

Child Care and Development Fund (CCDF) Plan  
For

Alaska  
FFY 2014-2015

**PART 1  
ADMINISTRATION**

**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)

Effective Date: 01-OCT-13

Name of Lead Agency: [Alaska Department of Health and Social Services](#)

Address of Lead Agency: [P.O. Box 110601, Juneau, Alaska 99811-0601](#)

Name and Title of the Lead Agency's Chief Executive Officer: [William J. Streur, Commissioner of Department of Health and Social Services](#)

Phone Number: [907-269-7800](#)

Fax Number: [907-269-0060](#)

E-Mail Address: [william.streur@alaska.gov](mailto:william.streur@alaska.gov)

Web Address for Lead Agency (if any): <http://dhss.alaska.gov>

**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:**

Effective Date: 01-OCT-13

Name of CCDF Administrator: [Marcey Bish](#)

Title of CCDF Administrator: [Program Manager](#)

Address of CCDF Administrator: [3601 C Street, Suite 140, Anchorage, AK 99524-1809](#)

Phone Number: [907-269-4784](#)

Fax Number: [907-269-4536](#)

E-Mail Address: [marcey.bish@alaska.gov](mailto:marcey.bish@alaska.gov)

Phone Number for CCDF program information

(for the public) (if any): [\(907\) 269-4500 or 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)).

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FY 2014 Federal CCDF allocation (Discretionary, Mandatory and Matching): \$ [12,250,000](#)

Federal TANF Transfer to CCDF: \$ [9,000,000](#)

Direct Federal TANF Spending on Child Care: \$ [13,000,000](#)

State CCDF Maintenance-of-Effort Funds: \$ [3,544,811](#)

State Matching Funds: \$ [4,500,000](#)

**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

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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:

[Alaska State General Fund.](#)

If known, identify the estimated amount of public funds the Lead Agency will receive:

4,500,000

Private Donated Funds to meet the CCDF Matching Fund requirement. Only private 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 fund 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. Note: Funding estimate is limited to FY 2014** 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.

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Estimated Amount of CCDF Quality Funds For FY 2014	Activity (Lead Agency should include description of quality activities that cover FY 2014 and also information about activities for FY 2015, if available)	Purpose	Projected Impact and Anticipated Results (if possible)
<p>Infant/Toddler Targeted Fund 204,167</p>	<p>The Lead Agency provides Infant/Toddler Targeted Funds to Alaska's Statewide Child Care Resource and Referral Network via a grant. Activities include: opportunities for providers statewide to receive training focused on caring for infants and toddlers; mentoring and advising of child care provider's statewide working on Infant-Toddler CDA's; a Family Child Care Cohort and an Early Education Coalition targeting parents with infants and toddlers; Quality Initiatives for The Amazing Years birth to three will be promoted and accessible to providers; CCR&amp;R staff will participate in conferences offered in Juneau, Fairbanks and Anchorage with the Associations for Education of Young Children and provide training in infant/toddler development; and support will be provided for infant/toddler programs participating in the Strengthening Families and TACSEI Pyramid Model Partnership project for training and technical assistance to develop a vision, values, pre-assessment, and project goals.</p>	<p>The use of these funds is dedicated to children from infancy up to thirty-six (36) months. The purpose is to increase the supply of quality child care for infants and toddlers.</p>	<p>Increased quality of and access to child care for infants and toddlers.</p>

<p>School-Age/Child Care Resource and Referral Targeted Funds 33,680</p>	<p>The Lead Agency provides School-Age/Child Care Resource and Referral Targeted Funds to Alaska's Statewide Child Care Resource and Referral Network via a grant. Activities include: assessments, consultations and support for school-age programs throughout the state; a Family Child Care Cohort: Child Development: Working with Pre-K and School-age Children; support for school-age parents statewide with various parent workshops such as Parent Talk, Family Turf Nights and Noel Wein Library/Literacy Council/Best Beginnings/thread family events; support for School Age programs participating in the Strengthening Families and TACSEI Pyramid Model Partnership project for training and technical assistance to develop a vision, values, pre-assessment, and project goals; participation in the three conferences offered in Juneau, Fairbanks and Anchorage with the Associations for Education of Young Children to provide training specific to school-age children; quality Initiatives for Leadership Matters and Let's Get Moving are being promoted and accessible by providers.</p>	<p>These funds are to be used on child care services for school age children (7 years thru 12 years) and on planning, establishing, operating, expanding, developing and improving resource and referral activities.</p>	<p>Increased quality of and access to child care services for school-age children and awareness of services offered by Alaska's Statewide Child Care Resource and Referral Network.</p>
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<p>Quality Expansion Targeted Funds 351,664</p>	<p>The Lead Agency provides Quality Expansion Targeted Funds to Alaska's Statewide Child Care Resource and Referral Network via a grant. Activities include: working with programs and providers to improve the quality of child care by providing training, consultation, and financial incentives tied to improving the quality of child care; recruitment and retention activities; Continuing to enhance services as a statewide network and hold annual network meetings to discuss service delivery and develop strategic plans for the next fiscal year. Continuing to collaborate with partners to improve the quality of child care in Alaska.</p>	<p>To enhance the quality of child care services for children and families.</p>	<p>Continued increase in family knowledge of the characteristics of high quality child care; increased use by parents of child care referral services statewide, specifically of parents participating in the Child Care Assistance Program; increased numbers of licensed and retained child care facilities in Alaska; Increased numbers of staff working in licensed child care completing their CDA; increased knowledge of the characteristics of high quality child care and Quality Rating and Improvement System standards; Increase in information available regarding community needs as it relates to child care.</p>
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Quality Funds (not including Targeted Funds)

3,647,817

This section is applicable to both FY 14 and FY 15.

1a. and 1b. Child Care Licensing (CCL) both State and Municipality of Anchorage CCL (through State delegation) - \$3,372,238- monitors, regulates and licenses child care facilities across the state. Activities include application processing, onsite inspections, technical assistance and consultation, and investigations. The State of Alaska CCL also performs on site health and safety inspections for pre-elementary schools approved by the Department of Education and Early Development via a Reimbursable Service Agreement (not included in quality funds amount).

1c. Child Care Grant (CCG) Program - \$2,200,000- monthly grants to licensed child care providers.

1d. Child Care Resource and Referral (in addition to federal earmarks)- \$2,101,867- Activities include: provide consumer education about the characteristics of high quality child care; survey families to measure a change in knowledge; recruit and promote the Business of Caring at events, presentations, trainings, etc.; support early care and education programs with staff retention efforts; provide program quality support and incentives to promote higher quality child care programming including highly trained early care and education professionals; offer professional development training that apply towards a CDA; facilitate provider access to education, training and technical assistance that supports CDA

1a. and 1b. 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 eighteen (18) state licensing staff and a grant to the Municipality of Anchorage for licensing services within the municipality.

1c. To provide monthly grants to eligible licensed child Care providers. Funds may be used for items to improve quality such as staff salaries and 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.

1d. To advance the quality of early education and child development by empowering parents, providing training to child care professionals, and collaborating with communities and to increase access to quality child care through recruitment and retention activities.

