Child Care and Development Fund (CCDF) Plan

For

State/Territory:

FFY 2014-2015

This Plan describes the CCDF program to be administered by the State/Territory for the period 10/1/2013 – 9/30/2015. 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.

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 expires

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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: Alaska Department of Health and Social Services
> Address of Lead Agency: P.O. Box 110601, Juneau, Alaska 9811-0601
> Name and Title of the Lead Agency's Chief Executive Officer: William J. Streur, commissioner of Health and Social Services
> Phone Number: 907-269-7827
> Fax Number: 907-269-0060
> E-Mail Address: william.streur@alaska.gov
> Web Address for Lead Agency (if any): http://www.hss.state.ak.us

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: Marcey Bish
> > Title of CCDF Administrator: Program Manager
> > Address of CCDF Administrator: 3601 C Street, Suite 140, Anchorage, AK 99524

Phone Number: 907-269-4784
Fax Number: 907-269-4536
E-Mail Address: marcey.bish@alaska.gov
Phone Number for CCDF program information (for the public) (if any):
1-888-268-4632
Web Address for CCDF program (for the public) (if any):
http://dhss.alaska.gov/dpa/Pages/ccare/default.aspx
Web address for CCDF program policy manual: (if any):
http://dhss.alaska.gov/dpa/Pages/ccare/default.aspx
Web address for CCDF program administrative rules: (if any):
http://dhss.alaska.gov/dpa/Pages/ccare/default.aspx

b) Contact Information for CCDF Co-Administrator (if applicable):
Name of CCDF Co-Administrator: _____
Title of CCDF Co-Administrator: _____
Address of CCDF Co-Administrator: _____
Phone Number: _____
Fax Number: _____
E-Mail Address: _____
Description of the role of the Co-Administrator: _____

1.2 Estimated Funding

1.2.1. What is your expected level of funding for the first year of the FY 2014 – FY 2015 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, 2013 through September 30, 2014. (§98.13(a)).

FY 2012 Federal CCDF allocation (Discretionary, Mandatory and Matching): $_____
Federal TANF Transfer to CCDF: $_____
Direct Federal TANF Spending on Child Care: $_____
State CCDF Maintenance-of-Effort Funds: $_____
State Matching Funds: $_____

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 FY2014 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. Territories not required to meet CCDF Matching and MOE requirements should mark ☐ N/A here.

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: <u>Alaska State General Fund</u>
> If known, identify the estimated amount of public funds the Lead Agency will receive: $_____

☐ 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 _____
> If known, identify the estimated amount of private donated funds the Lead Agency will receive: $_____

☐ 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%): _____
> > If percentage is more than 10% of the Matching fund requirement, describe how the State will coordinate its pre-k and child care services: _____
> If known, identify the estimated amount of pre-k funds the Lead Agency will receive for Matching Funds requirement: $_____
> Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents: _____

☐ 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%): _____
> > 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: _____
> > If known, identify the estimated amount of pre-k funds the Lead Agency will receive for MOE Fund requirement: $_____
> Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents: _____

1.2.3 Describe the activities for which quality funds (including targeted quality funds for infants and toddlers, school-age children, and resource and referral) will be used in FY 2014 - 2015. In as much detail possible, list the activities that will be funded, the estimated amount of CCDF quality funds that will be used for each activity, and how these activities relate to the Lead Agency's overall goal of improving the quality of child care for low-income children.

Activity	Estimated Amount of CCDF Quality Funds (check which targeted funds will be used, if any)	Purpose	Projected Impact and Anticipated Results (if possible)
Child Care Licensing (CCL) - monitors, regulates and licenses child care facilities across the state. Activities include application processing, onsite inspections and technical assistance and consultation, and investigations. State of Alaska CCL performs on site health and safety inspections for pre-elementary schools approved by the Department of Education and Early Development.	1. Total: +$7,450,000: 1a. SOA Child Care Licensing- $1,554,241.00 1b. MOA Licensing grant- $1,519,838 Check if targeted funds for this activity: ☐ Infant/Toddler Targeted Funds ☐ School-Age/Child Care Resource and Referral Targeted Funds ☐ Quality Expansion	To reduce predictable risk of harm to children in care out of the home by providing oversight and monitoring of licensed child care facilities. Funds support the employment of 19 state licensing staff and a grant to the Municipality of Anchorage for licensing services within the municipality.	Continued increase in the quality of care provided. Reduction in the number of complaints received pertaining to health and safety. Increased knowledge and awareness of providers of child care standards.

Child Care Grant (CCG) Program - monthly grants to licensed child care providers.	Total: $2,194,629 Check if targeted funds for this activity: ☐ Infant/Toddler Targeted Funds ☐ School-Age/Child Care Resource and Referral Targeted Funds ☐ Quality Expansion	Provides monthly grants to eligible licensed child Care providers. Funds may be used for items to improve quality such as staff salaries & benefits, substitute care, health and safety items, supplies, equipment, and activities for children in care, as well as child development education and training for staff.	Continued increase in the quality of child care provided to include: high staff to child ratio; dedicated caregivers with education and training in the early care and education field; promoting social, emotional, physical, cognitive, and literacy development; nutritious meals and snacks; and inclusion of children with special needs.

The Alaska Statewide Child Care Resource & Referral Network – thread, advances the quality of early education and child development by empowering parents, educating child care professionals, and collaborating with Alaskan communities. Activities include: Child Care Referral services; Provider Training; System for Early Education Development (SEED); Technical Assistance and Consultation; Technical Assistance for Social-Emotional Intervention (TACSEI) partnership; Strengthening Families partnership; Military Liaison; Alaska Inclusive Services,	<u>Total: $2,190,116 (includes infant/toddler, school age and R&R, and quality expansion funds)</u> <u>Through this contract Resource & Referral services are provided.</u> Check if targeted funds for this activity: ☒ Infant/Toddler Targeted Funds ☒ School-Age/Child Care Resource and Referral Targeted Funds ☒ Quality Expansion	3a. Family resources include parent workshops, free lending library, networking opportunities, and child care provider referral services to help families make informed choices about the early care and education for their children. 3b. The SEED Registry allows individual early educators to track their professional development through a database system. This information used to gather and track information in the early care and education field. 3c. Technical assistance and consultation-provides child development associate classes, specialized training for different types of care;	To increase positive child development in providing families with customized early care and education referrals based upon their specific needs. To promote and increase professional development in the early care and education field. To improve program quality including enhancing classroom environments and supporting inclusive environments for children with special needs. Increased collaboration between families, child care providers, early educators and community members. Expanding the quality and quantity of community based child care options for geographically dispersed reserve and active duty families and for families facing long waits for on base care.

Thread purpose continued: ...onsite technical assistance to improve program quality and consultation to support children with mental health and special needs. 3d. The Strengthening Families Initiative and TACSEI collaborates and promotes social emotional and protective factors across early care and education sectors. 3 e. The Alaska Child Care Inclusive Program (Alaska IN!) provides referrals, outreach and education to parents and providers regarding children with special needs. Military Liaison- Develops a partnership with the Department of Defense to increase child care capacity for military families.

1.2.4 Will the Lead Agency distribute quality funds to counties or local entities? Note: This question is to obtain information on whether the Lead Agency retains decision making responsibilities regarding the quality dollars at the State/Territory level or if funds are distributed to local entities

Does the State maintain decisions at the State level, or are funds distributed to locals that have some decisions on how funds are spent.

☐ No, the Lead Agency will not distribute any quality funds directly to local entities

☐ Yes, all quality funds will be distributed to local entities

☒ Yes, the Lead Agency will distribute a portion of quality funds directly to local entities. Estimated amount or percentage to be distributed to localities
Overall, The Lead Agency will distribute fifty percent (50%) of the $ total in quality funds to local entities.

The Lead Agency will manage the quality fiunds for the Child Care Grant Program directly. These funds will be distributed to eligible licensed child care providers participating in the program on a monthly basis. The estimated amount to be distributed is FY 2014 is $.

The Lead Agency will manage a portion ($) of the quality funds set aside for Child Care Licensing directly and distribute, in FY 2014, $ to the Municipality of Anchorage, Department of Health and Human Services, to provide for Child Care Licensing services withing the Municipality of Anchorage.

The Lead Agency will distribute to Alaska's Statewide Child Care Resources and Referral Network, thread, in FY 2014, quality funds in the amount of $. These funds include Infant/Toddler, School Age, Resource and Referral and Quality Expansion targeted funds.

☐ Other. Describe. _____

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 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.

Child Care Assistance (CCA) grantees certify they will comply with the terms, conditions, and assurances of their grant and perform all work required in their agreed upon scope of work. Specific deliverable and performance indicators such as adequate program access, timely and efficient service delivery, accurate eligibility and payment determinations, fiscally responsible program expenditures, and accessible professional development and training opportunities for child care providers across the state are monitored over the course of the grant. Specific Federal and State audit requirements also must be adhered to by the grantees, with oversight by the Lead Agency, the Child Care Program Office (CCPO).

Child Care Assistance (CCA) grantees attend training sessions on policy and procedures required by the CCPO and participate in technical assistance conducted by the CCPO.

The Lead Agency monitors grantees through a combination of monthly statewide random file reviews, random desk audits, annual program review at the grantee's site and review of monthly statistical reports and quarterly fiscal and program narrative reports.

Each CCA grantee is required to conduct their own random internal file review of family eligibility determinations and child care authorizations according to statewide policies and procedures.

Identified errors, intentional or unintentional, resulting in an incorrect payment require a claim to be submitted to the CCPO for accuracy review and corrective action as warranted.

All CCA payments authorized by grantees are monitored through the statewide web-based computer management system named the Integrated Child Care Information System (ICCIS).

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 related to improper payments.

The Lead Agency, in conjunction with the Division of Public Assistance, Program Integrity, Contracted Services Quality Assurance and Quality Assessment, conducts annual review of CCA grantees and contractors regarding child care services. The grant document contains measurements to be reviewed for grantees in addition to establishing reporting requirements for spending grant funds and meeting program expectations. A site visit is conducted annually at each grantee agency for grant compliance which includes review of the eligibility work product.

The monitor process includes reviewing a random sample of family and provider files, for each grantee, to ensure all factors of eligibility were addressed and determined according to policy and procedure. Payments verified by the grantee are compared to billings submitted by the provider to ensure payments are correct. Family and provider files determined not eligible for participation are reviewed to ensure participation is denied or the file is closed according to policy and procedure.

Review of the work product will be done on a monthly basis and discussion with the grantee of causal factors, case corrections, and corrective actions to prevent the re-occurrence of such errors in the future. The Lead Agency provides any necessary training to the grantees and assures appropriate corrective action is taken.

An annual monitor report is given to the grantee identifying areas of needed improvement; suggesting on how they can meet program expectations and noting areas of strength. Any areas of needed improvement are addressed to the grantee in writing. The grantee must provide a written response detailing the corrective actions they have or will take to come into compliance within a prescribed time period.

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, Child and Adult Care Food Program (CACFP), Food and Nutrition Service (FNS), Medicaid))	☒	☒
Share/match data from other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS))	☒	☒
Run system reports that flag errors (include types)	☐	☐
Review of attendance or billing records	☒	☒
Audit provider records	☒	☒
Conduct quality control or quality assurance reviews	☒	☒
Conduct on-site visits to providers or sub-recipients to review attendance or enrollment documents	☐	☐
Conduct supervisory staff reviews	☒	☒
Conduct data mining to identify trends	☐	☐
Train staff on policy and/or audits	☒	☒
Other. Describe _____	☐	☐
None	☐	☐

For any option the Lead Agency checked in the chart above other than none, please describe

All child care assistance authorization and payment verification actions are conducted from one web-based database, the Integrated Child Care Information System (ICCIS). The Eligibility Information System (EIS) and ICCIS use the same client data base and data tables that allows for matching information from other programs. Reports run from ICCIS identify actions that may be out of timeframe, contain incorrect information or have other potential errors.

- The Lead Agency reviews provider records including billing records, as part of the quality assurance monitor review process of the grantee. Attendance records are reviewed if the Lead Agency or grantee has conflicting or confusing information. Billing records are also reviewed when the Child Care Program Office (CCPO) verifies billing reports for payment each month.
- Data is shared/ matched for Temporary Asssitance for Needy Families (TANF) families reeiving Parents Achieving Self Sufficincy (PASS) I Child Care Assistance.

- Grantee's review attendance records on a case by case basis as appropriate. This is not routine. Billing recors are reviewed monthly as they are verified by the CCPO Accounting Team.
- An audit of provider records is conducted monthly as part of the Quality Assurance process. Grantees are strongly encouraged to perfrom their own monthly audits as well.
- Quality Assurance and Quality Control review files monthly through a random selection process. Additionally, a detailed grantee specific review is conducted annually.
- Supervisory staff reviews are conducted by the CCPO Progrma Coordinator. Grantees conduct review as part of their random monthly selection. The number f family file grantees must review is based upon their current caseload.
- Train staff on policy and/or audits: ~~monthly grantee teleconference and maintain~~ policy mailbox for on-going inquiries and consultation, policy round table discussion~~s~~-built into ~~the~~ grantees' annual monitor, annual face to face conference that includes all grantees statewide.

If the Lead Agency checked none, please describe what measures the Lead Agency has or plans to put in place to address program integrity:

_____

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 $100.00	☒	☒	☒
Coordinate with and refer to other State/Territory agency (e.g. State/Territory collection agency, law enforcement). Describe Department of Health and Social Services, Division of Public Assistance, Benefits Issuance and Recovery Unit (BIRU).	☒	☒	☒
Recover through repayment plans	☒	☒	☒
Reduce payments in subsequent months	☒	☒	☒
Recover through State/Territory tax	☒	☒	☒

Strategy	UPV	IPV and/or Fraud	Administrative Error
intercepts			
Recover through other means. Describe <u>Through collecting funds from the Alaska Permanent Fund Dividend and the Internal Revenue Service.</u>	☒	☒	☒
Establish a unit to investigate and collect improper payments. Describe composition of unit <u>This unit includes the BIRU, Child Care Licensing and the the Child Care Assistance Program team and consists of 1 Program Coordinator II and 3 Public Assistance Analysts.</u>	☒	☒	☒
Other. Describe _____	☐	☐	☐
None	☐	☐	☐

For any option the Lead Agency checked in the chart above other than none, please describe
<u>Child Care Assistance Policy requires recoupment of incorrect payments regardless of the cause (unintentional, IPV/fraud or administrative error) if the amount is $100.00 or more.</u>

<u>The Lead Agency, through the Benefits Issuance and Recovery Unit (BIRU) enters into a repayment plan with families to collect over payments in excess of $100.00. The BIRU has mechanisms in place that allow for recoupment via intercepts from the Alaska Permenant Fund Dividend and the Internal Revenue Service if the family refuses to enter into a repayment agreement or stops making agreed upon repayments.</u>

<u>Over payments made to child care providers are recouped by reducing payments for one or more months uuntil the recoupoment is satisfied. If a child care provider closes before repayment, a claim is sent to the BIRU for recoupment.</u>

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
The disqualification process is different per the Child Care Assistanc category
Parent's Achieving Self-Sufficiency
Parent's Achieving Self-Sufficiency (PASS)I:
<u>When discrepencies between the child care authorization and provider billing report that may be an improper payment due to a program violation are identified, the Child Care Assistance staff will contact the contracted Work Service Provider (WSP). The WSP refers to the Temporary Assistance Manual to evaluate if a penalty or fraud situation is present and contacts the Division of Public Assistance Eligiblity worker for appropriate action. When an</u>

applicant or recipient fails, without good cause, to comply with certain program requirements, a financial penalty is imposed by the assistance unit. A penalty is a reduction in the amount of cash assistance a family receives when an adult is able to but chooses not to comply with program responsibilities. These penalties are progressive and unless the family complies, the amount of the reduction in a family's Temporary Assistance benefit may increase over time.

PASS II/III:
To help reduce improper payments due to program violations the Lead Agency may implement the following sanctions when a family refuses to comply with a repayment plan, or cooperate with the development of the plan:
- Limit the types of child care that may be used.
- Suspend Program, including suspending authorization and payment for up to six months.
- Terminate Program, ending authorizations and payment, and revoking approval status as a parent of a child care provider under PASS II or III.

Appeal Process:
Sanctions are effective fifteen (15) days after the parent receives the written notice unless he or she requests a Fair Hearing. A family who disagrees with the Administrative Review decision may request a Fair Hearing. The request may be made to the division in writing by a family, or their legal representative.

Written requests for a Fair Hearing are submitted to the CCPO and are received or postmarked no later than thirty (30) calendar days after receipt of the written notice of determination. If a request for a fair hearing is received by the designee, it must be date stamped and forwarded to the CCPO within twenty-four (24) hours and documented in an ICCIS case note.

A family requesting a Fair Hearing may request a continuation of benefits pending the hearing decision. This request will be honored and the CCPO will notify the grantee for appropriate action. Unless the family or provider agrees to a shorter time period, the division will mail a notice stating the date, time, and place of the hearing within ten (10) days after receiving a hearing request, and at least fifteen (15) days before the date the hearing is scheduled. The place must be one reasonably convenient to both parties involved.

The request for a Fair Hearing may be denied, dismissed or terminated for the following reasons: the parent or provider withdraws the request in writing; the issues affect groups of recipients, or all recipients, and is not one of incorrect benefit computation; or the issues are not relevant to this program, or the client fails, without good cause as determined by the hearing authority, to appear in person, telephonically, or by authorized representative at the scheduled hearing.

The Office of Administrative Hearings is the designated hearing authority and conducts the hearing on behalf of the commissioner. The hearing authority will issue a final decision which is the final agency action. If the parent is not satisfied with the decision of the hearing authority, the client may file a request for judicial review of the decision.

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

PASS I and III/III:

To help reduce improper payments due to program violations the Lead Agency may implement the following sanctions when a provider refuses to comply with a repayment plan or cooperate with the development of the plan:

- Limit the number of children a provider may care for.
- Program Suspension, including suspending authorization and payment for up to six months.
- Program Termination, ending authorizations and payment, and revoking approval status.
- Name removal from the "List of Eligible Providers.

Appeal Process:

Sanctions are effective fifteen (15) days after the provider receives the written notice unless he or she requests a Fair Hearing. A Fair Hearing may be requested orally or in writing by a provider or a responsible person acting on the provider's behalf. Fair Hearing requests must be submitted to the Child Care Program Office and postmarked no later than thrity (30) calendar days after receipt of the written notice of determination. Unless a child care provider agrees to a shorter time period, the division will mail a notice stating the date, time and place of the hearing within ten (10) days after receiving a hearing request, and at least fifteen (15) days before the date the hearing is scheduled. The place must be one reasonably convenient to both parties involved. If the provider is not satisfied with the decision of the hearing authority, they may file an appeal to the division director in writing within fifteen (15) days after receipt of the hearing authority's decision. The director's decision constitutes final administrative action.

☐ Prosecute criminally
☒ Other. Describe.

Child Care providers may not bill for child care assistance services during suspension, or after termination, from the program.

If terminated from the Child Care Assistance Program for an intentional program violation, a parent or provider is not allowed to participate further in the program in any capacity - either as a parent or child care provider under PASS II or PASS III.

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	Cause/Type of Error (if known)	Actions Taken or Planned	Completion Date (Actual or planned) (if known)
1. LEAN-Kaizen event held in January 2011 for Lead Agecy staff and June 2011 for Child Care	1. Missing or insufficient information. 2. Incorrect units of care. 	1. Going to process management of work model. 1a. A new Child CAre Assistance	1. Started February 2011 for Lead Agency staff and July 2011 for Child Care

Assistance grantees. 2.On-site reviews of all Child Care Assistance grantees. The sults of the reviews will be discussed with eacg Grantee on a monthly basis providing immeadiate feedback and technical assistance. 3. On-site reviews of all Child Care Assistance grantees. The results of the reviews will be discussed with each grantee on a monthly basis providing immeadiate feedback and technical assistance. 4. On-site reviews focus on the correct application of income policies and procedures. All cases with authorization for payment errors were reviewed and discussed by Alaska's Child Care-Quality Assessment	3. Incorrect income calculations.\<br\> 4. Missing or insufficient information/incorrect units of care/incorrect income calculations.	application form is being developed for statewide implementation. 1b. Child Care Assistance applications are obtained at initial application and once yearly thereafter.as long as there is no break in service. Policy will also be created to suport this. 1c. A standardized client note format will be developed and distributed to Child Care Assistance grantees and Temporary Assistance for Needy Family (TANF) wWork sServices pProviders to use any time PASS I is requested and covers every element that would be reviewed. 2. Monthly Child Care Assistance grantee file review. 2a. The Lead Agency works with poorly performing grantees to bring them into compliance. 2b. All grantees are required to provide a response to deficiencies noted	Assistance Program Grantees. 1a. September or October of 2011. 1b. September or October of 2011. 1c. September or October of 2011. 2. Started May 1, 2011. 3. Started May 1, 2011. 4. All should be in place by October 1, 2011.

Review Committee. The Child Care Program Office (CCPO) and its grantees address error findings and continuous improvement measures during their monthly teleconference meetings. The CCPO provided follow-up on errors that carried into the "current" year to ensure that corrections were made. TANF work services cases that have used Parents Achieving Self Sufficiency (PASS) I child care have been targeted for review. The CCPO is following up on all potential occurrences of duplicate authorization in both the Integrated Child Care Information System (ICCIS) and the Eligibility Information system (EIS) in		during the monitor process.Errors are discussed and follow up conducted to ensure corrective action has been taken. 2c. Time has been built into the on-site process to allow specifically for policy discussion with each grantee. 3. Monthly Child Care Assistance grantee file review. 3a. The Lead Agency works with poorly performing grantees to bring them into compliance. 3b. All grantees are required to provide a response to deficiencies noted during the monitor process.Errors are discussed and follow up conducted to ensure corrective action has been taken. 3c. Time has been built into the on-site monitor process to allow specifically for policy discussion with each grantee. 4. Teleconferences are held with all grantees for state	

the same month. The Division of Public Assistance received budget authority for a new full-time permanent staff position to assist with CCDF Error Reporting and Child Care quality control beginning in State Fiscal Year 2009.		updates, training and discussion regarding error trends and general policy clarification. Cases with errors were reviewed to ensure corrective action was taken. Work Service Providers were trained on the use of authorization standards. A client note template was developed for all Work Service Provider use to ensure all aspects of the child care needed were documented. The review team and the Child Care Program Office provide follow up guidance to all Work Service Providers. All PASS I child care authorizations are created, utilizing ICCIS, in the Child Care Program Office as of July 1, 2010. This allows for errors in PASS II referral notices to be more quickly identified and addressed. Child care authorizations are	

		created in the same computerized system regardless of the PASS category. This readily identifies families that should be transitioning. The addition of this full time position allows the CCPO and grantees to receive regular feedback and identification of errors, thereby more quickly preventing continuing an error trend. The CCPO is following up on all potential occurrences of duplicate authorization in both ICCIS and EIS in the same month.	

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
☒	**Representatives of general purpose local government (required)** This may include, but is not limited to: representatives from counties and municipalities,	Consultation with representatives of general purpose local government occurred through a series of discussions (face to face, telephonic and by email). Representatives of

Agency/Entity	Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
local human service agencies, local education representatives (e.g., school districts), or local public health agencies.	general purpose local governments also had the opportunity to provide input into the development of the plan through more formal venues of electronic responses or participating in the public hearing process. These representatives were the Municipality of Anchorage, Fairbanks Child Care Coalition Catholic Comminuty Service, Alaska Family Services, The LeeShore Center, and the Alaska Statewide Resource and Referral Netword, thread.

	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.	
☒	State/Territory agency responsible for public education 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.	Consultation with the Department of Education and Early Development (DEED) occurred through a series of discussions (face to face, telephonic and by email). DEED also had the opportunity to provide input into the development of the plan through more formal venues of electronic responses or participating in the public hearing process.
☒	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	Consultation with the Lead Agency's Office of Children's Services (OCS) occurred through a series of discussions (face to face, telephonic and by email). OCS also had the opportunity to provide input into the development of the plan through more formal venues of electronic responses or participating in the public hearing process.

