up (no more than 4 under 2 years)</p> <p>F. 15-16: 0-up (no more than 2 under 2 years)</p> <p><u>3 Adult Caregivers</u></p> <p># of children: Ages of Children</p> <p>A. 7: 0-up (no more than 5 under 2</p>	<p>more than 3 under 2 years)</p> <p>B. 7: 0-up (no more than 1 under 2 years)</p> <p>C. 8: 0-up (no more than 2 under 2 years)</p> <p>D. 9: 2-up (no more than 3 between 2 & 3 years)</p> <p>E. 10: 3-up</p> <p><u>2 Adult Caregivers:</u></p> <p># of children: Ages of Children</p> <p>A. 3-6: 0-up</p> <p>B. 7: 0-up (no more than 4 under 2 years)</p> <p>C. 8: 0-up (no more than 4 under 2 years)</p> <p>D. 9: 0-up (no more than 4 under 2 years)</p> <p>E. 10-14: 0-up (no more than 4 under 2 years)</p> <p>F. 15-16: 0-up (no more than 2 under 2 years)</p> <p><u>3 Adult Caregivers</u></p> <p># of children: Ages of Children</p> <p>A. 7: 0-up (no more than 5 under 2 years)</p> <p>B. 8: 0-up (no more than 5 under 2</p>	
--	---	---	--	--

Draft for Public Comment – February 9, 2011

	<p>compliance.</p> <p><input type="checkbox"/> No requirements.</p>	<p>years)</p> <p>B. 8: 0-up (no more than 5 under 2 years)</p> <p>C. 9: 0-up (no more than 5 under 2 years)</p> <p>D. 10-14: 0-up (no more than 5 under 2 years)</p> <p>E. 15-16: 0-up (no more than 4 under 2 years)</p> <p><input type="checkbox"/> Group size requirement: <u>limited based on ratios as listed above</u></p> <p><input type="checkbox"/> No requirements.</p>	<p>years)</p> <p>C. 9: 0-up (no more than 5 under 2 years)</p> <p>D. 10-14: 0-up (no more than 5 under 2 years)</p> <p>E. 15-16: 0-up (no more than 4 under 2 years)</p> <p><input type="checkbox"/> Group size requirement: <u>limited based on ratios as listed above</u></p> <p><input type="checkbox"/> No requirements.</p>	
<p>Do the licensing requirements identify specific experience and educational credentials for child care directors?</p>	<p><input type="checkbox"/> High school/GED</p> <p><input type="checkbox"/> Child Development Associate (CDA)</p> <p><input type="checkbox"/> State/ Territory Credential</p> <p><input type="checkbox"/> Associate's degree</p> <p><input type="checkbox"/> Bachelor's degree</p> <p><input type="checkbox"/> No credential required for licensing</p> <p><input checked="" type="checkbox"/> Other: <u>Child Care Center director credential requirements:</u></p> <p>1. Directors shall be age 21 or older, have a high school diploma or GED and have four (4) program years experience in child care or elementary education programs.</p>	<p><input checked="" type="checkbox"/> High school/GED</p> <p><input type="checkbox"/> Child Development Associate (CDA)</p> <p><input type="checkbox"/> State/ Territory Credential</p> <p><input type="checkbox"/> Associate's degree</p> <p><input type="checkbox"/> Bachelor's degree</p> <p><input type="checkbox"/> No credential required for licensing</p> <p><input type="checkbox"/> Other:</p>	<p><input checked="" type="checkbox"/> High school/GED</p> <p><input type="checkbox"/> Child Development Associate (CDA)</p> <p><input type="checkbox"/> State/ Territory Credential</p> <p><input type="checkbox"/> Associate's degree</p> <p><input type="checkbox"/> Bachelor's degree</p> <p><input type="checkbox"/> No credential required for licensing</p> <p><input type="checkbox"/> Other:</p>	<p><input type="checkbox"/> High school/GED</p> <p><input type="checkbox"/> Child Development Associate (CDA)</p> <p><input type="checkbox"/> State/ Territory Credential</p> <p><input type="checkbox"/> Associate's degree</p> <p><input type="checkbox"/> Bachelor's degree</p> <p><input type="checkbox"/> No credential required for licensing</p> <p><input checked="" type="checkbox"/> Other: <u>The ability to read and write</u></p>

	<p>2. The following educational levels may be substituted for experience:</p> <ul style="list-style-type: none">a. A Bachelors or higher Degree in Early Childhood, Child Development or a related field. Persons with a Bachelors Degree in a non-related field shall obtain a Child Development Associate (CDA) within their first year of employment. Directors previously qualified are exempt. (Determination of “related field” will be made by the Child Care Licensing Unit.)b. AA Degree with an emphasis in Early Childhood or Child Developmentc. A one-year technical certificate in Child Developmentd. Child Development Associate (CDA)-a child care credential from an approved program.			
--	---	--	--	--

Draft for Public Comment – February 9, 2011

Do the licensing requirements identify specific experience and educational credentials for child care teachers?	<input checked="" type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/ Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/ Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/ Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:	<input type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/ Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input checked="" type="checkbox"/> Other: <u>The ability to read and write</u>
Do the licensing requirements specify that directors and caregivers must attain a specific number of training hours per year?	<input type="checkbox"/> At least 30 training hours required in first year <input type="checkbox"/> At least 24 training hours per year after first year <input type="checkbox"/> No training requirement <input checked="" type="checkbox"/> Other: <u>10 hours annually</u>	<input type="checkbox"/> At least 30 training hours required in first year <input type="checkbox"/> At least 24 training hours per year after first year <input type="checkbox"/> No training requirement <input checked="" type="checkbox"/> Other: <u>10 hours annually</u>	<input type="checkbox"/> At least 30 training hours required in first year <input type="checkbox"/> At least 24 training hours per year after first year <input type="checkbox"/> No training requirement <input checked="" type="checkbox"/> Other: <u>10 hours annually</u>	<input type="checkbox"/> At least 30 training hours required in first year <input type="checkbox"/> At least 24 training hours per year after first year <input type="checkbox"/> No training requirement <input checked="" type="checkbox"/> Other: <u>10 hours annually</u>

e) Do you expect the licensing requirements for child care providers to change in FY2012-2013?

Yes. Describe We are currently working on a draft proposal to present after the state's legislative session is over in late Spring 2011.

No

3.1.2. Compliance with Applicable State/Territory and Local Regulatory Requirements on Health and Safety

Each Lead Agency shall certify that there are in effect, within the State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers of services for which assistance is provided under CCDF. Such requirements shall include the prevention and control of infectious diseases (including immunization), building and physical premises safety, and minimum

Draft for Public Comment – February 9, 2011

health and safety training appropriate to the provider setting. These health and safety requirements apply to all providers caring for children receiving CCDF services and which also may be covered by the licensing requirements. (658E(c)(2)(F), §98.41)

a) **Describe** the Lead Agency’s health and safety requirements for prevention and control of infectious disease in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(i), §98.41(a)(1))

The Lead Agency requires:	For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.			
	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input type="checkbox"/> Physical exam or health statement for providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Physical exam or health statement for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Tuberculosis check for providers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Tuberculosis check for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Provider immunizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Child immunizations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Hand-washing policy for providers and children	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Diapering policy and procedures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Providers to submit a self-certification or complete health and safety checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other: Describe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) **Describe** the Lead Agency’s health and safety requirements for building and physical premises safety, including policies and practices to protect from environmental hazards, in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(ii), §98.41(a)(2))

Draft for Public Comment – February 9, 2011

The Lead Agency requires:	For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.			
	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input checked="" type="checkbox"/> Fire inspection	<input checked="" type="checkbox"/>	<input type="checkbox"/> Only if caring for 10 or more children	<input type="checkbox"/> Only if caring for 10 or more children	<input type="checkbox"/>
<input type="checkbox"/> Building inspection:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Health inspection	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> If caring for 10 or more children	<input checked="" type="checkbox"/> If caring for 10 or more children	<input type="checkbox"/>
<input checked="" type="checkbox"/> Inaccessibility of toxic substances policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Safe sleep policy : this will be in the regs we are currently updating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Tobacco exposure reduction: more will be in the regs we are currently updating	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Transportation policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Providers to submit a self-certification or complete health and safety checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Other: Describe <u>Zoning approval from local government</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

c) **Describe** the Lead Agency’s health and safety requirements for health and safety training in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(iii), §98.41(a)(3))

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
Child Care Centers: Our topics appropriate for continuing early childhood education shall include, but	CPR : <u>minimum of 1 person on site</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	First aid : <u>this will be in the regs we are currently updating</u>	<input type="checkbox"/>	<input type="checkbox"/>
	Training on infectious diseases	<input type="checkbox"/>	<input type="checkbox"/>
	SIDS prevention (i.e., safe sleep)	<input type="checkbox"/>	<input type="checkbox"/>

Draft for Public Comment – February 9, 2011

<p>are not limited to the following:</p> <p>a. Child growth and development</p> <p>b. Nutrition and food service</p> <p>c. Parent communication and involvement</p> <p>d. Curriculum and curriculum development</p> <p>e. Developmentally appropriate practice and learning environments</p> <p>f. Behavior management</p> <p>g. Administration and management of early childhood programs</p>	Medication administration	<input type="checkbox"/>	<input type="checkbox"/>
	Mandatory reporting of suspected abuse or neglect	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Child development	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Supervision of children	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Behavior management	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Nutrition	<input type="checkbox"/>	<input type="checkbox"/>
	Breastfeeding	<input type="checkbox"/>	<input type="checkbox"/>
	Physical activity	<input type="checkbox"/>	<input type="checkbox"/>
	Working with children with special needs or disabilities	<input type="checkbox"/>	<input type="checkbox"/>
	Emergency preparedness and response : <u>this will be in the regs we are currently updating</u>	<input type="checkbox"/>	<input type="checkbox"/>
	Other. Describe	<input type="checkbox"/>	<input checked="" type="checkbox"/> : See description
<p>Group Home Child Care</p> <p>Our topics appropriate for continuing early childhood education shall include, but are not limited to the following:</p> <p>a. Child growth and development</p> <p>b. Nutrition and food service</p> <p>c. Parent communication and involvement</p> <p>d. Curriculum and curriculum development</p> <p>e. Developmentally appropriate practice and learning environments</p> <p>f. Behavior management</p> <p>g. Administration and management of early childhood programs</p>	CPR : <u>minimum of 1 person on site</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	First aid : <u>this will be in the regs we are currently updating</u>	<input type="checkbox"/>	<input type="checkbox"/>
	Training on infectious diseases	<input type="checkbox"/>	<input type="checkbox"/>
	SIDS prevention (i.e., safe sleep) : <u>Will be in our new regs</u>	<input type="checkbox"/>	<input type="checkbox"/>
	Medication administration	<input type="checkbox"/>	<input type="checkbox"/>
	Mandatory reporting of suspected abuse or neglect	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Child development	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Supervision of children	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Behavior management	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Nutrition	<input type="checkbox"/>	<input type="checkbox"/>
	Breastfeeding	<input type="checkbox"/>	<input type="checkbox"/>
	Physical activity	<input type="checkbox"/>	<input type="checkbox"/>
	Working with children with special needs or disabilities	<input type="checkbox"/>	<input type="checkbox"/>
Emergency preparedness and response	<input type="checkbox"/>	<input type="checkbox"/>	
Other. Describe	<input type="checkbox"/>	<input checked="" type="checkbox"/> : See description	
<p>Family Child Care Providers</p> <p>Our topics appropriate for continuing early childhood education shall include, but are not limited to the following:</p> <p>a. Child growth and development</p> <p>b. Nutrition and food service</p>	CPR : <u>minimum of 1 person on site</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	First aid : <u>this will be in the regs we are currently updating</u>	<input type="checkbox"/>	<input type="checkbox"/>
	Training on infectious diseases	<input type="checkbox"/>	<input type="checkbox"/>
	SIDS prevention (i.e., safe sleep) : <u>Will be in our new regs</u>	<input type="checkbox"/>	<input type="checkbox"/>
	Medication administration	<input type="checkbox"/>	<input type="checkbox"/>
	Mandatory reporting of suspected abuse or neglect	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Child development	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Supervision of children	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Draft for Public Comment – February 9, 2011