1a. and 1b. Continued increase in the quality of care provided and availability of licensed child care facilities to Alaskan families. Reduction in the number of complaints received pertaining to health and safety. Increased knowledge and awareness of providers of child care standards.

1c. Continued increase in the quality of child care provided to include: high staff to child ratio; safe and healthy environments in which children can grow and learn; increased wages & benefits for caregivers; decrease in staff turnover; increased number of dedicated child care professionals with education and training in the early care and education field promoting social, emotional, physical, cognitive, and literacy development of children in care; and inclusion of children with special needs.

1d. Continued increase in family knowledge of the characteristics of high quality child care; increased use by parents of child care referral services statewide, specifically of parents participating in the Child Care Assistance Program; increased numbers of licensed and retained child care facilities in Alaska; Increased numbers of staff working in licensed child care completing their CDA; Increased knowledge of the characteristics of high quality child care and Quality Rating and Improvement System standards; Increase in information available regarding community needs as it relates to child care.

	achievement; target outreach about quality indicators of child care (such as identified in a QRIS) in communities with a Best Beginnings Early Childhood Partnership.		
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### 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.

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- 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

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.

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Describe:

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, quarterly quality review meetings, 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](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.

## Describe:

The Lead Agency, CCPO, in conjunction with the Division of Public Assistance, Program Integrity, Contracted Services Quality Assurance and Quality Assessment, conducts annual reviews of CCA and CCR&R 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 CCA 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 discussed quarterly 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.

The Lead Agency conducts quarterly training teleconferences with all grantees regarding both specific CCA policy with implementation clarification and guidance and general statewide trends of the program. The teleconferences also allow all grantees to network with each other and develop best practices for statewide considerations.

The CCR&R 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.

An annual on-site visit is conducted with the grantee and each sub-grantee to ensure grant compliance resulting in an annual monitor report that identifies areas of needed improvement; provides suggestions on how they can meet program expectations and notes 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.

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

**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 (ICCS). The Eligibility Information System (EIS), used by other Division of Public Assistance programs such as TANF, Medicaid, and the Supplemental Nutrition Assistance Program, and ICCS use the same client data base and data tables that allows for matching of information. Reports run from ICCS identify actions that may be out of timeframe, contain incorrect information or have other potential errors.

- Data is shared/ matched for Temporary Assistance for Needy Families (TANF) receiving Parents Achieving Self Sufficiency (PASS) I Child Care Assistance.
- Data is shared/ matched from other databases such as those used by the Supplemental Nutrition Assistance Program, Medicaid, Child Support, Vital Statistics and Department of Labor when evaluating incorrect payments and for Administrative Hearings.
- The Lead Agency reviews provider records including billing records, as part of the quality assurance monitor review process of the grantee. Provider billing records are also reviewed when the Child Care Program Office (CCPO) verifies billing reports for payment each month statewide. Attendance records are requested from the provider and reviewed if the Lead Agency or grantee has conflicting or

confusing information.

- An audit of randomly selected provider records is conducted monthly as part of the Quality Assurance process. Grantees are strongly encouraged to perform their own monthly audits of provider records as well.
- Division of Public Assistance, Program Integrity, Contracted Services Quality Assurance and Quality Assessment in conjunction with the CCPO reviews family and provider files monthly through a random selection process.
- Child Care Licensing reviews attendance or enrollment documents as part of their on site visit to licensed child care facilities. Questions or concerns that may arise relating to the documents reviewed are discussed with the licensing supervisor and as applicable and necessary contact with the CCPO Program Coordinator overseeing the Child Care Assistance Program is made. Also, upon request from the CCPO Program Coordinator overseeing the Child Care Assistance Program, child care licensing staff will conduct on-site visits to child care facilities for purposes of reviewing attendance or enrollment documents for compliance with program participation requirements.
- Supervisory staff reviews are conducted by the CCPO Program Coordinator who oversees the Child Care Assistance Program. Grantees must conduct monthly case file reviews of family records as part of their grant requirements. The number of family files grantees must review is based upon their current caseload.
- Grantees receive training on child care assistance policies and procedures, and program requirements relating to their grant awards. Additionally, the CCPO maintains a policy mailbox for on-going inquiries and consultation with grantees, builds into grantees' annual monitor opportunities for policy round table discussions, and hosts regular teleconferences and an 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)).**

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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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Coordinate with and refer to other State/Territory agency (e.g. State/Territory collection agency, law enforcement). Describe:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Department of Health and Social Services, Division of Public Assistance, Benefits Issuance and Recovery Unit (BIRU).			
Recover through repayment plans	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reduce payments in the subsequent months	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Recover through State/Territory tax intercepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recover through other means. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish a unit to investigate and collect improper payments. Describe composition of unit:			
This unit includes staff from the BIRU and Child Care Program Office Child Care Assistance and Accounting teams, and may include Child Care Licensing staff.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Child Care Assistance Policy requires recoupment of incorrect payments regardless of the cause (UPV, IPV and/or Fraud and Administrative errors) if the amount is \$100.00 or more.

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 Internal Revenue Service if the family refuses to enter into a repayment agreement or stops making agreed upon repayments.

Over payments made to child care providers are recouped by reducing payments for one or more months until the recoupment is satisfied.

### **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?**

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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 Assistance category of the Parent's Achieving Self-Sufficiency Parent's Achieving Self-Sufficiency (PASS) Program:**

##### **PASS I:**

When discrepancies 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 contacts 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 Eligibility worker for appropriate action. When an applicant or recipient fails, without good cause, to comply with certain program requirements, a financial penalty is imposed by the Temporary 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 or a child care provider under PASS II or PASS 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 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 (ICIS) 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 parent 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, PASS II and PASS 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 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 thirty (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, the provider may file a request for judicial review of the decision.

Prosecute criminally

Other.

Describe.

Child care providers participating in the Child Care Assistance Program (CCAP) may not bill for child care assistance services during suspension, or after termination, from the program.

If terminated from the CCAP 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

Effective Date: 01-OCT-13

<b>Activities identified in ACF-402</b>	<b>Cause/Type of Error (if known)</b>	<b>Actions Taken or Planned</b>	<b>Completion Date (Actual or planned) (if known)</b>
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<p>1. Participate in LEAN-Kaizen event and move to a process management of work model.</p> <p>2. Conduct monthly reviews of grantees files to minimize authorization of incorrect units of care.</p> <p>3. Conduct monthly reviews of grantees files to minimize incorrect income calculations.</p> <p>4. Provide individualized technical assistance to grantees.</p>	<p>1. Missing or insufficient information.</p> <p>2. Incorrect units of care.</p> <p>3. Incorrect income calculations.</p> <p>4. Missing or insufficient information/incorrect units of care/incorrect income calculations.</p>	<p>1. Participated in LEAN Kaizen event for Lead Agency staff and for Child Care Assistance Grantees.</p> <p>1a. A new Child Care Assistance application form was developed for statewide implementation.</p> <p>1b. Child Care Assistance applications are obtained at initial application and once yearly thereafter as long as there is no break in service.</p> <p>1c. A standardized client note format was developed and distributed to Child Care Assistance grantees and Temporary Assistance for Needy Family (TANF) Work Service Providers to use any time PASS I is requested and covers every element that would be reviewed.</p> <p>2. Implemented monthly Child Care Assistance file reviews to provide timely feedback and assistance to grantees regarding authorization errors.</p> <p>2a. The Lead Agency works with poorly performing grantees to bring them into compliance.</p> <p>2b. All grantees are required to provide a response to deficiencies noted during the monitor process. Errors are discussed and follow up is conducted to ensure corrective action has been taken.</p> <p>2c. Time has been built into the on-site monitor process to allow specifically for policy discussion with each grantee.</p> <p>3. Implemented monthly Child Care Assistance file reviews to provide timely feedback and</p>	<p>1. Lead Agency staff participated in LEAN event in January 2011, and grantees in June 2011, and began implementing process management in February 2011 and July 2011 respectively.</p> <p>2. May 1, 2011.</p> <p>3. May 1, 2011.</p> <p>4. October 1, 2011.</p>
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assistance to grantees regarding incorrect income calculations.