	Agency/Entity	Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
☒	State/Territory agency responsible for licensing (if separate from the Lead Agency)	Consultation with the Municipality of Anchorage Child Care Licensing Program (MOA CCL) occurred through a series of discussions (face to face, telephonic and by email). MOA CCL also had the opportunity to provide input into the development of the plan through more formal venues of electronic responses or participating in the public hearing process.
☒	State/Territory agency with the Head Start Collaboration grant	Consultation with the Department of Education and Early Development (DEED) where the Head Start Collaboration Grant is administered, occurred through a series of discussions (face to face, telephonic and by email). DEED also had the opportunity to provide input into the development of the plan through more formal venues of electronic responses or participating in the public hearing process.
☒	Statewide Advisory Council authorized by the Head Start Act	The **Alaska Early Childhood Coordinating Council (AECCC)** is responsible for coordination of state systems in order to provide efficient, effective, and accessible services for young children. The CCDF State Child Care Administrator is a member of the council as well as a member of the council steering committee. Consultation with the AECCC occurred through a series of discussions (face to face, telephonic and by email) with council members who also had the opportunity to provide input into the development of the plan through more formal venues of electronic responses or participating in the public hearing process.
☒	Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services	The Child Care Program Office (CCPO) consulted with Best Beginnings (a public-private partnership), the Alaska Strengthening Families Initiative

Agency/Entity	Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
	leadership team, the Alaska Early Childhood Coordinating Council, the Technical Assistance for Social Emotional Intervention (TACSEI), the Early Learning Guidelines steering committee, System for Early Education Development (SEED) Professional Development Committee, and the Quality Rating and Improvement System Advisory Committee through a series of discussions (face to face, telephonic and by email) who also had the opportunity to provide input into the development of the plan through more formal venues of electronic responses or participating in the public hearing process.
☐ State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)	
☐ State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant	
☒ State/Territory agency responsible for public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health)	Consultation and/or coordination with the Lead Agency's Division of Public Health and the Division of Behavioral Health occurred through a series of discussions (face to face, telephonic and by email). Public Health also had the opportunity to provide input into the development of the plan through more formal venues of electronic responses or participating in the public hearing process.
☒ State/Territory agency responsible for child welfare	Consultation and/or coordination with the Lead Agency's Office of Children's Services (OCS) occurred through a series of discussions (face to face, telephonic and by email). OCS also had the opportunity to provide input into the development of the plan through more formal venues of electronic responses or participating in the public hearing process.
☒ State/Territory liaison for military child care programs or other military child care representatives	Alaska's Statewide Resource and Referral Network, *thread*, employs a Military Liaison to increase child

Agency/Entity	Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
	care capacity for military families and coordinate with state agencies, the Alaska Early Childhood Coordinating Council, Head Start and the licensing bureau. Consultation with t*hread* occurred through a series of discussions (face to face, telephonic and by email). thread also had the opportunity to provide input into the development of the plan through more formal venues of electronic responses or participating in the public hearing process.
☒ State/Territory agency responsible for employment services/workforce development	Consultation with the Lead Agency's Division of Public Assistance (DPA) occurred through a series of discussions (face to face, telephonic and by email). DPA is the Temporary Assistance for Needy Families (TANF) agency for the State of Alaska and works closely with the Department of Labor in developing job opportunities for all Alaskans, while focusing on families receiving TANF. Child Care is acknowledged as a necessary support for families entering and remaining in the work force. DPA also had the opportunity to provide input into the development of the plan through more formal venues of electronic responses or participating in the public hearing process.
☒ State/Territory agency responsible for Temporary Assistance for Needy Families (TANF)	Consultation with the Lead Agency's Division of Public Assistance (DPA) through the Performance Evaluation Team (PET) Team occurred through a series of discussions (face to face, telephonic and by email). This team is comprised of key staff from Temporary Assistance Policy, DPA

Agency/Entity	Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
	Program Integrity & Analysis (both Research and Quality Assurance) and Field Services directly involved with work services contractors with the purpose to consult with and ensure work services contractors have the information, tools and guidance they need to meet the division's performance expectations. DPA also had the opportunity to provide input into the development of the plan through more formal venues of electronic responses or participating in the public hearing process.
☒ Indian Tribes/Tribal Organizations ☐ N/A: No such entities exist within the boundaries of the State	Representatives from tribal entities including with the Office of Child Care, Region X office and Alaska Native Tribal Organizations receiving CCDF funding were invited to provide input on this draft CCDF Plan through ongoing collaborative efforts and more formal venues of electronic responses or participating in the public hearing process.
☒ 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	A CCPO staff member participates on the Strengthening Families Initiative (SFI) andTechnical Assistance for Social–Emotional Intervention (TACSEI) leadership teams. Consultation occurred with both through a series of discussions (face to face, telephonic and by email). SFI and TACSEI also had the opportunity to provide input into the development of the plan through more formal venues of electronic responses or participating in the public hearing process.
☐ Provider groups, associations or labor organizations	
☐ Parent groups or organizations	
☒ Local community organizations (child care resource and referral, Red Cross)	Consultation with the Alaska Statewide Resource and Referral Network (CCR&R), thread, occurred through a series of discussions (face to face, telephonic and by email). The CCR&R also had the opportunity to provide input into the

Agency/Entity		Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
		development of the plan through more formal venues of electronic responses or participating in the public hearing process.
☒	Other	The Child Care Program Office consulted with the Lead Agency's Health Care Services, Certification and Licensing, Alaska Background Check Program (BCP), the Department of Public Safety, and the Office of Children's Services and the Department of Law through a series of discussions (face to face, telephonic and by email) and were given the opportunity to provide input into the development of the plan through more formal venues of electronic responses or participating in the public hearing process.

1.4.2. Describe the Statewide/Territory-wide public hearing process held to provide the public an opportunity to comment on the provision of 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 3, 2013 **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? Published in Anchorage Daily News, Juneau Empire and Fairbanks Daily News Miner newspapers;posted to the State of Alaska Public Notice and Child Care Program Office websites; and sent electronically to Child Care Assistance grantees, partner agencies and stakeholders.

c) Date(s) of public hearing(s): May 24, 2013 **Reminder** - Must be no earlier than 9 months before effective date of Plan (October 1, 2013).

d) Hearing site(s): Legislative Information Office, Anchorage Alaska, 716 West Ave #200, Anchorage, Alaska 99501-2133.

e) How was the content of the Plan made available to the public in advance of the public hearing(s)? Is was posted on the Child Care Program Office Website and the web-site was stated on the Notice of Public Hearing. Hard Copies of the Plan were made available upon request.

f) How will the information provided by the public be taken into consideration in the provision of child care services under this Plan? The Child Care Program Office values open communication and appreciates individuals taking time to provide input in the Plan. All information

(comments, suggestions and feedback) will be thoughtfully reviewed and considered.

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.
A variety of media delivery methods were used:
- Publishing notice of the public hearing to the main Alaska newspapers: the Anchorage Daily News, Juneau Empire and Fairbanks Daily News Miner
- Posted on the Child Care Program Office and the State Public Notice websites
- Distributed electronically to grantees, partner agencies, tribal organizations and other state entities and various early care and education stakeholders.
- Small workgroup meetings were held in specific topic areas of the Plan with other partners and stakeholders.

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))

Note: Descriptions of how governments are organized for each State are provided at: http://www2.census.gov/govs/cog/all_ind_st_descr.pdf.

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

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 results expected 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.
☒ Representatives of general purpose local government **(required)** This may include, but is not limited to: representatives from counties and municipalities, local education representatives, or local public health agencies.	The State of Alaska, Child Care Program Office (CCPO) enters into an agreement with the Municipality of Anchorage (MOA) to provide child care licensing services within the MOA, which represents about 41% of the population of the state. MOA licensing standards must meet or exceed state standards. CCPO staff meet on a monthly basis with MOA licensing staff to discuss health and safety standards, processes, policy and procedure, reports of concern, investigations and use of the Integrated Child Care Information System (ICCIS). CCPO staff provide monthly informational updates on licensed child care facilities to state and local government agencies such as: planning	Increased supply of full-day/full-year services, aligned policy and procedures, increased awareness of child care in the community, better collaboration and coordination across agencies.

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 results expected 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.
	and zoning, public safety, environmental conservation and fire marshal offices. CCPO staff meet and/or consult with state and local fire and environmental conservation officials, and land use and permitting officials to assist current and prospective licensed child care providers in meeting licensing regulations. Grantees participate in teleconferences hosted by the CCPO and at least one annual face-to-face gathering. These meetings provide opportunities for exchanges of information and input into applications, notices, and policy formation, clarification and/or revision. Participants include partners from state child care licensing,	

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 results expected 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.
		child care assistance grantees, child care providers and administrators, Public Assistance (PASS I), Child Care Resource and Referral, Public Health, and Head Start Programs. Discussions focus on children's issues.	
☒	State/Territory agency responsible for public education (**required**) 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;	The Child Care Program Office (CCPO) consults and/or coordinates with DEED and/or local school districts in the following ways: 1. Works with school districts to license before-and-after school child care programs in the schools. 2. Collaborates and coordinates with the DEED on program oversight and regulation of pre-elementary schools. The CCPO worked with DEED to better align health and safety regulations governing pre-	Increased supply of full-day/full-year services, increased alignment in regulations governing child care facilities and pre-elementary school programs approved by DEED; blended funding; increased awareness of the Alaska Early Learning Guidelines by the community; or access to more training and technical assistance resources shared across agencies.

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 results expected 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.
		elementary schools with child care licensing regulations. New pre-elementary school regulations went into effect in February 2010. The CCPO collaborated with the DEED and the Municipality of Anchorage (MOA), Department of Health and Human Services to develop a system for child care licensors from the Lead Agency and the MOA to conduct health and safety inspections for pre-elementary schools approved by DEED. In February 2011, state licensors began conducting health and safety inspections for DEED approved pre-elementary school programs. 3. Funds training by the Child Care Resource and Referral network for providers serving young children with	

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 results expected 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.
	special needs which include linking with school district services for 3-5 year olds. 4. CCPO consults and coordinates with representatives from the DEED on the continued implementation of the Early Learning Guidelines and evaluation. 5. Collaborates and coordinates with the Alaska System for Early Education Development (SEED) regarding the implementation of Alaska's Statewide Professional Development Plan. A staff member from DEED participates on the SEED committee. 6. The Commissioner of the Lead Agency and the Commissioner of the Department of Education and Early Development chair Alaska's Early	

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 results expected 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.
	Childhood Coordinating Council (AECCC). The CCDF State Administrator consults and coordinates with DEED staff as part of the AECCC steering committee.	
☒ Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services (**required**)	The Child Care Program Office (CCPO) collaborates and coordinates with Best Beginnings, a public-private partnership that mobilizes people and resources to ensure all Alaska children begin school ready to succeed. CCPO and staff from Best Beginnings participate jointly on several early care and education committees: Alaska Strengthening Families Initiative leadership team, the Alaska Early Childhood Coordinating Council, the Technical Assistance for Social Emotional	Exchanging and accessing of more information and resources to be shared across early care and education system. Leveraging of funding, resources and training to further quality efforts.

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 results expected 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.
		Intervention (TACSEI), the Early Learning Guidelines steering committee, System for Early Education Development (SEED) Professional Development Committee, and the Quality Rating and Improvement System Advisory Committee.	

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 results expected 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.
State/Territory agency responsible for public health (**required**) This may include, but is not limited to, the agency responsible for immunizations and programs that promote children's emotional and mental health	The State Child Care Administrator participates on the Lead Agency Children's Policy Team, along with representatives from the Division of Public Health and the Division of Behavioral Health. Department of Health and Social Services children's issues of concern across Divisions are addressed at these meetings. Public Health staff is consulted throughout the year regarding changes to child care licensing health requirements. The Lead Agency's child care licensing staff coordinates closely with Public Health to ensure that child immunization requirements are met. Child care licensing staff share information about a computer program created by Public Health called "Self-Image." Providers input child immunization information into Self-Image; the program then provides notices to	Aligned policies/regluatory standards, access to more training, technical assistance, and resources benefitting providers and families; increased knowledge by providers and families of immunization information; increased awareness among Departmental representatives of what is occurring within the State pertaining to children.

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 results expected 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.
☒	State/Territory agency responsible for employment services / workforce development (**required**)	The lead agency, DPA, is also the TANF agency for the State of Alaska and works closely with the Department of Labor in developing job opportunities for all Alaskans, while focusing on families on TANF. Child Care is acknowledged as a necessary support for families entering and remaining in the work force. Information about child care resources is available at job centers throughout the state; case managers and employment counselors receive child care information training for use as part of their resource portfolio to work with families. The Lead Agency oversees the grant for an on-site child care center in a busy job center in downtown Anchorage – for use	Increased supply of full-day/full-year services; aligned eligibility policies; blended funding; access to more training and technical assistance resources shared across agencies.

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 results expected 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.
		by job center customers. The child care center is operated by the local Child Care Resource and Referral (CCR&R) agency. This partnership allows the CCR&R to provide consumer education and child care referrals to customers of the job center. It also allows the participants to participate in self sufficiency services. The CCDF State Administrator is a member of the Division's Leadership Team. The leadership team includes representation from the following programs: Adult Public Assistance, Child Care, Chronic and Acute Medical Assistance, Denali Kidcare, Family Nutrition, Food Stamps, General Relief Assistance, Heating Assistance, Medicaid, Senoir Benefits, and	

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 results expected 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.
		Temporary Assistance.	
☒	State/Territory agency responsible for providing Temporary Assistance for Needy Families (TANF) including local human service agencies(**required**)	The CCDF State Administrator serves on the leadership team for the Division of Public Assistance and attends regular management meetings. Quality and accessible child care is an integral part of the Division's mission and child care continues its integration into the work of the Division. The co-location of child care programs and the TANF agency in the same division has also allowed the Child Care Assistance Program for TANF families and the Child Care Assistance Program for non-TANF families for better integration and alignment. A Public Assistance Analyst with the Lead Agency works	Increased supply of full-day/full-year services; aligned eligibility policies; blended funding; access to more training and technical assistance resources shared across agencies.

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 results expected 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.
		with Parent Achieving Self-Sufficiency I (PASS I), the child care assistance part of TANF, by: providing training, technical assistance and policy clarification to any entity which administers PASS I which may be located in the Division of Public Assistance, the Department of Labor, or work service contracts or grantees participating on monitors for work services for the child care portion receiving and reviewing Interested Persons Reports from the Department of Public Safety for each person who is planning to provide child care for families receiving PASS I assisting providers seeking a variance with their variance	

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 results expected 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.
		request paperwork and presenting their case to the Background Check Variance Committee attending monthly partners meeting with Department of Labor and a work services contractor teleconferencing monthly with DPA staff working with PASS I Two Eligibility Technician I's with the Lead Agency works with PASS I by: Issuing child care authorizations (certificates) to eligible families determining eligibility for providers wishing to provide care to children whose parent(s) are participating in the PASS I program. An Accounting Clerk with the Lead Agency works with PASS I by:	

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 results expected 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.
		receiving billings and making payments to PASS I providers statewide making all manual payments The Pass I Manual is in the process of being reviewed and revised to better align with PASS II and PASS III. **Participation on Performance Evaluation Team (PET) Team** The Lead Agency also has two participating members on the monthly Performance Enhancement Team (PET). This team is comprised of key staff from Temporary Assistance Policy, DPA Program Integrity & Analysis (both Research and Quality Assurance) and Field Services directly involved with work services contractors. The	

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 results expected 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.
		purpose of the team is to consult with and ensure work services contractors have the information, tools and guidance they need to meet the division's performance expectations.	

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 results expected 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.
☒ Indian Tribes/Tribal Organizations **(required)** ☐ N/A: No such entities exist within the boundaries of the State	The Child Care Program Office in collaboration and coordination with the Office of Child Care, Region X office and Alaska Native Tribal Organizations receiving CCDF funding participate in quarterly phone calls and face-to-face meetings (as funding permits) to share information, resources, concerns and ideas pertaining to early care and education in Alaska. These meetings have allowed the Office of Child Care, the Child Care Program Office and Tribal Organizations to share current child care activities and issues with each other, as well as to hear from guest participants about new initiatives or clarifications of policy. Lead Agency staff have also participated in ad hoc requests to meet with Tribal Organizations.	Increased supply of full-day/full-year services; aligned eligibility policies; blended funding; access to more training and technical assistance resources shared across agencies.

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 results expected 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.
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		

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 results expected 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.
☒	State/Territory agency with the Head Start Collaboration grant	The Lead Agency and the Head Start Collaboration director continue to promote collaboration and coordination between child care providers and Head Start programs, including those operated by Tribal Organizations. Recent collaboration and coordination activities between child care and Head Start include: Regular meetings between the State Child Care Administrator and the Head Start Collaboration Director. Joint participation on the Alaska Strengthening Families Initiative leadership team, the Alaska Early Childhood Coordinating Council, the Technical Assistance for Social Emotional Intervention (TACSEI), and the Early Learning Guidelines steering committee.	Increased supply of full-day/full-year services; aligned eligibility policies; blended funding; access to more training and technical assistance resources shared across agencies.

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 results expected 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.
☐ State/Territory agency responsible for Race to the Top – Early Learning Challenge (RTT-ELC) ☒ N/A: State/Territory does not participate in RTT-ELC		
☐ State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)		
☒ 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	The Child Care Program Office (CCPO) consults with the Office of Children's Services, Infant Learning Program, pertaining to children with special needs (Part C). Currently, the CCPO is collaborating and coordinating with the Infant Learning Program, Statewide Resource and Referral Network, and the Municipality of Anchorage child care licensing to redesign the Alaska Inclusive Child Care (Alaska IN!) program. Alaska IN! is an enhanced child care referral and supplemental funding program for families with children with special needs. The Alaska	Increased supply of full-day/full-year services for families with children with special needs; aligned eligibility policies; blended funding; access to more training and technical assistance resources shared across agencies.

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 results expected 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.
		IN! workgroup has identified a need for additional representation for preschoolers under Section 619.	
☐	State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant		
☒	State/Territory agency responsible for child welfare	The CCPO regularly consults and coordinates with the Office of Children's Services (OCS) regarding allegations of abuse or neglect related to child care facilities and also for Child Protective Services checks. The CCPO entered into an agreement with the OCS to cover child care costs to foster parents and unlicensed relative caregivers who are working or actively seeking work, and who may not otherwise be eligible for child care assistance and also to pay child care costs for children in need of protective services.Office of Children's Services:	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.

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 results expected 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.
		Adoption & Guardianship Children's Justice Children's trust Early Childhood Comprehensive System Family Preservation Family to Family Foster Care Grants Independent Living Indian Child Welfare Act Infant Learning Program Strengthening Families	
☒	State/Territory liaison for military child care programs or other military child care representatives	Alaska's Statewide Resource and Referral Network, *thread*, employs a Military Liaison position to increase child care capacity for military families and coordinate with state agencies, the Alaska Early Childhood Coordinating Council, Head Start and the licensing bureau. *thread* partners with the Department of Defense (DOD), the federal agency	Increased supply of full-day/full-year services, aligned quality standards and eligibility policies; blended funding; access to more training and technical assistance resources shared across agencies.

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 results expected 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.
		sponsoring the national initiative to increase child care capacity for military families. Alaska was one of thirteen (13) states selected to participate in the DOD effort. States were selected based on the lack of an active-duty installation or for their deployment impact and existing quality improvement rating systems. The child care liaison will coordinate with state agencies, the state's Early Childhood Council, Health and Human Services, Head Start and the licensing bureau to identify strategies to improve child care program quality.	

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 results expected 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.
☒ 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	**Strengthening Families:** The Office of Children's Services (OCS), Alaska Department of Health and Social Services, promotes Strengthening Families, a proven, cost-effective strategy to prevent child abuse and neglect. The strategy involves early childhood centers working to build protective factors around children by supporting family strengths and resiliency. A member of the CCPO Management Team participates on the Strengthening Families Leadership Team. The CCPO coordinates via a reimbursable services agreement with the Lead Agency's Office of Children's Services funding to the Child Care Resource and Referral Network to support further implentation of the Strengthening Families Initiative.	Increased quality of child care facilities and awareness by providers and families of the Strengthening Families and TACSEI initiatives concepts; blended funding to support the initiatives; access to more training and technical assistance resources shared across agencies.

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 results expected 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.
☒	Local community organizations (child care resource and referral, Red Cross)	The Child Care Program Office (CCPO) entered into an agreement with the CCR&R to assist families in making informed choices regarding care for their children, to provide training and technical assistance to early educators to improve skills and quality, and to raise community awareness about early care and education services to name a few. The CCPO meets with CCR&R staff regularly to share information, provide updates on happenings around the state, to discuss areas of need, to plan and set priorities, etc. On-going consultation and coordination with the Alaska Statewide Resource and Referral Network (CCR&R) occurred through a series of	Increased supply of full-day/full-year services, blended funding, access to more training and technical assistance resources shared across agencies. Targeted planning of activities/initiatives that promote and sustain quality.

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 results expected 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.
		discussions (face to face, telephonic and by email). The CCR&R also had the opportunity to provide input into the development of the plan through more formal venues of electronic responses or participating in the public hearing process. The Child Care Program Office (CCPO) enters into an agreement with the CCR&R to assist families in making informed choices regarding care for their children, to provide training and technical assistance to early educators to improve skills and quality, and to raise community awareness about early care and education services to name a few. The CCPO meets with CCR&R staff regularly to share information, provide	

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 results expected 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.
		updates on happenings around the state, to discuss areas of need, to plan and set priorities, etc.	
☒	Provider groups, associations or labor organizations	**Anchorage Association for the Education of Young Children (AAEYC):** The Anchorage Association for the Education of Young Children (Anchorage AEYC) leads families, professionals, policy makers, and members of our communities to promote a vision of all young children living and learning in a diverse and supportive world. The Child Care Program Office via the System for Early Education Development (SEED) Professional Development	Access to more training and technical assistance resources shared across agencies.

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 results expected 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.
		Committee consults and coordinates with the Anchorage Association for the Education of Young Children (AAEYC). Individual's from the CCPO and AAEYC participate on the professional development committee.	
☐	Parent groups or organizations		
☒	Other	The Child Care Program Office (CCPO) coordinates with the Lead Agency's Health Care Services, Certification and Licensing, Alaska Background Check Program (BCP) pertaining to criminal history background checks. CCPO staff meet monthly with BCP staff to share information, discuss procedures, problem solve or clarify issues, etc. The CCPO	Increased access to shared resources that help reduce predictable risk of harm to children. Safe, healthy environments for children.

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 results expected 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.
		coordinates with Department of Public Safety for the processing of federal and state fingerprint based checks via a reimbursable service agreement. The CCPO collaborates and coordinates with the Department of Law for legal services; including forms, publications, hearings and regulations.	

Public Health portion cont. (it did not allow for all to be copied over):

the program then provides notices to the child care provider of upcoming immunizations, provides information about the appropriate timetables for obtaining immunizations, alerts providers as to whether or not the children in their care are current with their immunizations, etc.

Public Health staff audit the immunization records of selected Licensed facilities each year. They forward their results to the Child Care Program Office (CCPO). If a facility receives 100% compliance on their audit, the child care licensor does not audit the records as well.

State Epidemiology contacts CCPO annually for a current list of licensed facilities to survey compliance with immunization requirements. If they do not receive a response from facilities, they notify licensing and licensing follows up to ensure compliance. Licensing also coordinates with state Epidemiology to ensure immunizations which are checked while on site by licensors reflect current standards and best practice.

Public Health staff periodically provides immunizations on-site at child care facilities, participate in health and safety training for child care providers, assist in responding to health related outbreaks in child care facilities, and provide on-site health consultation.

The State Child Care Administrator and/or another member of the CCPO team participate on the Early Childhood Comprehensive Systems and the state Strengthening Families Leadership Team. Both of these committees foster coordination and collaboration of services for young children.

CCPO, OCS and Public Health Nurses meet to share information about services.

The rest of the tribal question: The Lead Agency shares the results of the Market Price Survey and rate schedules with Tribal Organizations.

The Lead Agency participates on the Alaska System for Early Education Development (SEED) Committee with various early care and education partners including tribal representatives.

The Lead Agency licensors in the Northern Region have been working with (including a recent face to face meeting) the Native Village of Barrow to possibly establish a licensed child care center.

The Lead Agency licensors in the Northern Region are actively assisting Fort Yukon to establish a licensed group home as a pilot with a future goal of establishing a licensed child care center.

The Lead Agency licensors in the Southeast Region meet bimonthly with partners including tribal entities.

Rest of the Private agencies question:
The Alaska Strengthening Families Leadership Team is now working to expand the use of this model across the state.

Technical Assistance for Social–Emotional Intervention:
A CCPO staff member participates on the Technical Assistance for Social–Emotional Intervention (TACSEI) Leadership team. The CCPO coordinates via a reimbursable services agreement with the Lead Agency's Office of Children's Services funding to the Child Care Resource and Referral Network to support further implentation of the TACSEI initiative. TACSEI uses the pyramid model for promoting the social, emotional and behavioral development of infants and young children. The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children is a conceptual framework of evidence-based practices developed by two national, federally-funded research and training centers: The Center for the Social and Emotional Foundations for Early Learning (CSEFEL) and TACSEI. These centers' faculty represent nationally recognized researchers and program developers in the areas of social skills and challenging behavior. Based on evaluation data over the last eight years, the Pyramid Model has shown to be a sound framework for early care and education systems. Extensive training materials, videos, and print resources to help states, communities and programs implement the model have been developed. The Pyramid Model builds upon a tiered public health approach to providing universal supports to all children to promote wellness, targeted services to those who need more support, and intensive services to those who need them.

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): <u>Alaska Department of Health and Social Services</u>
   b) Describe the age groups addressed by the plan(s): <u>The Office of Children's Services in the Alaska Department of Health and Social Services has designed an **Early Childhood Comprehensive Systems Project (ECCS)** to build and implement systems that support families and communities in their development of healthy children who are ready to learn when they enter school. The ECCS project brought together public and private partners from around the State of Alaska in a collaborative effort to review existing systems for **children prenatal through age 8** and plan for their improvement. The first two and one-half years of the project were focused on developing the statewide Early Childhood Comprehensive Systems Plan which was first published in the fall of 2006. Over 100 stakeholders participated in workgroups that reviewed service delivery systems, current initiatives, funding streams, policies, best practices and information on the health/education status of young Alaskan children. The Plan represents the past, present and future and incorporates the thinking from several past planning efforts as well as new ideas and solutions; recognizes the needs of today's young children and their families; promotes "best practices" those proven to be most successful; and gives us a vision of the future. The Plan does not intend to represent everything currently underway for young children, but strives to address systems gaps and identify improvements needed to assure that Alaska's young children have the greatest opportunity for positive health and developmental outcomes. The Alaska ECCS Plan is providing direction in Alaska for the development of public policy for young children. It is being used as a tool to move the agenda for young children forward in Alaska.</u>
   c) Indicate whether this entity also operates as the State Advisory Council (as authorized under the Head Start Act of 2007):
      ☐ Yes
      ☒ No
   d) Provide a web address for the plan(s), if available: <u>http://www.hss.state.ak.us/ocs/ECCS/default.htm</u>
☐ 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 <u>The 23-member Alaska Early Childhood Advisory Council (AECCC) includes participants from both the public and private sectors and is co-chaired by the Commissioners of Education & Early Development and Health & Social Services.The Council's purpose is to promote positive development, improved health outcomes and school readiness for children prenatal through age eight by creating a culturally responsive, comprehensive and accessible service delivery system that links service providers, empowers families and engages communities. The Council supports the creation of a unified, sustainable system of early care, health, education and family support for young children and their families.</u>

☐ 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 <u>The Child Care Program Office (CCPO) has held and plans to continue to hold focus groups with grantees and those wishing to participate as a Licensed or non-Licensed provider and social services agencies to better service the public and our partners.This will include:</u>

- <u>Streamlining our licensing process; and how we respond to and resolve complaints; how we disseminate information</u>
- <u>Streamlining the Child Care Assistance approval process for both families and providers; including revising needed forms</u>
- <u>Streamlining and updating our Accounting process for processing Child Care Assistance PASS I, II and II and Child Care Grant billings.</u>

<u>The CCPO also holds quarterly regional Licensing Chats after hours to provide a question & answer as well as training session for Licensed providers.</u>

☐   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) 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-2011-01) located on the Office of Child Care website at: http://www.acf.hhs.gov/programs/occ/resource/im-2011-01

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.

☐ **Developed.** A plan has been developed as of [**insert date**] and put into operation as of [**insert date**], if available. Provide a web address for this plan, if available: _____

☒ **Other. Describe:** The Division of Public Assistance (DPA) is coordinating among programs within the Division for inclusion in the DPA Disaster Response Plan. Programs currently included in the plan are Food Stamps, Public Assistance, Medicaid and Heating Assistance. The Lead Agency's plan will be added to the Division of Public Assistance Disaster Response Plan as a Chapter. It is in draft format and not available at this time. Completion is expected by FY 2013. The addition will be developed by utilizing the Emergency Preparedness Resource Notebook from the Administration for Children and Families and input from CCPO Staff and the Alaska Child Care Resource and Referral Network (thread). The Child Care chapter will be added to the Division Plan which currently includes Food Stamps, Public Assistance, Medicaid and Heating Assistance.