c. Parent communication and involvement d. Curriculum and curriculum development e. Developmentally appropriate practice and learning environments Behavior management f. Emergency care and first aid g. Administration and management of early childhood programs	Behavior management	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Nutrition	<input type="checkbox"/>	<input type="checkbox"/>
	Breastfeeding	<input type="checkbox"/>	<input type="checkbox"/>
	Physical activity	<input type="checkbox"/>	<input type="checkbox"/>
	Working with children with special needs or disabilities	<input type="checkbox"/>	<input type="checkbox"/>
	Emergency preparedness and response	<input type="checkbox"/>	<input type="checkbox"/>
	Other. Describe	<input type="checkbox"/>	<input checked="" type="checkbox"/> : See description
In-Home Providers Our topics appropriate for continuing early childhood education shall include, but are not limited to the following: a. Child growth and development b. Nutrition and food service c. Parent communication and involvement d. Curriculum and curriculum development e. Developmentally appropriate practice and learning environments Behavior management f. Emergency care and first aid g. Administration and management of early childhood programs	CPR	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	First aid : <u>Will be in our new regs</u>	<input type="checkbox"/>	<input type="checkbox"/>
	Training on infectious diseases	<input type="checkbox"/>	<input type="checkbox"/>
	SIDS prevention (i.e., safe sleep) : <u>Will be in our new regs</u>	<input type="checkbox"/>	<input type="checkbox"/>
	Medication administration	<input type="checkbox"/>	<input type="checkbox"/>
	Mandatory reporting of suspected abuse or neglect	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Child development	<input type="checkbox"/>	<input type="checkbox"/>
	Supervision of children	<input type="checkbox"/>	<input type="checkbox"/>
	Behavior management	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Nutrition	<input type="checkbox"/>	<input type="checkbox"/>
	Breastfeeding	<input type="checkbox"/>	<input type="checkbox"/>
	Physical activity	<input type="checkbox"/>	<input type="checkbox"/>
	Working with children with special needs or disabilities	<input type="checkbox"/>	<input type="checkbox"/>
	Emergency preparedness and response	<input type="checkbox"/>	<input type="checkbox"/>
Other. Describe	<input type="checkbox"/>	<input checked="" type="checkbox"/> : See description	

d) CCDF allows Lead Agencies to exempt relative providers (grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles) from these health and safety requirements. What are the Lead Agency's requirements for relative providers? (§98.41(A)(ii)(A))

- All relative providers are subject to the same health and safety requirements as described in 3.1.3a-c, as appropriate; there are no exceptions for relatives.
- Relative providers are NOT required to meet any health and safety requirements as described in 3.1.3a-c, as appropriate.
- Relative providers are subject to certain requirements. Describe the different requirements Relative providers that wish to participate in the CCDF funded programs must meet our regulations for registration of family child care homes.

Draft for Public Comment – February 9, 2011

e) Provide a web address for the State/Territory’s health and safety requirements, if available:

<http://www.arkansas.gov/childcare/licensing/mlr.html>

3.1.3 Enforcement of Licensing Requirements

Each Lead Agency is required to provide a detailed description of the State/Territory’s licensing requirements and how its licensing requirements are effectively enforced. (658E(c)(2)(E), §98.40(a)(2)) The Lead Agency is also required to certify that that procedures are in effect to ensure that child care providers caring for children receiving CCDF services comply with the applicable health and safety requirements. (658E(c)(2)(G), §98.41(d))

Describe the State/Territory’s policies for effective enforcement of the licensing requirements using questions 3.1.3a through 3.1.3e below. This description includes whether and how the State/Territory uses visits (announced and unannounced), background checks, and any other enforcement policies and practices for the licensing requirements.

a) Does your State/Territory include **announced** and/or **unannounced** visits in its policies as a way to effectively enforce the licensing requirements?

- Yes. If “Yes” please refer to the chart below and check all that apply.
 No

CCDF Categories of Care	Frequency of Routine Announced Visits	Frequency of Routine Unannounced Visits
<input checked="" type="checkbox"/> Center-Based Child Care	<input type="checkbox"/> Once a Year <input checked="" type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe 	<input type="checkbox"/> Once a Year <input checked="" type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe
<input checked="" type="checkbox"/> Group Home Child Care	<input type="checkbox"/> Once a Year <input checked="" type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe 	<input type="checkbox"/> Once a Year <input checked="" type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe
<input checked="" type="checkbox"/> Family Child Care Home	<input type="checkbox"/> Once a Year <input checked="" type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe 	<input type="checkbox"/> Once a Year <input checked="" type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe
<input checked="" type="checkbox"/> In-Home Child Care	<input type="checkbox"/> Once a Year <input checked="" type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe 	<input type="checkbox"/> Once a Year <input checked="" type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe

b) Does your State/Territory have any of the following procedures in place for effective enforcement of the licensing requirements? If procedures differ based on the category of care, please indicate how in the “Describe” box.

- Yes. If “Yes” please refer to the chart below and check all that apply.

Draft for Public Comment – February 9, 2011

No

Licensing Procedures	Describe which procedures are used by the State/Territory for enforcement of the licensing requirements.
The State/Territory requires providers to attend or participate in training relating to opening a child care facility prior to issuing a license.	<input checked="" type="checkbox"/> Yes. Describe: <u>Providers are required to attend a pre-licensure training. Depending on demand for the training, some may not attend a structured class. They may meet one-on-one with licensing staff.</u> <input type="checkbox"/> No. <input type="checkbox"/> Other. Describe
Licensing staff has procedures in place to address violations found in an inspection.	<input type="checkbox"/> Providers are required to submit plans to correct violations cited during inspections. <input type="checkbox"/> Licensing staff approve the plans of correction submitted by providers. <input checked="" type="checkbox"/> Licensing staff verify correction of violation. <input checked="" type="checkbox"/> Licensing staff provide technical assistance regarding how to comply with a regulation. <input type="checkbox"/> No procedures in place. <input type="checkbox"/> Other. Describe
Licensing staff has procedures in place to issue a negative sanction to a noncompliant facility.	<input checked="" type="checkbox"/> Provisional or probationary license <input checked="" type="checkbox"/> License revocation or non-renewal <input type="checkbox"/> Injunctions through court <input checked="" type="checkbox"/> Emergency or immediate closure not through court action <input type="checkbox"/> Fines for regulatory violations <input type="checkbox"/> No procedures in place. <input type="checkbox"/> Other. Describe
The State/Territory has procedures in place to respond to illegally operating child care facilities.	<input checked="" type="checkbox"/> Cease and desist action <input checked="" type="checkbox"/> Injunction <input type="checkbox"/> Emergency or immediate closure not through court action <input type="checkbox"/> Fines <input type="checkbox"/> No procedures in place. <input type="checkbox"/> Other. Describe
The State/Territory has procedures in place for providers to appeal licensing enforcement actions.	<input checked="" type="checkbox"/> Yes. Describe: <u>Providers request an appeal in writing to our Associate Director over the Licensing and Accreditation. If the Associate Director agrees with the division's decision, it will then go before the Licensing Appeals Panel. This panel is made up of child care providers from across the state.</u> <input type="checkbox"/> No. <input type="checkbox"/> Other. Describe

Draft for Public Comment – February 9, 2011

c) Describe what types of licensing violations, if any, would make a provider ineligible to participate in CCDF _____

d) Does your State/Territory use **background checks** as a way to effectively enforce the licensing requirements?

- Yes. If “Yes” please use refer to the chart below to identify who is required to have background checks, what types of checks, and with what frequency. Please **also provide a brief overview** of the State/Territory’s process for conducting background checks for child care. For example, describe what types of violations would make providers ineligible for CCDF, funding for background checks, and the process for providers to appeal background check findings.
- No

CCDF Categories of Care	Types of Background Check	Frequency
<input checked="" type="checkbox"/> Center-Based Child Care Who is subject to background checks for center-based care? For example, director, teaching staff, non-teaching staff, volunteers	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other: Describe <u>Every two years</u>
	<input checked="" type="checkbox"/> Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other: Describe <u>Every five years</u>
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other: Those that must have an FBI Fingerprint check at application are: Each applicant to own or operate a child care facility, each employee who has not been a resident of the State of Arkansas for the six preceding years, volunteers who have supervisory or disciplinary control over children or are left alone with children if the person has not been a resident of Arkansas for 6 years
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other: Describe
<input checked="" type="checkbox"/> Group Child Care Homes Who is subject to background checks for group homes? For example, provider,	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other: Describe <u>Every two years</u>

Draft for Public Comment – February 9, 2011

non-provider residents of the home -	<input checked="" type="checkbox"/> Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other: Describe <u>Every five years</u>
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other: Those that must have an FBI Fingerprint check at application are: Each applicant to own or operate a child care facility, each employee who has not been a resident of the State of Arkansas for the six preceding years, volunteers who have supervisory or disciplinary control over children or are left alone with children if the person has not been a resident of Arkansas for 6 years
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other: Describe
<input checked="" type="checkbox"/> Family Child Care Homes Who is subject to background checks for family child care homes? For example, provider, non-provider residents of the home	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other: Describe <u>Every two years</u>
	<input checked="" type="checkbox"/> Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other: Describe <u>Every five years</u>
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other: Those that must have an FBI Fingerprint check at application are: Each applicant to own or operate a child care facility, each employee who has not been a resident of the State of Arkansas for the six preceding years, volunteers who have supervisory or disciplinary control over children or are left alone with children if the person has not been a resident of Arkansas for 6 years
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other: Describe

Draft for Public Comment – February 9, 2011

<input checked="" type="checkbox"/> In-Home Child Care Providers Who is subject to background checks for in-home child care? For example, provider, non-provider residents of the home	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other: Describe <u>Every two years</u>
	<input checked="" type="checkbox"/> Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other: Describe <u>Every five years</u>
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other: Those that must have an FBI Fingerprint check at application are: Each applicant to own or operate a child care facility, each employee who has not been a resident of the State of Arkansas for the six preceding years, volunteers who have supervisory or disciplinary control over children or are left alone with children if the person has not been a resident of Arkansas for 6 years
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other: Describe

e) If not performing visits (announced or unannounced) or background checks, describe how the State/Territory will ensure that its licensing requirements are effectively enforced per the CCDF regulations? _____ (658E(c)(2)(E), §98.40(a)(2))

f) Does the State/Territory disseminate information to parents and the public, including the use of on-line tools or other “search tools,” about child care program licensing status and compliance records?