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 is 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. Implemented monthly telephonic training opportunities for all grantees to address error findings and continuous improvement measures as well as an opportunity during the annual on-site monitor for round table discussion.

4a. Teleconferences are held with all grantees for state updates, training and discussion regarding error trends and general policy clarification.

4b. Cases with errors are reviewed to ensure corrective action was taken.

4c. Targeted TANF work services cases that have used Parents Achieving Self Sufficiency (PASS) I child care assistance for review.

4d. Work Service Providers were trained on the use of authorization standards.

4e. A client note template was developed for all Work Service Provider use to ensure all aspects of the child care needed were

		<p>documented.</p> <p>4f. The Child Care Quality Assessment Review Committee, which includes CCPO provide follow up guidance to all Work Service Providers.</p> <p>4g. All PASS I child care assistance 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.</p> <p>4h. Child care authorizations are created in the same computerized system regardless of the PASS category. This readily identifies families that should be transitioning.</p> <p>4i. The CCPO is following up on all potential occurrences of duplicate authorization in both ICCIS and EIS in the same month.</p>	

**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)).**

<b>Agency/Entity</b>	<b>Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan</b>
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<input checked="" type="checkbox"/> <p><b>Representatives of general purpose local government (required)</b></p> <p>This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.</p>	<p>Consultation with representatives of general purpose local government occurred through a series of discussions (face to face, telephonic and by email). Representatives of 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. This representative is the Municipality of Anchorage.</p>
<p><b>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.</b></p>	
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for public education</p> <p>This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.</p>	<p>Consultation with the Department of Education and Early Development (DEED) pertaining to pre-elementary school and Pre-K programs, Early Learning Guidelines, Quality Rating and Improvement System, and early care and education professional development, etc. 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.</p>
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for programs for children with special needs</p> <p>This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs</p>	<p>Consultation with the Lead Agency's Office of Children's Services (OCS) pertaining to Early Intervention/Infant Learning programs, Strengthening Families, TACSEI Pyramid Model Partnership, Early Childhood Comprehensive Systems, early childhood mental health, etc. 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.</p>
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for licensing (if separate from the Lead Agency)</p>	<p>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.</p>

<input checked="" type="checkbox"/> <p>State/Territory agency with the Head Start Collaboration grant</p>	<p>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.</p>
<input checked="" type="checkbox"/> <p>Statewide Advisory Council authorized by the Head Start Act</p>	<p>The <b>Alaska Early Childhood Coordinating Council (AECCC)</b> 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.</p>
<input checked="" type="checkbox"/> <p>Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services</p>	<p>The Child Care Program Office (CCPO) consulted with Best Beginnings (a public-private partnership), the Alaska Strengthening Families Initiative leadership team, 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.</p>
<input type="checkbox"/> <p>State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)</p>	
<input type="checkbox"/> <p>State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant</p>	

<input checked="" type="checkbox"/> <p>State/Territory agency responsible for public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health)</p>	<p>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.</p>
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for child welfare</p>	<p>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.</p>
<input checked="" type="checkbox"/> <p>State/Territory liaison for military child care programs or other military child care representatives</p>	<p>Alaska's Statewide Child Care Resource and Referral Network, <i>thread</i>, employs a Military Liaison 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. Consultation with <i>thread</i> occurred through a series of discussions (face to face, telephonic and by email). <i>thread</i> 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.</p>
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for employment services/workforce development</p>	<p>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.</p>

<input checked="" type="checkbox"/> 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 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.
<input checked="" type="checkbox"/> Indian Tribes/Tribal Organizations  <input type="checkbox"/> 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.
<input checked="" type="checkbox"/> Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21	A CCPO staff member participates on the Strengthening Families Initiative (SFI) and Technical 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.
<input checked="" type="checkbox"/> Provider groups, associations or labor organizations	<p><b>Alaska Association for the Education of Young Children (AAEYC):</b>          The Alaska Association for the Education of Young Children (AAEYC) 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.</p> <p>The Child Care Program Office via the System for Early Education Development (SEED) Professional Development Committee consults and coordinates with the AAEYC. Individual's from the CCPO and AAEYC participate on the professional development committee.</p>
<input type="checkbox"/> Parent groups or organizations	

<input checked="" type="checkbox"/> <p>Local community organization, and institutions (child care resource and referral, Red Cross)</p>	<p>Consultation with Alaska's Statewide Child Care Resource and Referral Network (CCR&amp;R), thread, pertaining to professional development, QRIS and Early Learning Guidelines, etc. occurred through a series of discussions (face to face, telephonic and by email). The CCR&amp;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.</p>
<input checked="" type="checkbox"/> <p>Other</p>	<p>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 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.</p>

**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:

Effective Date: 01-OCT-13

a) Date(s) of notice of public hearing: 05/03/2013

**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): 05/24/2013

**Reminder** - Must be no earlier than 9 months before effective date of Plan (October 1, 2013).

d) Hearing site(s) Anchorage Legislative Information Office, 716 West 4th Ave, Suite 200, Anchorage, AK 99501-2133 (in person or call in)

e) How was the content of the Plan made available to the public in advance of the public hearing(s)? Was posted on the Child Care Program Office Website and on the Notice of Public Hearing website. 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.

Effective Date: 01-OCT-13

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 on specific topic areas of the Plan with other partners and stakeholders.
- Individuals could choose to participate in person in Anchorage or call in statewide to share their comments/feedback.