The current Disaster Response Plan includes and our section will follow this format:
* Pre Planning, Training and Information
* Introduction
* Communication Systems
* DPA Staff Assignments
* Information Systems
* Planning, Training and Testing
* Disaster Emergency Event Response
* Disaster Responsive Service Provision
* Pandemic Flu
* Disaster Food Stamp Program
* Cash Program: General Relief, TANF, APA and Senior Benefits
* Medicaid
* Heating Assistance Program
* Chapter 12 - Child Care Program Office
* Security and Fraud Control
* Post Event Follow Up
* Post Event Security Program Requirement Reports

A Field Guide is in the process of being developed It is a shorter version of the Disaster Response Plan and used as a reference for staff and partners to use for key items.

Provisions will be in place for the continuation of core child care function during and after a disaster or emergencyand include reinstating Child Care Licensing, Child Care Assistance and billing payments after first responders have provided critical services and power and

communication have been restored per lead agency policy.

Child Care Licensing will be administered from state offices located in Juneau, Fairbanks, Anchorage and the Municipality of Anchorage. Child Care Licensors will continue to license new providers and current licenses may be extended as needed. Emergency Regulations (these are in the preplanning stage) may be implemented.

Child Care Assistance (PASS I, II, III) will be administered by the DPA and grantees statewide. CCPO staff and grantees will continue to determine eligibility for new applicants and issue child care assistance payments. Additional staff will be available if the number of applicants is expected to increase based on the location, severity and length of the disaster. If needed, staff will input payments directly or communicate with another DPA or State of Alaska office which has the ability to input create field warrants in the event the State of Alaska Financial Electronic Data Interchange system is not in service.

Technical assistance will be provided via telephone, e-mail or fax to child care assistance applicants, child care providers and contractors and grantees. In an emergency situation that requires on-site assistance, staff may be transported to that site. Disaster kits will be issued for the visit. At least one mobile disaster kit will always be available at each office or grantee office. It will contain field guides, materials for licensing and assistance tasks and other supplies needed to provide services on-site.

Record keeping may be completed on-site electronically, manually or the information may be relayed to another office for completion. If information is recorded manually, the data must be electronically recorded when returning to the CCPO office.

Current Efforts:
The CCPO has already taken efforts to provide resources and information to families and child care providers about ways to plan and prepare for an emergency or disaster situation. All licensed child care providers in Alaska must develop a written Disaster Preparedness and Emergency Evacuation Plan as part of their licensing.   Child Care Licensors provide the "Get Out Alive!" form for providers which includes a sample escape plan. The evacuation procedure is also drawn on a floor plan grid. Evacuation drills must be conducted and recorded monthly.

Developing evacuation plans has been discussed at licensing chats which are conducted in communities with licensed child care. Child Care Licensors travel to communities or telephonically conduct the chats. In some communities, emergency personnel have conducted in-depth trainings.

Child care providers will advise parents of their emergency evacuation plan with instructions on where to pick up their child in case the facility has been evacuated and reentry is not possible.

After the draft plan is approved, copies will be made available to the Alaska Child Care Resource & Referral Network (thread), the Municipality of Anchorage, and State Temporary Assistanc efor Needy Families (TANF) and State Non-TANF agencies, including tribal entities. The plan can be used to develop disaster response plans specific to each agency.

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
- ☒ 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
- ☐ Restoring or rebuilding child care facilities and infrastructure after a disaster
- ☐ None

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PART 2

CCDF SUBSIDY PROGRAM ADMINISTRATION

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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, sliding fee scale, payment rate policies and procedures, and how Lead Agencies ensure continuity of care and parental choice of high quality settings for families.

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, identify the type of policies the local entity(ies) can set_____
 ☐ Other. Describe: _____
☒ Sliding fee scale is set by the:
 ☒ State/Territory
 ☐ Local entity. If checked, identify the type of policies the local entity(ies) can set_____
 ☐ Other. Describe: _____
☒ Payment rates are set by the:
 ☒ State/Territory
 ☐ Local entity. If checked, identify the type of policies the local entity(ies) can set_____
 ☐ 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:	☒ CCDF Lead Agency ☐ TANF agency ☒ Other State/Territory agency. Describe. <u>Dept. of Labor</u> ☐ Local government

Implementation of CCDF Services/Activities	Agency (Check all that apply)
1) Families receiving TANF benefits, Parents Achieving Self Sufficiency (PASS I). The Lead Agency contracts with work services providers to determine child care assistance eligibility for TANF families. Work services providers may be government agencies. These are: State agencies (Department of Labor and Job Corp) Community-based organizations (Alaska Family Services, Catholic Social Services, Center for Community, Nine Star Enterprises and Maximus) 2) Familes receiving Non-TANF, Parents Achieving Self Sufficiency (PASS) II and III. The Lead Agency detemines child care assistance eligibility for child care providers within the Municipality of Anchorage, and statewide for PASS I In-Home and Approved Non Relative providers. The Lead Agency provides grants to community-based organizations to determine child care assistance eligibilty for Non-TANF families for the remainder of the state. These are: Community-based organizations (Alaska Family Services Inc., Catholic Community Services, The LeeShore Center, and Thrivalaska) CCDF Lead Agency, the Child Care Program Office.	agencies such as county welfare or social services departments ☒ Child care resource and referral agencies ☒ Community-based organizations ☐ Other. Describe. _____
Who assists parents in locating child care (consumer education)?	☐ CCDF Lead Agency ☐ TANF agency ☐ Other State/Territory agency. Describe. _____ ☐ Local government agencies such as county welfare or social services departments ☒ Child care resource and referral agencies ☒ Community-based organizations ☐ Other. Describe. _____
Who issues payments?	☒ CCDF Lead Agency ☐ TANF agency ☐ Other State/Territory agency. Describe. _____ ☐ Local government agencies such as county welfare or social services departments ☐ Child care resource and referral agencies ☐ Community-based organizations ☐ Other. Describe. _____
Describe to whom is the payment issued (e.g., parent or	

Implementation of CCDF Services/Activities	Agency (Check all that apply)
provider) and how are payments distributed (e.g., electronically, cash, etc)	
Other. List and describe: Payment for PASS I, II and III families using licensed, approved or approved relative care are issued to the provider via paper warrant or electronically. Payment for PASS II or III in-home providers is distributed to the family either by paper warrant or electronically. **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): http://www.hss.state.ak.us/dpa/programs/ccare/
- ☒ Promotional materials
- ☒ 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) _____
- ☒ By Email
- ☒ Through a State/Territory Agency
- ☒ Through an organization contracted by the State/Territory
- ☐ 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 in their communities.

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.

The Lead Agency, through a grant to the Alaska Statewide Child Care Resource and Referral Network, *thread,*provides referral and consumer education services to families needing child care. Each family receives information to assist in selecting quality care.

- Eligible non-TANF families who need child care services may learn of available options from their Child Care Assistance Local Administrator, thread or from partner agencies. The Child Care Program Office (CCPO) also maintains information on its internet website, including a "real time" listing of licensed and approved child care providers.
- *thread* maintains an office in the Wasilla Job Center and referral information in the Anchorage Job Centers. *thread* as well as Child Care Assistance Program (CCAP) grantees maintain a working relationship with local Job Centers (Alaska's version of One-Stops) to provide parents access to child care information.
- The CCPO delegates authority to the Municipality of Anchorage (MOA) for Child Care Licensing services within the Municipality. The MOA maintains a listing of all center and home care inspection results for licensed providers within the Municipality.
- The CCPO maintains the List of Eligible Providers which is a current listing of all licensed and approved providers who are eligible to participate in the PASS II and III Child Care Assistance Program. The list may be viewed at: http://www.hss.state.ak.us/dpa/programs/ccare/
- The CCPO produces brochures promoting child care services and makes them available through Child Care Assistance grantees, Work Service Providers and other partner agencies.

2.2.4. 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.

1. The Child Care Program Office (CCPO) ensures regular updates to income eligibility guidelines to include the Family Income and Contribution Schedule and child care program rates.

2. The CCPO Licensing ensures the following: increased annual on site visits, streamlined application processes and clear policy and procedures guidance, consistency in interpretation of regulations and statutes, licensing chats, review and revision of licensing regulations to address Administrator and caregiver qualifications, orientation and training for new licensed providers. The CCPO supports and

participates in the following: Alaska Early Learning Guidelines, SEED Professional Development Registry,
Strengthening Families, and Technical Assistance Center for Social- Emotional Intervention (TACSEI).

3. SEED Registry, Professional Development Committee and Plan: The Alaska System for Early Education Development (SEED) project and Alaska's Child Care Resource and Referral Network, *thread* through federal targeted funds and the Child Care and Development Fund, provides support for the SEED Registry. The SEED Registry is a database system used to gather and track information on the early care and education field. This information is valuable to early educators so they may track their professional development . Used cumulatively, this information is valuable for tracking the status of professional development progress in the state.

4. Technical Assistance for Social-Emotional Intervention (TACSEI): The goal of TACSEI and its state partnerships is to plan, implement and sustain a professional development system to enhance the knowledge and skills of the early childhood work force in meeting the social emotional needs of young children. The mission is to design, implement with fidelity and sustain the Pyramid Model, a system of professional development practices for Early Learning Professionals that consistently and collaboratively address the social and emotional needs of all Alaskan children birth-five and their families.To meet this goal, Alaska's specific objectives are to build capacity to foster professional development of the early care and education workforce that: 1) enhances knowledge and skills; 2) supports the implementation and sustainability of evidence-based practices; and 3) increases the size of the workforce skilled in supporting the social-emotional development of young children (birth-5 years) in inclusive, natural environments. *thread* actively participates on the Alaska TACSEI Pyramid Partnership team and also supports early educators by offering TACSEI trainings, classroom materials and educational resources.

5. Alaska's Child Care Resources and Referral Network, *thread,* partners with Department of Education and Early Development (EED), Pre-Elementary and Head Start to share training opportunities; Individual Reimbursement Funds, Travel Grants, Mini grants, Environmental Rating Scales, technical assistance and onsite consultation. Ensures programs are aware of resources available to them.

6. Alaska Inclusive Child Care Program (Alaska IN!): Provides referrals, outreach and education to parents of children with special needs regarding child care options; provides referrals for training opportunities for providers caring for children with special needs; provides additional funding to providers based on each child's individual needs; and, works to expand the availability of quality child care by promoting inclusive practices. Alaska IN! also provides coordination and consultation for providers.

7. Military Liaison: Through *thread* this position works on expanding the quality and quantity of community-based child care options for geographically dispersed reserve and active-duty families and for families facing long waits for on-base care. *thread* is partnering with the Department of Defense (DoD), the federal agency sponsoring the national initiative to increase child care capacity for military families. Alaska was one of 13 states selected to participate in the DoD effort. The child care liaison will coordinate with state agencies, the state's Early Childhood Council, Health and Human Services, Head Start and the licensing bureau to identify strategies to improve child care program quality.

8. Child Care Grant Program (CCG): Administered by the CCPO, the CCG offers grants to licensed child care programs to provide a high staff to child ratio, culturally rich environment, employ activities that promote social, emotional, physical, cognitive and language development, nutritious meals and snacks, and the inclusion of children with special needs. Items for reimbursement include staff salaries and benefits, substitute care, health and safety items, supplies, equipment and activities for children in care and child development and training.

9. Strengthening Families Initiative: Currently being embedded across systems. *thread* provides training and technical assistance to early educators to improve their skills and the quality of programs in Alaska including workshops and seminars. *thread* provides: Child Development Associate (CDA) credential classes; specialized training for different types of care; onsite technical assistance to improve program quality; consultation to support children with mental health and other special needs; a free lending library, including classroom curricula, children's books, and toys; support for starting an early care and education business, to meet licensing requirements and to achieve national accreditation; classroom observation and evaluation using national assessment tools; funding support for early educator training and program improvements; free marketing for early care and education programs.

2.2.5. Describe how the Lead Agency promotes access to the CCDF subsidy program? Check the strategies implemented by your State/Territory.

☒ Provide access to program office/workers such as:
    ☐ Providing extended office hours
    ☒ Accepting applications at multiple office locations
    ☒ Providing a toll-free number for clients
    ☒ Email/online communication
    ☐ Other. Describe: _____
☒ Using a simplified eligibility determination process such as:
    ☒ Simplifying the application form (such as eliminating unnecessary questions, lowering the reading level)
    ☐ 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 Alaska Inclusive Child Care Program (Alaska IN!) and the child care resource and referral agency: Alaska's Statewide Child Care Resources and Referral Network, thread.
    ☒ Streamlining verification procedures, such as linking to other program data systems
    ☐ Providing information multi-lingually
    ☒ Including temporary periods of unemployment in eligibility criteria (job search, seasonal unemployment). Length of time 80 hours per caledar year (Note: this period of unemployment should be included in the Lead Agency's definition of working, or job training/educational program at 2.3.3).
    ☐ Other. Describe: _____
☐ Other. Describe: _____
☐ None

2.2.6. Describe the Lead Agency's 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 80 hours each calendar year
☐ Establish two-tiered income eligibility to allow families to continue to receive child care subsidies if they experience an increase in income but still remain below 85% of State median income (SMI)

☒ Synchronize review date across programs. List programs: <u>Eligibility for PASS I Child Care Assistance corresponds to the approval period for Temporary Assistance.</u>

☒ Longer eligibility re-determination periods (e.g., 1 year). Describe <u>Families have a six month certification period with an annual application and interview.</u>

☐ Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs. Describe _____

☐ Extend periods of eligibility for school-age children under age 13 to cover the school year. Describe _____

☒ Minimize reporting requirements for changes in family's circumstances that do not impact families' eligibility, such as changes in income below a certain threshold or change in employment

☐ Individualized case management to help families find and keep stable child care arrangements. Describe _____

☐ 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 provide outreach and 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 (application document, brochures, provider notices)

☐ 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

☐ Outreach Worker

☐ Other: _____

☐ None

If the Lead Agency checked any option above related to providing information or services in other non-English languages, please list the languages offered

<u>The CCPO staff and grantees who administer the Child Care Assistance Program and the Resource and Referral agency use the language translation service, Language Line Services. Through Language Line Services, over two hundred (200) languages are offered for over-the-phone interpreter services twenty-four (24) hours a day, seven days a week. These languages include but are not limited to:</u>

Arabic	French	Laotian	Serbian
Amharic	Finnish	Latvian	Slovak
Albanian	German	Lithuanian	Somali

Armenian	Greek	Mandarian	Spanish
Bosnian	Gujarathi	Marshallese	Sudanese
Bulgarian	Hebrew	Mien	Swahili
Cambodian	Hindi	Norwegian	Swedish
Cantonese	Hmong	Oromo	Tagalog
Croatian	Hungarian	Polish	Tigrinya
Czechoslovakian	Indonesian	Portuguese	Thai
Danish	Italian	Punjabi	Tongan
Dinka	Japanese	Romanian	Ukranian
Dutch	Korean	Russian	Vietnamese
Farsi (Persian)	Kurdish	Samoan	Yoruba

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: _____
☐ None

If the Lead Agency checked any option above related to providing information or services in other non-English languages, please list the languages offered

The CCPO staff and grantees who administer the Child Care Assistance Program and the Resource and Referral agency use the language translation service, Language Line Services. Through Language Line, over two hunder (200) languages are offered for over-the-phone interpreter services twenty-four (24) hours a day, seven days a week. These languages include but are not limited to:

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Bosnian	Gujarathi	Marshallese	Sudanese
Bulgarian	Hebrew	Mien	Swahili
Cambodian	Hindi	Norwegian	Swedish
Cantonese	Hmong	Oromo	Tagalog
Croatian	Hungarian	Polish	Tigrinya
Czechoslovakian	Indonesian	Portuguese	Thai
Danish	Italian	Punjabi	Tongan
Dinka	Japanese	Romanian	Ukranian
Dutch	Korean	Russian	Vietnamese
Farsi (Persian)	Kurdish	Samoan	Yoruba

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 http://www.hss.state.ak.us/dpa/programs/ccare/

Reminder – Lead Agencies are reminded that, for purposes of implementing the citizenship verification requirements mandated by title IV of Personal Responsibility and Work Opportunity Reconciliation Act, only the citizenship and immigration status of the child, who is the primary beneficiary of the child care benefit, is relevant for eligibility purposes. (ACYF-PI-CC-98-08) States may not deny child care benefits to an eligible child because the parent(s), legal guardians, persons standing *in loco parentis*, or other household members have not provided information regarding their immigration status.

The Lead Agency requires documentation of:	Describe how the Lead Agency documents and verifies applicant information:
☒ Applicant identity	Name (First, Last and Middle) on application, government issued photo identification. This information is documented in the Integrated Child Care Information System (ICCIS).
☒ Household composition	Names listed on application, proof of age for children needing care. Parent interview. This information is documented in the Integrated Child Care Information System (ICCIS).
☒ Applicant's relationship to the child	As listed on the application, parent interview, custody records if applicable. This information is documented in the Integrated Child Care Information System (ICCIS).
☒ Child's information for determining eligibility (e.g., identity, age, etc.)	As listed on the application (including child care provider), parent interview, proof of age and proof of alien status (if applicable). This is documented in the Integrated Child Care Information System (ICCIS). Proof of age can include: birth or baptismal certificates, adoption records; confirmation papers; hospital, midwife or physician's records; certificates of Indian blood; immigration or naturalization records; school records or vaccination records. Proof of alien status is verified only when questionable and may include: birth certificates; certificates of citizenship or naturalization provided by the U.S. Citizenship & immigration Service (USCIS; U.S. passports or other official identification verifying citizenship or immigration status.
☒ Work, Job Training or Educational Program	As listed on application, school/ training/ work schedule. Work or job training is verified through pay stubs, employer verification form completed by the employer or collateral contact to the

	employer. Educational programs are verified through proof of registration. This is documented in the Integrated Child Care Information System (ICCIS).
☒ Income	As listed on application or at parent interview: The amount; frequency from source; how verified; income method used including conversion factor; anticipated changes expected within 30 days of application; any other changes that may affect income. This is documented in the Integrated Child Care Information System (ICCIS). Other verification sources may include: pay stubs, employer verifications, Work Number verifications, tax documents and business license if selfemployed, Social Security Administration letters, Veteran's Administration letters, Child Support Division printouts, written statements from absent parent stating the amount and frequency of child support; signed child support affidavits or court orders for child support to be paid and pay stubs showing withholding.
☒ Other. Describe Incapacity	Health Status Form or similar form completed by a physician. This is documented in the Integrated Child Care Information System (ICCIS).

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

☒ Time limit for making eligibility determinations. Describe length of time
The CCPO provides and monitors Child Care Assistance Grantees' caseload reports on a monthly basis and offers assistance as needed. Annual Monitor Reviews of grantees are also conducted to monitor all aspects of the program as defined by grant including timeliness.

Child Care Assistance Policy requires an application be worked within 10 days of receipt and no later than thirty (30) days:
- "Green track" all applications that are complete and have all the required supporting Documentation.
- "Red track" all applications that need additional information.
Green track applications have all information entered into the Integrated Child Care Information System (ICCIS) screens and are worked through to a determination including the "Child Care Assistance Application –Approved" or "Child Care Assistance Application Denied" notice and appropriate authorization documents the same or next business day. If this is not possible due to the volume of applications received, it is expected that all applications will be worked and a determination of denied or approved issued within tne (10) days of receipt.

Red track applications have all information entered into ICCIS screens and are worked through to Pend status the same or next business day. If this is not possible due to the volume of applications received, it is expected that all applications will be pended within 10 days of receipt. It is also expected that all red track applications will be worked and a

determination of denied or approved/authorization issued within thirty (30) days of receipt. This allows for situations when a worker processes the application on the 10thday, pends the application for ten (10) days, and then makes the determination within ten (10) days of receiving the pended items.

☒ Track and monitor the eligibility determination process
☐ Other. Describe _____
☐ None

2.2.11. Are the policies, strategies or processes provided in questions 2.2.1. 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:

PASS I Child Care Assistance eligibility for TANF families is determined by a Public Assistance Eligibility Technician based in their household, income, resources, citizenship and other factors. The Gen 50b application for Service & Responsibility form is used for Temporary Assistance (TA), Food Stamps, Medicaid, Adult Public Assistance, Chronic and Acute Medical Assistance and General Relief Assistance. Work Service Providers (WSP) further determine if a family is eligible for PASS I Child Care Assistance (CCA) as a supportive service for an approved self sufficiency activity. All income and work activity verification is completed by the Eligibility Technician and/or the WSPs working with the family to meet the TA participation rate.

TANF families are provided consumer information and assistance in finding quality child care through
a referral to thread, Alaska's Child Care Resource and Referral Network. Families receiving PASS I CCA are encouraged to select child care providers eligible to participate in the Child Care Assistance
Program. This helps ensure increased quality, safe and continuity of care.

The Child Care Program Office (CCPO) processes authorization requests from WSPs for families receiving PASS I CCA. Once an authorization is created the CCPO sends it to the child care provider and the WSP, who then gives it the the family.

☐   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 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
      <u>Department of Health and Social Services, Division of Public Assistance.</u>

   b) Provide the following definitions established by the TANF agency.
   - "appropriate child care": <u>Child care is appropriate when a provider who is willing to take care of the participants child appears to have the ability to care for children of the same age and developmental level as the participants child(ren and is, or is willing to become, an approved or licensed provider.</u>
   - "reasonable distance": <u>Child care is within a reasonable distance when the providers location is within thirty (30) minutes travel time by public or private transportation from the participants home or activity site.</u>
   - "unsuitability of informal child care": <u>Informal care is unsuitable if it is not appropriate or is not within a reasonable distance.</u>
   - "affordable child care arrangements": <u>Child care is affordable when the family has PASS I Child Care Assistance to pay the cost.</u>

   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 - <u>Living with, including taking meals and sleeping in the same residence at least 50 percent of the time for which child care is requested.</u>

in loco parentis – <u>A person acting in place of a parent, such as a guardian, relative, or friend, who provides care and supervision like a parent but without the formalities of legal guardianship or adoption.</u>

2.3.2. Eligibility Criteria Based Upon Age

a) The Lead Agency serves children from <u>birth</u> weeks to <u>13</u> years (may not equal or exceed 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 <u>through 18 years of age. (may not equal or exceed age 19)</u> .   Provide the Lead Agency definition of *physical or mental incapacity* – <u>A disability under which a person is incapable of self-care, and which is attributable to one or more mental or physical impairments that are severe, chronic, and lifelong. For child care assistance purposes, the physical or mental incapacity must be documented by a professional (doctor, psychiatrist, nurse practitioner, public health nurse, licensed clinical social worker or licensed psychological associate).</u>
☐ 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 <u>to 18 years of age (may not equal or exceed age 19)</u>
☐ 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 –
<u>The Lead Agency defines "working" for the purposes of eligibility as: Engaged in an activity for a wage or salary, or engaged in a business with the intention of making a profit or up to eighty (80) hours of seek work (job search) activities which include contacting prospective employers, completing and submitting job applications, and attending job interviews with the goal of obtaining employment. Seek work activities are allowable in full hour increments. For parents who are participating in the TANF program, "work activities" include paid employment (may be subsidized), work search and job readiness activities, community work experience, job sampling, and approved subsistence activities.</u>

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 –

The Lead Agency defines "attending job training or educational program" for the purposes of eligibility as: a training program is a structured environment for participants who have specific learning objectives, identified skills to be mastered with a beginning and ending date. Educational program is a structured learning environment in which an instructor or teacher leads students through a course of study that includes specific learning objectives, goals, and standards, and leads to a certificate of mastery or completion, a state license, or a diploma or a degree.

☐ 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 <u>not</u> working, or who are <u>not</u> in education/training activities for CCDF purposes these children are considered to be in <u>protective services</u> and should be included in this definition.
> *protective services –*

Child protective services are provided to a child who is the subject of a report of harm. The purpose is to identify, treat and reduce child abuse and neglect,

as well as to ensure that reasonable efforts are made to protect and maintain children in their own homes. A social worker may authorize child care for a child in protective services at risk of abuse or neglect and for whom child care during the day is part of a family treatment plan. The objective is to enable the child to remain with his or her own family or to return the child to the child's own family following out-of-home placement.

☐   No.

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 –
The parents' total monthly cash receipts before taxes from all sources, plus all of the family's unearned income.

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

☐ Adoption subsidies
☒ Foster care payments
☐ Alimony received or paid
☐ Child support received
☒ Child support paid
☒ Federal nutrition programs
☒ Federal tax credits
☒ 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

☐ Temporary Assistance for Needy Families (TANF)
☐ Worker Compensation
☒ Other types of income not listed above
1) Alaska Native Claims Settlement Act cash distributions paid in excess of $2,000
2) Alaska Permanent Fund Dividends
3) Child Suport Paid – total earning and unearned income are counted for the family but a deduction is given for legally obligated child support that is paid.
☐ 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
☒ 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	$4,484	$3,811		
2	$5,969	$5,073	$4,250	71%
3	$6,850	$5,822	$4,524	66%
4	$7,364	$6,260	$4,614	63%
5	$8,039	$6,834	$5,045	63%

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 2013 poverty guidelines are available at http://aspe.hhs.gov/poverty/13poverty.cfm

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   2012 and   SMI Source US Department of Justice as published by the Census Bureau.

g) These eligibility limits in column (c) became or will become effective on: November 1, 2010.

2.3.6. Eligibility Re-determination

a) Does the State/Territory follow OCC's 12 month re-determination recommendation? (See Program Instruction on Continuity of Care http://www.acf.hhs.gov/programs/occ/resource/im2011-06

☐ Yes

☒ No. If no, what is the re-determination period in place for most families?

☒ 6 months
☐ 24 months
☐ Other. Describe _____
☐ Length of eligibility varies by county or other jurisdiction. Describe _____

b) **Does the Lead Agency coordinate or align re-determination periods with other programs?**

☐ Yes.

☒ No. If no, **check programs that the Lead Agency aligns eligibility periods with and describe the redetermination period for each.**

☐ Head Start and/or Early Head Start Programs. Re-determination period _____
☐ Pre-kindergarten programs. Re-determination period _____
☐ TANF. Re-determination period _____
☐ SNAP. Re-determination period _____
☐ Medicaid. Re-determination period _____
☐ SCHIP. Re-determination period _____
☐ Other. Describe _____

c) Describe under what circumstances, if any, a family's eligibility would be reviewed prior to redetermination. For example, regularly scheduled interim assessments, or a requirement for families to report changes.

Families with one or both parents engaged in self employment activities have their income and eligibility re-determined every three months.

d) Describe any action(s) the State/Territory would take in response to any change in a family's eligibility circumstances prior to re-determination

Changes reported that will benefit the family become effective the first of the month following notification to the agency. Changes reported which result in an increase in the family's co-pay; a reduction in their benefit; or a loss of eligibility become effective the first of the month following notification of the adverse action.

e) Describe how these policies are implemented in a family-friendly manner that promotes access and continuity of care for children. (See Information Memorandum on Continuity of Care for examples http://www.acf.hhs.gov/programs/occ/resource/im2011-06).