Yes. Describe Parents can go to <https://dhs.arkansas.gov/dccece/cclas/FacilitySearch.aspx> to search for child care. They can also view any violations or founded complaints the facility has had in the past year.

No

3.1.4 Describe the State/Territory’s policies for effective enforcement of the health and safety requirements. For providers who care for children receiving CCDF assistance and who are NOT subject to the enforcement procedures described above for licensed providers, please describe the health and safety

Draft for Public Comment – February 9, 2011

enforcement measures in place. Include in this description whether and how the State/Territory uses on-site visits (announced and unannounced) and background checks and any other enforcement policies and practices for the health and safety requirements. N/A

3.1.5 Does the State/Territory conduct developmental screenings of children? Lead Agencies are not required to conduct developmental screenings of children, but they State/Territory may choose to voluntarily conduct or require programs to conduct such screenings for other purposes.

Yes. Describe

The state public preK program (AR Better Chance) administered by DCCECE does mandate developmental screening for all children. The DCCECE currently has a pilot project being conducted by the 6 local CCR&R agencies to deliver Ages and Stages Questionnaire and ASQ-SE training to local child care providers with high voucher usage. Each child care program participating receives the ASQ kits and is informed on the process for using the developmental screens. A comprehensive evaluation is being conducted by University of Arkansas Medical Sciences/Family Medicine Department to track the outcomes, barriers and success of this project.

a) If yes, are resources and supports provided to programs for conducting developmental screenings?

Yes. Describe ASQ Kits

No

Other. Describe

b) If yes, are resources and supports provided to programs to track when follow-up to screening is needed?

Yes. Describe through the pilot project tracking is in place to ensure referrals to the child's medical home for all screenings.

No

Other. Describe

No

Other. Describe

3.1.6 Data & Performance Measures on Licensing and Health and Safety Compliance – What data elements, if any, does the State/Territory currently have access to related to licensing compliance? What, if any, performance measures does the Lead Agency use for ensuring health and safety? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked, Lead Agencies may choose to describe for whom they access to

Draft for Public Comment – February 9, 2011

these data on such as only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children).

a) Data on licensing and health and safety. Indicate if the Lead Agency or another agency has access to data on:

- Number of licensed programs. Describe (*see below)
- Numbers of programs operating that are legally exempt from licensing. (*see below)
- Number of programs whose licenses were suspended or revoked due to non-compliance. Describe (*see below)
- Number of injuries and fatalities in child care as defined by the State/Territory. Describe (optional)
- Number of monitoring visits received by programs. Describe (*see below)
- Caseload of licensing staff. Describe (*see below)
- Number of programs revoked from CCDF due to non-compliance with health and safety requirements. Describe (optional)
- Other. Describe
- None

*All of the data marked above is saved in our computer system, known as CCLAS. We track all information on licensed and registered providers, as well as reported illegal providers.

b) Performance measurement. What, if any, performance measures does the State/Territory use in its licensing system to monitor compliance with CCDF health and safety requirements? We monitor this by inspections to the homes and facilities to see if they are in compliance with the minimum licensing/registered regulations. This data is tracked in our computer system. Any serious deficiencies or complaints could result in increased monitoring, a corrective action plan, or adverse action on the license.

c) Evaluation. What, if any, are the State/Territory's plans for evaluation related to licensing and health and safety? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically. With the inspections to the homes and facilities to see if they are in compliance with the minimum licensing/registered regulations, any serious deficiencies or complaints could result in increased monitoring, a corrective action plan, or adverse action on the license. We also have reporting capability with our computer system that assists us with tracking the serious issues.

3.1.7 Goals for the next Biennium - What are the Lead Agency's goals for the licensing and health and safety system in the coming biennium? What progress does the State/Territory expect to make on core areas (e.g. higher licensing standards, more programs covered by licensing standards or health and safety requirements, more frequent visits or other effective enforcement, improved technical assistance,

or fewer serious non-compliances?) We are working on promulgation to implement new licensing standards regarding disaster preparedness, screen time, driver safety training, and back-to-sleep. Our licensing staff will also be attending training so they will be able to provide more technical assistance regarding medication administering and managing infectious disease.

3.2 Establishing Voluntary Early Learning Guidelines (Component #2)

For purposes of this section, voluntary early learning guidelines include the expectations for what children should know (content) and be able to do (skills). The term *early learning guidelines* (ELGs) refers to age-appropriate developmental learning guidelines for infants and toddlers and school-age children.

3.2.1 Has the State/Territory developed voluntary early learning guidelines for children? Check any early learning guidelines the State/Territory has developed.

- Birth-to-three
- Three-to-five
- Five years and older
- None. **Skip to 3.2.6.**

If yes, insert web addresses, where possible: www.arkansas.gov/childcare

Which State/Territory agency is the lead for the early learning guidelines? The DHS/Division of Child Care and Early Childhood Education serves as lead agency.

3.2.2 Do the early learning guidelines cover a range of domains across physical, cognitive, and social and emotional development? Check all that apply for each age group as applicable in the chart below.

Domains	Birth-to-Three ELGs	Three-to-Five ELGs	Five and Older ELGs
Physical development and health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social and emotional development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Approaches to learning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Logic and reasoning (e.g., problem-solving)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Language development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Literacy knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mathematics knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Science knowledge and skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Creative arts expression (e.g., music, art, drama)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social studies knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English language development (for dual language learners)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Draft for Public Comment – February 9, 2011

Domains	Birth-to-Three ELGs	Three-to-Five ELGs	Five and Older ELGs
List any domains not covered in the above _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Describe 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2.3 To whom are the early learning guidelines disseminated and in what manner? Check all audiences and methods that your State/Territory has chosen to use in the chart below.

	Information Dissemination	Voluntary Training	Mandatory Training
Parents in the child care subsidy system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parents using child care more broadly	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in child care centers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Providers in family child care home homes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in Head Start	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in Early Head Start	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in public Pre-K program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practitioners in elementary schools	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other. List <u>Better Beginnings QRIS program</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2.4 Are voluntary early learning guidelines incorporated into other parts of the child care system? Check which ways, if any, the State/Territory incorporates its early learning guidelines into other parts of the child care system.

- To define the content of training required to meet licensing requirements
- To define the content of training required for program quality improvement standards (e.g., QRIS standards)
- To define the content of training required for the career lattice or professional credential
- To require programs in licensing standards to develop curriculum/learning activities based on the voluntary ELGs
- To require programs in quality improvement standards to develop curriculum/learning activities based on the voluntary ELGs
- To develop State-/Territory –approved curricula
- Other. List
- None.

3.2.5 Are voluntary early learning guidelines aligned with into other

Draft for Public Comment – February 9, 2011

parts of the child care system? Check the standards, if any, with which the State/Territory aligns its early learning guidelines.

- Cross-walked to align with Head Start Outcomes Framework
- Cross-walked to align with K-12 content standards
- Cross-walked to align with State/Territory pre-k standards
- Cross-walked with accreditation standards
- Other. List Work Sampling Assessment,
OUNCE Assessment,
Creative Curriculum,
PreK to Infant-Toddler ELG,
Curriculums approved for use in Public PreK Programs

None.

3.2.6 Describe how your State/Territory uses ongoing assessments and measures of school readiness assessment using the following series of questions. In the description for each Yes response, please include a) who administers and b) how often assessments are conducted.

a) Are programs required to conduct ongoing assessments of children's progress of children using measures aligned with the early learning guidelines or other child standards?

Yes. Describe

All children served in the state-funded prek program are assessed throughout the year using the Work Sampling Online System. On-going, observational assessment is used to rate children according to the WSS indicators three times during the year.

ABC programs serving infants and toddlers are required to use the OUNCE scale as the assessment tool.

b-1) If yes, are programs encouraged to use information from ongoing assessments to improve practice and individual children's needs?

Yes. Describe

ABC teachers and paraprofessionals have received professional development opportunities to better learn how to use the assessment data to inform their planning and implementation of the curriculum used in the classroom. WSS mentors are made available to 1st and 2nd year classroom teachers and upon request by any other teachers.

No

Other. Describe

b-2) If yes, is information on child's progress reported to parents?

Draft for Public Comment – February 9, 2011

Yes. Describe

ABC staff are currently receiving training on the WSS Summary Report feature which is a family-friendly tool that can be used to show parents the progress of their children and allows for parent input and feedback. The use of Summary Reports have been encouraged during 2010-11, but will be a requirement for 2011-12

No

Other. Describe

No

Other. Describe

b) Does the State/Territory use measures to track the readiness of children as they kindergarten?

Yes. Describe

Arkansas school districts use the Qualls Early Learning Inventory to screen children upon kindergarten entry.

c-1) If yes, do the measures cover the developmental domains identified in 3.2.2?

Yes. Describe

No

Other. Describe

c-2) If yes, are the measures used on all children or samples of children?

All children. Describe

Arkansas kindergarten teachers are required to screen all children.

Samples of children. Describe

Other. Describe

c-3) If yes, is the information from the school readiness measures used to target program quality improvement activities?

Yes. Describe Only on a local level at this time

No

Other. Describe

No

Other. Describe

3.2.7 Data & Performance Measures on Voluntary Early Learning

Guidelines – What data elements, if any, does the State/Territory have access to on the dissemination of, implementation of, or children’s attainment of the early

Draft for Public Comment – February 9, 2011

learning guidelines? What, if any, performance measures does the State/Territory use for dissemination and implementation of the early learning guidelines? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked, Lead Agencies may choose to describe for whom they access to these data on such as only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (infants and toddlers or school-age children).

a) **Data on voluntary early learning guidelines.** Indicate if the Lead Agency or another agency has access to data on:

Number/percentage of child care providers trained on ELG's for preschool aged children. Describe (optional) Tracking through the TAPP registry of all programs with staff participating in training related to ELG.

Number/percentage of child care providers trained on ELG's for infants and toddlers. Describe (optional) Tracking through the TAPP registry of all programs with staff participating in training related to ELG.

Number of programs using ELG's in planning for their work. Describe (optional) establish baseline of all public preK programs required to use the ELG in their work and all programs in the Better Beginnings program.

- Number of parents trained on or served in family support programs that use ELG's. Describe (optional) _____
- Other. Describe _____
- None

b) **Performance measurement.** What, if any, are the Lead Agency's performance measures related to dissemination and implementation of the early learning guidelines?

- Establish baseline of number of web site inquires for ELG for IT and PreSchool
- Report on number of materials distributed related to ELG, kindergarten readiness (calendars) parental info on ELG, etc.
- Determine increase in number of programs using ELG as basis for curriculum

c) **Evaluation.** What are the State/Territory's plans, if any, for evaluation related to early learning guidelines and the progress of children in child care? Evaluation can include efforts related to monitoring implementation of an initiative validation of standards or program assessment tools, or looking at

Draft for Public Comment – February 9, 2011

outcomes in programs or the system and may be ongoing or conducted periodically.