## **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

**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](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)).**

Effective Date: 01-OCT-13

<b>Agency/Entity (check all that apply)</b>	<b>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</b>	<b>Describe the goals or results you are expecting from the coordination</b>
<input checked="" type="checkbox"/> <p>Representatives of general purpose local government</p> <p>This may include, but is not limited to: representatives from counties and municipalities, local education representatives, or local public health agencies.</p>	<p>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 forty-one percent (41%) of the population of the state. MOA licensing standards must meet or exceed state standards. CCPO staff meet on a regular 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).</p> <p>CCPO staff provide monthly informational updates on licensed child care facilities to state and local government agencies such as: planning 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.</p> <p>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.</p>	<p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p> <p>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.</p>

<p>State/Territory agency responsible for public education <b>(required)</b></p> <p>This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.</p>	<p>The Child Care Program Office (CCPO) consults and/or coordinates with DEED and/or local school districts in the following ways:</p> <ol style="list-style-type: none"> <li>1. Works with school districts to license before-and-after school child care programs in the schools.</li> <li>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-elementary schools with child care licensing regulations. State child care licensors through a reimburseable service agreement conduct health and safety inspections for pre-elementary schools approved by DEED.</li> <li>3. Funds training by the Child Care Resource and Referral network for providers serving young children with special needs which include linking with school district services for 3-5 year olds.</li> <li>4. CCPO consults and coordinates with representatives from the DEED on the continued implementation of the Early Learning Guidelines and evaluation.</li> <li>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.</li> <li>6. The Commissioner of the Lead Agency and the Commissioner of the Department of Education and Early Development chair Alaska's Early Childhood Coordinating Council (AECCC). The CCDF State Administrator consults and coordinates with DEED staff as part of the AECCC steering committee.</li> </ol>	<p>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.</p>
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	<p>Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services <b>(required)</b></p>	<p>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.</p> <p>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 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.</p>	<p>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.</p>
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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

Public Health staff are 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 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 select facilities each year. They forward their results to the 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 participates on the Early Childhood Comprehensive Systems, Strengthening Families Leadership and TACSEI Pyramid Model Partnerships teams. Each 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 Lead Agency teams with the Division of Public Health, Alaska Background Check Program to ensure all licensed and approved child care

Aligned policies/regulatory 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.

	<p>providers, and family members (16 and older), have been fingerprinted and undergone backgrounds checks to meet regulatory standards. A CCPO staff member participates weekly on the Lead Agency's Background Check Variance Committee, which includes Public Health staff.</p> <p>The Health Program Manager for immunizations was invited to provide input into the draft CCDF Plan through ongoing collaborative efforts and the more formal venues of electronic response or participating in the public hearing process.</p>	
<p>State/Territory agency responsible for employment services / workforce development <b>(required)</b></p>	<p>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.</p> <p>The Lead Agency oversees the grant for an on-site child care center in a busy job center in downtown Anchorage – for use by job center customers. The child care center is operated by the local Child Care Resource and Referral (CCR&amp;R) agency. This partnership allows the CCR&amp;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.</p> <p>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 Temporary Assistance.</p>	<p>Increased supply of full-day/full-year services; aligned eligibility policies; blended funding; access to more training and technical assistance resources shared across agencies.</p>



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.

Three Public Assistance Analysts' with the Lead Agency work 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, as applicable to provider type;  
 Assisting providers seeking a variance with their variance request paperwork;  
 Attending regular partners meeting with Department of Labor and a work services contractor; and  
 Teleconferencing regularly with DPA staff working with PASS I  
 Eligibility Technicians with the Lead Agency work with PASS I by:  
 Issuing child care authorizations (certificates) to eligible families; and  
 Determining eligibility for providers wishing to provide care to children whose parent(s) are participating in the PASS I program.  
 Accounting staff with the Lead Agency works with PASS I by:  
 Receiving billings and making payments to PASS I providers statewide.  
 Pass I Policy is being integrated into the PASS II/III Manual and is in the process of being reviewed and revised.

**Participation on Performance Evaluation Team (PET) Team**

The Lead Agency also has a participating member 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

Increased supply of full-day/full-year services; aligned eligibility policies; blended funding; access to more training and technical assistance resources shared across agencies.

	involved with work services contractors. The 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.	
<input type="checkbox"/> Indian Tribes/Tribal Organizations (required) <input checked="" type="checkbox"/> N/A: No such entities exist within the boundaries of the State	<p>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 regular 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.</p> <p>The Lead Agency shares the results of the Market Price Survey and rate schedules with Tribal Organizations.</p> <p>The Lead Agency participates on the Alaska System for Early Education Development (SEED) Committee with various early care and education partners including tribal representatives.</p>	Increased supply of full-day/full-year services; aligned eligibility policies; blended funding; 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**

<input checked="" type="checkbox"/> State/Territory agency with the Head Start Collaboration grant	<p>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:</p> <p>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.</p>	Increased supply of full-day/full-year services; aligned eligibility policies; blended funding; access to more training and technical assistance resources shared across agencies.
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<input type="checkbox"/> State/Territory agency responsible for Race to the Top - Early Learning Challenge (RTT-ELC) <input checked="" type="checkbox"/> N/A: State/Territory does not participate in RTT-ELC		
<input type="checkbox"/> State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)		

<input checked="" type="checkbox"/> <p>State/Territory agency responsible for programs for children with special needs</p> <p>This may include, but is not limited to:</p> <p>State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs</p>	<p>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).</p> <p>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 IN! workgroup has identified a need for additional representation for preschoolers under Section 619.</p>	<p>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.</p>
<input type="checkbox"/> <p>State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant</p>		

<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for child welfare</p>	<p>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.</p> <p>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.</p> <p><b>Office of Children's Services:</b>  Adoption &amp; 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</p>	<p>Increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p>
<input checked="" type="checkbox"/>	<p>State/Territory liaison for military child care programs or other military child care representatives</p>	<p>Alaska's Statewide Child Care Resource and Referral Network, <i>thread</i>, 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.</p> <p><i>thread</i> partners 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 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.</p>	<p>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.</p>



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 Child Care Program Office (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 Alaska's Statewide Child Care Resource and Referral Network, thread, to support further implementation of the Strengthening Families Initiative. The Alaska Strengthening Families Leadership Team is working to expand the use of this model across the state and has formed the Alaska Pyramid Partnership (TACSEI and Strengthening Families combined).

**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 implementation 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,

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.

		targeted services to those who need more support, and intensive services to those who need them.	
<input checked="" type="checkbox"/>	Local community organizations (child care resource and referral, Red Cross)	<p>The Child Care Program Office (CCPO) entered into an agreement with Alaska's Statewide Child Care Resource and Referral Network, thread (CCR&amp;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.</p> <p>The CCPO meets with CCR&amp;R staff regularly to share information, provide updates on happenings around the state, to discuss areas of need, to plan and set priorities, etc.</p> <p>On-going consultation and coordination with the CCR&amp;R occurs through a series of discussions (face to face, telephonic and by email).</p>	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.
<input checked="" type="checkbox"/>	Provider groups, associations or labor organizations	<p><b>Alaska Association for the Education of Young Children (AAEYC):</b> The Alaska Association for the Education of Young Children (AAEYC) 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.</p> <p>The Child Care Program Office via the System for Early Education Development (SEED) Professional Development Committee consults and coordinates with the AAEYC. Individual's from the CCPO and AAEYC participate on the professional development committee.</p>	Access to more training and technical assistance resources shared across agencies.
<input type="checkbox"/>	Parent groups or organizations		

<input checked="" type="checkbox"/>	Other	<p>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.</p> <p>The CCPO coordinates with Department of Public Safety for the processing of federal and state fingerprint based checks via a reimbursable service agreement.</p> <p>The CCPO collaborates and coordinates with the Department of Law for legal services; including forms, publications, hearings and regulations.</p>	Increased access to shared resources that help reduce predictable risk of harm to children. Safe, healthy environments for children.
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**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.

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Yes. If yes,

a)

Provide the name of the entity responsible for the coordination plan(s):

Alaska Department of Health and Social Services

b)

Describe the age groups addressed by the plan(s):

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 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.

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:

<http://dhss.alaska.gov/ocs/Pages/eccs/plan.aspx>

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.