The policies allow for the family to receive the additional benefit at the earliest possible time. Addtionally they provide the family up to a 30 day notice for changes that negatively impact them.

f) Does the Lead Agency use a simplified process at re-determination?

☒ Yes. If yes, describe
Families are required to submit a new application annually and participate in an interview at that time,however, the certification period will remain six months and the family's eligibility will be evaluated every six months.

Changes reported during the certification period are to be worked the same or next business day from the date received or within ten (10) business days of receipt if volume does not allow for more timely completion. A reported change does not change the certification or renewaldate, unless the reported change requires a new application. In these instances a new application will be needed and worked as a new/initial application.

Workers send an Eligibility Evaluation Notice to families forty-five (45) days prior to the end of their six month certification period. This notice asks parent's to report all changes to their circumstance and return the document which is work as an application. The family is not required to participate in an interview for a new six month certification period. Workers send a Renweal notice with an application at the end of this second certification period at which time the family must again participate in an interview.

☐ No

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
    ☐ Only certain eligible families. Describe those families: _____
☐ Waiting lists are a county/local decision. Describe _____
☐ Other. Describe _____

2.3.8. Appeal Process for Eligibility Determinations

Describe the process for families to appeal eligibility determinations

Administrative Review:
Any family applying or participating in the Child Care Assistance Program, who disagrees with a written determination may request an Administrative Review from the Child Care Program Office (CCPO). The Request for Administrative Review form must be provided with each notice sent to a family. The request for review must be submitted to the CCPO in writing and must be received or postmarked no later than fifteen (15) calendar days after receipt of the written notice of determination. If a request for administrative review is received by the grantee, it must be date stamped and forwarded to the CCPO within twenty-four (24) hours and documented in an Integrated Child Care information System (ICCIS) case note. Administrative Reviews will be conducted by a person not involved with the decision under review, or subordinate to the person who made the decision.

The family may choose to request continued benefits at the level previously authorized pending the
outcome of the administrative review. The CCPO will issue a decision to grant or deny the relief sought and provide the family and grantee a copy of the decision postmarked fifteen (15) calendar days after receipt of the request. The Administrative Review decision constitutes the final department decision, unless the family requests a Fair Hearing.

Fair Hearing:
A family who disagrees with the Administrative Review decision may request a Fair Hearing. The request may be made to the division in writing by a family, or their legal representative.

Written requests for a Fair Hearing are submitted to the CCPO and are received or postmarked no later than thirty (30) calendar days after receipt of the written notice of determination. If a request for a fair hearing is received by the designee, it must be date stamped and forwarded to the CCPO within twenty-four (24) hours and documented in an ICCIS case note.

A family requesting a Fair Hearing may request a continuation of benefits pending the hearing decision. This request will be honored and the CCPO will notify the grantee for appropriate action.

Unless the family or provider agrees to a shorter time period, the division will mail a notice stating the date, time, and place of the hearing within ten (10) days after receiving a hearing request, and at least fifteen (15) days before the date the hearing is scheduled. The place must be one reasonably convenient to both parties involved.

The Request for a Fair Hearing may be denied, dismissed or terminated for the following reasons: the parent or provider withdraws the request in writing; the issues affect groups of recipients, or all recipients, and is not one of incorrect benefit computation; or the issues are not relevant to this program, or the client fails, without good cause as determined by the hearing authority, to appear in person, telephonically, or by authorized representative at the scheduled hearing.

The Office of Administrative Hearings is the designated hearing authority and conducts the hearing on behalf of the commissioner. The hearing authority will issue a final decision which is the final agency action.

If the parent is not satisfied with the decision of the hearing authority, the client may file a request for judicial review of the decision.

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 <u>income and the size of the family</u> 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. Will the attached sliding fee scale be used in <u>all</u> parts of the State/Territory?

    ☒ Yes. Effective Date <u>November 1, 2010</u>
    ☐ No. If no, attach other sliding fee scales and their effective date(s) as **Attachment 2.4.1a, 2.4.1b**, etc.

2.4.2. 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: <u>2008</u>
    ☐ Federal Poverty Level, Year: _____
    ☐ Income source and year varies by geographic region. Describe income source and year: _____
    ☐ Other. Describe income source and year:_____

2.4.3. 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 is a 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
        ☐ Fee is per child up to a maximum per family
        ☐ No additional fee charged after certain number of children

☒ Fee is per family
☐ Fee is a percent of income and
    ☐ Fee is per child with the same percentage applied for each child
    ☐ Fee is per child and discounted percentage applied for two or more children
    ☐ No additional percentage applied charged after certain number of children
    ☐ Fee is per family
☐ Contribution schedule varies by geographic area. Describe: _____
☐ Other. Describe _____

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

The family's contribution (co-pay) toward their child care costs is based on the family's monthly countable income and their household size. Co-pays are assessed per family regardless of the number of children or family size. Each participating family must be assessed a co-pay. The minimum amount is $20.00 the maximum is ten percent (10%) of the family's countable income up to the eligibility cutoff of 75% of the SMI.

2.4.4. 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.

2.4.5. 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: $_____
    ☒   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:

        Families paticipating in the Parents Acheiving Self Sufficiency (PASS) I program. These families are receiving Temporary Assistance for Needy Families under the Alaska Temporary Assistance Program (ATAP).

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-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
Children with special needs **Provide the Lead Agency definition of** *Children with Special Needs* *A diagnosed special need that requires a special accommodation.*	☒ Priority over other CCDF-eligible families ☐ Same priority as other CCDF-eligible families ☐ Guaranteed subsidy eligibility ☐ Other. Describe _____	☒ Yes. The time limit is: *The duration of a wait list should the Lead Agency need to implement one.* ☐ No	☐ Different eligibility thresholds. Describe _____ ☒ Higher rates for providers caring for children with special needs requiring additional care ☐ Prioritizes quality funds for providers serving these children ☐ Other. Describe Additional funds for providers caring for children with special needs requiring additional care are given depending on the need level. An additional twent-five percent (25%), fifty percent (50%), seventy-five percent (75%) and one hunder percent (100%) of the rate may be paid to the provider through the Alaska Inclusive Child Care (Alaska IN!)

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
			Program.
Children in families with very low incomes **Provide the Lead Agency definition of** *Children in Families with Very Low Incomes* <u>A family whose income is equal to or less than 55 percent (55%) of Alaska's State Median Income.</u>	☒ Priority over other CCDF-eligible families ☐ Same priority as other CCDF-eligible families ☐ Guaranteed subsidy eligibility ☐ Other. Describe _____	☐ Yes. The time limit is: <u>The duration of a wait list should the Lead Agency need to implement one.</u> ☐ No	☒ Different eligibility thresholds. Describe <u>PASS I eligiblity threshold income limits are the same as the Alaska Temporary Assistance Program. PASS II/ III eligiblity threshold income limits are set separately.</u> ☒ Waiving co-payments for families with incomes at or below the Federal Poverty Level ☐ Other. Describe <u>Co-payments are waived for PASS I families who qualify for the Alaska Temporary Assistance Program.</u>

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 (describe in 2.5.1 or 2.5.3.)
☒ 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)
N/A	N/A

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))
☐ 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: http://www.hss.state.ak.us/dpa/programs/ccare/become_a_provider.htm
☐ 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

The following are included on all child care authorizations:
Authorized child(rens) names;
Family (parent) name;
Issue Date;
Document ID number;
Name of caseworker;
Age category;
Type of authorization (enrollment/attendance/hourly).

The authorization document also contains statements that authorize a registration fee to licensed providers, the parent's responsibility for payment of any costs over the authorized amount in addition to the monthly co-pay and on attendance based authorizations care is only paid for the time the child is actually in care.

Proportion of child care services that will be available through a certificate:
One hunder persent (100%) of child care services are available through a child care certificate (Child Care Authorization).

Estimated porportion of benefit:
A child care certificate (Child Care Authorization) may contain up to the monthly maximum allowed per Child Care Assistance regulation and policy: a full-time month plus a part-time month. This is also dependent on the family's countable income, the age of the child and the type of provider.

In addition to this, a provider may be paid an annual $50.00 registration fee per child per provider.

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 <u>grants or contracts:</u> _____

☒ No. If no, skip to 2.6.3.

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 _____

N/A

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: <u>N/A</u>

d) How are payment rates for child care services provided through grants/contracts determined? <u>N/A</u>

e) What is the estimated proportion of direct services that will be available for child care services through grants/contracts? <u>N/A</u>

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:

State Child Care Licensing regulation stipulate that parents will have unlimited access to their children at all times. This stipulation is also included in the self-certification packet that all Approved providers must sign.

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 The in-home caregiver must meet health and safety background check reuirements the Alaska Background Check Program.

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)

Complaints against licensed, approved, and in-home providers are referred to the Child Care Program Office. Complaints are logged, investigated and documented by the State of Alaska child care licensing staff or the Municipality of Anchorage (MOA) licensing staff. All allegations and their determinations become part of the provider's permanent file and are open to the public upon request at the three State regional licensing office locations. The MOA Child Care Licensing office posts their licensing inspections and complaints regarding providers on their web site.

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 Attach a copy of your payment rates as Attachment 2.7.1. Will the attached payment rates be used in all parts of the State/Territory?

☒ Yes. Effective Date: <u>March 1, 2010</u>
☐ No. If no, attach other payment rates and their effective date(s) as
Attachment 2.7.1a, 2.7.1b, etc.

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

☒ Policy on length of time for making payments. Describe length of time
<u>Current guidance for all grantees and the CCPO accounting unit is for the payment verification process to be completed within ten (10) days but not later than thirty (30) days of receiving the provider's billing report form.</u>
☒ Track and monitor the payment process
☐ Other. Describe _____
☐ None

2.7.3. 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, 2011). 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/occ/resource/pi-2009-02 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)): <u>Juney, 2013</u>.
b) Provide a **summary of the results** of the survey. _____ 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.

2.7.4. Describe the payment rate ceilings in relation to the current MRS using the tables below.

Because of the flexibility that Lead Agencies have in setting payment rate ceilings, the following tables have been developed to simplify Lead Agency reporting on how their payment rate ceilings compare to their most recent MRS. These tables are not meant to collect comprehensive payment rate ceilings within a State/Territory and ACF recognizes that Lead Agencies are not required to set their payment rate ceilings at the 75th percentile. These tables allow Lead Agencies to use a common metric – the 75th percentile – as a reference point against which the Lead Agency can report their percentiles for three selected age groups in two geographic areas for licensed child care centers and licensed family child care homes.

In table 2.7.4a and 2.7.4b, *highest rate area* refers to the State or Territory's area or geographic region with the highest maximum payment rate ceiling for child care centers (2.7.4a) and family child care homes (2.7.4b). Identify the highest rate area in the box provided. In column (a), provide the full-time monthly rate at the 75th

percentile from the most recent MRS, even if the most recent MRS is not used to set rates. In column (b), provide the maximum monthly payment rate ceiling from your CCDF payment rate table. Complete column (c) ONLY IF the percentile for the monthly maximum payment rate ceiling is lower than the 75th percentile of the most recent MRS.

Note - Report the "base" maximum reimbursement rate ceiling, not including any rate add-ons or tiered reimbursements. For example, if maximum reimbursement rate ceilings are tiered based on level of quality (e.g., accreditation, or rating within a quality rating system such as gold, silver and bronze), report the rates for the lowest level in the tables below (e.g., bronze), **only** if there is no lower "base" rate paid for child care services by providers **not** participating in the quality rating system.

If your State/Territory has hourly, daily and/or weekly maximum payment rate ceiling, Lead Agencies can use the following assumptions to calculate monthly maximum payment rate ceiling for column (b) – 9 hours a day, 5 days per week, 4.33 weeks per month.

OCC recognizes that States and Territories use a wide variety of age ranges and categories in setting payment rate ceilings. In these charts, report rates for the following ages only – 11 months, 59 months, and 84 months of age – regardless of what that age category may be called in your State/Territory.

2.7.4a – Highest Rate Area (Centers)	(a) Monthly Payment Rate at the 75th percentile from the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
Full-Time Licensed Center Infants (11 months)			
Full-Time Licensed Center Preschool (59 months)			
Full-Time Licensed Center School-Age (84 months)			

2.7.4b – Lowest Rate Area (Centers)	(a) Monthly Payment Rate at the 75th percentile of the most recent	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey

	MRS		
Full-Time Licensed Center Infants (11 months)			
Full-Time Licensed Center Preschool (59 months)			
Full-Time Licensed Center School-Age (84 months)			

In table 2.7.4c and 2.7.4d, *lowest rate area* refers to the State or Territory's area or geographic region with the lowest maximum payment rate ceiling for child care centers and family child care homes. Identify the lowest rate area in the box provided. In column (a), provide the full-time monthly rate at the 75th percentile from the most recent MRS, even if the most recent MRS is not used to set rates. In column (b), provide the maximum monthly payment rate ceiling from your CCDF payment rate table. Complete column (c) ONLY IF the percentile for the monthly maximum payment rate ceiling is lower than the 75th percentile of the most recent MRS.

Note - Report the "base" maximum reimbursement rate ceilings, not including any rate add-ons or tiered reimbursement. For example, if maximum reimbursement rate ceilings are tiered based on level of quality (e.g., accreditation, or rating within a quality rating system such as gold, silver and bronze), report the rates for the lowest level in the tables below (e.g., bronze), **only** if there is no lower "base" rate paid for child care services by providers **not** participating in the quality rating system.

If your State/Territory has hourly, daily and/or weekly maximum payment rate ceiling, Lead Agencies can use the following assumptions to calculate monthly maximum payment rate ceiling for column (b) – 9 hours a day, 5 days per week, 4.33 weeks per month.

OCC recognizes that States and Territories use a wide variety of age ranges and categories in setting payment rate ceilings. In these charts, report rates for the following ages only – 11 months, 59 months, and 84 months of age – regardless of what that age category may be called in your State/Territory.

2.7.4c – Highest Rate Area (FCC)	**(a) Monthly Payment Rate at the 75th percentile of the most recent MRS**	**(b) Monthly Maximum Payment Rate Ceiling**	**(c) Percentile if lower than 75th percentile of most recent survey**
Full-Time Licensed FCC Infants (11 months)			
Full-Time Licensed FCC Preschool (59 months)			

Full-Time Licensed FCC School-Age (84 months)			

2.7.4d – Lowest Rate Area (FCC)	(a) Monthly Payment Rate at the 75th percentile of the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
Full-Time Licensed FCC Infants (11 months)			
Full-Time Licensed FCC Preschool (59 months)			
Full-Time Licensed FCC School-Age (84 months)			

2.7.5. How are payment rate ceilings for license-exempt providers set?

    a) Describe how license-exempt center payment rates are set: <u>N/A</u>

    b) Describe how license-exempt family child care home payment rates are set: <u>Rates for Approved child care have remained constant since 2001 when the rates were established.</u>

    c) Describe how license-exempt group family child care home payment rates are set: <u>N/A</u>

    d) Describe how in-home care payment rates are set: <u>Rates for Approved In-Home child care have remained constant since 2001 when the rates were established</u>

2.7.6 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. In the description of any tiered rates or add-ons, indicate the process and basis used for determining the tiered rates and amount and also indicate if the rates were set based on the MRS or another process.

    ☐ 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.

Reminder - 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. In the next three questions, Lead Agencies are asked to describe how their payment policies reflect the affordable copayments for families' provision of equal access (i.e., minimizing additional fees to parents), how payment practices are implemented consistent with the general child care market to be fair to providers (see Information Memorandum on Continuity of Care for examples http://www.acf.hhs.gov/programs/occ/resource/im2011-06), and the summary of facts describing how payment rates are adequate to ensure equal access to the full range of providers.

2.7.7. What policies does the Lead Agency have regarding any additional fees that providers may charge CCDF parents? The Lead Agency...
☒ Allows providers to charge the difference between the maximum reimbursement rate and their private pay rate
☒ Pays for provider fees (e.g., registration, meals, and supplies). Describe
Registration fees are paid to licensed providers of up to $50.00 per child, per facility per, calendar year.
☐ Policies vary across region, counties and or geographic areas. Describe
_____
☐ Other. Describe _____

2.7.8 What specific policies and practices does the Lead Agency have regarding the following:

a) Number of absent days allowed. Describe
A school-age child who has a part-time enrollment authorization may need full-tim care for in-service days, school closures and up to five days if the child is too ill to attend school. This autahorizations include a variable statement allowing for the full time days to be paid at the difference of a full-time day minus a part-time day.

b) Paying based on enrollment. Describe
Payment is based on the rate established in the *Child Care Assistance Program Rate Schedule* or the provider's own rate, whichever is less as long as the child attended at least one day in the billing month. No payment will be made to a provider for a month during which the child never attended.

c) Paying on the same schedule that providers charge private pay families (e.g., hourly, weekly, monthly)
Each participating child care provider must ensure that rates charged to families participating in the Child Care Assistance Program are not higher than rates charged to non-participating families. Providers who offer discounts must apply the discount to all families who similarly qualify and bill accordingly.

d) Using electronic tools (automated billing, direct deposit, EBT cards, etc.) to make provider payments. Describe

The Lead Agency does not have policy regarding electronic tools however providers may sign up to receive payment via direct deposit.

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))

All families who need child care services may learn of available child care provider options from the Child Care Program Office (CCPO), the Alaska Child Care Resource and Referral Network, *thread*, or from partner agencies. It is stressed that choosing a provider is the parents' choice and every effort is made to ensure parents have access to the full range of available providers. Provider types include: Approved, Approved Relative, Parent's Acheiving Self Sufficiency (PASS) I In-home, PASS II/ III In-home, Licensed Home, Licensed Group Home and Licensed Center.

Families participating in Child Care Assistance PASS II and PASS III categories learn about the full range of provider options from their Child Care Assistance Local Administrators.

The CCPO also maintains information on its internet website, including a "real time" listing of licensed and approved child care providers. *thread* as well as Child Care Assistance Program Local Administrators maintain a working relationship with local Department of Labor Job Centers (Alaska's version of One-Stops) to provide parents access to child care information and maintains an office in the Anchorage Job Center.

b) How payment rates are adequate based on the most recent local MRS (§98.43(a)(2))

The current State reimbursement rate is based on the 2009 Market Price Survey. Infant and toddler rates were set at the 75th percentile of the reported statewide market rate. All other reimbursement rates were adjusted to the 50th percentile of the 2009 Market Price Survey.

There are seventy-two (72) rate groups (two facility groups, nine regions and four age groups) in the state. Using the 2011 Market Price (Rate) Survey, seven of the seventy-two (72) rate groups are at the 25th percentile. The remaining sixty-five (65) rate groups are at or above the 50th percentile or had no provider responses (5).

Data collected from the Intergrated Child Care Information System (ICCIS) show that for the age groups of Infants, Toddlers, Pre- School Age and School Age children, seventy three and seventy-five hundreths percent (73.75%) of all providers charge at or below the state's full time rate. Sixty-nine percent (69%) of all licensed child care providers charge at or below the state's full time rate for these age categories.

c) How family co-payments based on a sliding fee scale are affordable (§98.43(a)(3))

In Alaska, co-payments are determined by using a percentage of a family's countable income and adjusting it by family size. The percentage of contribution rises as income rises. The copayment for low income families does not exceed ten percent (10%) of the family's countable gross income. The Family Income and Contribution Schedule, Attachment 3.5.1, was last adjusted on November 1, 2010 and uses the 2008 state median income. This schedule indicates that the family contribution amount does not exceed ten percent (10%) of the family's income. This schedule, Attachment XXX, reflects an affordable co-pay schedule.

Co-pays for families receiving TANF under the Alaska Temporary Assistance Program and paticipating in the Child Care Assistance Parents Acheiving Self Sufficiency I program are waived.

d) Any additional facts the Lead Agency considered to determine that its payment rates ensure equal access, including how the quality of child care providers is taken into account when setting rates and whether any other methodologies (e.g., cost estimation models) are used in setting payment rates _____

2.8 Goals for the next Biennium – In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium and are encouraged to identify no more than five priority goals total. ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). Lead Agencies will report progress and updates on these goals in the annual Quality Performance Report (Appendix 1), including any barriers encountered.

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).

Note – When identifying your goals below, Lead Agencies are encouraged to begin with an action verb reflecting the desired result over the two year period (e.g., Increase, Improve, Build, Align, Implement, Review, Revise, Streamline, Expand, etc.)

<u>Goals are to be determined.</u>

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│ ┌───────────────────────────────────────────────────────┐ │
│ │                       PART 3                          │ │
│ │                                                       │ │
│ │   HEALTH AND SAFETY AND QUALITY IMPROVEMENT ACTIVITIES │ │
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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 programs and the staff who work in them are a core element of CCDF. Lead Agencies have been reporting on their efforts to support program quality improvement and professional development since their initial Plans in 1999. This section allows Lead Agencies to continue 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 around a template of four key components of quality which encompass most of the quality investments and initiatives undertaken by Lead Agencies over the past decade:

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-step process. First, in this section, Lead Agencies will conduct a self-assessment of their programs by responding to the questions in Part 3 that describe the current status of their efforts, using common practices and best practices to list characteristics that build off those that have been reported in previous plans. Second, Lead Agencies then are asked to identify goals for making progress during the FY 2014-2015 biennium and describe their data, performance measure and evaluation capacity for each component. Third, Lead Agencies will report progress on their goals using the Quality Performance Report which is included and described in Appendix 1. The QPR will not be

submitted until December 31, 2014.

Based on information reported in past plans, it is expected that the Lead Agency will describe in these first two steps how they will continue to make 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. Each State/Territory is expected to fall on a continuum of progress as a result of these first two steps. Lead Agency's individual progress will reported using the Quality Performance Report.

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. Questions related to licensing requirements are in sections 3.1.1 and 3.1.2. 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. Questions related to CCDF Health and Safety requirements are in sections 3.1.3 and 3.1.4.

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 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.

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 as defined by the State/Territory. 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)) (658E(c)(2)(F), §98.41).

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

☒ Yes.
☐ No. Please identify the State or local (if applicable) 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.
The Alaska Child Care Licensing (CCL) Regulations serve as the CCDF Health and Safety Requirements. CCL Regulations address the following:
- The prevention and control of infectious diseases including immunizations.
- Building and physical premises safety.
- Health and Safety training requirements appropriate for each provider setting.
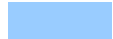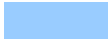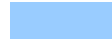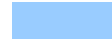
c) Do the State/Territory's licensing requirements serve as the CCDF health and safety requirements?

	Center-Based Child Care	Group Home Child Care ☐ N/A. Check if your State/Territory does not have group home child care.	Family Child Care	In-Home Care ☒ N/A. Check if in-home care is not subject to licensing in your State/Territory.
Yes, for all providers in this category	☒	☒	☒	☐
Yes, for some	Describe ▭	Describe ▭	Describe ▭	Describe ▭

providers in this category				
No	☐	☐	☐	☐
Other	Describe	Describe	Describe	Describe

d) 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. For each CCDF category of care, please identify which types of providers are subject to licensing and which providers are exempt from licensing in your State/Territory in the chart below. **Note: OCC recognizes that each State/Territory identifies and defines its own categories of care. OCC does not expect States/Territories to change their definitions to fit the CCDF-defined categories of care. For these questions, provide responses that closely match the CCDF categories of care but consistent with your reported 801 data.**

CCDF Category of Care	CCDF Definition (§98.2)	Which providers in your State/Territory are subject to licensing under this CCDF category?	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 subject to licensing in your State/Territory Center-based child care providers are defined as a provider licensed ot otherwise authorized to provide child care services for fewer than twenty-four (24) hours per day per child in a non-residential setting, unless care is in excess of twenty-four (24) hours is due to the nature of the parent(s) work. Centers have thirteen (13) or more children in care, and there must be: one caregiver for every five infants, birth thru eighteen (18) months; one caregiver for every six toddlers, nineteen (19) months to thirty-six (36) months; one caregiver for every ten (10) preschool children, three and four years; one caregiver for every fourteen (14) kindergarten children, five and six years; one caregiver for every eighteen (18) school age children, seven through twelve (12) years.	Describe which types of center-based settings are exempt from licensing in your State/Territory. For example, some jurisdictions exempt school-based centers, centers operated by religious organizations, summer camps, or Head Start programs. 1. A facility located on a United States Department of Defense or United States Coast Guard installation that is located on federal property, or a facility certified as a family child care provider by a branch of the United States Department of Defense or by the United States Coast Guard; 2. A recreational program that allows children to attend but that does not assume responsibility for care of the children; 3. A daytime therapeutic program of supervised, educational, and rehabilitative services for children with special needs as described in 7 AAC 57.940, or with behavioral problems; 4. A program whose primary function is educational and that: is certified as a pre-elementary school under AS 14.07.020 and 4 AAC 60; serves children ages three through five years and, under 4 AAC 60.020,

CCDF Category of Care	CCDF Definition (§98.2)	Which providers in your State/Territory are subject to licensing under this CCDF category?	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?
			is exempt from 4 AAC 60; or; (C) is operated as a Head Start preschool program required to meet standards established under 42 U.S.C. 9836a.