- Working group/Early Care and Education will review and revise approved curriculum and approved screening tools using ELG as indicator for selection.

3.2.8 Goals for the next Biennium - What are the Lead Agency's goals for using voluntary early learning guidelines in the coming biennium? What progress does the Lead Agency expect to make related to early learning guidelines?

- Work continues with AR Department of Education to ensure that the PreK and IT ELG are consistent with the newly adopted Common Core for K-12. Additionally with the issuance of new Head Start Performance standards (ELG), a review to update the current Association of Measures document will be conducted during the next Biennium. Insert link to the AOM document.

3.3 Creating Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3)

This section builds on the significant investments States and Territories have made in the area of program quality improvement systems. In this section, States and Territories provide a self-assessment on current program quality improvement activities and describe their goals for the upcoming Biennium.

For purposes of this section, States and Territories will respond according to a Quality Rating and Improvement System (QRIS) framework. QRIS refers to a systematic framework for evaluating, improving and communicating the level of quality in early childhood programs and contains five key elements:

1. Program standards
2. Supports to programs to improve quality
3. Financial incentives and supports
4. Quality assurance and monitoring
5. Outreach and consumer education

While not all States and Territories have developed or implemented a formal QRIS, all are pursuing quality improvement strategies that can be described within this framework (based upon previous CCDF Plans). Using this framework to organize this section allows States/Territories to report on their quality improvement activities systematically whether they have a QRIS or not. Over time, States and Territories are encouraged to work on linking their quality improvement initiatives and strategies across all of these elements, culminating in a comprehensive Quality Rating and Improvement System with adequate support for providers to attain higher levels of quality and transparency for parents and the community regarding the quality of child care.

- a) Describe which entities are involved in planning and administering the program quality improvement activities in 3.3, including State/Territory entities and local or community level entities. Our agency has the assistance of a

Draft for Public Comment – February 9, 2011

planning and implementation team to assist in the planning. Our agency administers the program, and uses contractors to assist with evaluations.

3.3.1 Element 1 – Program Standards

Definition – For purposes of this section, program standards refers to the expectations for quality, or quality indicators, which identify different levels of and pathways to improved quality. Minimum licensing standards and health and safety requirements provided in section 3.1 are also program standards but in this section, we focus on those standards that build upon and go beyond those minimum requirements.

a) Does your State/Territory's have quality improvement standards that include indicators covering the following areas beyond what is required for licensing? Check any indicators, if any, that your State/Territory has chosen to establish.

- Ratios and group size
- Health, nutrition and safety
- Learning environment and curriculum
- Staff/Provider qualifications and professional development
- Teacher/providers-child relationships
- Teacher/provider instructional practices
- Family partnerships and family strengthening
- Community relationships
- Administration and management
- Developmental screenings
- Child assessment for the purposes of individualizing instruction and/or targeting program improvement
- Cultural competence
- Other. Describe
- None. If checked, skip to 3.3.2.

b) Does your State/Territory have quality improvement standards with provisions about the care of any of these groups of children? Check any provisions your State/Territory has chosen to establish.

- Children with special needs as defined by your State/Territory
- Infants and toddlers
- School-age children
- Children who are dual language learners
- None

c) How do your State/Territory's quality standards link to State/Territory licensing requirements? Check any links between your State/Territory's quality standards and licensing requirements.

- Licensing is a pre-requisite for participation

Draft for Public Comment – February 9, 2011

- Licensing is the first tier of the quality levels
- State/Territory license is a “rated” license.
- Other. Describe
- Not linked.

d) Do your State/Territory’s quality improvement standards align with or have reciprocity with any of the following standards? Check any alignment, if any, between your State/Territory’s quality standards and other standards.

- Programs that meet State/Territory pre-k standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between pre-k and the quality improvement system)
- Programs that meet Federal Head Start Performance Standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between Head Start and the quality improvement system)
- Programs that meet national accreditation standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or an alternative pathway to meeting the standards)
- Other. Describe CARF, COA, NAFCC
- None

3.3.2 Element 2 –Supports to Programs to Improve Quality

Definition – For purposes of this section, supports to programs to improve quality refers to such activities as technical assistance and consultation services for programs to assist in meeting child care quality improvement standards.

a) Check which types of and for what purposes the State/Territory uses supports to child care programs, if any, in the following chart. If none, skip to 3.3.3.

Types and Purposes of Support	Information or Written Materials	Training	On-Site Consultation
<input checked="" type="checkbox"/> Attaining and maintaining licensing compliance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Attaining and maintaining quality improvement standards beyond licensing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Attaining and maintaining accreditation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Providing targeted technical assistance in specialized content areas:			
Health and safety	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Draft for Public Comment – February 9, 2011

Infant/toddler care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
School-age care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Inclusion	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teaching dual language learners	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mental health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Business management practices	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Other. Describe			
<input type="checkbox"/> None. Skip to 3.3.3.			

b) Methods used to customize quality improvement supports to the needs of individual programs include:

- Program improvement plans
- Technical assistance on the use of program assessment tools
- Other. Describe

c) Is technical assistance linked to entering the QRIS or targeted to help programs forward on QRIS?

- Yes. Describe
Not only can staff from our agency assist with any TA needs, we also have contractors that can go out. Centers and homes can not only request TA for a wide variety of topics, our agency can also send out the contractors for required TA if there is an issue we feel the provider needs to address.
- No
- Other. Describe

3.3.3 Element 3 – Financial Incentives and Supports

Definition – For purposes of this section, financial incentives refers to the types of monetary supports offered to programs in meeting and sustaining licensing and QRIS or other child care quality improvement standards for programs.

a) Identify which types of financial incentives are offered and to which providers in the following chart. Check which incentives and supports, if any, the State/Territory chooses to offer. If none, skip to 3.3.4.

Types of Financial Incentives and Supports for Programs	Child Care Centers	Child Care Homes	License-Exempt Providers
<input type="checkbox"/> Grants to programs to meet or maintain licensing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Draft for Public Comment – February 9, 2011

Types of Financial Incentives and Supports for Programs	Child Care Centers	Child Care Homes	License-Exempt Providers
<input type="checkbox"/> Grants to programs to meet QRIS or similar quality level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> One-time awards or bonuses on completion of quality standard attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tiered reimbursement tied to quality for children receiving subsidy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> On-going, periodic grants or stipends tied to maintaining quality	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Tax credits tied to meeting program quality standards	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> None. Skip to 3.3.4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.3.4 – Element 4 - Quality Assurance and Monitoring

Definition – For purposes of this section, quality assurance and monitoring refers to the ways that the State/Territory measures program quality for the purposes of its QRIS or other quality improvement system and the methods for measuring that the child care quality improvement standards for programs are met initially and maintained over time.

a) What tools, if any, does the State/Territory use to measure and monitor the quality of programs? Check all that apply and briefly describe using the chart below, including which programs are required to participate and the frequency of assessments. **If none, skip to 3.3.5.**

Types of Program Quality Assessment Tools	Child Care Centers	Child Care Homes	License-Exempt Providers (registered homes only)
Environment Rating Scales (e.g., ECERS, ITERS, SACERS, FDCRS) Describe, including frequency of assessments: <u>Every 3 years for level 2 and up</u>	<input checked="" type="checkbox"/> Infant/Toddler <input checked="" type="checkbox"/> Preschool <input checked="" type="checkbox"/> School-Age	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Classroom Assessment Scoring System (CLASS) Describe, including frequency of assessments: <u>We accept these from Head Start and Early Head Start</u>	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Customized instrument, including submission of written documentation, developed for State/Territory quality improvement system. This may include instruments developed for quality improvements in 21 st Century Learning Center programs Describe, including frequency of assessments:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Draft for Public Comment – February 9, 2011

<u>Every 3 years for level 2 and up</u>			
<input checked="" type="checkbox"/> Other. Describe YPQA and YYPQA alternative assessment tools	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> None. Skip to 3.3.5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) What steps, if any, has the State/Territory taken to align quality assurance and monitoring across funding streams and sectors in order to minimize duplication?

- Have a mechanism to track different quality assessments/monitoring activities to avoid duplication
- Include QRIS or other quality reviews as part of licensing enforcement
- Have compliance monitoring in one sector (e.g., Head Start/Early Head Start, State/Territory pre-k) serve as validation for compliance with quality improvement system (e.g., QRIS) without further review
- Have monitoring for meeting accreditation standards serve as validation for compliance with quality improvement system (e.g., QRIS) without further review
- Other. Describe
- None

3.3.5 – Element 5 - Outreach and Consumer Education

Definition – For purposes of this section, outreach and consumer education refers to the strategies used to promote the child care quality improvement standards to parents, programs and the general public.

a) Does the State/Territory use symbols or simple icons to communicate levels of quality for child care programs beyond what may communicated to parents about licensing status and licensing compliance as reported in 3.1.3? (e.g. stars, or gold/silver/bronze levels).

- Yes. If yes, how is it used?
 - Resource and referral/consumer education services use with parents seeking care
 - Parents enrolling in child care subsidy are educated about the system and the quality level of the provider that they are selecting
 - Searchable database on the web
 - Voluntarily, visibly posted in programs
 - Mandatory to post visibly in programs
 - Used in marketing and public awareness campaigns
 - Other. Describe ARBetterBeginnings.com
- No. If no, skip to 3.3.6.

Draft for Public Comment – February 9, 2011

b) Does the State/Territory use any forms of media to reach parents and the public to communicate about levels of quality for child care programs? Check which forms, if any, the State/Territory uses to communicate levels of quality for child care programs.

- Print
- Radio
- Television
- Web
- Telephone
- Social Marketing
- Other. Describe conference displays/parent events
- None

c) Describe any targeted outreach for culturally and linguistically diverse families. Material for Better Beginnings printed in Spanish includes the Better Beginnings program rules and Business Administration Scale (BAS). Outreach is planned for Hispanic print publications.

3.3.6. Quality Rating and Improvement System (QRIS)

a) Based on the five key elements of a QRIS described above in 3.3.1 through 3.3.5, does your State/Territory have a quality rating and improvement system (QRIS) or similar quality improvement system in place?

- Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements operating State/Territory-wide.
 - Participation is voluntary for all licensed and registered facilities
 - Participation is mandatory for _____
- Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements operating as a pilot or in a few localities but not State/Territory-wide.
- No, the State/Territory does not have a QRIS or similar quality improvement system that includes linked activities in all five elements.
 - State/Territory is in the development phase
 - State/Territory has no plans for development
- Other. Describe

b) If yes to 3.3.6a, **CHECK** the types of providers eligible to participate in the QRIS:

- Child care centers
- Group child care homes
- Family child care homes
- In-home child care: if registered or licensed
- License exempt providers
- Early Head Start programs
- Head Start programs

Draft for Public Comment – February 9, 2011

- Pre-kindergarten programs
- School-age programs
- Other. Describe _____

3.3.7. If the State/Territory has or will have any quality improvement strategies for targeted groups of providers (e.g., relative caregivers or caregivers who are legally exempt from licensing) that are not described in your responses to any question in section 3.3 above, please describe

3.3.8 Data & Performance Measures on Program Quality – What data elements, if any, does the State/Territory currently have access to related to the quality of programs? What, if any, does the State/Territory use for performance measures on program quality improvement? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked, Lead Agencies may choose to describe for whom they access to these data on such as only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (infants and toddlers or school-age children).

a) Data on program quality. Indicate if the Lead Agency or another agency has access to data on:

Data on the quality level for individual programs (e.g. QRIS level) as defined by your State/Territory. Describe: Our L&A program, CCLAS

Number of programs that move program quality levels annually (up or down). Describe : Our L&A program, CCLAS

Program scores on program assessment instruments. List instruments: Describe : Our L&A program, CCLAS & Branagh Information Group software

Classroom scores on program assessment instruments. List instruments: Describe: Branagh Information Group Software

Qualifications for teachers or caregivers with in each program. Describe: Our TAPP Registry

Number/Percentage of children receiving CCDF assistance in licensed care. Describe: Our Enterprise Data Warehouse that pulls information from our L&A Program (CCLAS) and our voucher program (KidCare)

Number/percentage of children receiving CCDF assistance who attend care at each of the tiers of the quality as defined by the State/Territory : Our Enterprise Data Warehouse that pulls information from our L&A Program (CCLAS) and our voucher program (KidCare)

Draft for Public Comment – February 9, 2011

Number/Percentage of programs receiving financial assistance to meet higher program standards. Describe

Other. Describe

None

- b) **Performance measurement.** What, if any, are the Lead Agency's performance measures on program quality? Using the QRIS guidelines, the environmental and program evaluation tools, and a high compliance with the licensing/registered requirements.
- d) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to program quality? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

Year two and three evaluation continues. Year one of the QRIS system began prior to implementation of the program. This included a complete review and validation/crosswalk of standards for levels 1, 2 and 3. Year two has included surveys of participating and non-participating providers to determine barriers, challenges and to ensure a provider friendly and fair process. Year two and three will include continuous improvement strategies and development of levels 4 and 5 of the system.

3.3.9 Goals for the next Biennium - What are the State/Territory's goals for the program quality improvement system in the coming biennium? What progress does the State/Territory expect to make across the five key elements for quality improvement systems?

- Program Standards: Continuous improvement strategies implemented and development of levels 4 and 5 of the system.
- Improving Quality: Expansion of the coaching and mentoring project with emphasis on high CCDF usage programs.
- Financial Incentives: Develop proposal for differential rates (including cost projections) tied to the BB system.
- Quality Assurance and Monitoring: Monitor completion of BB incentive grant plans for completion and increase in level of quality. 10% pull annually
- Outreach: Expand outreach to parents related to Better Beginnings and the importance of quality early care for children. Extend Parent portion of the Better Beginnings website and utilize the BornLearning materials in a state wide education campaign working with partners.

3.4 Pathways to Excellence for the Workforce – Professional Development Systems and Workforce Initiatives (Component #4)

Draft for Public Comment – February 9, 2011

Pathways to excellence for the workforce builds on the significant investments States and Territories have made in the area of professional development systems to ensure a well-qualified workforce with opportunities for growth from entry level through master teacher, with an increasing emphasis on the many additional roles in the child care system (e.g. adult educators such as consultants, technical assistance providers, trainers, and higher education faculty). In this section, States and Territories provide a self-assessment on current professional development and workforce activities and describe their goals for the upcoming Biennium.

For purposes of this section, States and Territories will respond according to five key elements for workforce systems:

- 1) Core Knowledge and Competencies
- 2) Career Pathways (or Career Lattice)
- 3) Professional Development Capacity
- 4) Access to Professional Development
- 5) Compensation, Benefits and Workforce Conditions

a) Describe which entities are involved in planning and administering the activities in Section 3.4, including State/Territory entities and local or community level entities.

- TAPP (Traveling Arkansas Professional Pathways Steering group and working committees (Higher Education, Registry Review, Core Competencies/Spectrum working groups to support the Steering Committee) review, advise the Division on all issues related to Early Childhood Professional Development and the TAPP system)
- Northwest AR Child Care Resource and Referral Agency.
Ages & Stages, Ages & Stages/SE – Training Providers to work with parents in order to discover any developmental delays a child may have.
NAPSACC – Training to assist providers in improving nutrition and physical activity environments including information on preventing obesity in preschool children by use of a child care nutrition and physical activity self-assessment, goal setting, and technical support from local health professionals..
Child Care Resource and Referrals for businesses, community organizations, providers and parents.
- Arkansas State University/ACQUIRE Child Care Resource and Referral Agency
Ages & Stages, Ages & Stages/SE – Training Providers to work with parents in order to discover any developmental delays a child may have.
NAPSACC – Training to assist providers in improving nutrition and physical activity environments including information on preventing obesity in preschool children by use of a child care nutrition and physical activity self-assessment, goal setting, and technical support from local health professionals. Child Care Resource and Referrals for businesses, community organizations, providers and parents.
- Child Care Connections-Child Care Resource and Referral Agency
Ages & Stages, Ages & Stages/SE – Training Providers to work with parents in order to discover any developmental delays a child may have.
NAPSACC – Training to assist providers in improving nutrition and physical activity environments including information on preventing obesity in preschool children by use of a

Draft for Public Comment – February 9, 2011

child care nutrition and physical activity self-assessment, goal setting, and technical support from local health professionals. **Child Care Resource and Referrals for businesses, community organizations, providers and parents**

Pre Licensing training for license applicants–

- **CHILDREN of NC AR Child Care Resource and Referral Agency**

Ages & Stages, Ages & Stages/SE – Training Providers to work with parents in order to discover any developmental delays a child may have.

Business Management – White River

Elements of Successful Grant Writing – training offered to early care professionals in the following 3 topics: Basics of Grant Writing, Intermediate Grant Preparation, and Advanced Grant Preparation.

Family Child Care Business Training – One-on-one business training for new family child care home providers, learning a system of basic record keeping for income tax, types of tax deductions they can claim, how to market their business, insurance issues. There are two 2-hour home visits, usually 4-5 weeks apart. The training is to strengthen business management skills of providers.

NAPSACC – Training to assist providers in improving nutrition and physical activity environments including information on preventing obesity in preschool children by use of a child care nutrition and physical activity self-assessment, goal setting, and technical support from local health professionals.

Child Care Resource and Referrals for businesses, community organizations, providers and parents

Jefferson Comprehensive Child Care LINKS-Resource and Referral Agency

Ages & Stages, Ages & Stages/SE – Training Providers to work with parents in order to discover any developmental delays a child may have.

NAPSACC – Training to assist providers in improving nutrition and physical activity environments including information on preventing obesity in preschool children by use of a child care nutrition and physical activity self-assessment, goal setting, and technical support from local health professionals.

Child Care Resource and Referrals for businesses, community organizations, providers and parents

- **Arkansas State University Childhood Services**

Arkansas Children’s Program Administrator Certificate/Credential – 60-hour course with topics that include: effective organization management, supervision, staffing, legal/financial management, family and community relations, and program development issues. The Credential is a more individualized program with modules covering topics such as: managing change, mentoring, leadership, performance management, team building, and leadership in diversity, managing conflict, financial management, and child-centered curriculum.

Better Beginnings-program monitoring and review for compliance with BB standards, training and technical assistance in Better Beginnings guidelines, submission of application, review of ERS and PAS, and consultation on curriculum issues.

Child Care Specialist Certificate – 60-hours for the specific professional development needs of differing age groups: infant/toddler, preschool, school-age, or family child care.

Coaching Project – Intensive coaching to programs serving high-risk children in order to consistently maintain minimum licensing requirements and to move toward participation in the Better Beginnings Quality Improvement System.

Director Training – A three day session to prepare new directors of child care programs, also appropriate for seasoned directors as a refresher course. Sessions deal with management, administration, quality programming and communication with staff, children and parents. Training is required for all new child care directors.

Emergency Preparedness workshops and planning for child care providers

Draft for Public Comment – February 9, 2011

Financial Planning – To assist administrators of child care facilities in establishing and maintaining sound fiscal management practices

Index: Investigate, Discover and Explore: Math/Science for young children 30 hour course on framework and benchmarks for math and science strategies in working with young children.

Mentor Endorsement – a 45-hour course prepares mentors to work with early care professionals in a variety of settings. There are 3 options for completion: 32 hours online with 14 contact hours; series of monthly 6-hour seminars; or completion of a series of Saturday and evening sessions.

Out of School Network – Technical Assistance to school-age programs that are involved with QRIS by connecting programs with resources based on their needs, helping them navigate thru the QRIS requirements and helping them to connect with community support. ASU

Pre-Employment Training – a 30-hour program designed to prepare new employees who desire to enter the field of early care and education. Training is available online; on site; or a combination of online and on site. Topics include: health, safety and nutrition; child development, learning environment, language and literacy; curriculum development, and professionalism.

Pre-K Early Literacy Learning in Arkansas (Pre-K Ella) – a 30-hour professional development course, assists early childhood teachers in planning programs that encourage language and literacy development. The training is available statewide at no charge.

Wrapping Up Quality: Infant and Toddler Framework – a 12-hour training course introduces the Infant and Toddler Framework. Each of the three 4-hour sessions address: Purposes of the Framework and Elements of Quality Care, Development Strands, the Benchmarks and Assessment for Infant/Toddler age children and supporting early language and literacy development.

YPQA – This training fundamentally prepares participants to conduct program self-assessment using YPQA.

Youth Development Institute: series of on-line training opportunities to support school age and youth development practitioners.

• **University of Arkansas, Research and Sponsored Programs**

Child Care Orientation Training (CCOT) – 10-hour orientation course for those new to the field of early child care. Basic orientation training for child care workers and covers: Early Care and Education as a Professional, Best Practice for the Developing Child, Children's Health, Children's Safety, and Guiding Children.

Family Child Care Provider Training (FCCP) – 8-hour mandated course for licensed family child care providers within first 6 months of operation. Topics include: The Profession & Regulations, Business Management, Organizing the Home, & Guiding Children through the Day.

Index: Investigate, Discover and Explore: Math/Science for young children 30 hour course on framework and benchmarks for math and science strategies in working with young children

Introduction to Child Care – Three-hours training course designed to inform potential caregivers about options and regulations in opening a child care center, a registered/licensed family child care home or working in a childcare center, to acquaint all with options in early care profession, how to open a program & the regulations/requirements necessary to get started.

Pre-K Social Emotional Learning for Young Children – 45 hour course addressing strategies and activities to ensure healthy social emotional development in programs for children ages 3-5 years.

• **U of A Cooperative Extension Services**

The Best Care – a 10-hour training designed to bring early childhood professionals up-to-date information topics and methods. Training focuses on four main subject areas: resource management, nutrition and food safety, health and safety, and child development.

Draft for Public Comment – February 9, 2011

The Best Care Connected – web-based training in topics including: behavior management, parent involvement, music and movement, cooking with young children, health and safety issues, and inclusion.

Guiding Children Successfully – 28 hours of self-guided training on Guiding Children Successfully, The Parenting Journey and See the World Through My Eyes resources. Materials/Resources are available through each Cooperative Extension office. -.