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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

The nineteen (19) member Alaska Early Childhood Coordinating 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.

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))**

Effective Date: 01-OCT-13

Yes .

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

The Lead Agency participates in several meetings such as the System for Early Education Development (SEED) Professional Development Committee and Alaska Early Childhood Coordinating Council meetings with representatives from Best Beginnings, Alaska's Early Childhood Investment, which "is a public-private partnership that mobilizes people and resources to ensure all Alaska children begin school ready to succeed." Additionally, regular meetings are held between Best Beginnings Executive Director and the Lead Agency's State Administrator/Program Manager to share updates, discuss ideas, share concerns and to explore potential areas for future coordination/collaboration.

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.**

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**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 Alaska's 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 emergency and 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, as part of the Division of Public Assistance has completed a Continuity of Operations Plan (COOP) which will be implemented in 2014. The CCPO is also reviewing all program functions to align with other DPA waived requirements should a broad disaster occur. The CCPO has worked with FEMA to develop a Map of the location of all licensed facilities.

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 Alaska's Statewide Child Care Resource & Referral Network, (thread), the Municipality of Anchorage, and State Temporary Assistance for 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.

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- 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

**PART 2**

**CCDF SUBSIDY PROGRAM ADMINISTRATION**

**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.

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- 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.

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### Implementation of CCDF Services/Activities

Agency (Check all that apply)

Who assists parents in locating child care (consumer education)?

Implementation of CCDF Services/Activities

Who determines eligibility?

**Note:** If different for families receiving TANF benefits and families not receiving TANF benefits, please describe:

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. Families receiving Non-TANF, PASS II and PASS III:  
The Lead Agency determines 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 eligibility for Non-TANF families and providers for the remainder of the state. These are:  
Community-based organizations (Alaska Family Services Inc., Catholic Community Services, The LeeShore Center, and Thrivalaska) and the CCDF Lead Agency, the Child Care Program Office.

Agency (Check all that apply)

- CCDF Lead Agency
- TANF agency
- Other State/Territory agency.

Describe:

[Department of Labor.](#)

- Local government 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)?**

**Agency (Check all that apply)**

- 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?**

**Agency (Check all that apply)**

- 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 provider) and how are payments distributed (e.g., electronically, cash, etc)**

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.

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- CCDF Lead Agency
- TANF offices
- Other government offices
- Child care resource and referral agencies
- Contractors
- Community-based organizations
- Public schools
- Internet

(provide website): <http://dhss.alaska.gov/dpa/Pages/ccare/default.aspx>

- Promotional materials
- Community outreach meetings, workshops or other in-person meetings
- Radio and/or television
- Print media
- Other.

Describe:

N/A

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

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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.**

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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, The Child Care Program Office (CCPO) through a grant to Alaska's 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 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
- 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 Parent's Achieving Self-Sufficiency (PASS) 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.

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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) strives to ensure 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) 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 Resource 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, Department of 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 that will be implemented by your State/Territory.

Effective Date: 01-OCT-13

- Provide access to program office/workers such as by:
- 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 for new applicants (job search, seasonal unemployment).

Length of time: [80 hours per calendar 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 Agencies policies to promote continuity of care for children and stability for families.** Check the strategies, if any, that your State/Territory has chosen to implement.

Effective Date: 01-OCT-13

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:

Eligibility for Parent's Achieving Self Sufficiency (PASS) | Child Care Assistance corresponds to the approval period for TANF.

Longer eligibility re-determination periods (e.g., 1 year).

Describe:

Once determined eligible, families are certified for a six month certification period during which child care is authorized. Prior to the last month in the certification period the family is notified in writing to report any changes in their circumstance which may affect their eligibility. A new application is not needed at this time and families with continuing eligibility are authorized for the next six month certification period. A new family application and interview is required annually.

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.

Effective Date: 01-OCT-13

- 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.

Describe:

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 Child Care Resource and Referral Network 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:

- |                 |            |             |            |
|-----------------|------------|-------------|------------|
| 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    | Ukrainian  |
| 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
- Collect information to evaluate on-going need, recruit, or train a culturally or linguistically diverse workforce
- 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 Child Care Resource and Referral Network 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:

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	Ukrainian
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://dhss.alaska.gov/dpa/Pages/ccare/parents.aspx>

The Lead Agency requires documentation of:	Describe how the Lead Agency documents and verifies applicant information:
<input checked="" type="checkbox"/> 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).
<input checked="" type="checkbox"/> 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).
<input checked="" type="checkbox"/> 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).
<input checked="" type="checkbox"/> Child's information for determining eligibility (e.g., identity, age, etc.)	<p>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).</p> <p>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.</p> <p>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 &amp; Immigration Service (USCIS); U.S. passports or other official identification verifying citizenship or immigration status.</p>
<input checked="" type="checkbox"/> 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).

<input checked="" type="checkbox"/> Income	<p>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 thirty (30) days of application; any other changes that may affect income. This is documented in the Integrated Child Care Information System (ICCIS).</p> <p>Other verification sources may include: pay stubs, employer verifications, Work Number verifications, tax documents and business license if self-employed, 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.</p>
<input checked="" type="checkbox"/> Other. Describe: Parent's Incapacity.	<p>Health Status Form or similar form completed by a physician. This is documented in the Integrated Child Care Information System (ICCIS).</p>

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

Effective Date: 01-OCT-13

Time limit for making eligibility determinations.

Describe length of time desired within 10 days of receipt and no later than 30 days

Track and monitor the eligibility determination process

Other.

Describe

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
- '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 (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 ten (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 10th day, pends the application for ten (10) days, and then makes the determination within ten (10) days of receiving the pended items.

None

**2.2.11. Are the policies, strategies or processes provided in questions 2.2.1 through 2.2.10 different for families receiving TANF? (658E(c)(2)(H) & (3)(D), §§98.16(g)(4), 98.33(b), 98.50(e))**

Effective Date: 01-OCT-13

Yes.

If yes, describe:

PASS I Child Care Assistance eligibility for TANF families is determined by a Public Assistance Eligibility Technician based on 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 Alaska's Child Care Resource and Referral Network, thread. 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 [Department of Health and Social Services, Division of Public Assistance.](#)

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

- "appropriate child care": [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.](#)

- "reasonable distance": [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.](#)

- "unsuitability of informal child care": [Informal care is unsuitable if it is not appropriate or is not within a reasonable distance.](#)

- "affordable child care arrangements": [Child care is affordable when the family has PASS I Child Care Assistance to pay the cost.](#)

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.

Describe:

## **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?**

Effective Date: 01-OCT-13

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

*in loco parentis* -

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.

### 2.3.2. Eligibility Criteria Based Upon Age

Effective Date: 01-OCT-13

a) The Lead Agency serves children from birth weeks to 13 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 **through 18 years**. (may not equal or exceed age 19).  
Provide the Lead Agency definition of *physical or mental incapacity* -

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).

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 **to 18 years of age**. (may not equal or exceed age 19).

No.

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

Effective Date: 01-OCT-13

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-*

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.

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**

Effective Date: 01-OCT-13

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

Yes.

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

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

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

*protective services*

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.

The Lead Agency also provides child care for children whose foster parents are working or actively seeking work and may not otherwise be eligible for child care assistance.