5. A temporary facility that provides care for one specific one-time occurrence scheduled for less than five weeks in any twelve (12) month period, including a conference or weekend seminar; for purposes of this paragraph, a temporary facility does not include a day camp or similar facility or program;

7. A facility in which the caregiver is a relative of all of the children;

8. A public or private elementary school program, kindergarten through grade six, lasting seven or fewer hours each day; the exemption in this paragraph does not apply to child care provided at the school site before or after school;

9. A day camp or similar facility or program that: holds a current accreditation or certification from the American Camping Association or another national accreditation group with standards the department finds are substantially similar to the requirements of this |

CCDF Category of Care	CCDF Definition (§98.2)	Which providers in your State/Territory are subject to licensing under this CCDF category?	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?
			chapter; a facility or program that believes it should be exempt under this paragraph shall submit the standards to the department for review and approval; provides services for children age five years and older; operates more than five weeks in any twelve (12) month period; and operates only during summer, winter, and spring school breaks.
Group Home Child Care ☐ 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 subject to licensing A Group Home child care provider is defined as two or more individuals who provide child care services for fewer than twenty-four (24) hours per day per child, in a private residence other that the child's residence, unless care is excess of twenty-four (24) hours is dues to the parent(s) work. A Group Home has no more than twelve (12) children total in care under age thirteen (13), and: no more than five children in care under thirty(30) months and no more than four non-ambulatory children in care. Two caregivers are required. No more than five children in nighttime care	Describe which types of group homes are exempt from licensing **None.**

CCDF Category of Care	CCDF Definition (§98.2)	Which providers in your State/Territory are subject to licensing under this CCDF category?	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?
		including caregiver's own children under age eighteen (18).	
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 subject to licensing <u>A Family Child Care Home provider is defined an one individual who provides child care services for fewer than twenty-four (24) hours per dar per child, as the sole caregiver, in a private residence, unless care in excess of twenty-four (24) hours is due to the nature of the parent(s) work.</u>	Describe which types of family child care home providers are exempt from licensing <u>1. A facility located on a United States Department of Defense or United States Coast Guard installation that is located on federal property, or a facility certified as a family child care provider by a branch of the United States Department of Defense or by the United States Coast Guard;</u> <u>2. A facility that regularly provides care to four or fewer children who are not relatives of the caregiver; "regularly provides care" means that a child is enrolled for regular care, regardless of whether that child receives full-time or part-time care.</u> <u>3. Approved Child Care Provider – is a sole caregiver who provides child care services to eligible children in their private residence. An approved provider may care for no more than a total of five children under thirteen (13) years of age, including the provider's own children under twelve (12) years of age. No more than four children may be</u>

CCDF Category of Care	CCDF Definition (§98.2)	Which providers in your State/Territory are subject to licensing under this CCDF category?	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?
			unrelated to the provider, and no more than two children may be under the age of thirty (30) months. This type of child care provider may participate one time only under the CCAP. The eligibility period is for a maximum of one year that runs twelve (12) consecutive months. If a provider's status ends or they discontinue providing care, the twelve (12) month time limit continues. After the twelve (12) month period the individual may participate only as a Licensed Provider, Approved Relative Provider or as the caregiver to an eligible family utilizing in-home care. 4. Approved Relative Child Care Provider – is a sole caregiver who provides child care services in their private residence only to eligible children who are their grandchildren, great-grandchildren, sibling, niece or nephew, great-niece or great-nephew. When caring for siblings, they must reside in different residences. Approved Relative providers may care for no more than a total of five children under thirteen (13) years of age, including the provider's own children under twelve (12) years of age. No more than two may be under the

CCDF Category of Care	CCDF Definition (§98.2)	Which providers in your State/Territory are subject to licensing under this CCDF category?	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?
			age of thirty (30) months. This type of provider may be approved for participation in the program biennially. A new application is required every two years in order to continue to participate in the program.
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 respond 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.	☒ N/A. Check if in-home care is not subject to licensing in your State/Territory. Describe which in-home providers are subject to licensing ▮	Describe which types of in-home child care providers are exempt from licensing All In-home child care providers are exempt form licensure.

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/CFOC3 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**. ☒

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

* American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. (2011) *Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs. 3rd Edition.* Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association. Available online: http://nrckids.org/CFOC3

Indicator	Center-Based Child Care	Group Home Child Care ☐ N/A. Check if your State/Territory does not have group home child care.	Family Child Care	In-Home Care ☒ N/A if the State/Territory does not license in-home care (i.e., care in the child's own home)
	For each indicator, check all requirements for **licensing** that apply, if any.			
Do the licensing requirements include **child: staff ratios and group sizes**? If yes, provide the ratio for age specified.	☒ Yes, Child: staff ratio requirement Infant ratio (11 months): <u>10:2</u> Toddler ratio (35 months): <u>12:2</u> Preschool ratio (59 months): <u>28:2</u> ☐ No ratio requirements. ☒ Yes, Group size requirement Infant group size (11 months): <u>6</u> Toddler group size (35 months): <u>6</u> Preschool group size (59 months): <u>14</u> ☐ No group size requirements.	☒ Yes, Child: staff ratio requirement Infant ratio (11 months): <u>3:1with one caregiver or 5:2 with two caregivers.</u> Toddler ratio (35 months): <u>3:1with one caregiver or 5:2 with two caregivers.</u> Preschool ratio (59 months): <u>8:1 if there is one caregiver and no more than three children under thirty (30) months and no more than two non-ambulatory children in care. 12:2 if there are two caregivers and of the total children in care, no more than four may be non-ambulatory and only five may be under thirty (30) months.</u> ☐ No ratio requirements. ☒ Yes, Group size requirement Infant group size	☒ Yes, Child: staff ratio requirement. List ratio requirement by age group: <u>8:1</u> ☐ No ratio requirements. ☒ Yes, Group size requirement. List ratio requirement by age group <u>Must have at least one caregiver and may provide care for no more than eight children under thirteen (13) years old with no more than three children under thirty (30) months, no more than two non-ambulatory children. No more than five children in nighttime care including the caregiver's own children under age eighteen (18).</u> ☐ No group size requirements.	☐ Yes, Child: staff ratio requirement. List ratio requirement by age group: ☒ No ratio requirements. ☐ Yes, Group size requirement. List ratio requirement by age group ☒ No group size requirements.

| | | (11 months): <u>No more than five children may be under thirty (30) months. Also, no more than four children may be non-ambulatory and there may be no more than five children in nighttime care, including the caregiver's own children under age eighteen (18).</u>

Toddler group size (35 months): <u>No more than five children may be under thirty (30) months. Also, no more than four children may be non-ambulatory and there may be no more than five children in nighttime care, including the caregiver's own children under age eighteen (18).</u>

Preschool group size (59 months): <u>Maximum is twelve (10) children if the caregiver meets certain educational requirements and there are no children under thirty (30) months. Of the total children in care, no more than four may be non-ambulatory</u> | | |

		and only five may be under thirty (30) months. No more than five children in nighttime care including the caregiver's own children under age eighteen (18). ☐ No group size requirements.		

Do the licensing requirements identify specific educational **credentials for child care directors**?	☐ High school/GED ☒ Child Development Associate (CDA) ☐ State/ Territory Credential ☐ Associate's degree ☐ Bachelor's degree ☐ No credential required for licensing ☒ Other: The <u>Administrator of a Center-Based Child Care setting must have an understanding of the development of childrern; have the ability to care for children; and have the skills to work with children, family members, department staff, community agencies and if applicable staff of the child care facility. Also the administrator must have management and supervisory skills necessary to handle finances, plan and evaluate programs, and select and supervise personnel. Twelve (12) credits in Early Childhood Education, or must hold a current CDA credential from the Council for Early Childhood Professional Recognition or a Montessori Certificate issued by a program accredited by the Montessori Accreditation Commission for Teacher Education.</u>	☐ High school/GED ☐ Child Development Associate (CDA) ☐ State/ Territory Credential ☐ Associate's degree ☐ Bachelor's degree ☐ No credential required for licensing ☒ Other: The <u>Administrator of a Group Child Care Home must have an understanding of the development of childrern; have the ability to care for children; and have the skills to work with children, family members, department staff, community agencies and if applicable staff of the child care facility.</u>	☐ High school/GED ☐ Child Development Associate (CDA) ☐ State/ Territory Credential ☐ Associate's degree ☐ Bachelor's degree ☐ No credential required for licensing ☒ Other: The <u>Administrator of a Family Child Care setting must have an understanding of the development of childrern; have the ability to care for children; and have the skills to work with children, family members, department staff, community agencies and if applicable staff of the child care facility.</u>	☐ High school/GED ☐ Child Development Associate (CDA) ☐ State/ Territory Credential ☐ Associate's degree ☐ Bachelor's degree ☒ No credential required for licensing ☐ Other:

Do the licensing requirements identify specific educational **credentials for child care teachers**?	☐ High school/GED ☐ Child Development Associate (CDA) ☐ State/ Territory Credential ☐ Associate's degree ☐ Bachelor's degree ☐ No credential required for licensing ☒ Other: <u>A caregvier of a Center-Based Child Care setting must be able to demonstrate respect for each child in care and the child's family; support behavior of children with positive guidance and set clear consistent limits to promote self discipline; provide children with a variety of age appropriate learning and social experiences; demonstrate a positive attitiude toward bottle weaning, diapering, toilet training and the needs of children; respond appropriately to a child's needs; prevent exposure of children to high risk situations; use strategies to prevent a child's aggressive behavior and to deescalate violatile situations; act as a positive role model; provide an</u>	☐ High school/GED ☐ Child Development Associate (CDA) ☐ State/ Territory Credential ☐ Associate's degree ☐ Bachelor's degree ☐ No credential required for licensing ☒ Other: <u>A caregiver of a Group Home Child Care settting must be able to demonstrate respect for each child in care and the child's family; support behavior of children with positive guidance and set clear consistent limits to promote self discipline; provide children with a variety of age appropriate learning and social experiences; demonstrate a positive attitude toward bottle weaning, diapering, toilet training and the needs of children; respond appropriately to a child's needs; prevent exposure of children to high risk situations; use strategies to prevent a child's aggressive behavior and to deescalate volatile situations; act as a positive role model; provide an environment that respects the</u>	☐ High school/GED ☐ Child Development Associate (CDA) ☐ State/ Territory Credential ☐ Associate's degree ☐ Bachelor's degree ☐ No credential required for licensing ☒ Other: <u>A caregvier of a Family Child Care setting must be able to demonstrate respect for each child in care and the child's family; support behavior of children with positive guidance and set clear consistent limits to promote self discipline; provide children with a variety of age appropriate learning and social experiences; demonstrate a positive attitiude toward bottle weaning, diapering, toilet training and the needs of children; respond appropriately to a child's needs; prevent exposure of children to high risk situations; use strategies to prevent a child's aggressive behavior and to deescalate violatile situations; act as a positive role model; provide an environment that respects the</u>	☐ High school/GED ☐ Child Development Associate (CDA) ☐ State/ Territory Credential ☐ Associate's degree ☐ Bachelor's degree ☒ No credential required for licensing ☐ Other:

	environment that respects the gender, culture, ethnicity, family composition and special emotional coginitive and developmental needs of each child.	gender, culture, ethnicity, family composition and special emotional cognitive and developmental needs of each child.	gender, culture, ethnicity, family composition and special emotional coginitive and developmental needs of each child.	
Do the licensing requirements specify that directors and caregivers must attain a specific number of **training hours per year**?	☐ At least 30 training hours required in first year ☐ At least 24 training hours per year after first year ☐ No training requirement ☒ Other: The Administrator of a Center-Based Child Care setting must hold a Bachelors degree in Child Development or equivalent must receive three semester hours of college credit every three years. If Administrator does not have a bachelor's degree in Child Development, (but has a CDA or twelve (12) credits in Early Childhood Education) they must receive three semester hours of college credit every two years. If the Administrator does not have a bachelor's degree in Child Development, (but has a CDA or twelve (12) credits in Early Childhood Education) they must receive three semester hours of college credit every	☐ At least 30 training hours required in first year ☐ At least 24 training hours per year after first year ☐ No training requirement ☒ Other: The Administrator and caregivers of a Group Home Child Care setting must have at least twenty (20) hours of Annual Training	☐ At least 30 training hours required in first year ☐ At least 24 training hours per year after first year ☐ No training requirement ☒ Other: The Administrative and caregivers of a Family Child Care setting must have at least twelve (12) hours of Annual Training	☐ At least 30 training hours required in first year ☐ At least 24 training hours per year after first year ☒ No training requirement ☐ Other:

	two years. If the Administrator does not have a bachelor's degree in Child Development, (but has a CDA or twelve (12) credits in Early Childhood Education) they must receive three semester hours of college credit every two years.			

e) Do you expect the licensing requirements for child care providers to change in FY2014-2015?

☒ Yes. Describe <u>The Alaska Child Care Licensing Regulations will be changing in the following areas: Professional Development Requirements; Administrator Qualifications Requirements; and Annual Training Requirements.</u>

☐ No

3.1.2 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 3.1.2a through 3.1.2e 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
☒ Center-Based Child Care	☒ Once a Year ☐ More than Once a Year ☐ Once Every Two Years ☒ Other. Describe	☒ Once a Year ☐ More than Once a Year ☐ Once Every Two Years ☒ Other. Describe

	Technical assistance and follow-up visits.	Investigations and follow-up visits.
☒ Group Home Child Care	☒ Once a Year ☐ More than Once a Year ☐ Once Every Two Years ☐ Other. Describe Technical assistance and follow-up visits.	☒ Once a Year ☐ More than Once a Year ☐ Once Every Two Years ☐ Other. Describe Investigations and follow-up visits.
☐ Family Child Care Home	☒ Once a Year ☐ More than Once a Year ☐ Once Every Two Years ☒ Other. Describe Licensed Child Care Homes are subject to a routine announced visit once and technical assistance and follow-up visits. Approved and Approved Non-Relative Providers are not subject to routine visits but are inspected if there is a complaint.	☒ Once a Year ☐ More than Once a Year ☐ Once Every Two Years ☒ Other. Describe Licensed Child Care Homes are subject to a rountine announced visit once and technical assistance and follow-up visits. Approved and Approved Non-Relative Providers are not subject to routine visits but are inspected if there is a complaint.
☐ In-Home Child Care ☒ N/A. Check if In-Home Child Care is not subject to licensing in your State/Territory (skip to 3.1.2b)	☐ Once a Year ☐ More than Once a Year ☐ Once Every Two Years ☒ Other. Describe In-home Child Care homes are not subject to a routine announced visit but are inspected if there is a need or complaint.	☐ Once a Year ☐ More than Once a Year ☐ Once Every Two Years ☒ Other. Describe In-home Child Care homes are not subject to a routine unannounced visit but are inspected if there is a need or complaint.

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.
☐ 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.	☐ Yes. Describe If an orientation and pre-service training program is available within sity (60) miles by road of the facility, an applicant for a license to operate a child care facility must attend and complete the program. If the applicant does not complete the required program, the department will suspend processing the application until

Licensing Procedures	**Describe** which procedures are used by the State/Territory for enforcement of the licensing requirements.
	the requirment is met. Currently orientations are being provided one-on-one (Licensor to provider).
	☐ No.
	☐ Other. Describe ▨
The State/Territory has procedures in place for licensing staff to inspect centers and family child care homes prior to issuing a license.	☒ An on-site inspection is conducted. ☒ Programs self-certify. Describe Approved Non-Relative and Approved Relative providers fall under the CCDF definition of a Family Child Care Home setting and self-certify that they meet all health and safety requirements. ☐ No procedures in place. ☐ Other. Describe ▨
Licensing staff has procedures in place to address violations found in an inspection.	☒ Providers are required to submit plans to correct violations cited during inspections.
	☒ Licensing staff approve the plans of correction submitted by providers.
	☒ Licensing staff verify correction of violation.
	☒ Licensing staff provide technical assistance regarding how to comply with a regulation.
	☐ No procedures in place.
	☐ Other. Describe ▨
Licensing staff has procedures in place to issue a sanction to a noncompliant facility.	☒ Provisional or probationary license
	☒ License revocation or non-renewal
	☒ Injunctions through court
	☒ Emergency or immediate closure not through court action
	☒ Fines for regulatory violations
	☐ No procedures in place.
	☒ Other. Describe A "Suspension in Progress" is also issued to a facility until an Investion or Non-Compliance is resolved.
The State/Territory has procedures in place to respond to illegally operating child care facilities.	☒ Cease and desist action
	☒ Injunction
	☒ Emergency or immediate closure not through court action
	☒ Fines
	☐ No procedures in place.
	☐ Other. Describe ▨
The State/Territory has procedures in place for providers to appeal licensing enforcement actions.	☒ Yes. Describe If a licensed provider submits a request to appeal an enforcement action the following occurs:

Licensing Procedures	**Describe** which procedures are used by the State/Territory for enforcement of the licensing requirements.
	1) A pre-hearing conference is set between the Child Care Program Office and the licensee. The Licensee is informed of their right to legal counsel if they wish. This is an information gathering session and an opportunity for the Licensee to explain their information. Resolution is attempted at this level. 2) If not settled at this level, a hearing is held in front of an Administrative Law Judge (ALG) with the Office of Hearings and Appeals. The ALG submits a proposed decision to the Department of Health & Social Services (DHSS) Commissioner. 3) The DHSS Commissioner either adopts this decision or makes an alternate determination which is issued to the Licensee. 4) If the Licensee wants further resolution after this decision, the next appeal level is the Alaska Supreme Court.
	☐ No.
	☐ Other. Describe _____

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

☒ Yes. If "Yes" please refer to the chart below to identify who is required to have background checks, what types of checks, and with what frequency.

☐ No

CCDF Categories of Care	Types of Background Check	Frequency	Who is Subject to Background Checks?
☒ **Center-Based Child Care**	☒ Child Abuse Registry	☒ Initial Entrance into the System ☐ Checks Conducted Annually ☒ Other. Describe <u>Every six years.</u>	☐ Director ☐ Teaching staff ☐ Non-teaching staff ☐ Volunteers ☒ Other <u>Any individual sixteen (16) years or older who have contact with children.</u>
	☒ State/Territory Criminal Background ☒ Check if State/Territory background check includes fingerprints	☒ Initial Entrance into the System ☐ Checks Conducted Annually ☒ Other. Describe <u>The State system flags individuals processed through the Alaska Background Check Program and monitors on a daily basis any new activity. New fingerprint card is required every six years.</u>	☐ Director ☐ Teaching staff ☐ Non-teaching staff ☐ Volunteers ☒ Other <u>Any individual sixteen (16) years or older who have contact with children.</u>
	☒ FBI Criminal Background (e.g., fingerprint)	☒ Initial Entrance into the System ☐ Checks Conducted Annually ☐ Other. Describe <u>Every six years.</u>	☐ Director ☐ Teaching staff ☐ Non-teaching staff ☐ Volunteers ☒ Other <u>Any individual sixteen (16) years or older who have contact with children.</u>
	☒ Sex Offender Registry	☒ Initial Entrance into the System ☐ Checks Conducted Annually ☒ Other. Describe <u>Every six years.</u>	☐ Director ☐ Teaching staff ☐ Non-teaching staff ☐ Volunteers ☐ Other <u>Any individual sixteen (16) years or older who have contact with children.</u>

CCDF Categories of Care	Types of Background Check	Frequency	Who is Subject to Background Checks?
☐ **Group Child Care Homes** ☐ N/A. Check if your State/Territory does not have group home child care.	☒ Child Abuse Registry	☒ Initial Entrance into the System ☐ Checks Conducted Annually ☒ Other. Describe Every six years.	☒ Provider ☒ Non-provider residents of the home <u>Any individual sixteen (16) years or older who have contact with children.</u>
	☒ State/Territory Criminal Background ☒ Check if the State/Territory background check includes fingerprints	☒ Initial Entrance into the System ☐ Checks Conducted Annually ☒ Other. Describe <u>The State system flags individuals processed through the Alaska Background Check Program and monitors on a daily basis any new activity. New fingerprint card is required every six years.</u>	☒ Provider ☒ Non-provider residents of the home <u>Any individual sixteen (16) years or older who have contact with children.</u>
	☒ FBI Criminal Background (e.g., fingerprint)	☒ Initial Entrance into the System ☐ Checks Conducted Annually ☒ Other. Describe Every six years.	☒ Provider ☒ Non-provider residents of the home <u>Any individual sixteen (16) years or older who have contact with children.</u>
	☒ Sex Offender Registry	☒ Initial Entrance into the System ☐ Checks Conducted Annually ☒ Other. Describe <u>Every six years.</u>	☒ Provider ☒ Non-provider residents of the home <u>Any individual sixteen (16) years or older who have contact with children.</u>
☐ **Family Child Care Homes**	☒ Child Abuse Registry	☒ Initial Entrance into the System ☐ Checks Conducted Annually ☒ Other. Describe	☐ Provider ☐ Non-provider residents of the home <u>Any individual sixteen</u>

CCDF Categories of Care	Types of Background Check	Frequency	Who is Subject to Background Checks?
		<u>Every six years.</u>	<u>(16) years or older who have contact with children.</u>
	☒ State/Territory Criminal Background ☒ Check if the State/Territory background check includes fingerprints	☒ Initial Entrance into the System ☐ Checks Conducted Annually ☒ Other. Describe <u>The State system flags individuals processed through the Alaska Background Check Program and monitors on a daily basis any new activity. New fingerprint card is required every six years.</u>	☐ Provider ☐ Non-provider residents of the home <u>Any individual sixteen (16) years or older who has contact with children.</u>
	☒ FBI Criminal Background (e.g., fingerprint)	☒ Initial Entrance into the System ☐ Checks Conducted Annually ☒ Other. Describe <u>Every six years.</u>	☐ Provider ☐ Non-provider residents of the home <u>Any individual sixteen (16) years or older who has contact with children.</u>
	☒ Sex Offender Registry	☒ Initial Entrance into the System ☐ Checks Conducted Annually ☒ Other. Describe <u>Every six years.</u>	☐ Provider ☐ Non-provider residents of the home <u>Any individual sixteen (16) years or older who has contact with children.</u>
☐ **In-Home Child Care Providers** ☐ N/A. Check if	☒ Child Abuse Registry	☒ Initial Entrance into the System ☐ Checks Conducted Annually ☒ Other. Describe <u>Every six years.</u>	☒ Provider ☐ Non-provider residents of the home <u> </u>

CCDF Categories of Care	Types of Background Check	Frequency	Who is Subject to Background Checks?
In-Home Child Care is not subject to licensing in your State/Territory (skip to 3.1.2e)	☒ State/Territory Criminal Background ☒ Check if the State/Territory background check includes fingerprints	☒ Initial Entrance into the System ☐ Checks Conducted Annually ☒ Other. Describe <u>The State system flags individuals processed through the Alaska Background Check Program and monitors on a daily basis any new activity. New fingerprint card is required every six years.</u>	☒ Provider ☐ Non-provider residents of the home _____
	☒ FBI Criminal Background (e.g., fingerprint)	☒ Initial Entrance into the System ☐ Checks Conducted Annually ☒ Other. Describe <u>Every six years.</u>	☒ Provider ☐ Non-provider residents of the home _____
	☒ Sex Offender Registry	☒ Initial Entrance into the System ☐ Checks Conducted Annually ☒ Other. Describe <u>Every six years.</u>	☒ Provider ☐ Non-provider residents of the home _____

d) Please **provide a brief overview** of the State/Territory's process for conducting background checks for child care. In this brief overview, include the following:

<u>State of Alaska Child Care Licensing requires all providers to participate in the State of Alaska Background Check Program and receive a Clearance (valid criminal history check) before allowing access to children. The Background Check includes: Child Abuse Registry check, Sex Offender checks, Criminal Background checks that are fingerprint based (State and Federal) and other Registry checks. A Provider may appeal directly to the Background Check Program of their findings. Information regarding the Alaska Background Check Program can be found at :</u> http://www.hss.state.ak.us/dhcs/CL/bgcheck/default.htm.

d -1) The cost associated with each type of background check conducted <u>The total cost for is $79.25.</u>

d-2) Who pays for background checks <u>The provider pays $25.00 and the Lead Agency pays for $54.25 of the total cost.</u>

d-3) What types of violations would make providers ineligible for CCDF? Describe

A violation (barrier crime standards) apply to an individual who has been charged with, convicted of, found not guilty by reason of insanity for, or adjudicated as a delinquent for, the following crimes listed below. Barrier Crimes and Child Protective Issues include : Abuse, Neglect & Exploitation and Previous Negative Licensing History.

Under Alaska Statute (AS), these are permanent barriers that make providers ineligible for CCDF:
- Felonies under Offenses Against the Person;
- A felony crime involving Domestic Violence;
- A crime that is a felony and involves a victim who was a child under 18 years of age at the time of the conduct, including a crime involving a perpetrator who was a person responsible for the child's welfare;
- Assault in the Third Degree;
- Indecent Exposure in the Second Degree;
- Arson in the First or Second Degree;
- Offenses Against the Family and Vulnerable Adults;
- Endangering the Welfare of a Child in the First Degree;
- Endangering the Welfare of a Vulnerable Adult in the First or Second Degree
- Failure to Register as a Sex Offender or Child Kidnapper in the First or Second Degree
- Indecent Viewing or Photography and Distribution of Child Pornography
- Induced or caused to engage a person in prostitution under 18 years of age at the time of the offense for Promoting Prostitution in the First, Second or Third Degree;
- Any sex offense, as defined in <u>AS 12.63.100</u>.

The following violations result in a 10-year bar from the CCDF:
- Stalking in the First Degree;
- Offenses Against Property (including Theft in the First Degree, Issuing a Bad Check if the crime is a class B felony, Fraudulent Use of an Access Device, if the crime is a class B felony; Burglary in the First Degree; Criminal Mischief in the First Degree; Criminal Mischief in the Second Degree; Forgery in the First Degree; Criminal Impersonation in the First Degree; Scheme to Defraud; Defrauding Creditors, if the crime is a class B felony;
- Terroristic Threatening in the First Degree) if it is a crime involving domestic violence;
- Misconduct Involving Weapons in the First Degree;
- Misconduct Involving Weapons in the Second Degree;
- Criminal Possession of Explosives, if the crime is a class A or B felony;
- Promoting Prostitution in the First Degree, if the person who was induced or caused to engage in prostitution was 18 years of age or older at the time of the offense;

- Misconduct Involving a Controlled Substance in the First, Second, or Third Degree;
- Delivery of an Imitation Controlled Substance to a Minor;
- Fraudulent or Criminal Insurance Acts;
- Operating a Vehicle, Aircraft, or Watercraft While Under the Influence of an Alcoholic Beverage, Inhalant, or Controlled Substance, if the individual has had two or more convictions since January 1, 1996, and within the 10 years preceding the date of the present offense, for operating a vehicle, aircraft, or watercraft while under the influence of an alcoholic beverage, inhalant, or controlled substance;
- Refusal to Submit to Chemical Test, if the individual has had two or more convictions since January 1, 1996, and within the 10 years preceding the date of the present offense, or if punishment under AS 28.35.030 (n) or 28.35.032(p) was previously imposed within the last 10 years.

The following violations result in a 5-year bar from the CCDF:
- Assault in the Fourth Degree;
- Reckless Endangerment;
- Stalking in the Second Degree;
- Custodial Interference in the Second Degree;
- Coercion;
- A class C felony under Offenses Against Property;
- Endangering the Welfare of a Child in the Second Degree;
- Criminal Nonsupport, if the crime is a class C felony;
- Aiding the Nonpayment of Child Support in the First Degree;
- Contributing to the Delinquency of a Minor;
- Failure to Report a Violent Crime Committed Against a Child;
- Terroristic Threatening in the Second Degree, if it is a crime involving domestic violence;
- Tampering With Public Records in the First Degree;
- Misconduct Involving a Corpse;
- Cruelty to Animals;
- Promoting an Exhibition of Fighting Animals, if the crime is a class C felony;
- Misconduct Involving Weapons in the Third Degree;
- Criminal Possession of Explosives, if the crime is a class C felony;
- Unlawful Furnishing of Explosives;
- A crime under Promoting Prostitution in the Second Degree, if the person who was induced or caused to engage in prostitution was 18 years of age or older at the time of the offense;
- Misconduct Involving a Controlled Substance in the Fourth Degree;
- Imitation Controlled Substances;
- Disorderly Conduct;
- A class C felony under Fraudulent or Criminal Insurance Acts;
- A felony under Bad Faith Initiation of an Involuntary Mental Commitment Proceeding.