Arkansas 4H After School Program – training for caregivers in after school setting that targets rural areas and those that provide care in summer programs. Topics include: youth development, hands-on learning techniques, life skills development, discipline, health, nutrition, & program management.

- **University of Arkansas for Medical Science/Partners in Health Sciences**

Healthy Hearts – 3 hour workshop on healthy heart, health science and science literacy curriculum to increase the trainee’s knowledge of the cardiopulmonary system and one of its major diseases, atherosclerosis. Each trainee will receive a Resource Kit that includes a syllabus, plastic heart model, plastic model of an artery showing development of atherosclerosis, a stethoscope. The training is available statewide at no charge.

Healthy Lungs – 3-hour workshop designed to increase the trainee’s knowledge of the pulmonary components of the cardiopulmonary system and its major diseases, lung cancer and emphysema. Each trainee will receive a Resource Kit that includes an illustrated syllabus, plastic lung model, lung demonstration apparatus, sponge lung smoking kit and hours of continuing education. The training is available state wide at no cost.

University of Arkansas for Medical Science/Partners for Inclusive Communities

Welcome the Children–Two 7-hour training modules: Cultural Diversity and Second Language Development Assessment in Early Childhood. Condensed versions of 3 hours each are also available for the two trainings, plus several other specialized trainings. There is also an annual professional conference, Celebrating Cultural Harmony.

University of Arkansas for Medical Science/Department of Psychiatry

Al’s Caring Pals – Training to develop social skills and healthy decision-making in children three to eight years old and strengthens the abilities of caregivers to support children’s positive development, build meaningful relationships with children and create a nurturing environment.

Al’s Pals – A two-day training for providers working with children, teaching them to make healthy choices.

TIPS – training providers to implement a parenting education program. Parents receive a TIPS storage box to store cards with Tips on parenting as they receive them from providers.

- **University of Arkansas for Medical Science/Department of Family Medicine**

- **Early Childhood Services**

Design and Development of Curriculum materials available on line.

- **Arkansas Children’s Hospital/HIPPY (Home Instruction for Parents of Preschool Youngsters)**

- **Index: Investigate Discover and Explore: Math/Science for young children** 30-hour course on framework and benchmarks for math and science strategies in working with young children.

Pre-K Early Literacy Learning in Arkansas (Pre-K Ella) – a 30-hour professional development course, assists early childhood teachers in planning programs that encourage language and literacy development. The training is available statewide at no charge.

- **Arkansas Early Childhood Association**

- **Arkansas Early Childhood Commission (Early Learning Council)**

Draft for Public Comment – February 9, 2011

- Partnership Council
- AR Early Childhood Comprehensive Systems planning working groups
- AR Head Start Directors Association
- AR Child Care Providers Association
- AR Out of School Network (AOSN)
- AR Advocates for Children and Families
- AR Department of Health

3.4.1 Workforce Element 1 - Core Knowledge and Competencies

Definition – For purposes of this section, core knowledge and competencies (CKCs) refers to the expectations for what the workforce should know (content) and be able to do (skills) in their role working with and/or on behalf of children and their families. These CKCs provide a foundation for professional development design (including instructional practices) and other quality improvement efforts.

a) Has the State/Territory developed core knowledge and competencies (CKCs) for practitioners working with and/or on behalf of children?

- Yes (posted in draft still in working phase)
 No, the State/Territory has not developed core knowledge and competencies. Skip to question 3.4.2.
 Other. Describe

If yes, insert web addresses, where possible: AR Key Content Areas and Core Competencies for early Care and Education Professionals

<http://www.arkansas.gov/childcare/newsandevents/Arkansas%20Key%20Content%20Areas%20and%20Core%20Competencies%20Final%20DRAFT%20Version.pdf>

AR Out of School Network Professional Development Competencies (draft in process)

b) Check which of the following teaching and learning topics, if any, are covered in the CKCs.

- Child growth, development and learning
 Health, nutrition, and safety
 Learning environment and curriculum
 Interactions with children
 Family and community relationships
 Professionalism and leadership
 Observation and assessment
 Program planning and management
 Diversity
 Other. Describe

Draft for Public Comment – February 9, 2011

None

c) Are the CKCs incorporated into other parts of the child care system? Check which ways, if any, the State/Territory incorporates its CKCs into other parts of the child care system.

- To define the content of training required to meet licensing requirements
- To define the content of training required for program quality improvement standards (as reported in section 3.3)
- To define the content of training required career lattice or credential
- To correspond to the early learning guidelines
- To define curriculum and degree requirements at institutions of higher education
- Other. Describe
- None

d) Are the CKCs aligned with other State/Territory or national standards? Check which ways, if any, the State/Territory aligns its CKCs with other standards.

- Cross-walked with the Child Development Associate (CDA) competencies
- Cross-walked with national teacher preparation standards (e.g., NAEYC standards for early childhood professional preparation, National Board of Professional Teaching Standards, Head Start SOLAR staff skills indicators)
- Cross-walked with apprenticeship competencies
- Other. Describe
- None

e) Check for which roles, if any, the State/Territory developed supplemental or specialized competencies.

- Staff working directly with children in centers, including aides, assistants, teachers, master teachers. Describe
- Providers working directly with children in family child care homes, including aides and assistants. Describe
- Administrators in centers (including educational coordinators, directors). Describe
- Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.). Describe under development
- Education and training staff (such as trainers, CCR&R staff, faculty). Describe under development
- Other. Describe
- None

f) Check if the State/Territory has developed any supplemental or specialized

competencies for practitioners/providers working with the following ages.

- Birth-to-three
- Three-to-five
- Five and older
- Other. Describe _____
- None

3.4.2 Workforce Element 2 - Career Pathways

Definition – For purposes of this section, career pathways (or career lattice) defines the options and sequence of qualifications and ongoing professional development to work with children. Career pathways assist professionals in understanding their career options and identify steps for advancement for the workforce recognizing and rewarding higher levels of preparation and mastery of practice to promote higher quality services for children.

a) Does the State/Territory have a career pathway which defines the sequence of qualifications related to professional development (education, training and technical assistance) and experience required to work with children?

- Yes. Describe TAPP Map and TAPP Spectrum
- No, the State/Territory has not developed a career pathway. Skip to question 3.4.3.

Insert web addresses, where possible:

http://professionalregistry.astate.edu/chsdownloads/Promulgated_Document.pdf
<https://professionalregistry.astate.edu/registry/AECPDS%20Spectrum.pdf>
<http://www.arkansas.gov/childcare/services/aecpds/pdf/tapp%20map.pdf>

b) Check for which roles, if any, the career pathways include qualifications, specializations or credentials.

- Staff working directly with children in centers, including aides, assistants, teachers, master teachers. Describe _____
- Providers working directly with children in family child care homes, including aides and assistants. Describe _____
- Administrators in centers (including educational coordinators, directors). Describe _____
- Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.). Describe _____
- Education and training staff (such as trainers, CCR&R staff, faculty). Describe _____
- Other. Describe _____
- None

Draft for Public Comment – February 9, 2011

c) Does the career pathways (or lattice) include specializations or credentials, if any, for working with any of the following children?

- Infants and toddlers
- Preschoolers
- School-age children
- Dual language learners
- Children with disabilities, children with developmental delays, and children with other special needs
- Other. Describe
- None

d) In what ways, if any, is the career pathway (or lattice) used?

- Voluntary guide and planning resource
- Required placement for all practitioners and providers working in programs that are licensed or regulated in the State/Territory to serve children birth to 13
- Required placement for all practitioners working in programs that receive public funds to serve children birth to 13
- Required placement for adult educators (i.e., those that provide training, education and/or technical assistance)
- Required placement for participation in scholarship and/or other incentive and support programs
- Required placement for participation in the QRIS or other quality improvement system
- Other. Describe
- None

e) Are individuals' qualifications, professional development, and work experience verified prior to placement on the career pathway (or lattice)?

- Yes. If yes, describe
Originals are obtained upon application to the registry, verification of education, continuing education and professional development and training is verified prior to placement with the registry which places a participant within a specified location within the TAPP Map.
- No

3.4.3 Workforce Element 3 – Professional Development Capacity

Definition – For purposes of this section, professional development incorporates higher education, training and technical assistance. Higher education capacity refers to capability of the higher education system to meet the needs of the diverse workforce including the provision of content that addresses the full range of development and needs of children. Training and technical assistance capacity refers to capability of the training and technical assistance system to meet the needs of the

Draft for Public Comment – February 9, 2011

diverse workforce including the provision of content that addresses the full range of development and needs of children.

a) Has the State/Territory assessed the availability of degree programs in early-childhood education, school-age care or youth development, and related fields in the State/Territory (e.g., both physical location and distance-based, accessibility to practitioners, etc.)?

Yes. If yes, describe

Act 187 of 2009 created the Birth-PreK Teaching Credential and Endorsement. The rules for the credential were made effective 1/1/11. Currently, one higher institution has been approved by the Arkansas Early Childhood Commission/SAC and the Higher Education Coordinating Board to offer the credential. Several other institutions are in the process of submitting proposals. A credential requires a range of 18-27 college hours in coursework that covers the required competencies.

No

b) Has the State/Territory assessed the availability of early-childhood and school-age and related training and technical assistance programs in the State/Territory (e.g., both physical location and distance-based, degree level, etc.)?

Yes. If yes, describe

No

c) What quality assurance mechanisms, if any, are in place for the degree programs and courses offered by the State/Territory institutions?

Standards set by the institution

Standards set by the State/Territory higher education board

Standards set by program accreditors

Other. Describe An assessment with a required cut score will be taken by each candidate.

None

d) What quality assurance mechanisms, if any, are in place for the training and technical assistance programs offered by the State/Territory?

Training approval process. Describe

Training is registered in the TAPP system and allows for tracking for practitioners. Training in the TAPP registry is also "approved training" for AR Department of Education requirements.

Trainer approval process. Describe

Training and/or technical assistance evaluations. Describe

Draft for Public Comment – February 9, 2011

- Other. Describe
 None

e) Does the State/Territory have articulation agreements in place across and within institutions of higher education?

- Yes. If yes, describe
On a limited basis between community college and universities based on individual agreements locally.
 No

f) Does the State/Territory have articulation agreements that translate training and/or technical assistance into higher education credit?

- Yes. If yes, describe
On a limited basis specific Professional Development Modules (literacy, math/science, framework and social-emotional learning) consisting of 30-40 hours each are infused into college course work and completion of the course work ensure the student also receives TAPP registry credit for completion of the PD module.
 No

3.4.4 Workforce Element 4 – Access to Professional Development

Definition – For purposes of this section, access to professional development (training, education and technical assistance) refers to the degree to which practitioners are made aware of, and receive supports and assistance to utilize, professional development opportunities.

a) Does the State/Territory have professional development opportunities accessible for professionals in various or all sectors of the early childhood and school-age field?