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

Effective Date: 01-OCT-13

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 Support 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.

Describe:

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.

**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.shtml>.

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	5667	4817	n/a	n/a
2	6032	5127	4250	70
3	6152	5229	4524	74
4	6727	5718	4614	69
5	7302	6207	5045	69

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 below**:

**Note:** This information can be included in the table below.

No.

			IF APPLICABLE Income Level if lower than 85% SMI

Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b) 85% of State Median Income (SMI) (\$/month)[Multiply (a) by 0.85]	(c) \$/month	(d) % of SMI[Divide (c) by (a), multiply by 100]
1				
2				
3				
4				
5				

f) SMI Year 2008 and SMI Source US Department of Justice  
[www.justice.gov/ust/eo/bapcpa/20080317/bci\\_data/median\\_income\\_table.htm](http://www.justice.gov/ust/eo/bapcpa/20080317/bci_data/median_income_table.htm)

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

### 2.3.6. Eligibility Re-determination

Effective Date: 01-OCT-13

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. If yes, 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.

SCHIP.

Re-determination period:

Other.

Describe:

No.

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. Additionally they provide the family up to a thirty (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 renewal date, 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 worked as an application. The family is not required to participate in an interview for a new six month certification period. Workers send a Renewal 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.**

Effective Date: 01-OCT-13

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

Effective Date: 01-OCT-13

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.

than thirty (30) calendar days after receipt of the written notice of determination. If a request for a fair hearing is received by the grantee, 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 income and the size of the family to be used in determining each family's contribution (i.e., co-payment) to the cost of child care (658E(c)(3)(B) §98.42).

**2.4.1. Attach a copy of the sliding fee scale as Attachment 2.4.1.** Will the attached sliding fee scale be used in all parts of the State/Territory?

Effective Date: 01-OCT-13

Yes.

Effective Date: **November 1, 2010**

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: 2008

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))

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Fee as dollar amount and

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 as 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 per family

Contribution schedule varies by geographic area.

Describe:

N/A

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 seventy-five percent (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))**

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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).

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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 receiving Parents Achieving Self Sufficiency (PASS) I Child Care Assistance. 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*.

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<b>How will the Lead Agency prioritize CCDF services for:</b>	<b>Eligibility Priority (Check only one)</b>	<b>Is there a time limit on the eligibility priority or guarantee?</b>	<b>Other Priority Rules</b>
---	--	--	-----------------------------

<p>Children with special needs</p> <p><b>Provide the Lead Agency definition of Children with Special Needs:</b>  <i>A diagnosed special need that requires a special accommodation.</i></p>	<p><input checked="" type="checkbox"/> Priority over other CCDF-eligible families</p> <p><input type="checkbox"/> Same priority as other CCDF-eligible families</p> <p><input type="checkbox"/> Guaranteed subsidy eligibility</p> <p><input type="checkbox"/> Other.</p> <p>Describe: N/A</p>	<p><input checked="" type="checkbox"/> Yes.</p> <p>The time limit is:</p> <div style="border: 1px solid black; padding: 2px;"> <p>The duration of a wait list should the Lead Agency need to implement one.</p> </div> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Different eligibility thresholds.</p> <p>Describe:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p><input checked="" type="checkbox"/> Higher rates for providers caring for children with special needs requiring additional care</p> <p><input type="checkbox"/> Prioritizes quality funds for providers serving these children</p> <p><input checked="" type="checkbox"/> Other.</p> <p>Describe:</p> <div style="border: 1px solid black; padding: 5px;"> <p>Additional funds for providers caring for children with special needs requiring additional care are given depending on the need level. An additional twenty-five percent (25%), fifty percent (50%), seventy-five percent (75%) and one hundred percent (100%) of the rate may be paid to the provider through the Alaska Inclusive Child Care Program (Alaska IN!).</p> </div>
<p>Children in families with very low incomes</p> <p><b>Provide the Lead Agency definition of Children in Families with Very Low Incomes:</b>  <i>A family whose income is equal to or less than 55 percent (55%) of Alaska's State Median Income.</i></p>	<p><input checked="" type="checkbox"/> Priority over other CCDF-eligible families</p> <p><input type="checkbox"/> Same priority as other CCDF-eligible families</p> <p><input type="checkbox"/> Guaranteed subsidy eligibility</p> <p><input type="checkbox"/> Other.</p> <p>Describe: N/A.</p>	<p><input checked="" type="checkbox"/> Yes.</p> <p>The time limit is:</p> <div style="border: 1px solid black; padding: 2px;"> <p>The duration of a wait list should the Lead Agency need to implement one.</p> </div> <p><input type="checkbox"/> No</p>	<p><input checked="" type="checkbox"/> Different eligibility thresholds.</p> <p>Describe:</p> <div style="border: 1px solid black; padding: 5px;"> <p>PASS I eligibility threshold income limits are the same as the Alaska Temporary Assistance Program. PASS II/ PASS III eligibility threshold income limits are set separately.</p> </div> <p><input checked="" type="checkbox"/> Waiving co-payments for families with incomes at or below the Federal Poverty Level</p> <p><input checked="" type="checkbox"/> Other.</p> <p>Describe:</p> <div style="border: 1px solid black; padding: 5px;"> <p>Co-payments are waived for PASS I families who qualify for the Alaska Temporary Assistance Program.</p> </div>

**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.

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- 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.  
Describe:

**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.

Effective Date: 01-OCT-13

### **Term(s) - Definition(s)**

Describe:

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

Effective Date: 01-OCT-13

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://dhss.alaska.gov/dpa/Pages/ccare/default.aspx>

- 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(ren) 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.

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

One hundred percent (100%) of child care services are available through a child care certificate (Child Care Authorization).

## 2.6.2. Child Care Services Available through Grants or Contracts

Effective Date: 01-OCT-13

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

Yes.

If yes, **describe** the type(s) of child care services available through grants or contracts, the process for accessing grants or contracts, and the range of providers that will be available through grants or contracts:

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:

N/A

- Support programs in providing higher quality services
- Support programs in providing comprehensive services
- Serve underserved families.

Specify:

N/A

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:

N/A

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

N/A

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

N/A

**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.

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

Describe:

State Child Care Licensing regulation stipulates 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?

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- 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 requirements of 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)**

Effective Date: 01-OCT-13

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?

Effective Date: 01-OCT-13

Yes. Effective Date: [March 1, 2010](#)

No. If no, attach other payment rates and their effective date(s) as **Attachment 2.7.1a, 2.7.1b, etc.** , 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: [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.](#)

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, 2009). The MRS must be completed prior to the submission of the CCDF Plan (see Program Instruction CCDF-ACF-PI-2009-02 <http://www.acf.hhs.gov/programs/occ/resource/pi-2009-02> for more information on the MRS deadline).

Effective Date: 01-OCT-13

a) Provide the month and year when the local Market Rate Survey(s) was completed (§98.43(b)(2)): [06/2013](#)

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.