The following violations result in a 3-year bar from the CCDF:

- Theft in the Third Degree;
- Criminal Trespass in the First Degree, if it is a crime involving domestic violence;
- Criminally Negligent Burning, if it is a crime involving domestic violence;
- Criminal Mischief in the Fourth Degree, if it is a crime involving domestic violence;
- Forgery in the Third Degree;
- Deceptive Business Practices, if the crime is a class A misdemeanor;
- Criminal Nonsupport, if the crime is a class A misdemeanor;
- Violating a Protective Order, if it is a crime involving domestic violence;
- Interfering With a Report of a Crime Involving Domestic Violence;
- Criminal Possession of Explosives, if the crime is a class A misdemeanor.

The following violations result in a 1-year bar from the CCDF:
- Criminal Mischief in the Fifth Degree, if it is a crime involving domestic violence;
- Unlawful Contact in the First or Second Degree;
- Harassment, if it is a crime involving domestic violence.

> d-4) The process for providers to appeal the Lead Agency's decision based on the background check findings. Describe A Provider may request a variance.

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? N/A (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 The Muncipality of Anchorage (MOA) Child Care Licensing (CCL) program has an on-line search tool parents may use to access information about licensing status and compliance records for providers withing the MOA. The State of Alaska CCL program does not currently have this technology. Within the rest of the State, parents and the public are informed by the State of Alaska CCL program and the Alaska Statewide Resource and Referral Network, thread, of the ability to inquire about compliance history of a partcular facility through the State of Alaska CCL program.
☐ No

3.1.3. 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 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)

☐ Check if the Lead Agency certifies that 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))

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
☐ Physical exam or health statement for providers	☐	☐	☐	☐
☐ Physical exam or health statement for children	☐	☐	☐	☐
☐ Tuberculosis check for providers	☐	☐	☐	☐
☐ Tuberculosis check for children	☐	☐	☐	☐
☐ Provider immunizations	☐	☐	☐	☐
☒ Child immunizations	☒	☒	☒	☒
☒ Hand-washing policy for providers and children	☒	☒	☒	☒
☒ Diapering policy and procedures	☒	☒	☒	☒
☒ Providers to submit a self-certification or complete health and safety checklist	☒	☒	☒	☐
☒ Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	☒	☒	☒	☐
☐ Other. Describe _____	☐	☐	☐	☐

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))

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
☒ Fire inspection	☒	☒	☒	☐
☒ Building inspection	☒	☒	☒	☐
☒ Health inspection	☒	☒	☒	☐
☒ Inaccessibility of toxic substances policy	☒	☒	☒	☐
☒ Safe sleep policy	☒	☒	☒	☐
☒ Tobacco exposure reduction	☒	☒	☒	☒
☒ Transportation policy	☒	☒	☒	☒
☒ Providers to submit a self-certification or complete health and safety checklist	☒	☒	☒	☒
☒ Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	☒	☒	☒	☐
☐ Other. Describe	☐	☐	☐	☐

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)). Note: While Lead Agencies have the flexibility to define these terms, for this question, pre-service refers to any training that happens prior to a person starting or shortly thereafter (first week, etc). "On-going" would be some type of routine occurrence (e.g., maintain qualifications each year).

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
Child Care Centers	First Aid	Except when a substitute caregiver is providing care in a child care center for a period of thrty (30) days or less, a child care facility shall have on duty at all times at least one caregiver with valid	Except when a substitute caregiver is providing care in a child care center for a period of 30 days or less, a child care facility shall have on duty at all times at least one caregiver with valid certification for **age-**

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
		certification for **age-appropriate first aid**, unless the course for this certification is not available within sixty (60) miles by road of the facility.	**appropriate first aid** unless the course for this certification is not available within sixty (60) miles by road of the facility. A currently certified emergency medical or trauma technician on duty at the child care facility satisfies the requirements.
	CPR	Except when a substitute caregiver is providing care in a child care center for a period of thirty (30) days or less, a child care facility shall have on duty at all times at least one caregiver with valid certification for **age-appropriate cardiopulmonary resuscitation,** unless the course for this certification is not available within sixty (60) miles by road of the facility.	Except when a substitute caregiver is providing care in a child care center for a period of thirty (30) days or less, a child care facility shall have on duty at all times at least one caregiver with valid certification for **age-appropriate cardiopulmonary resuscitation,** unless the course for this certification is not available within sixty (60) miles by road of the facility. A currently certified emergency medical or trauma technician on duty at the child care facility satisfies the requirements
	Medication Administration Policies and Practices	A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver	On-going as needed.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
		under contract, and must be completed within eight weeks.	
	Poison Prevention and Safety	A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	On-going as needed.
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	A child care facility shall ensure that each caregiver who provides care for infants and toddlers receives at least one hour of training during the first year of employment, and at least one hour every two years thereafter.
	Shaken Baby Syndrome and abusive head trauma prevention	A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes Shaken Baby Syndrome, which must	A child care facility shall ensure that each caregiver who provides care for infants and toddlers receives at least one hour of Shaken Baby Syndrome training during the first year of employment, and at least one hour every two

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
		begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	years thereafter.
	Age appropriate nutrition, feeding, including support for breastfeeding	A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks. This includes Nutrician but not Breastfeeding.	On-going as needed.
	Physical Activities	A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	On-going as needed.
	Procedures for preventing the spread of infectious	A child care facility with one or more employees shall provide an	On-going as needed.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
	disease, including sanitary methods and safe handling of foods	orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	
	Recognition and mandatory reporting of suspected child abuse and neglect	A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	On-going as needed.
	Emergency preparedness and planning response procedures	A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver	On-going as needed.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
		under contract, and must be completed within eight weeks.	
	Management of common childhood illnesses, including food intolerances and allergies	A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	On-going as needed.
	Transportation and child passenger safety (if applicable)	A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	On-going as needed.
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA)	A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and	On-going as needed.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
	Act	safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	On-going as needed.
	Supervision of children	A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	On-going as needed.
	Behavior management	A child care facility with one or more employees shall provide an	On-going as needed.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
		orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	
	Other. Describe Smoke free environment, using smoke detection devices; animals kept in the facility; firearms safety; and diapering and toileting requirements.	A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	On-going as needed.
Group Home Child Care	First Aid	Except when a substitute caregiver is providing care in a child care center for a period of thrty (30) days or less, a child care facility shall have on duty at all times at least one caregiver with valid certification for **age-appropriate first aid**, unless the course for this certification is not available within sixty (60) miles by road of the facility.	Except when a substitute caregiver is providing care in a child care center for a period of 30 days or less, a child care facility shall have on duty at all times at least one caregiver with valid certification for **age-appropriate first aid** unless the course for this certification is not available within sixty (60) miles by road of the facility. A currently certified emergency

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
			medical or trauma technician on duty at the child care facility satisfies the requirements.
	CPR	Except when a substitute caregiver is providing care in a child care center for a period of thirty (30) days or less, a child care facility shall have on duty at all times at least one caregiver with valid certification for **age-appropriate cardiopulmonary resuscitation,** unless the course for this certification is not available within sixty (60) miles by road of the facility.	Except when a substitute caregiver is providing care in a child care center for a period of thirty (30) days or less, a child care facility shall have on duty at all times at least one caregiver with valid certification for **age-appropriate cardiopulmonary resuscitation,** unless the course for this certification is not available within sixty (60) miles by road of the facility. A currently certified emergency medical or trauma technician on duty at the child care facility satisfies the requirements
	Medication Administration Policies and Practices	A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	On-going as needed.
	Poison Prevention and Safety	A child care facility with one or more employees shall provide an orientation to each	On-going as needed.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
		caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	A child care facility shall ensure that each caregiver who provides care for infants and toddlers receives at least one hour of training during the first year of employment, and at least one hour every two years thereafter.
	Shaken Baby Syndrome and abusive head trauma prevention	A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes Shaken Baby Syndrome, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	A child care facility shall ensure that each caregiver who provides care for infants and toddlers receives at least one hour of Shaken Baby Syndrome training during the first year of employment, and at least one hour every two years thereafter.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
	Age appropriate nutrition, feeding, including support for breastfeeding	A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks. This includes Nutrician but not Breastfeeding.	On-going as needed.
	Physical Activities	A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	On-going as needed.
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as	On-going as needed.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
		regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	
	Recognition and mandatory reporting of suspected child abuse and neglect	A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	On-going as needed.
	Emergency preparedness and planning response procedures	A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	On-going as needed.
	Management of common childhood illnesses, including food intolerances	A child care facility with one or more employees shall provide an orientation to each	On-going as needed.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
	and allergies	caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	
	Transportation and child passenger safety (if applicable)	A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	On-going as needed.
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must	On-going as needed.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
		be completed within eight weeks.	
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	On-going as needed.
	Supervision of children	A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	On-going as needed.
	Behavior management	A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as	On-going as needed.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
		regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	
	Other. Describe Smoke free environment, using smoke detection devices; animals kept in the facility; firearms safety; and diapering and toileting requirements.	A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	On-going as needed.
Family Child Care Providers	First Aid	Approved Non-Realtive and Approved Relative Provider: Must complete training for first aid within six months of their approval effective date to participate in the Child Care Assistance Program. They must produce certification proof for **age-appropriate first aid**. "Age-appropriate" is dependent on the ages of children who will be in care. On-line courses are not acceptable for individuals residing within sixty (60) road miles of communities that regularly offer hands on courses.	Approved Non-Relative and Approved Relative Provider: Not required but is encouraged. Licensed Home: Except when a substitute caregiver is providing care in a child care home for a period of thirty (30) days or less, a child care facility shall have on duty at all times at least one caregiver with valid certification for **age-appropriate first aid** unless the courses for these certifications are not available within sixty (60) miles by road of the facility. A currently certified emergency

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
		Licensed Home: Except when a substitute caregiver is providing care in a child care home for a period of thirty (30) days or less, a child care facility shall have on duty at all times at least one caregiver with valid certification for first aid, unless the courses for these certifications are not available within sixty (60) miles by road of the facility.	medical or trauma technician on duty at the child care facility.
	CPR	Approved Non-Relative and Approved Relative Provider: Must complete training for CPR within six months of their approval to participate in the Child Care Assistance Program effective date. They must produce certification proof for **age-appropriate CPR**. "Age-appropriate" is dependent on the ages of children who will be care. On-line courses are not acceptable for individuals residing within sixty (60) road of communities that regularly offer hands on courses. Licensed Home: Except when a substitute caregiver is providing care in a child care home for a period of thirty (30) days or less, a child care facility shall have on duty at all times at least one caregiver with valid certification for first aid and **age-appropriate** cardiopulmonary resuscitation (CPR),	Approved Non-Relative and Approved Relative Provider: Not required but is encouraged. Licensed Home: Except when a substitute caregiver is providing care in a child care home for a period of thirty (30) days or less, a child care facility shall have on duty at all times at least one caregiver with valid certification for first aid and **age-appropriate CPR**, unless the courses for these certifications are not available within sixty (60) miles by road of the facility.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
		unless the courses for these certifications are not available within sixty (60) miles by road of the facility.	
	Medication Administration Policies and Practices	Approved Non-Relative and Approved Relative Provider: Must meet environmental health and safety requirements to be approved for participation on the Child Care Assistance Program. All health and safety requirements (general and environmental) and must be included and discussed during the provider orientation. The provider is responsible (self certifies) to provide satisfactory evidence of compliance with these health and safety requirements if requested. \n\nLicensed Home: A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, that include medication administration which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	Approved Non-Relative and Approved Relative Provider: Self certifies at renewal. \n\nLicensed Home: On-going as needed.
	Poison Prevention	Approved Non-Relative	Approved Non-Relative

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
	and Safety	and Approved Relative Provider: Must meet environmental health and safety requirements to be approved for participation on the Child Care Assistance Program. All health and safety requirements (general and environmental) and must be included and discussed during the provider orientation. The provider is responsible (self certifies) to provide satisfactory evidence of compliance with these health and safety requirements if requested. Licensed Home: A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, that include medication administration which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	and Approved Relative Provider: Self certifies at renewal. Licensed Home: On-going as needed.
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	Approved and Approved Relative Provider: No. Licensed Home: A child care facility shall ensure that each caregiver who provides care for infants	Approved and Approved Relative Provider: No. Licensed Home: A child care facility shall ensure that each caregiver who provides care for infants

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
		and toddlers receives at least one hour of SIDS training during the first year of employment	and toddlers receives at least one hour of ongoing SIDS training every two years.
	Shaken Baby Syndrome and abusive head trauma prevention	Approved Non-Relative and Approved Relative Provider: Must meet environmental health and safety requirements to be approved for participation on the Child Care Assistance Program. All health and safety requirements (general and environmental) and must be included and discussed during the provider orientation. The provider is responsible (self certifies) to provide satisfactory evidence of compliance with these health and safety requirements if requested. Licensed Home: A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks. Training hours required are clock hours and, except as provided in the below *paragraph of this section, may include any	Approved Non-Relative and Approved Relative Provider: Self certifies at renewal. Licensed Home: A child care facility shall ensure that each caregiver who provides care for infants and toddlers receives at least one hour of Shaken Baby Syndrome training every two years thereafter.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
		training relevant to the caregiver's responsibilities, including health and safety, child growth and development, planning learning activities, guidance and discipline techniques, linkages with community services, communication and relations with families, and detecting and reporting child abuse and neglect. Training must be documented. Documentation must include the date, subject, method of training, duration, and the name of the individual who conducted the training. *A child care facility shall ensure that each caregiver who provides care for infants and toddlers receives at least one hour of training during the first year of employment, and at least one hour every two years thereafter. Training under this subsection must include recognizing and preventing shaken baby syndrome.	
	Age appropriate nutrition, feeding, including support for breastfeeding	Approved Non-Relative and Approved Relative Provider: Must meet environmental health and safety requirements to be approved for participation on the Child Care Assistance Program. All health and safety requirements (general and environmental) and must be included and discussed during the provider	Approved Non-Relative and Approved Relative Provider: Self certifies at renewal. Licensed Home: On-going as needed.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
		orientation. The provider is responsible (self certifies) to provide satisfactory evidence of compliance with these health and safety requirements if requested. No training is required for Breastfeeding. Licensed Home: A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks. No training is required for Breastfeeding.	
	Physical Activities	Approved Non-Relative and Approved Relative Provider: Must meet environmental health and safety requirements to be approved for participation on the Child Care Assistance Program. All health and safety requirements (general and environmental) and must be included and discussed during the provider orientation. The provider is responsible (self certifies) to provide satisfactory evidence of compliance with these	Approved Non-Relative and Approved Relative Provider: Self certifies at renewal. Licensed Home: On-going as needed.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
		health and safety requirements if requested. Licensed Home: A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	Approved Non-Relative and Approved Relative Provider: Must meet environmental health and safety requirements to be approved for participation in the Child Care Assistance Program. All health and safety requirements (general and environmental) must be included and discussed during the provider orientation. The provider is responsible (self certifies) to provide satisfactory evidence of compliance with these health and safety requirements if requested. Licensed Home: A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties	Approved Non-Relative and Approved Relative Provider: Self certifies at renewal. Licensed Home: On-going as needed.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
		and responsibilities that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	
	Recognition and mandatory reporting of suspected child abuse and neglect	Approved Non-Relative and Approved Relative Provider: Must meet environmental health and safety requirements to be approved for participation on the Child Care Assistance Program. All health and safety requirements (general and environmental) and must be included and discussed during the provider orientation. The provider is responsible (self certifies) to provide satisfactory evidence of compliance with these health and safety requirements if requested. Licensed Home: A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities that includes emergency procedures and health and safety measures , as well as regulatory requirements, which must begin at the time of employment, or the	Approved Non-Relative and Approved Relative Provider: Self certifies at renewal. Licensed Home: On-going as needed.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
		effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	
	Emergency preparedness and planning response procedures	Approved Non-Relative and Approved Relative Provider: Must meet environmental health and safety requirements to be approved for participation on the Child Care Assistance Program. All health and safety requirements (general and environmental) and must be included and discussed during the provider orientation. The provider is responsible (self certifies) to provide satisfactory evidence of compliance with these health and safety requirements if requested. Licensed Home: A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	Approved Non-Relative and Approved Relative Provider: Self certifies at renewal. Licensed Home: On-going as needed.
	Management of common childhood illnesses, including food intolerances	Approved Non-Relative and Approved Relative Provider: Must meet environmental health and	Approved Non-Relative and Approved Relative Provider: Self certifies at renewal.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
	and allergies	safety requirements to be approved for participation in the Child Care Assistance Program. All health and safety requirements (general and environmental) must be included and discussed during the provider orientation. The provider is responsible (self certifies) to provide satisfactory evidence of compliance with these health and safety requirements if requested. Licensed Home: A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities that includes emergency procedures and health and safety measures , as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	Licensed Home: On-going as needed.
	Transportation and child passenger safety (if applicable)	Approved Non-Relative and Approved Relative Provider: Must meet environmental health and safety requirements to be approved for participation in the Child Care Assistance Program. All health and safety requirements (general and environmental) must be included and discussed	Approved Non-Relative and Approved Relative Provider: Self certifies at renewal. Licensed Home: On-going as needed.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
		during the provider orientation. The provider is responsible (self certifies) to provide satisfactory evidence of compliance with these health and safety requirements if requested. Licensed Home: A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities that includes emergency procedures and health and safety measures , as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	Approved Non-Relative and Approved Relative Provider: No. Licensed Home: A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must	Approved Non-Relative and Approved Relative Provider: No. Licensed Home: On-going as needed.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
		be completed within eight weeks. In addition to meeting the requirements of physical and other activities, a facility providing care for children identified as having special needs under the State of Alaska Administrative Code: 7 AAC 57.940.	
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	Approved Non-Relative and Approved Provider: Must meet environmental health and safety requirements to be approved for participation on the Child Care Assistance Program. All health and safety requirements (general and environmental) and must be included and discussed during the provider orientation. The provider is responsible (self certifies) to provide satisfactory evidence of compliance with these health and safety requirements if requested. Licensed Home: A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities that includes emergency procedures and health and safety measures , as well as regulatory requirements, which must begin at the time of employment, or the	Approved and Approved Relative Provider: Self certifies at renewal. Licensed Home:On-going as needed.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
		effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	
	Supervision of children	Approved Non-Relative and Approved Relative Provider: Must meet environmental health and safety requirements to be approved for participation on the Child Care Assistance Program. All health and safety requirements (general and environmental) and must be included and discussed during the provider orientation. The provider is responsible (self certifies) to provide satisfactory evidence of compliance with these health and safety requirements if requested. Licensed Home: A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks. Documented training hours required are clock hours and may include any training relevant to the caregiver's responsibilities.	Approved Non-Relative and Approved Relative Provider: Self certifies at renewal. Licensed Home: On-going as needed.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
	Behavior management	Approved Non-Relative and Approved Relative Provider: Family Care Providers must meet environmental health and safety requirements to be approved for participation on the Child Care Assistance Program. All health and safety requirements (general and environmental) and must be included and discussed during the provider orientation. The provider is responsible (self certifies) to provide satisfactory evidence of compliance with these health and safety requirements if requested. Licensed Home: A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	Approved Non-Relative and Approved Relative Provider: Self certifies at renewal. Licensed Home: On-going as needed.
	Other. Describe Smoke free environment, using smoke detection devices; animals kept in the facility; firearms safety; and	Approved Non-Relative and Approved Relative Provider: Family Care Providers must meet environmental health and safety requirements to be approved for participation on the Child Care	Approved Non-Relative and Approved Relative Provider: Self certifies at renewal. Licensed Home: On-going as needed.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
	diapering and toileting requirements.	Assistance Program. All health and safety requirements (general and environmental) and must be included and discussed during the provider orientation. The provider is responsible (self certifies) to provide satisfactory evidence of compliance with these health and safety requirements if requested. Licensed Home: A child care facility with one or more employees shall provide an orientation to each caregiver that relates to the caregiver's duties and responsibilities and that includes emergency procedures and health and safety measures, as well as regulatory requirements, which must begin at the time of employment, or the effective date of a contract for a caregiver under contract, and must be completed within eight weeks.	
In-Home Child Care Providers	First Aid	In-home Providers must meet environmental health and safety requirements to be approved for participation on the Child Care Assistance Program (CCAP). All health and safety requirements (general and environmental) and must be included and discussed during the provider orientation. The provider is responsible (self certifies) to provide	On-going as needed.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
		satisfactory evidence of compliance with these health and safety requirements if requested.	
	CPR	In-home Providers must meet environmental health and safety requirements to be approved for participation on the Child Care Assistance Program (CCAP). All health and safety requirements (general and environmental) and must be included and discussed during the provider orientation. The provider is responsible (self certifies) to provide satisfactory evidence of compliance with these health and safety requirements if requested.	On-going as needed.
	Medication Administration Policies and Practices	In-home Providers must meet environmental health and safety requirements to be approved for participation on the Child Care Assistance Program (CCAP). All health and safety requirements (general and environmental) and must be included and discussed during the provider orientation. The provider is responsible (self certifies) to provide satisfactory evidence of compliance with these health and safety requirements if requested.	On-going as needed.
	Poison Prevention	In-home Providers must	On-going as needed.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
	and Safety	meet environmental health and safety requirements to be approved for participation on the Child Care Assistance Program (CCAP). All health and safety requirements (general and environmental) and must be included and discussed during the provider orientation. The provider is responsible (self certifies) to provide satisfactory evidence of compliance with these health and safety requirements if requested.	
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	No.	No.
	Shaken Baby Syndrome and abusive head trauma prevention	In-home Providers must meet environmental health and safety requirements to be approved for participation on the Child Care Assistance Program (CCAP). All health and safety requirements (general and environmental) and must be included and discussed during the provider orientation. The provider is responsible (self certifies) to provide satisfactory evidence of compliance with these health and safety requirements if requested.	On-going as needed.
	Age appropriate nutrition, feeding,	In-home Providers must meet environmental	On-going as needed.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
	including support for breastfeeding	health and safety requirements to be approved for participation on the Child Care Assistance Program (CCAP). All health and safety requirements (general and environmental) and must be included and discussed during the provider orientation. The provider is responsible (self certifies) to provide satisfactory evidence of compliance with these health and safety requirements if requested. No breadtfeeding training is required.	
	Physical Activities	In-home Providers must meet environmental health and safety requirements to be approved for participation on the Child Care Assistance Program (CCAP). All health and safety requirements (general and environmental) and must be included and discussed during the provider orientation. The provider is responsible (self certifies) to provide satisfactory evidence of compliance with these health and safety requirements if requested.	On-going as needed.
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling	In-home Providers must meet environmental health and safety requirements to be approved for participation on the Child Care	On-going as needed.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
	of foods	Assistance Program (CCAP). All health and safety requirements (general and environmental) and must be included and discussed during the provider orientation. The provider is responsible (self certifies) to provide satisfactory evidence of compliance with these health and safety requirements if requested.	
	Recognition and mandatory reporting of suspected child abuse and neglect	No.	No.
	Emergency preparedness and planning response procedures	In-home Providers must meet environmental health and safety requirements to be approved for participation on the Child Care Assistance Program (CCAP). All health and safety requirements (general and environmental) and must be included and discussed during the provider orientation. The provider is responsible (self certifies) to provide satisfactory evidence of compliance with these health and safety requirements if requested.	On-going as needed.
	Management of common childhood illnesses, including food intolerances and allergies	In-home Providers must meet environmental health and safety requirements to be approved for participation on the Child Care Assistance Program	On-going as needed.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
		(CCAP). All health and safety requirements (general and environmental) and must be included and discussed during the provider orientation. The provider is responsible (self certifies) to provide satisfactory evidence of compliance with these health and safety requirements if requested.	
	Transportation and child passenger safety (if applicable)	In-home Providers must meet environmental health and safety requirements to be approved for participation on the Child Care Assistance Program (CCAP). All health and safety requirements (general and environmental) and must be included and discussed during the provider orientation. The provider is responsible (self certifies) to provide satisfactory evidence of compliance with these health and safety requirements if requested.	On-going as needed.
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	No.	No.
	Child development including knowledge of	In-home Providers must meet environmental health and safety	On-going as needed.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
	developmental stages and milestones appropriate for the ages of children receiving services.	requirements to be approved for participation on the Child Care Assistance Program (CCAP). All health and safety requirements (general and environmental) and must be included and discussed during the provider orientation. The provider is responsible (self certifies) to provide satisfactory evidence of compliance with these health and safety requirements if requested.	
	Supervision of children	In-home Providers must meet environmental health and safety requirements to be approved for participation on the Child Care Assistance Program (CCAP). All health and safety requirements (general and environmental) and must be included and discussed during the provider orientation. The provider is responsible (self certifies) to provide satisfactory evidence of compliance with these health and safety requirements if requested.	On-going as needed.
	Behavior management	In-home Providers must meet environmental health and safety requirements to be approved for participation on the Child Care Assistance Program (CCAP). All health and safety requirements	On-going as needed.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
		(general and environmental) and must be included and discussed during the provider orientation. The provider is responsible (self certifies) to provide satisfactory evidence of compliance with these health and safety requirements if requested.	
	Other. Describe None.	None.	None.

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 3.1.2a-c, as appropriate; there are no exceptions for relatives.

☐ Relative providers are NOT required to meet any health and safety requirements as described in 3.1.2a-c, as appropriate.

☒ Relative providers are subject to certain requirements. Describe the different requirements

Relative providers self-certify they ensure children in their care have all required immunizations and they take precautions to make sure their home is free of hazards that can cause injury or disease. Guidelines include the following topics: emergency escapes, fire hazards, smoke detection device, fire extinguishers, carbon monoxide detector, functional telephone, hazard free conditions, drinking water, firearms, parent access to children, supervision, daily activities, corporal punishment, administering medication, child emergency information nutrition, safe vehicles and smoke-, drug- and alcohol-free environment.

e) Provide a web address for the State/Territory's health and safety requirements, if available:
http://dhss.alaska.gov/dpa/Documents/dpa/programs/ccare/files/Omnibus_Safety-Sanitation-7AAC_10-2006.pdf

3.1.4 Effective enforcement of the CCDF health and safety requirements.
For providers who care for children receiving CCDF assistance and who are NOT subject to the enforcement procedures described in 3.1.2 for licensed providers, please describe how the Lead Agency enforces the CCDF health and safety enforcement requirements.