- Yes. If yes, for which sectors?
 Child care
 Head Start/Early Head Start
 Pre-Kindergarten
 Public schools
 Early intervention/special education
 Other. Describe
Home Visiting, trainers, evaluators, technical assistance providers, early care professionals in university/college settings, school age and youth development programs

No

b) Does the State/Territory have a State/Territory-wide, coordinated and easily accessible clearinghouse of information about professional

3.4.5 Workforce Element 5- Compensation, Benefits and Workforce Conditions

Definition – For purposes of this section, rewards for education and training refers to any financial supports provided to practitioners for participating in and completing education or training or for increasing compensation.

a) Does the State/Territory have a salary or wage scale for various professional roles?

- Yes. If yes, describe Salary scale for teachers and aides in public pre-K classes
 No

b) Does the State/Territory provide financial rewards for participation in professional development, such as one-time salary bonuses for completing a training or education program?

- Yes. If yes, describe Option available to programs certified under the Better Beginnings program through the Better Beginnings Incentive Grant
 No

c) Does the State/Territory provide sustained financial support on a periodic, predictable basis, such as annual wage supplements, based on the highest level of training and education achieved?

- Yes. If yes, describe
 No

d) Does the State/Territory have a program to offer or facilitate benefits (e.g. health insurance coverage, retirement, etc.) to the workforce?

- Yes. If yes, describe
 No

3.4.6 Data & Performance Measures on the Child Care Workforce – What data elements, if any, does the State/Territory currently have access to related to the child care workforce? What, if any, does the State/Territory use for performance measures on professional development and workforce initiatives? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked, Lead Agencies may choose to describe for whom they access to these data on such as only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (infants and toddlers or school-age children).

Draft for Public Comment – February 9, 2011

a) **Data on the child care workforce.** Indicate if the Lead Agency or another agency has access to data on:

- Data on the size of the child care workforce. Describe (optional) Practitioners in the TAPP registry, ABC providers, providers enrolled in Better Beginnings
- Data on the demographic characteristics of practitioners or providers working directly with children. Describe (optional) Practitioners in the TAPP registry, ABC providers, providers enrolled in Better Beginnings
- Records of individual teachers or caregivers and their qualifications. Describe (optional) Practitioners in the TAPP registry, ABC providers, providers enrolled in Better Beginnings
- Retention rates. Describe (optional) programs enrolled in Better Beginnings
- Records of individual professional development specialists and their qualifications. Describe (optional) Trainers/Consultants verified in TAPP Trainer registry
- Qualifications of teachers or caregivers linked to the programs in which they teach. Describe (optional) Trackable for ABC and Better Beginnings programs
- Number of scholarships awarded . Describe (optional) Programs in Better Beginnings
- Number of individuals receiving bonuses or other financial rewards or incentives. Describe (optional) Programs in Better Beginnings
- Number of credentials and degrees conferred annually. Describe (optional) Number of completed credentials (Infant/Toddler Specialist, Preschool Credential, School Age Credential, Early Childhood Mental Health Consultation Credential)
- Data on T/TA completion or attrition rates. Describe (optional) Available in TAPP registry for completion rates
- Data on degree completion or attrition rates. Describe (optional)
- Other. Describe
- None

b) Does the State/Territory have a workforce data system, such as a workforce registry, which tracks workforce demographics, compensation, and qualifications and ongoing professional development for practitioners working with children birth to age 13

Definition– For purposes of this section, a workforce data system refers to a system, such as a workforce registry, that tracks the size and characteristics of the child care workforce, including longitudinal data to monitor changes over

Draft for Public Comment – February 9, 2011

time. The data system also can produce records to validate and verify qualifications or ongoing professional development for licensing, accreditation, QRIS, wage incentives, and credentials.

Yes.

b-1) If yes, which roles are included in the workforce data system? For each role checked, indicate in your description whether participation is voluntary or mandatory.

Staff working directly with children in centers, including aides, assistants, teachers, master teachers.

Describe Voluntary

Providers working directly with children in family child care homes, including aides and assistants. Describe voluntary

Administrators in centers (including educational coordinators, directors). Describe voluntary

Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.). Describe voluntary

Education and training staff (such as trainers, CCR&R staff, faculty). Describe voluntary

Other. Describe

None

b-2) Does the workforce data system apply to:

all practitioners working in programs that are licensed or regulated by the State/Territory to serve children birth to 13?

all practitioners working in programs that receive public funds to serve children birth to age 13?

No

c) **Performance measurement.** What, if any, performance measures does the State/Territory use related to its workforce and professional development systems? Tracking of number of participants in Training and Professional Development activities and percentage of completers; changes in TAPP registry reflecting number of practitioners at increasing levels; and tracking of trainers at increasing levels. Gathering specific information on benefits and salary range/education for Better Beginnings programs for annual comparison.

e) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to its workforce and professional development systems? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

Draft for Public Comment – February 9, 2011

Continuous Improvement and evaluation of the TAPP system to ensure a provider friendly system, review by the TAPP Steering Committee of the recommendations established in the Professional Development System Evaluation conducted in 2007-08 to determine completion and new directions.

Review and compilation of data collected in PAS/BAS reviews for Better Beginnings to reflect the compensation/benefits and wage/education information for child care providers.

3.4.7 Goals for the next Biennium - What are the State/Territory's goals for the building the professional development system and improving conditions for the workforce in the coming biennium? What progress does the State/Territory expect to make across the five key elements for the workforce and professional development system described above?

- Core Knowledge: Finalization of the Core Competencies for preschool teachers, school age caregivers and development of competencies for trainers/consultants and TA providers.
- Career Lattice: Development of more extensive definitions of the TAPP Map
- Professional Development Capacity: Establish training modules for trainers of early care providers.
- Access to Professional Development: Mapping of all Professional Development opportunities to ensure access to broad range of providers.
- Compensation/Benefits: set baseline from information obtained in the PAS/BAS reviews combined with information from ABC, Head Start and the TAPP registry to gain overall picture of the work force and current compensation and benefits.

AMENDMENTS LOG

CHILD CARE AND DEVELOPMENT FUND PLAN FOR: _____
FOR THE PERIOD: 10/1/11 – 9/30/12

Lead Agencies are required to request approval from Administration for Children and Families (ACF) whenever a “substantial” change in the Lead Agency’s approved CCDF plan occurs. Please refer to the ACF Program Instruction regarding CCDF Plan amendments for more information
<http://www.acf.hhs.gov/programs/ccb/law/guidance/current/pi2009-01/pi2009-01.htm>

Draft for Public Comment – February 9, 2011

Plan amendments must be submitted to ACF within 60 days of the effective date of the change. Under the regulation, the plan amendment must be approved no later than the 90th day following the date on which the amendment is received by ACF unless the Lead Agency and ACF mutually agree in writing to extend the period. (§98.18 (b)).

ACF encourages Lead Agencies to contact the Child Care program staff in the appropriate ACF Regional Office to discuss any proposed amendment as early as possible.

Instructions for Submitting Amendments:

Complete the first 3 columns of the Amendment Log and send a copy of the Log (showing the latest amendment sent to ACF) and the amended section(s) to the ACF Regional Office contact. Lead Agency also should indicate the Effective Date of the amended section in the footer at the bottom of the amended page(s). A copy of the Log, showing the latest amendment pending in ACF, is retained as part of the Lead Agency's Plan.

ACF will complete column 4 and returns a photocopy of the Log to the grantee following its review and approval of the amendment. The Lead Agency replaces this page in the Plan with the copy of the Log received from ACF showing the approval date.

Note: This process depends on repeated subsequent use of the same Log page over the life of the Plan. At any time the Log should reflect all amendments, both approved and pending in ACF. The Lead Agency is advised to retain "old" plan pages that are superseded by amendments in a separate appendix to its Plan. This is especially important as auditors will review CCDF Plans and examine effective date of changes.

SECTION AMENDED	EFFECTIVE/ PROPOSED EFFECTIVE DATE	DATE SUBMITTED TO ACF	DATE APPROVED BY ACF

Appendix 1

Quality Performance Report

The purpose of this annual report is to capture State/Territory progress on improving the quality of child care. Specifically, this report will:

- Provide a national assessment of State's and Territory's progress toward improving the quality of child care, including a focus on program quality and child care workforce quality;
- Track State's and Territory's annual progress toward meeting high quality indicators and benchmarks, including those that they set for themselves in their CCDF Plans and those that are of interest to the U.S. Department of Health and Human Services in measuring CCDF program performance;
- Assist national and State/Territory technical assistance efforts to help States/Territories make strategic use of quality funds; and
- Assist with program accountability and compliance efforts tied to quality investments.

This report collects data in relation to the four components of child care quality used as a quality framework in Part 3 of the Child Care and Development Fund Plan for FY 2012-2013:

1. Ensuring health and safety of children through licensing and health and safety standards
2. Establishing early learning guidelines
3. Creating pathways to excellence for child care programs through program quality improvement activities
4. Creating pathways to an effective, well-supported child care workforce through professional development systems and workforce initiatives.

Lead Agencies are asked to provide the status on the State/Territory's progress in meetings its goals as reported in the FY 2012-2013 CCDF Plan, and provide data on the results of those activities. Because of the flexibility in administering the CCDF program, it is expected that Lead Agencies may not have information and data available to respond to all questions. At a minimum, Lead Agencies are expected to report on their progress toward meeting the goals articulated in the CCDF Plan for this Biennium. Lead Agencies may provide narrative updates in the data sections, including any plans for reporting data in the future, if actual data is not currently available.

This annual report will be submitted to ACF no later than December 31, 2012 and the first submittal will reflect the period October 1, 2011 through September 30, 2012.

Ensuring the Health and Safety of Children (Component #1)

In this section, Lead Agencies provide information on the minimum health and safety standards and activities in effect over the past year as of September 30, 2012.

A1.1 Progress on Overall Goals

Based on the goals described in the Lead Agency’s CCDF Plan at Section 3.1.7, please report your progress using the chart below. You may include any significant areas of progress that that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., revised licensing regulation to include elements related to SIDS prevention, Lowered caseload of licensing staff to 1:50, or increased monitoring visits to twice annually for child care centers). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible

Note: If your licensing standards changed during this period, please provide a brief summary of the major changes and submit the updated regulations to the National Resource Center for Health and Safety in Child Care (www.nrckids.org.)

A1.2 Key Data

A1.2.1 Number of licensed programs

a) How many licensed center-based programs operated in the State/Territory as of September 30, 2012? _____ or Data not available

b) How many licensed home-based programs operated in the State/Territory as of September 30, 2012? _____ or Data not available

c) Does the State/Territory have data on the number or percentage of programs (i.e., paid care provided on a regular basis by an unrelated caregiver outside of the child’s own home) operating in the State/Territory are subject to licensing regulations?

Yes. If yes, include the number/percentage of programs and describe

No

A1.2.2 What percentage of programs received monitoring visits, and at what frequency, for each provider category during the last fiscal year?

Draft for Public Comment – February 9, 2011

a) What percentage of licensed center-based programs were visited as of the end of the last fiscal year? _____ What was the average number of visits? _____

b) What percentage of licensed family child care programs were visited as of the end of the last fiscal year? _____ What was the average number of visits? _____

c) What percentage of legally exempt providers, receiving CCDF were visited as of the end of the last fiscal year? _____ What was the average number of visits? _____

Data not available

A1.2.3 How many programs had their licenses suspended or revoked due to licensing violations as defined in your State/Territory during the last fiscal year?