#### **Sample Population:**

[The sample population included Alaskan child care providers with active/open status as of April 1, 2013 in the Integrated Child Care Information System \(ICCIS\). Initially, the sample comprised 558 providers, which was later reduced to 545 due to provider closures and seasonal operations not captured in the database.](#)

#### **Data Sources:**

- [1. ICCIS: Monthly updates to the ICCIS database were used to generate a current open/active providers list, updated rate information, and updated demographic information.](#)
- [2. Survey: A web-based survey tool, Survey Monkey, was used in conjunction with printed copies of the survey as well as telephonic interviews to capture as many responses as possible.](#)

#### **Methodology:**

[First, a list of providers and contact information was generated from the monthly ICCIS main provider](#)

download in March. Updated rate information was derived from the monthly ICCIS provider rate file update in June (containing the rate information as of May, 2013).

The survey was distributed on April 11, 2013 by emailed link to providers identified as having a valid email address by the CCPO. If the provider had been identified as not having a valid email address, a paper copy of the survey was mailed to the mailing address listed in ICCIS. Starting May 6, 2013, the CCPO identified non-respondents daily and followed up with a minimum of three phone calls. Interpreter services were offered to non-English speaking providers via telephonic interview. The official end date of the survey period was May 12, 2013.

The survey contained questions regarding the number of children served on April 9, 2013, by full/part-time services, age group (infant, toddler, pre-school, and school age), facility type (centers/group homes or licensed home), and inquired as to the presence of a waitlist and if so, number of children by age group.

**Response Rate:**

The final response rate was 470 (86.2%) responses per 545 providers surveyed. 218 (46.4%) of the responses were collected from the web-based survey tool, and 252 (53.6%) were collected by mail or telephonic interview.

**Description of Analyses:**

- 1. Response Rate stratified by regional and state-wide totals.
- 2. Number of respondents by region and provider type serving full- and part-time status children, as well as state-wide totals.
- 3. Descriptive statistics (min, max, and percentiles) of market rates for full/part-time licensed centers and group homes/licensed homes divided by age group (infants, toddlers, preschoolers, and school aged children) by regional and state-wide totals.

**Key Findings:**

1. Statewide, 46.5% of infants, 54.9% of toddlers, 60.7% of preschool-age children and 56.8% of school-age children in centers or group homes were charged more than the state rate.
  - Statewide, 49.9% of infants, 57.0% of toddlers, 64.4% of preschool-age children and 23.6% of school-age children in centers or group homes were charged more than the full-time state rate.
  - Statewide, 35.0% of infants, 47.8% of toddlers, 55.2% of preschool-age children and 65.8% of school-age children in centers or group homes were charged more than the part-time state rate.
2. Statewide, 47.6% of infants, 47.6% of toddlers, 54.8% of preschool-age children and 50.6% of school-age children in homes were charged more than the state rate.
  - Statewide, 43.6% of infants, 48.5% of toddlers, 58.1% of preschool-age children and 58.5% of school-age children in homes were charged more than the full-time state rate.
  - Statewide, 56.6% of infants, 45.4% of toddlers, 49.6% of preschool-age children and 46.6% of school-age children in homes were charged more than the part-time state rate.

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

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<p><b>2.7.4a - Highest Rate Area (Centers)</b></p> <p>Page 80 of 219</p>	<p><b>(a) Monthly Payment Rate at the 75th percentile from the most recent MRS</b></p>	<p><b>(b) Monthly Maximum Payment Rate Ceiling</b></p>	<p><b>(c) Percentile if lower than 75th percentile of most recent survey</b></p>
--	--	--	--

Full-Time Licensed Center Infants (11 months)	Southeast Rate Region - \$1050.00	\$791.00	50th percentile
Full-Time Licensed Center Preschool (59 months)	Juneau Rate Region - \$858.00	\$675.00	5th percentile
Full-Time Licensed Center School-Age (84 months)	Fairbanks Rate Region - \$690.00	\$639.00	50th percentile

<b>2.7.4b - Lowest Rate Area (Centers)</b>	<b>(a) Monthly Payment Rate at the 75th percentile from the most recent MRS</b>	<b>(b) Monthly Maximum Payment Rate Ceiling</b>	<b>(c) Percentile if lower than 75th percentile of most recent survey</b>
Full-Time Licensed Center Infants (11 months)	Northern and Southwest Rate Regions - \$730.00	\$730.00	Not applicable- at 75th percentile
Full-Time Licensed Center Preschool (59 months)	Southwest Rate Region - \$608.00	\$608.00	Not applicable- at 75th percentile
Full-Time Licensed Center School-Age (84 months)	Southeast Rate Region - \$550.00	\$550.00	Not applicable- at 75th percentile

<b>2.7.4c - Highest Rate Area (FCC)</b>	<b>(a) Monthly Payment Rate at the 75th percentile from the most recent MRS</b>	<b>(b) Monthly Maximum Payment Rate Ceiling</b>	<b>(c) Percentile if lower than 75th percentile of most recent survey</b>
Full-Time Licensed FCC Infants (11 months)	Fairbanks Rate Region - \$819.00	\$680.00	25th percentile
Full-Time Licensed FCC Preschool (59 months)	Juneau Rate Region - \$978.00	\$600.00	22th percentile
Full-Time Licensed FCC School-Age (84 months)	Gulf Coast Rate Region - \$825.00	\$500.00	22th percentile

<b>2.7.4d - Lowest Rate Area (FCC)</b>	<b>(a) Monthly Payment Rate at the 75th percentile from the most recent MRS</b>	<b>(b) Monthly Maximum Payment Rate Ceiling</b>	<b>(c) Percentile if lower than 75th percentile of most recent survey</b>
Full-Time Licensed FCC Infants (11 months)	Matanuska-Susitna Valley Rate Region - \$647.00	\$647.00	Not applicable- at 75th percentile

Full-Time Licensed FCC Preschool (59 months)	Interior Rate Region - \$570.00	\$550.00	Below 25th percentile-exact percentile cannot be calculated because this rate region only has one provider who is charging more than the state rate. The state rate does not exist in any capacity (i.e. it would be a "0" percentile which is not possible).
Full-Time Licensed FCC School-Age (84 months)	Juneau Rate Region - \$483.00	\$483.00	Not applicable- at 75th percentile

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

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a) Describe how license-exempt center payment rates are set:

N/A

b) Describe how license-exempt family child care home payment rates are set:

Rates for Approved child care have remained constant since 2001 when the rates were established.

c) Describe how license-exempt group family child care home payment rates are set:

N/A

d) Describe how in-home care payment rates are set:

In-home child care have remained constant since 2001 when the rates were established.

**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.

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Differential rate for nontraditional hours.

Describe:

Differential rate for children with special needs as defined by the State/Territory.  
Describe:

The CCR&R obtains documentation of the child's special need or developmental disability then completes an Accomodation Scale with the parent(s) and child care provider to learn whether or not the program can meet the particular needs of the child without fundamentally altering its program. The comparative scores of the parent's and provider's Accomodation Scales determine the percentage of additional funding, 25, 50, 75, or 100 needed to include the child in the program. The percentage is then related to the actual cost of care for the child, for example, a licensed center caring for a preschooler who has a 25% determination is eligible for 25% of the monthly cost of care in addition to the normal subsidy amount.

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...