Providers legally exempt from Licensure include: Approved Non-Relative, Approved and In-home child care homes. These provider types are not subject to a routine announced visit but are inspected if there is a need or a complaint has been made. These providers self-certify they ensure children in their care have all required immunizations and they take precautions to make sure their home is free of hazards that can cause injury or disease. They also self-certify they understand they must take specific precautions. A few examples from the Health and Safety Guidelines that approved and approved relative providers self certify they agree to:

- Maintain sanitary areas for proper care, storage and refrigeration of food;
- Storing of cleaners, medicines, and other harmful substances in a place inaccessible to children;
- Have at least one working smoke detection device with AC primary power with battery backup or monitored battery powered smoke and carbon detection device.

a) Describe whether and how the Lead Agency uses on-site visits (announced and unannounced) On-site visits will always be unannounced because they will be conducted as a result of a complaint that has been made.

b) Describe whether the Lead Agency uses background checks
Background checks are conducted for providers legally exempt from Licensure:
For Approved Non-Relative (exempt from Licensure for one year), and In-home providers (caregivers) the Background Check includes:
Child Abuse Registry check, Sex Offender checks, Criminal Background checks that are fingerprint based (State and Federal). The State of Alaska Criminal Background system flags individuals processed through the Alaska Background Check Program and monitors on a daily basis any new activity. These checks are conducted upon application to any provider type and every six years thereafter. Any individual sixteen (16) years or older who has

contact with children within the facility is subject to these checks except for the parent(s) in an In-home provider child care setting.

For Approved Relative providers the Background Check includes for all household members: Household member sixteen (16) year of age and older must have a Child Abuse Registry check and sign a Release to Review Background Information (Clearance for Licensed and Approved Providers) CC13 form for the Lead Agency to request and review Criminal Justice, Child Protective Service, Juvenile Justice and prior Licensing information. On the form, all household members also certify and attach records if they have any of the following which may pose a risk to the health, safety or well being of children: investigated for child abuse or neglect; had a child care license revoked or denied; have a history of domestic violence; alcohol or substance abuse; have a mental, physical or behavioral problem; have been under indictment, charged by information or complaint or convicted of a criminal offense of a prohibited offense; or charged by information or complaint as a juvenile. All household members eighteen (18) years of age and older must also provide Criminal Justice information at the level of an Interested Person Report from the Department of Public Safety which includes a detailed criminal history background.

   c) Does the Lead Agency permit providers to self-certify compliance with applicable health and safety standards?

   ☒Yes. If yes, what documentation, if any, is required? Describe Providers legally exempt from Licensure who apply to participate in the CCDF funded programs must self-certify they meet and will maintain compliance in the health and safety requirements by reading and signing the Child Care Assistance Program Approved Provider Health and Seafty Requirements CC11 form.
   ☐ No

   d) Describe whether the Lead Agency uses any other enforcement policies and practices for the health and safety requirements _____

☒ Check if the Lead Agency certifies that 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))

3.1.5. Does the State/Territory encourage or require child care programs to conduct developmental screening and referral for children participating in child care programs? Lead Agencies are not required to conduct developmental screenings of children, but are encouraged to work with child care providers to promote screening in the areas of physical health (including vision and hearing), mental health, oral health, and developmental disabilities.

   ☐ Yes. Describe �_____
   ☒ No

   a) If yes, are training, resources and supports offered to programs to assist them in ensuring that children receive appropriate developmental screenings?

☐ Yes. Describe ▭
☐ No
☐ Other. Describe ▭

b) If yes, are resources and supports provided to programs to help them understand how families are referred to indicated services and how to work with the health, mental health, and developmental disabilities agencies to support children when follow-up to screening is needed?

☐ Yes. Describe ▭
☐ No
☐ Other. Describe ▭

c) Does the State/Territory use developmental screening and referral tools?

☐ Yes. If Yes, provide the name of the tool(s) ▭
☒ 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 in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for 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 (optional) ▭

☒ Numbers of programs operating that are legally exempt from licensing. Describe (optional) ▭

☒ Number of programs whose licenses were suspended or revoked due to non-compliance. Describe (optional) ▭

☒ Number of injuries in child care as defined by the State/Territory. Describe (optional) ▭

☒ Number of fatalities in child care as defined by the State/Territory. Describe (optional)

☒ Number of monitoring visits received by programs.

☒ Caseload of licensing staff. Describe (optional) <u>Licensing staff usually have a caseload average of 30 facilities for which they license, monitor, give technical assistance and perform visits as a result of a complaint or a report of comern.</u>

☒ Number of programs revoked from CCDF due to non-compliance with health and safety requirements. Describe (optional) █████

☐ Other. Describe █████

☐ None

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? █████

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.

<u>The Lead Agency, Child Care Program Office (CCPO), licensing staff have increased the number of announced and unannounced visits. Increased monitoring of repeated non-compliances and complaints will ensure health and safety requirements are upheld.</u>

<u>The CCPO will also be conducting a functional cost analysis to evaluate licensing health and safety services and the related costs to better allocate resources towards health and safety measures.</u>

3.1.7 Goals for the next Biennium - In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium and are encouraged to identify no more than five priority goals total. ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). Lead Agencies are not required to establish a goal for each sub-section of 3.1. Lead Agencies will report progress and updates on these goals in the annual Quality Performance Report (Appendix 1), including any barriers encountered.

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. licensing standards, monitoring visits or other effective enforcement, improved technical assistance, or fewer serious non-compliances?)

Note – When identifying your goals below, Lead Agencies are encouraged to begin with an action verb reflecting the desired result over the two year period (e.g., Increase, Improve, Build, Align, Implement, Review, Revise, Streamline, Expand, etc.)

Goals are to be dertermined.

New!

CCDF has a number of performance measures that are used to track progress for key aspects of the program at the national level. These performance measures are included in budget materials submitted to Congress and other documents. Please follow this link http://www.acf.hhs.gov/programs/occ/resource/government-performance-and-results-act-gpra-measures to see the CCDF performance measures. A number of these performance measures rely on information reported in the State and Territorial Plans as a data source. We have added a ruler icon   in Section 3.2 through 3.4 in order to identify the specific questions used in the performance measures. When answering these questions, Lead Agencies should ensure that their answers are accurate and complete in order to promote the usefulness and integrity of the performance measures.

3.2 Establishing Voluntary Early Learning Guidelines (Component #2)

For purposes of this section, voluntary early learning guidelines (also referred to as early learning and development standards) include the expectations for what children should know (content) and be able to do (skills) at different levels of development. These standards provide guidelines, articulate developmental milestones, and set expectations for the healthy growth and development of young children. The term _early learning guidelines_ (ELGs) refers to age-appropriate developmental learning guidelines for infants and toddlers and school-age children. These early learning guidelines are voluntary because States/Territories are not required to develop such guidelines or implement them in a specified manner.

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:
http://www.eed.state.ak.us/earlylearning/

Also, family-friendly activity guides based on Alaska's Early Learning Guidelines are available in Spanish, English, and Yup'ik through Best

Beginnings (Public-Private Partnership). The web address is:
http://www.bestbeginningsalaska.org/early-learning-materials.html

Which State/Territory agency is the lead for the early learning guidelines?
Department of Education and Early Development (EED) in partnership with
the Department of Health and Social Services (DHSS).

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. Because States vary in their domain names and which domains to include, we have used the domains identified in the Head Start Child Development and Early Learning Framework for reference purposes.

Domains	Birth-to-Three ELGs	Three-to-Five ELGs	Five and Older ELGs
Physical development and health	☒	☒	☐
Social and emotional development	☒	☒	☐
Approaches to learning	☒	☒	☐
Logic and reasoning (e.g., problem-solving)	☒	☒	☐
Language development	☒	☒	☐
Literacy knowledge and skills	☒	☒	☐
Mathematics knowledge and skills	☒	☒	☐
Science knowledge and skills	☒	☒	☐
Creative arts expression (e.g., music, art, drama)	☒	☒	☐
Social studies knowledge and skills	☒	☒	☐
English language development (for dual language learners)	☒	☒	☐
List any domains not covered in the above _____	☐	☐	☐
Other. Describe _____	☒	☐	☐

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	☒	☐	☐
Parents using child care more broadly	☒	☐	☐
Practitioners in child care centers	☒	☒	☐
Providers in family child	☒	☒	☐

care homes			
Practitioners in Head Start	☒	☒	☐
Practitioners in Early Head Start	☒	☒	☐
Practitioners in public Pre-K program	☒	☐	☐
Practitioners in elementary schools	☐	☐	☐
Other. List ___	☐	☐	☐

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 Per Alaska Administrative Copde (Aac) 4 AAC 60.170, Pre-Elementary schools that receive direct state or federal funding must implement the guidelines for an early learning program described in the department's publication State of Alaska Early Learning Guidelines.
☐ None.

3.2.5 Are voluntary early learning guidelines and development standards aligned with into other 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 Child Development and Early Learning 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 Early Intervention.
☐ 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 this section, assessment is framed with two distinct purposes/tools – 1) ongoing assessment of children's progress within the classroom to improve and individualize instruction (this corresponds to 3.2.6a) and 2) assessments conducted within pre-kindergarten and/or at kindergarten entry to inform policymakers about the school readiness of children across the State on a broad range of domains, used to guide program initiatives (this corresponds to 3.2.6b).

In the description for each Yes response, please include a) who administers, and b) how often assessments are conducted, and c) what assessment tools are used.

a) Are programs required to conduct ongoing assessments of children's progress of children using valid, reliable and age-appropriate tools aligned with the early learning guidelines or other child standards?

☒ Yes. Describe
The Alaska Pre-Kindergarten Program requires the use of the Early Learning Guidelines, data collection across the domain areas of the Guidelines including but not limited to the use of pre and post nationally normed screenings/assessments and the revised Kindergarten Developmental Profile. Data received from the Kindergarten Developmental Profile will be used to further guide accountability discussions and initiatives. Linking aligned guidelines to assessment tools in Head Start, Pre-Elementary and Pre-Kindergarten programs.

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

☒ Yes. Describe The intent for the regulations for Pre-Kindergarten, Pre-Elementary and Head Start is that the data and information collected around these standards is intended to be used for decision making to improve the practice of the program and to improve child outcomes.
☐ No
☐ Other. Describe �ᵁⁱ

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

☒ Yes. Describe The intent is information on all assessment data is intended to be shared with the parents during parent conferences and through other opportunities designed to engage parents. Regular information on children's progress is encouraged. Does not include private Pre-Elementary programs.

Programmatic level information on program and child progress is required in an annual report.
☐ No
☐ Other. Describe ▬▬▬
☐ No
☐ Other. Describe ▬▬▬

b) Does the State/Territory use tools that are valid, reliable and age-appropriate to track the readiness of children within pre-kindergarten and/or as they

enter kindergarten?

☒ Yes. Describe <u>The Alaska Developmental Profile (ADP) is administered to all incoming kindergarten students and submitted to the Department of Education and Early Development (DEED) in the fall of each year. The ADP is also administered and reported for first grade children who did not attend Kindergarten in Alaska.</u>

b-1) If yes, do the tools cover the developmental domains identified in 3.2.2?

☒ Yes. Describe <u>All of the ELG domains are represented in the ADP. The goals addressed come directly from the Alaska Early Learning Guidelines.</u>
☐ No
☐ Other. Describe �ना

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

☒ All children. Describe <u>All of the ELG domains are represented in the ADP. The goals addressed come directly from the Alaska Early Learning Guidelines.</u>
☐ Samples of children. Describe ▭
☐ Other. Describe ▭

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

☒ Yes. Describe <u>The information from the school readiness measures provide a snapshot of the cadre of incoming Kindergarten students. Individual school districts and communities are encouraged to use the information as a piece of the total data collected to guide program practice and individualization for children's needs.</u>
☐ No
☐ Other. Describe ▭

☐ No
☐ Other. Describe ▭

c)   Is school readiness information linked to the statewide longitudinal data system (SLDS, program of the Department of Education)?

☐ Yes. Describe ▭
☐ No
☒ Not applicable. State does not have an SLDS.

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 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 in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for 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 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)

☐ Number/percentage of child care providers trained on ELG's for infants and toddlers. Describe (optional)

☐ Number of programs using ELG's in planning for their work. Describe (optional)

☐ Number of parents trained on or served in family support programs that use ELG's. Describe (optional)

☒ Other. Describe <u>Multi-system training in Nome and Bering Straight and Kuskokwim area. Trainings have been conducted for Head Start, Home Visiting and school districts and at Alaska Association for Education of Young Children (AAEYC) Conferences.</u>

☐ None

b) **Performance measurement**. What, if any, are the Lead Agency's performance measures related to dissemination and implementation of the early learning guidelines? <u>The current performance measure is the number distributed. There is no greater breakdown at this point. Roughly 6000 sets of ELG's have been distributed through systems, families, schools and individuals.</u>

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 outcomes in programs or the system and may be ongoing or conducted periodically.
<u>The Alaska Early Learning Guidelines (ELGs) provide indicators, and strategies for providers, parents and children birth to Kindergarten entry on seventy-four 74 specific goals across five domains. These goals set the standards and expectations for Alaska's youngest children. As we integrate these into and across our existing standards in K-12 we will create a new set of standards birth to twelfth (12th)grade. These will remain in an ongoing process of review and periodic change as needed. We plan on beginning implementation of the standards set in the Birth to Grade 12 Literacy plan this year, develop the Language Arts standards for Birth to grade 12, and begin work on Math standards.</u>

<u>The most recent Outreach began after new pre-elementary school regulations were officially adopted in February 2010 that linked programs receiving state or federal funding to the use of the ELGs. They have been asked to report on how they have linked their child outcome work to the ELGs. Beginning this year all of the Head</u>

Start programs in the state are using a common child outcome assessment instrument. Alaska is providing a state licensure for its use and we will all be able to run reports on the data. The data is collected three times per school year. The Alaska Department of Education and Early Development (EED) is creating a dashboard based on objectives from that tool that are aligned with the state ELGs, the federal Head Start Child Development and Early Learning Framework, and the Alaska Developmental Profile. The dashboard will be given to the pre-elementary programs to guide their outcome reporting. The programs receiving state and or federal funding are required to submit a report to the state while those operating privately may voluntarily submit information.

EED anticipates approximately 200 programs to be using the full assessment or the dashboard across Alaska in FY2012. As of FY2013 all of the Alaska Pre-Kindergarten grant programs are required to use the full assessment tool under the state licensure. Our goal is to eventually bring all of the state and or federally funded programs and those private programs who wish to do so into the common state licensure to provide common outcome data across systems. As programs join in using the common assessment we would phase out the dashboard approach.

3.2.8 Goals for the next Biennium - In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). 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?

Goal #1. Increase awareness of State of Alaska Early Learning Guidelines through distribution and training to licensed child care facilities and others invested in Early Care and Education.

- Partner with the Department of Education and Early Development to develop a common tracking tool to be used by the State and Early Care and Education partners for dissemination of the ELG's.
- Distribute and track the dissemination of ELG's to CCPO staff and Administrators' of licensed child care facilities throughout the State.
- Coordinate with the Department of Education and Early Development and Alaska's Statewide Resource and Referral Network (thread) to ensure licensed child care facilities are aware of upcoming training opportunities on the ELG's.

Goal #2. Develop a plan for the integration of the ELG's into licensing standards.

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

Many States have chosen to use targeted quality funds and other resources to develop a systematic framework for evaluating, improving, and communicating the level of quality in early childhood programs (i.e. QRIS). States and Territories will provide a self-assessment on current program quality improvement activities by

responding to questions in this section and then 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.

Entities involved in planning and administering program quality improvement activities in Alaska include:

1) The Lead Agency, Child Care Program Office and Office of Children's Services
2) Department of Education and Early Development
3) Alaska's Statewide Child Care Resource and Referral Agency, thread
4) Alaska's Early Childhood Coordinating Council (AECCC), with representation as follows:

- Governor's Executive Office representative
- Department of Health & Social Services Commissioner or designee
- Child Care Program Office Program Manager
- Department of Labor Commissioner or designee
- Department of Education and Early Development Commissioner or designee
- Department of Public Safety Commissioner or designee
- Alaska's Child Care Resource and Referral Network (thread) representative
- Head Start Collaboration Director
- State Part C/Early Intervention Program Manager
- Early Childhood comprehensive Systems Program Officer
- University of Alaska representative
- Alaska Superintendent Association representative (appointed by Governor)
- Association of Infant Learning Programs (appointed by Governor)
- Alaska native health entity representative
- Mental health provider knowledgeable in young children's issues
- Best Beginnings representative

- Parent of a child eight years of age or younger
- Business community representative from a list submitted by the State Chamber of Commerce
- Faith-based community representative

 5) Alaska's Quality Rating and Improvement System Advisory Committee, with representation as follows:

- Alaska Head Start Association
- Alaska Association for the Education of Young Children
- Best Beginnings
- Child Development Program, Joint Base Elmendorf-Richardson
- Department of Education and Early Development   Head Start Collaboration Office
- Department of Health and Social Services
- Child Care Program Office
- Early Childhood Comprehensive Systems
- Part C/Early Intervention
- Municipality of Anchorage, Child Care Licensing
- Alaska's Statewide Child Care Resource and Referral Network, thread

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
- [ ] 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 _____
- [ ] 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
☒ Attaining and maintaining licensing compliance	☒	☒	☒
☐ Attaining and maintaining quality improvement standards beyond licensing	☐	☐	☐
☐ Attaining and maintaining accreditation	☐	☐	☐
☒ Providing targeted technical assistance in specialized content areas:			
Health and safety	☒	☒	☒
Infant/toddler care	☒	☒	☒
School-age care	☒	☒	☒
Inclusion	☒	☒	☒
Teaching dual language learners	☐	☐	☐
Mental health	☒	☒	☒
Business management practices	☒	☒	☒
Other. Describe �____	☐	☐	☐
☐ 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 �____
> ☒ 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
☒ Grants to programs to meet or maintain licensing	☒	☒	☐
☐ Grants to programs to meet QRIS or similar quality level	☐	☐	☐
☐ One-time awards or bonuses on completion of quality standard attainment	☐	☐	☐
☐ Tiered reimbursement tied to quality for children receiving subsidy	☐	☐	☐
☒ On-going, periodic grants or stipends tied to improving/maintaining quality	☒	☒	☐
☐ Tax credits tied to meeting program quality standards	☐	☐	☐
☒ Other. Describe Monthly grants are available to eligible licensed child care providers participating in the Child Care Grant Program to enhance program quality. these may be used for staff salaries and benefits; substitute care; health and safety items; supplies, equipment and activities for children in care; and child development education and training. Grants range from $30.00-$50.00 per child per month and Child Care Providers providing care to a child with a diagnosed disability can receive supplemental payments through the Child Care Assistance Program, based on the needs of the child. Administered by the Statewide Resource and Referral Network, *thread*, Individual Reimbursement Fund (IRF) offers a seventy-five percent (75%) reimbursment for qualifying educational expenses up to $500.00 a fiscal year (July 1- June 30). Applicants must be enrolled on the System for Early Education Development (SEED) registry to be eligible. Administered by the Statewide Resource and Referral Network, *thread*, the travel grant is designed to assist child care providers in rural areas travel to relevant training such as conferences and workshops. The Travel Grant Application must be submitted and approved in advance of the actual travel dates.	☐	☐	☐
☐ None. Skip to 3.3.4.	☐	☐	☐

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.** <u>NONE.</u>

Types of Program Quality Assessment Tools	Child Care Centers	Child Care Homes	License-Exempt Providers
☐ Environment Rating Scales (e.g., ECERS, ITERS, SACERS, FDCRS) Describe, including frequency of assessments.	☐ Infant/Toddler ☐ Preschool ☐ School-Age	☐	☐
☐ Classroom Assessment Scoring System (CLASS) Describe, including frequency of assessments.	☐	N/A	☐
☐ Program Administration Scale (PAS) for child care centers or Business Administration Scale (BAS) for family child care homes Describe, including frequency of assessments.	☐	☐	☐
☐ Customized instrument, including submission of written documentation, developed for State/Territory quality improvement system. This may include instruments developed for quality improvements in 21st Century Learning Center programs Describe, including frequency of assessments.	☐	☐	☐
☐ Other. Describe	☐	☐	☐
☐ None. Skip to 3.3.5.	☐	☐	☐

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 _____
☒ No. If no, skip to 3.3.6.

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 ▭
☐ None

c) Describe any targeted outreach for culturally and linguistically diverse families. ▭

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 <u>operating State/Territory-wide</u>.

☐ Participation is voluntary for _____
☐ Participation is mandatory for _____

☐ Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements <u>operating as a pilot or in a few localities</u> 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

<u>Alaska's QRIS is in the developmental phase. In 2008, a team of national experts under the direction of a state advisory group, developed for the Lead Agency, a report "Alaska's Quality Rating and Improvement System: Final Report with Recommendations for Implementation," to include quality improvement standards. In January 2011, the QRIS Advisory Committee came together to discuss steps taken toward creating and implementation of a QRIS, and reviewed the 2008 report and re-affirm the goals articulated in the report and to develop next steps.</u>

<u>The Lead Agency has now added grant funding to Alaska's Statewide Resources and Referral Network, thread, to create and fill a QRIS Director position. This position is expected to be filled in 2013. This position will oversee and manage the development of a QRIS including but not limited to: policies/procedures, assessment, rating, budget, and reporting; work with stakeholders to develop data reports that inform statewide initiatives and policy makers; align QRIS with statewide professional development and other Early Childhood Education (ECE) data and trends; produce relevant reports for stakeholders and the public; develop motivational strategies to recruit provider participation in the voluntary system, and design a public awareness and consumer education program to inform parents about QRIS. The rating system's goals are to assess, improve and communicate the level of quality in early care and education settings, to include child care, Head Start, Pre-Elementary and Pre-Kindergarten programs.</u>

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
- ☐ License exempt providers
- ☐ Early Head Start programs
- ☐ Head Start programs
- ☐ 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 N/A.

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 in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for 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 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 (optional) ▨
- ☐ Number of programs that move program quality levels annually (up or down). Describe (optional) ▨
- ☐ Program scores on program assessment instruments. List instruments: ▨ Describe (optional) ▨
- ☐ Classroom scores on program assessment instruments. List instruments: ▨ Describe (optional) ▨
- ☐ Qualifications for teachers or caregivers within each program. Describe (optional) ▨
- ☒ Number/Percentage of children receiving CCDF assistance in

licensed care. Describe (optional) <u>The average number of children receiving CCDF assistance in licensed care in State fiscal year 2011: 1,611.04 children across PASS I, PASS II and PASS III programs.</u>

☐ Number/percentage of children receiving CCDF assistance who attend care at each of the tiers of the quality as defined by the State/Territory

☐ Number/Percentage of programs receiving financial assistance to meet higher program standards. Describe (optional) ▓▓▓▓▓

☐ Other. Describe ▓▓▓▓▓

☒ None

b) **Performance measurement**. What, if any, are the Lead Agency's performance measures on program quality? ▓▓▓▓▓

c) **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. ▓▓▓▓▓

3.3.9 Goals for the next Biennium - In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub-section in 3.3. 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?

<u>**Goals are to be determined.**</u>

<u>**3.4 Pathways to Excellence for the Workforce – Professional Development Systems and Workforce Initiatives (Component #4)**</u>

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.

Entities involved in planning and administering Alaska's professional development system and workforce initiatives include:

1) The Lead Agency, Child Care Program Office and Office of Children's Services

2) Department of Education and Early Development

3) Alaska's Statewide Child Care Resource and Referral Agency, thread

4) Alaska's Early Childhood Coordinating Council (AECCC), with representation as follows:
Governor's Executive Office representative
Department of Health & Social Services Commissioner or designee
Child Care Program Office Program Manager
Department of Labor Commissioner or designee
Department of Education and Early Development Commissioner or designee
Department of Public Safety Commissioner or designee
Alaska's Child Care Resource and Referral Network (thread) representative
Head Start Collaboration Director
State Part C/Early Intervention Program Manager
Early Childhood comprehensive Systems Program Officer
University of Alaska representative
Alaska Superintendent Association representative (appointed by Governor)
Association of Infant Learning Programs (appointed by Governor)
Alaska native health entity representative
Mental health provider knowledgeable in young children's issues
Best Beginnings representative
Parent of a child eight years of age or younger
Business community representative from a list submitted by the State Chamber of Commerce
Faith-based community representative

5) System for Early Education Development (SEED):
The Alaska System for Early Education Development (SEED) is a professional development system for early educators in Alaska. Based at "thread" Alaska's Statewide Resource and Referral Network, SEED is a collaborative of the following entities:
Alaska Association for the Education of Young Children
Alaska Head Start Association
Best Beginnings
Department of Defense
King Career Center, Anchorage School District

Municipality of Anchorage, Child Care Licensing Program
State of Alaska, Department of Health and Social Services
- Child Care Program Office (Child Care Assistance Program , Child Care Licensing, Child Care Grant, Alaska Inclusive Child Care (Alaska IN!) Program)
- Infant Learning Program (ILP, TACSEI, Early Childhood Comprehensive Systems, Strengthening Families, Early Childhood Mental Health)
- Early Childhood Comprehensive Systems Program
- State of Alaska, Department of Education and Early Development (includes Head Start Collaboration Office and Pre-Elementary Programs)

6) Alaska's Statewide Child Care Resource and Referral Network, thread

7) Tribal Child Care

8) University of Alaska: Anchorage Fairbanks and Southeast

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
☐ No, the State/Territory has not developed core knowledge and competencies. Skip to question 3.4.2.
☐ Other. Describe The Core Knowledge and Competency sub-committee of the System for Early Education Development (SEED) has developed core knowledge and competencies for practioners working with and/or on behalf of children. The document is currently in draft form.

If yes, insert web addresses, where possible: This is not available on-line yet.

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 ▭
☐ 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 for the career lattice or credential
☐ To correspond to the early learning guidelines
☒ To define curriculum and degree requirements at institutions of higher education
☐ Other. Describe <u>Once the Core Knowledge document is finalized, the goal is to have it be the foundation for training required to meet approval requirements, to correspond with the ELGs and to be utilized in curriculum and degree requirements for ECE within the University of Alaska system.</u>

<u>It is also a goal to have the CKC define content of training required to meet licensing requirements as well; however, regulatory changes will be required.</u>
☐ 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, National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation, Head Start SOLAR staff skills indicators)
☐ Cross-walked with apprenticeship competencies
☐ Other. Describe <u>Alignment is in process.</u>
☐ 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 _____

☒ Education and training staff (such as trainers, CCR&R staff, faculty). Describe <u>Additional requirements will inculde training on adult learning strategies for CCR&R trainers.</u>

☐ 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
<u>The Alaska SEED Registry - Professional Development Framework consists of 12 levels.</u>

<u>Level 1: Working in the early care and education field or high school diploma/GED with motivation to advance in the Early Care and Education (ECE) field. Infant Learning Program (ILP) Developmental Assistant I.</u>

Level 2: 12 hours of training approved for Child Care Licensing or 1 ECE credit.