	Suspended	Revoked
Licensed Centers		
Licensed Homes		
<input type="checkbox"/> Data not available		

A1.2.4 How many programs were terminated from participation in CCDF subsidies due to failure to meet licensing or minimum CCDF health and safety requirements during the last fiscal year?

Child Care Centers _____

Group Child Care Homes _____

Family Child Care Homes _____

In-Home Providers _____

Data not available

A1.2.5 How many previously license-exempt providers were brought under the licensing system during the last fiscal year? _____

A1.2.6 How many injuries as defined by the State/Territory occurred in child care during the last year? Please indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers). _____

A1.2.6 How many fatalities occurred in child care as of the end of the last year? Please indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers). _____

Establishing Early Learning Guidelines (Component #2)

A2.1 Progress on Overall Goals

A2.1.1 Did the State/Territory make any changes to its voluntary early learning guidelines (including guidelines for school-age children) as reported in 3.2 during the last fiscal year?

- Yes. Describe _____
 No

A2.1.2 Based on the goals described in the Lead Agency’s CCDF Plan at Section 3.2.8, please report your progress. You may include any significant areas of progress that that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Expanded the number of programs trained on using the ELG’s, Aligned the ELG’s with Head Start Outcomes Framework). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible

A2.2 Key Data

A2.2.1 How many programs were trained on early learning guidelines (ELG’s) or standards over the last fiscal year?

Provider Categories	Birth to Three ELG’s	Three-to-Five ELG’s	Five and Older ELG’s
How many center-based programs were trained on ELG’s over the past year?	_____	_____	_____
How many children are served in program implementing the ELG’s? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	_____	_____	_____
How many family child care programs were trained on ELG’s over the past year?	_____	_____	_____
How many children are served in program implementing the ELG’s? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	_____	_____	_____
How many legally exempt providers were trained on ELG’s over the past year?	_____	_____	_____
How many children are served in programs	_____	_____	_____

Provider Categories	Birth to Three ELG's	Three-to-Five ELG's	Five and Older ELG's
implementing the ELG's? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)			
<input type="checkbox"/> Data not available			

Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3)

A3.1 Progress on Overall Goals

A3.1.1 Based on the goals described in the Lead Agency's CCDF Plan at Section 3.3.9, please report your progress. You may include any significant areas of progress that that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Expanded the number of programs included in the QRIS, Aligned the QRIS standards with Head Start performance standards, or expanded the number of programs with access to an on-site quality consultant). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible

A3.2 Key Data

A3.2.1 How many programs received targeted technical assistance in the following areas during the last fiscal year?

- Health and safety _____
 - Infant and toddler care _____
 - School-age care _____
 - Inclusion _____
 - Teaching dual language learners _____
 - Understanding developmental screenings and/or observational assessment tools for program improvement purposes _____
 - Mental health _____
 - Business management practices _____
- Data not available

A3.2.2 How many programs received financial support to achieve and sustain quality during the last fiscal year?

- a) One-time, grants, awards or bonuses:
 - Child Care Centers _____

Draft for Public Comment – February 9, 2011

Family Child Care Homes _____
 Data not available

b) On-going or Periodic quality stipends:
Child Care Centers _____
Family Child Care Homes _____
 Data not available

A3.2.3 What is the participation rate (number and percentage) in the State/Territory QRIS or other quality improvement system for programs over the last fiscal year? When reporting the percentages, please indicate the universe of programs on which the percentage is based (e.g., licensed providers, CCDF providers, or all providers).

Child Care Centers QRIS _____ or Other Quality Improvement System _____
Family Child Care Homes QRIS _____ or Other Quality Improvement System _____
License-Exempt Providers QRIS _____ or Other Quality Improvement System _____
 Data not available

A3.2.4 How many programs moved up or down within the QRIS or achieved another quality threshold established by the State/Territory over the last fiscal year? If quality threshold is something other than QRIS, describe the metric used, such as accreditation.

Child Care Centers _____
Family Child Care Homes _____
License-Exempt Providers _____
 Data not available

A3.2.5 How many programs are at each level of quality? Describe metric if other than QRIS, such as accreditation.

Child Care Centers _____
Family Child Care Homes _____
License-Exempt Providers _____
 Data not available

A3.2.6 What percentage of CCDF subsidized children were served in a program participating in the State or Territory's quality improvement system during the last fiscal year? What percentage are in high quality care as defined by the State/Territory? **Note.** If the State/Territory does not have a formal QRIS, the State/Territory may define another quality indicator and report it here.

Percentage of CCDF children served in participating programs _____
Percentage of CCDF children served in high quality care _____ (May define with assessment scores, accreditation, or other metric, if no QRIS.)
 Data not available

Pathways to Excellence for the Child Care Workforce: Professional Development Systems and Workforce Initiatives (Component #4)

A4.1 Progress on Overall Goals

A4.1.1 Based on the goals described in the Lead Agency’s CCDF Plan at Section 3.4.7, please report your progress. You may include any significant areas of progress that that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Implement a wage supplement program, Develop articulation agreements). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible

A4.2 Key Data

A4.2.1 How many teachers/caregivers had the following qualifications as of the end of the last fiscal year?

	Child Care Center Teachers	Family Child Care Providers
Child Development Associate (CDA)		
State/Territory Credential		
Associate’s degree		
Bachelor’s degree		
Graduate/Advanced degree		
<input type="checkbox"/> Data not available		

A4.2.2 How many teachers/caregivers were included in the State/Territory’s professional development registry during the last fiscal year?

- Staff in child care centers _____
- Family child care home providers _____
- License-exempt practitioners _____
- Data not available

A4.2.3 How many teachers/caregivers received credit-based training and/or education as defined by the State/Territory during the last fiscal year?

- Staff in child care centers _____
- Family child care home providers _____
- License-exempt practitioners _____
- Data not available

A4.2.4 How many credentials and degrees were awarded during the last fiscal year? If possible, list the type of credential or degree and in what type of setting the practitioner worked.

Setting	Type of Credential	Type of Degree
Staff in child care centers	List and provide number	List and provide number
Family child care home providers	List and provide number	List and provide number
License-exempt practitioners	List and provide number	List and provide number
<input type="checkbox"/> Data not available		

A4.2.5 How many teachers or other professionals received technical assistance such as coaching, mentoring or consultation during the last fiscal year? Describe any data you track on coaching, mentoring, or specialist consultation. If possible, include in what type of setting the practitioner worked.

Setting	Type of Technical Assistance
Staff in child care centers	List and provide number
Family child care home providers	List and provide number
License-exempt practitioners	List and provide number
<input type="checkbox"/> Data not available	

A4.2.6 What financial supports were funded over the past fiscal year to support teachers and caregivers in meeting and maintaining standards and qualifications as of the end of the last fiscal year?

- Scholarships. How many teachers received? _____
- Reimbursement for Training Expenses. How many teachers received? _____
- Loans. How many teachers received? _____
- Wage supplements. How many teachers received? _____
- Other. Describe
- Data not available

APPENDIX 2

CCDF PROGRAM ASSURANCES AND CERTIFICATIONS

The Lead Agency, named in Part 1 of this Plan, assures (§98.15) that:

- (1) upon approval, it will have in effect a program that complies with the provisions of the Plan printed herein, and is administered in accordance with the Child Care and Development Block Grant Act of 1990 as amended, Section 418 of the Social Security Act, and all other applicable Federal laws and regulations. (658D(b), 658E(a))
- (2) the parent(s) of each eligible child within the State who receives or is offered child care services for which financial assistance is provided is given the option either to enroll such child with a child care provider that has a grant or contract for the provision of the service; or to receive a child care certificate. (658E(c)(2)(A)(i))
- (3) in cases in which the parent(s) elects to enroll the child with a provider that has a grant or contract with the Lead Agency, the child will be enrolled with the eligible provider selected by the parent to the maximum extent practicable. (658E(c)(2)(A)(ii))
- (4) the child care certificate offered to parents shall be of a value commensurate with the subsidy value of child care services provided under a grant or contract. (658E(c)(2)(A)(iii))
- (5) with respect to State and local regulatory requirements, health and safety requirements, payment rates, and registration requirements, State or local rules, procedures or other requirements promulgated for the purpose of the Child Care and Development Fund will not significantly restrict parental choice among categories of care or types of providers. (658E(c)(2)(A), §98.15(p), §98.30(g), §98.40(b)(2), §98.41(b), §98.43(c), §98.45(d))
- (6) that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendation for childhood immunizations of the State public health agency. (§98.41(a)(1))
- (7) that CCDF Discretionary funds are used to supplement, not supplant, State general revenue funds for child care assistance for low-income families. (P.L. 109-149)

The Lead Agency also certifies that:

- (1) it has procedures in place to ensure that providers of child care services for which assistance is provided under the Child Care and Development Fund afford parents unlimited access to their children and to the providers caring for their children during the normal hours of operations and whenever such children are in the care of such providers. (658E(c)(2)(B))

Draft for Public Comment – February 9, 2011

- (2) it maintains a record of substantiated parental complaints and makes information regarding such complaints available to the public on request. (658E(c)(2)(C))
- (3) it will collect and disseminate to parents of eligible children and the general public consumer education information that will promote informed child care choices. (658E(c)(2)(D))
- (4) it has in effect licensing requirements applicable to child care services provided in the State. (658E(c)(2)(E))
- (5) there are in effect within the State (or other area served by the Lead Agency), under State or local law, requirements designed to protect the health and safety of children; these requirements are applicable to child care providers that provide services for which assistance is made available under the Child Care and Development Fund. (658E(c)(2)(E))
- (6) procedures are in effect to ensure that child care providers of services for which assistance is provided under the Child Care and Development Fund comply with all applicable State or local health and safety requirements. (658E(c)(2)(G))
- (7) payment rates under the Child Care and Development Fund for the provision of child care services are sufficient to ensure equal access for eligible children to comparable child care services in the State or sub-State area that are provided to children whose parents are not eligible to receive assistance under this program or under any other Federal or State child care assistance programs. (658E(c)(4)(A))

CCDF Regulations 45 CFR §98.13(b)(2)-(6) require the following certifications.

1. Assurance of compliance with Title VI of the Civil Rights Act of 1964:

<http://www.hhs.gov/forms/HHS690.pdf>

2. Certification regarding debarment:

<http://www.acf.hhs.gov/programs/ofs/grants/debar.htm>

3. Definitions for use with certification of debarment:

<http://www.acf.hhs.gov/programs/ofs/grants/debar.htm>

4. HHS certification regarding drug-free workplace requirements:

<http://www.acf.hhs.gov/programs/ofs/grants/drugfree.htm>

5. Certification of Compliance with the Pro-Children Act of 1994:

<http://www.acf.hhs.gov/programs/ofs/grants/tobacco.htm>

6. Certification regarding lobbying:

<http://www.acf.hhs.gov/programs/ofs/grants/lobby.htm>

These certifications were obtained in the 1997 Plan and need not be collected again if there has been no change in Lead Agency. If there has been a change in Lead Agency, these certifications must be completed and submitted with the Plan.