Level 3: 20 hours ECE SEED Overview training or 2 ECE credits.
☐ No, the State/Territory has not developed a career pathway. Skip to question 3.4.3.

Insert web addresses, where possible:
http://seed.alaska.edu/framework/RFramework_2008.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 Alaska's Professional Development Framework includes qualifications for Infant Learning Program professionals. These qualifications are reflected in levels 1, 5, 8, 9, 10, and 11.
☐ Education and training staff (such as trainers, CCR&R staff, faculty). Describe _____
☒ Other. Describe Currently, participation in Alaska SEED registry is voluntary and not required in regulation for licensed child care providers. Qualifications as outlined in regulation of administrators and staff working directly with children in licensed centers, group homes and home were considered as part of the framework and are reflected in Level 2 and 6.
☐ None

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 <u>It is a future goal of the Lead Agency, Child Care Program Office, to phase in required placement for all providers working in programs that are licensed or regulated to serve children birth to 13.</u>

☐ None

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

☒ Yes. If yes, describe <u>All educational qualifications are verified through transcripts prior to placement on the SEED Registry.</u>

☐ 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 diverse workforce including the provision of content that addresses the full range of development and needs of children. Early childhood includes infants, toddlers and preschoolers.

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 _____

☒ 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
☐ Standards set by State/Territory departments of education
☐ Standards set by national teacher preparation accrediting agencies
☐ Other. Describe ▩
☐ 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 ▩
☐ Trainer approval process. Describe ▩
☒ Training and/or technical assistance evaluations. Describe <u>Technical assistance that utilizes the environmental rating scales is provided through nationally trained and reliable assessors. Technical assistance provided outside the environmental rating scales is conducted by staff that have appropriate education and experience to ensure quality.</u>
☒ Other. Describe <u>thread is required to meet NACCRRA standards. thread in coordination with the System for Early Education Development (SEED) committee is working on developing and implementing a training and trainer approval system.</u>
☐ None

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

☒ Yes. If yes, describe
<u>The AAS program at the University of Anchorage Alaska (UAA) articulates directly into the BAEC (students take the same courses over the first two years), but they are not at this time accredited separately. UAA does articulate credits from other institutions; this is handled by the registrar's office, and a petition process is in place to support students whose previous coursework is not obviously in sync with UAA's. UAA articulates credit from any institution that uses NAEYC standards, and is accredited. UAA regularly articulates credits from other University of Alaska (UA) institutions with no difficulty. UAA also articulates credits from Central Texas College, which offers courses on the military base. UAA does not always accept on-line college course credit but evaluates on a case by case basis considering the content as listed in the syllabus, the course hours and assignments used to measure outcomes.</u>

<u>The Child Development Associate (CDA) articulates into six credits through the UA system. In addition to the CDA articulation agreement, UAA articulates the completed military child care module with the same trade; six credits toward the AAS or BAEC degree. UAA does not articulate partial</u>

credits toward the CDA or individual military modules, nor informal credits from the resource and referral system, only the completed credential.
☐ No

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

☒ Yes. If yes, describe

The University of Anchorage Alaska (UAA) has a tech prep agreement in place with the King Career Center (KCC) child care program. UAA welcomes many entering students from that system. Students who complete the first semester at KCC and have registered and paid for tech prep earn 3 credits. Those who take the second semester earn 3 additional credits. Students must make arrangements for this credit while still in high school. They cannot articulate credits after the fact.

The University of Alaska statewide distance AAS program also has this arrangement in place. Many high schools across the state offer child development courses.
☐ 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 _____
☐ No

b) Does the State/Territory have a State/Territory-wide, coordinated and easily accessible clearinghouse of information about professional development opportunities available to all members of the early childhood and school-age workforce? Lead Agencies are not required to have a professional development system, but States/Territories may develop such clearinghouses to promote access to professional development opportunities.

☒ Yes. If yes, describe
Alaska's Statewide Child Care Resource and Referral Network, thread, provides the majority of community based training and this information is available on the statewide website; however, this is not a clearinghouse of all information about professional development opportunities available.
☐ No

Insert web addresses, where possible:
http://threadalaska.org/index.cfm/Early-Educators/Alaska-SEED-Registry

c) What supports, if any, does the State/Territory provide to promote access to training and education activities?

☐ Scholarships. Describe
☒ Free training and education. Describe An Orientation (32 hours course) is provided without cost through Alaska's Child Care Resource and Referral agency, thread.
☒ Reimbursement for training and education expenses. Describe Alaska's Statewide Resource and Referral Network, thread, through the **Individual Reimbursement Fund (IRF)** offers a seventy-five percent (75%) reimbursement for qualifying educational expenses up to $500.00 a fiscal year (July 1 to June 30). Applicants must be enrolled on the SEED Registry. The IRF form must be submitted after the completion of the training to receive this funding. thread also offers a T**ravel Grant** designed to assist early educators in rural areas travel to relevant training such as conferences and workshops. The Travel Grant Application must be submitted and approved in advance of the actual travel dates.

☐ Grants. Describe The Child Care Program Office via the Child Care Grant (CCG) Program provides funding to eligible licensed child care providers on a monthly basis to enhance thier program's quality. CCG funds may be used for staff salaries and benefits; substitue care; health and safety items; supplies, equipment, and activities for children; and child development education and training. Licensed providers may receive anywhere from $30-$50 per child per month depending upon location.
☐ Loans. Describe
☐ Loan forgiveness programs. Describe
☐ Substitute pools. Describe
☐ Release time. Describe
☐ Other. Describe
☐ None

d) Does the State/Territory have career advisors for early childhood and school-age practitioners?

☒ Yes. If yes, describe Alaska's Statewide Child Care Resource and Referral Network, thread, offers career advising around CDA achievement. The University system also offers career advising for individuals interested in the Early Care and Education field.

☐ No

e) Does the State/Territory have mentors, coaches, consultants, and/or other specialists available to provide technical assistance to the workforce?

☒ Yes. If yes, describe <u>Alaska's Statewide Resource and Referral Netowrk, thread, provides mentoring ,coaching and consulting services upon request for quality improvement or when suggested by licensing as part of a program improvement plan.</u>
☐ No

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 ▭
☒ 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 <u>Alaska's Statwide Child Care Resource & Referral (CCR&R) Network, thread, was able to provide financial rewards for professional development with ARRA funds, but this is not a sustainable activity. The CCR&R has been able at times to offer books and stipends for specific events.</u>
☐ 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 in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for 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 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) Child Care Database: ICCIS and the Alaska SEED Registry (participation is voluntary).

☒ Data on the demographic characteristics of practitioners or providers working directly with children. Describe (optional) Child Care Database: ICCIS and the Alaska SEED Registry (participation is voluntary).

☒ Records of individual teachers or caregivers and their qualifications. Describe (optional) Child Care Database: ICCIS and the Alaska SEED Registry (participation is voluntary).

☒ Retention rates. Describe (optional) Alaska SEED Registry (participation is voluntary).

☒ Records of individual professional development specialists and their qualifications. Describe (optional) Alaska SEED Registry (participation is voluntary).

☒ Qualifications of teachers or caregivers linked to the programs in which they teach. Describe (optional) Alaska SEED Registry (participation is voluntary).

☐ Number of scholarships awarded . Describe (optional) _____

☒ Number of individuals receiving bonuses or other financial rewards or incentives. Describe (optional) Child Care Database: Integrated Child Care Information System (ICCIS). From ICCIS, the Child Care Program Office (CCPO) can determine the number of individuals participating in the Child Care Grant (CCG) Program.

Through the state accounting system, the CCPO can determine the amount of funds being paid out to providers participating in the CCG Program on a monthly basis.

☒ Number of credentials and degrees conferred annually. Describe (optional) Alaska SEED Registry (participation is voluntary).

☒ Data on T/TA completion or attrition rates. Describe (optional) Alaska SEED Registry (participation is voluntary).

☒ Data on degree completion or attrition rates. Describe (optional) Alaska SEED Registry (participation is voluntary).

☐ 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 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 <u>Voluntary.</u>

☒ Providers working directly with children in family child care homes, including aides and assistants. Describe <u>Voluntary.</u>

☒ Administrators in centers (including educational coordinators, directors). Describe <u>Voluntary.</u>

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

☒ Education and training staff (such as trainers, CCR&R staff, faculty). Describe <u>Mandatory for CCR&R traininers, voluntary for other education and training staff.</u>

☐ 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? <u>The state does not have a performance measure related to a workforce and professional development system at this time.</u>

d) **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. The state does not have a performance measure related to a workforce and professional development system at this time.

3.4.7 Goals for the next Biennium - In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium and are encouraged to identify no more than five priority goals total. ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). Lead Agencies are not required to establish a goal for each sub-section in 3.4. Lead Agencies will report progress and updates on these goals in the annual Quality Performance Report (Appendix 1), including any barriers encountered.

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?

Note – When identifying your goals below, Lead Agencies are encouraged to begin with an action verb reflecting the desired result over the two year period (e.g., Increase, Improve, Build, Align, Implement, Review, Revise, Streamline, Expand, etc.)

Goal 1 - Develop a plan for the integration of the Alaska SEED Professional Development Framework and participation in the registry into licensing standards.   Research how other states are incorporating their professional development framework and participation in registries into licensing standards.   Hold "Focus Group" meetings with CCPO staff, providers and families, and early care and education stakeholders to gather input into how best to integrate participation in the registry and use of the framework into licensing standards.   Document recommendations and establish a timeline for revising licensing standards to incorporate the integration of the Alaska SEED Professional Development Framework and participation in the registry into licensing standards.
Goal 2 - Adopt draft training and trainer appoval standards.
Goal 3 - Require forty (40) hours of pre-service training using existing curriculum.
Goal 4 -
Goal 5 -

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/occ/resource/pi-2009-01

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

This annual report will be submitted to ACF no later than December 31, 2014 and will reflect the period October 1, 2013 through September 30, 2014. Lead Agencies will leave this report blank when the Plan is initially submitted.

In this report, Lead Agencies are asked about the State/Territory's progress in meetings its goals as reported in the FY 2014-2015 CCDF Plan, and provide available data on the results of those activities. At a minimum, Lead Agencies are expected to respond to the first question in each section of the Quality Performance Report (QPR) which asks for their progress toward meeting their goal(s) articulated in Part 2 and Part 3 of the CCDF Plan for this Biennium.

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. A Describe box is provided for each question for Lead Agencies to provide descriptive context for data reported and narrative updates in each data section, including any plans for reporting data in the future, if actual data is not currently available or if specific questions are not applicable. Lead Agencies may use data collected by other agencies and entities (e.g., CCR&R agencies or other contractors) as appropriate. The term Lead Agency is used in questions when the data relate to a CCDF-specific activity, otherwise the term State/Territory is used when another entity may be responsible or involved with an activity (e.g., licensing).

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

This report collects progress on the five goals identified in Part 2 and Part 3 of the Child Care and Development Fund (CCDF) Plan for FY2014-2015 along with key 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 2014-2015:

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.

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, 2014.

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 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 2014-2015 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

OCC is collecting this information as one part of our overall effort to better understand States/Territories' activities to improve the quality of child care. OCC recognizes that the data requested in this report will only provide part of that picture because there are many factors which affect the data being collected here and that some data requested may be collected by another agency or entity other than the Lead Agency. Each State/Territory's policy context and priorities and standards will play a role in the way that quality improvement activities are developed and

implemented. For example, the number of programs with licensing violations will be affected by how stringent the licensing standards are. States with more stringent standards may be more likely to report more violations than those with less stringent licensing standards. OCC intends to work with the States/Territories to gather any additional contextual information necessary in order to fully understand the context of these data for any reporting activities involving this information.

A1.2.1 Number of Programs

a) How many licensed center-based programs operated in the State/Territory as of September 30, 2014? _____
☐ N/A
Describe: _____

b) How many licensed home-based programs operated in the State/Territory as of September 30, 2014? _____
☐ N/A
Describe: _____

c) Does the State/Territory have data on the number of programs operating in the State/Territory that are legally exempt from licensing? At a minimum, the Lead Agency should provide the number of legally exempt providers serving children receiving CCDF.

☐ Yes. If yes, include the number of programs as of September 30, 2014 and describe _____ (Use the Describe Box to provide the universe of programs on which the number is based)
☐ No. Describe: _____

A1.2.2 Number and Frequency of Monitoring Visits

For licensed programs, a monitoring visit is an onsite visit by department personnel to a licensed child care program with the goal of ensuring compliance with licensing regulations. This may include initial licensing determination visits, licensing renewal visits, periodic announced or unannounced visits, and visits made after a complaint is lodged. For legally exempt providers, a monitoring visit is an onsite visit to a child care program with the goal of ensuring compliance with health and safety standards as defined by CCDF and required for receipt of CCDF funds. Use the Describe box to provide your State/Territory monitoring visit requirement.

a) How many licensed center-based programs received at least one monitoring visit between October 1, 2013 and September 30, 2014?

_____
a-1) Of those programs visited, how many were unannounced? _____
a-2) Of those programs visited, how many were triggered by a complaint or identified risk? _____
a-3) What percentage of required visits for licensed center-based program were completed? _____
☐ N/A

Describe: �********

b) How many licensed family child care programs received at least one monitoring visit between October 1, 2013 and September 30, 2014? _____

b-1) Of those programs visited, how many were unannounced? _____
b-2) Of those programs visited, how many were triggered by a complaint or identified risk? _____
b-3) What percentage of required visits for licensed family child care programs were completed?_____
☐ N/A
Describe: ********

c) How many legally exempt providers receiving CCDF received at least one monitoring visit between October 1, 2013 and September 30, 2014? Of those,

c-1) Of those programs visited, how many were unannounced? _____
c-2) Of those programs visited, how many were triggered by a complaint or identified risk? _____
c-3) What percentage of required visits for legally exempt providers were completed?_____
☐ N/A
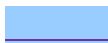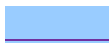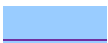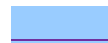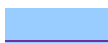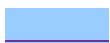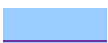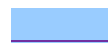Describe: ********

A1.2.3 Number of Licensing Suspensions, Licensing Revocations and Terminations from CCDF

Suspension of license includes any enforcement action that requires the temporary suspension of child care services because of licensing violations. Revocation of license includes termination or non-renewal of licensure and any other enforcement action that requires the closure of a program because of licensing violations.

	How many programs had their licenses suspended due to licensing violations as defined in your State/Territory during the last fiscal year?	How many programs had their licenses revoked due to licensing violations as defined in your State/Territory during the last fiscal year?	How many programs were terminated from participation in CCDF due to failure to meet licensing or minimum CCDF health and safety requirements during the last fiscal year?	N/A	Describe
Child Care Centers	�_____	�_____	�_____	☐	�_____
Group Child Care Homes	�_____	�_____	�_____	☐	�_____

Family Child Care Homes	▭	▭	▭	☐	▭
In-Home Providers	▭	▭	▭	☐	▭

A1.2.5 How many previously license-exempt providers were brought under the licensing system during the last fiscal year? _____
   ☐ N/A
   Describe: ▭

A1.2.6 How many injuries as defined by the State/Territory occurred in child care during the last year? Please provide your definition of injuries in the Describe box and indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers). _____
   ☐ N/A
   Describe: ▭

A1.2.7 How many fatalities occurred in child care or as the result of a child care accident or injury 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). _____
   ☐ N/A
   Describe: ▭

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 Child Development and Early Learning Framework). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2014-2015 CCDF Plan	Describe Progress – Include Examples and Numeric

	Targets where Possible

A2.2 Key Data

OCC is collecting this information as one part of our overall effort to better understanding State/Territory activities to improve the quality of child care. OCC recognizes that the data requested in this report will only provide part of that picture because there are many factors which affect the data being collected here. Each State/Territory's policy context and priorities and standards will play a role in the way that quality improvement activities are developed and implemented. OCC intends to work with the States/Territories to gather any additional contextual information necessary in order to fully understand the context of these data for any reporting activities involving this information.

A2.2.1a How many individuals were trained on early learning guidelines (ELG's) or standards over the last fiscal year? Responses to this question should be consistent with information provided in question 3.2.3 in the CCDF Plan.

Provider Categories	Birth to Three ELG's	Three-to-Five ELG's	Five and Older ELG's	N/A	Describe
How many teachers/practitioners in center-based programs were trained on ELG's over the past year? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	_____	_____	_____	☐	_____
How many family child care providers were trained on ELG's over the past year? 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? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	_____	_____	_____	☐	_____

A2.2.1b How many children are served in programs implementing the ELG's? Refer to question 3.2.4 in the CCDF Plan for examples of how ELG's can be implemented in programs. Program capacity can be used as an estimate of children served.

Provider Categories	Birth to Three ELG's	Three-to-Five ELG's	Five and Older ELG's	N/A	Describe
How many children are served in center-based programs implementing the ELG's? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	_____	_____	_____	☐	_____
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 children are served in programs implementing the ELG's? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	_____ _____	_____ _____	_____ _____	☐	_____

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 2014-2015 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible

A3.2 Key Data

OCC is collecting this information as one part of our overall effort to better understanding State/Territory activities to improve the quality of child care. OCC recognizes that the data requested in this report will only provide part of that picture because there are many factors which affect the data being collected here. Each State/Territory's policy context and priorities and standards will play a role in the way that quality improvement activities are developed and implemented. OCC intends to work with the States/Territories to gather any additional contextual information necessary in order to fully understand the context of these data for any reporting activities involving this information.

A3.2.1 Number of Program Receiving Targeted Technical Assistance

Targeted technical assistance is technical assistance (coaching, mentoring and consultation) that is designed to address a particular domain/area of quality. Responses in this section should be consistent with responses provided in question 3.3.2 in the CCDF Plan which focuses on targeted technical assistance to programs (rather than practitioners) that is intended for moving programs to higher levels of quality.

a) How many programs received targeted technical assistance during the last fiscal year (October 1, 2013 through September 30, 2014)? _____
   ☐ N/A
   Describe: _____

b) If possible, report the number of programs who received targeted technical assistance in the following areas:
   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 _____
   ☐ N/A
   Describe: _____

A3.2.2 Number of Programs Receiving Financial Supports

Responses to this question should be consistent with responses provided in question 3.3.3 of the CCDF Plan. **Financial supports** must be intended to reward, improve, or sustain quality. They can include grants, cash, reimbursements, gift cards, or purchases made to benefit a program. This includes tiered reimbursements for CCDF subsidies. **One-time grants, awards, or bonuses** include any kind of financial support that a program can receive only once. **On-going or periodic quality stipends** include any kind of financial support intended to reward, improve, or sustain quality that a program can receive more than once.

      a) How many programs received one-time, grants, awards or bonuses?
          Child Care Centers _____
             ☐ N/A
             Describe: _____
          Family Child Care Homes _____
             ☐ N/A
             Describe: _____

      b) How many programs received on-going or periodic quality stipends?
          Child Care Centers _____
             ☐ N/A
             Describe: _____
          Family Child Care Homes _____
             ☐ N/A
             Describe: _____

A3.2.3 Number of Eligible Programs for State/Territory QRIS or Other Quality Improvement System

      a) What is the total number of eligible child care centers for QRIS _____ OR Other Quality Improvement System? _____
             ☐ N/A
             Describe: _____

      b) What is the total number of eligible family child care homes for QRIS _____ OR Other Quality Improvement System? _____
             ☐ N/A
             Describe: _____

      c) What is the total number of eligible license-exempt providers for QRIS _____ OR Other Quality Improvement System? _____
             ☐ N/A
             Describe: _____

A3.2.4 Number and Percentage of Programs Participating in State/Territory QRIS or Other Quality Improvement System

a) Of the total number eligible as reported in A3.2.3, what is the total number and percentage of child care center programs in the State/Territory that participate in the State/Territory QRIS or other quality improvement system for programs over the last fiscal year?

> Number of Child Care Centers Participating in QRIS _____ OR Other Quality Improvement System _____
>
> Percentage of Child Care Centers Participating in QRIS _____ OR Other Quality Improvement System _____
> ☐ N/A
> Describe: ▉▉▉▉

b) Of the total number eligible as reported in A3.2.3, what is the total number and percentage of family child care programs in the State/Territory that participate in the State/Territory QRIS or other quality improvement system for programs over the last fiscal year?

> Number of Family Child Care Homes QRIS _____ OR Other Quality Improvement System _____
>
> Percentage of Family Child Care Homes QRIS _____ OR Other Quality Improvement System _____
> ☐ N/A
> Describe: ▉▉▉▉

c) Of the total number eligible as reported in A3.2.3, what is the total number and percentage of license-exempt programs in the State/Territory that participate in the State/Territory QRIS or other quality improvement system for programs over the last fiscal year?

> Number of License-Exempt Providers QRIS _____ OR Other Quality Improvement System _____
>
> Percentage of License-Exempt Providers QRIS _____ OR Other Quality Improvement System _____
> ☐ N/A
> Describe: ▉▉▉▉

A3.2.5. Number of Programs at Each Level of Quality

For each type of care, provide the total number of quality levels and the number of programs at that level of the total number of participating as reported in A3.2.4. Describe metric if other than QRIS, such as accreditation.

	Number of levels of quality	Number of programs at each level	N/A	Describe
Child Care Centers	▉▉▉▉	▉▉▉▉	☐	▉▉▉▉

Family Child Care Homes	_____	_____	☐	_____
License-Exempt Providers	_____	_____	☐	_____

A3.2.6 Number of Programs Who Moved Up or Down within QRIS

If quality threshold is something other than QRIS, describe the metric used, such as accreditation. These numbers ARE NOT expected to total the number of participating programs in the QRIS as reported in A3.2.4.

	How many programs moved up within the QRIS or achieved another quality threshold established by the State/Territory over the last fiscal year?	How many programs moved down within the QRIS or achieved another quality threshold established by the State/Territory over the last fiscal year?	N/A	Describe
Child Care Centers	_____	_____	☐	_____
Family Child Care Homes	_____	_____	☐	_____
License-Exempt Providers	_____	_____	☐	_____

A3.2.7 Number of CCDF Subsidized Children Served in Programs Participating in the State/Territory Quality Improvement System

Note. If the State/Territory does not have a formal QRIS, the State/Territory may define another quality indicator and report it here.

a) What percentage of CCDF children were served in participating programs during the last fiscal year? _____

b) What percentage of CCDF children were served in high quality care as defined by the State/Territory? _____ Provide the definition of high quality care in the Describe box. This may include assessment scores, accreditation, or other metric, if no QRIS.
☐ N/A
Describe: _____

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 2014-2015 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible

A4.2 Key Data

OCC is collecting this information as one part of our overall effort to better understanding State/Territory activities to improve the quality of child care. OCC recognizes that the data requested in this report will only provide part of that picture because there are many factors which affect the data being collected here. Each State/Territory's policy context and priorities and standards will play a role in the way that quality improvement activities are developed and implemented. OCC intends to work with the States/Territories to gather any additional contextual information necessary in order to fully understand the context of these data for any reporting activities involving this information.

A4.2.1 Number of Teachers/Caregivers and Qualification Levels

a) What is the total number of child care center teachers in the State/Territory as of September 30, 2014? _____
☐ N/A
Describe: _____

b) What is the total number of family child care providers in the State/Territory as of September 30, 2014? _____
☐ N/A
Describe: _____

c) What is the number of center teachers and family child care providers by qualification level as of the end of the last fiscal year? Count only the highest level of education attained.

	Child Care Center	Family Child Care	N/A	Describe

	Teachers	**Providers**		
Child Development Associate (CDA)	_____	_____	☐	_____
State/Territory Credential	_____	_____	☐	_____
Associate's degree	_____	_____	☐	_____
Bachelor's degree	_____	_____	☐	_____
Graduate/Advanced degree	_____	_____	☐	_____

A4.2.2 Number of Individuals Included in State/Territory's Professional Development Registry during Last Fiscal Year (October 1, 2013 through September 30, 2014)

Teachers in child care centers _____
Family child care home providers _____
License-exempt providers _____
☐ N/A
Describe: _____

A4.2.3 Number of Individuals Receiving Credit-Based Training and/or Education as defined by State/Territory during the last fiscal year

Teachers in child care centers _____
Family child care home providers _____
License-exempt providers _____
☐ N/A
Describe: _____

A4.2.4 Number of Credentials and Degrees Awarded during Last Fiscal Year If possible, list the type of credential or degree and in what type of setting the practitioner worked.

Setting	**List Type of Credential and Provide Number Awarded**	**List Type of Degree and Provide Number Awarded**	**N/A**	**Describe**
Teachers in child care centers	_____	_____	☐	_____
Family child care home providers	_____	_____	☐	_____
License-exempt providers	_____	_____	☐	_____

A4.2.5 Number of Individuals Receiving Technical Assistance during Last Fiscal Year Describe any data you track on coaching, mentoring, or other

specialist consultation. If possible, include in what type of setting the practitioner worked. Responses to this question should be consistent with information provided in question 3.4.4e of the CCDF Plan.

Setting	List Type of Technical Assistance and Provide Number	N/A	Describe
Teachers in child care centers	_____	☐	_____
Family child care home providers	_____	☐	_____
License-exempt providers	_____	☐	_____

A4.2.6 Type of Financial Supports Provided and Number of Teachers/Providers Receiving as of End of Last Fiscal Year?

☐ Scholarships. How many teachers/providers received? _____
☐ Reimbursement for Training Expenses. How many teachers/providers received? _____
☐ Loans. How many teachers/providers received? _____
☐ Wage supplements. How many teachers/providers received? _____
☐ Other. Describe █████
☐ N/A
Describe: █████

Building Subsidy Systems that Increase Access to High Quality Care

In this section, Lead Agencies provide progress on their subsidy administration goals over the past year as of September 30, 2014.

A5.1 Progress on Overall Goals

Based on the goals described in the Lead Agency's CCDF Plan at Section 2.8, please report your progress using the chart below. You may include any significant areas of progress 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., established copayment policies that sustain income and sustain quality, or established eligibility policies that promote continuity of care). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2014-2015 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible

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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))

(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/grants/certification-regarding-debarment-suspension-and-other

3. **Definitions for use with certification of debarment:**
    http://www.acf.hhs.gov/grants/certification-regarding-debarment-suspension-and-other-0

4. **HHS certification regarding drug-free workplace requirements**:
    http://www.acf.hhs.gov/grants/certification-regarding-drug-free-workplace-requirements

5. **Certification of Compliance with the Pro-Children Act of 1994**:
    http://www.acf.hhs.gov/grants/certification-regarding-environmental-tobacco-smoke

6. **Certification regarding lobbying:**
    http://www.acf.hhs.gov/grants/certification-regarding-lobbying

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