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Allows providers to charge the difference between the maximum reimbursement rate and their private pay rate

Pays for provider fees (e.g., registration, meals, 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:

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a) Number of absent days allowed. Describe

A school-age child who has a part-time enrollment authorization may need full-time care for in-service days, school closures and if the child is too ill to attend school. Up to five days of care may be authorized if the child is too ill to attend school. The authorizations 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). Describe

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))

Effective Date: 01-OCT-13

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 Achieving Self Sufficiency (PASS) I In-home, PASS II/ PASS 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* and Child Care Assistance Program Local Administrators maintain a working relationship with local Department of Labor Job Centers 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. At that time 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.

As of the 2013 Market Price Survey, there are one hundred forty-four (144) rate groups surveyed: two facility groups Licensed Centers and Group Homes and, Licensed Homes; nine Rate Regions, Anchorage, Fairbanks, Gulf Coast, Interior, Juneau, Matanuska-Susitna Valley, Northern, Southeast and Southwest; four age groups, Infant, Toddler, Preschool and School Age; and two categories of care, a full-time and a part-time month.

Using the 2013 Market Price (Rate) Survey, sixty-four (64) of the one hundred forty-four (144) rate groups are at the 25th percentile. The remaining eighty (80) rate groups are at or above the 50th percentile. Data collected shows that statewide for all age groups, 47.56% of all providers charge at or below the state's full-time and part-time monthly rates.

The 2013 Market Price Survey Report was finalized on June 28, 2013 and will be used in determining future subsidy rate increases.

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 Family Income and Contribution Schedule, Attachment 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 countable gross income. This schedule reflects an affordable co-pay schedule.

Co-pays for families receiving TANF under the Alaska Temporary Assistance Program and participating in the Child Care Assistance Parents Achieving 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

N/A

**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.)

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**Goal #1:**

Decrease processing time allowing for families and providers to receive authorization and payment for services more timely through system enhancements and detailed process review.

**Goal #2:**

Review and revise policies related to families on an on-going basis to continue to improve alignment of the Child Care Assistance Program with other Division programs and avoid duplication of reporting information whenever possible.

**Goal #3:**

Review and revise policies related to providers to ensure provider eligibility does not lapse unnecessarily and background processes are the same for all provider types.

**Goal #4:**

Redesign the Alaska Inclusive Child Care Program (Alaska IN!) for inclusive child care with a goal to ensure the child has the best possible outcome. The Lead Agency will utilize information gathered in a Functional Cost Analysis to redesign service delivery areas and funding structures for the delivery of the Child Care Assistance Program.

**PART 3**

**Health and Safety and Quality Improvement Activities**

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

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

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 as well as others:

- 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 <input type="checkbox"/>  N/A. Check if your State/Territory does not have group home child care.	Family Child Care	In-Home Care <input checked="" type="checkbox"/>  N/A. Check if in-home care is not subject to licensing in your State/Territory.
Yes, for all providers in this category	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Yes, for some providers in this category	Describe N/A	Describe N/A	Describe Licensed Family Child Care Homes are subject to all health and safety licensing requirements including monitor visits and inspections.  Approved Relative and Approved Non-Relative providers are subject to health and safety licensing requirements but currently are not subject to monitor visits. They are visited if there is a complaint or report of concern received.	Describe
No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 or 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 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.

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, 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 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.
<p>Group Home Child Care</p> <p>N/A. Check if your State/Territory does not have group home child care.</p> <p><input type="checkbox"/></p>	<p>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.</p>	<p>Describe which types of group homes settings are subject to licensing</p> <p>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 than the child's residence, unless care in excess of twenty-four (24) hours is due 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 including caregiver's own children under age eighteen (18).</p>	<p>Describe which types of group homes are exempt from licensing:</p> <p>All child care group homes are subject to licensing.</p>

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 respond 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  
A Family Child Care Home provider is defined as one individual who provides child care services for fewer than twenty-four (24) hours per day 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. A licensed family child care home may provide care for no more than 8 children under age 13, including the caregiver's own children under 12 years; and no more than 3 children under 30 months; and no more than 2 may be non-ambulatory,

Describe which types of family child care home providers are exempt from licensing:

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 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.
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 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 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. <b>Reminder</b> - 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.	<input checked="" type="checkbox"/> 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 <a href="#">All In-home child care providers are exempt from licensure.</a>
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**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>

For each indicator, check all requirements for licensing that apply, if any.

Indicator	Center-Based Child Care	Group Home Child Care	Family Child Care	In-Home Care
<p>Page 96 of 219</p>		<input type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.		<input checked="" type="checkbox"/> N/A if the State/Territory does not license in-home care (i.e., care in the child's own home)

Do the licensing requirements include **child:staff ratios and group sizes?**

If yes, provide the ratio for age specified.

<input checked="" type="checkbox"/> Yes, Child:staff ratio requirement:	<input checked="" type="checkbox"/> Yes, Child:staff ratio requirement:	<input checked="" type="checkbox"/> Yes, Child: staff ratio requirement.	<input type="checkbox"/> Yes, Child: staff ratio requirement.
Infant ratio (11 months): 5:1	Infant ratio (11 months): 3:1 with one caregiver or 5:2 with two caregivers.	List ratio requirement by age group: 8:1	List ratio requirement by age group:
Toddler ratio (35 months): 6:1	Toddler ratio (35 months): 3:1 with one caregiver or 5:2 with two caregivers.	<input type="checkbox"/> No ratio requirements.	<input type="checkbox"/> No ratio requirements.
Preschool ratio (59 months): 10:1	Toddler ratio (35 months): 3:1 with one caregiver or 5:2 with two caregivers.	<input checked="" type="checkbox"/> Yes, Group size requirement.	<input type="checkbox"/> Yes, Group size requirement.
<input type="checkbox"/> No ratio requirements.	Preschool ratio (59 months): 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.	List ratio requirement by age group: 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).	<input type="checkbox"/> List ratio requirement by age group:
<input checked="" type="checkbox"/> Yes,	Preschool ratio (59 months): 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.	List ratio requirement by age group: 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).	<input type="checkbox"/> List ratio requirement by age group:
Group size requirement Infant group size (11 months): 10:2	Preschool ratio (59 months): 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.	List ratio requirement by age group: 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).	<input type="checkbox"/> No group size requirements.
Toddler group size (35 months): 12:2	Preschool ratio (59 months): 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.	List ratio requirement by age group: 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).	<input type="checkbox"/> No group size requirements.
Preschool group size (59 months): 20:2	Preschool ratio (59 months): 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.	List ratio requirement by age group: 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).	<input type="checkbox"/> No group size requirements.
<input type="checkbox"/> No group size requirements.	<input type="checkbox"/> No ratio requirements.	<input type="checkbox"/> No group size requirements.	<input type="checkbox"/> No group size requirements.
	<input type="checkbox"/> No ratio requirements.	<input type="checkbox"/> No group size requirements.	<input type="checkbox"/> No group size requirements.
	<input checked="" type="checkbox"/> Yes,		

Group size requirement  
Infant group size (11 months):

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).

Toddler group size (35 months):

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).

Preschool group size (59 months):

Maximum is twelve children with two caregivers. Of the total children, no more than four may be non-ambulatory 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). One caregiver may care for up to ten preschool age children if the caregiver meets certain educational requirements and there are no children under thirty (30) months.



No group size requirements.

Do the licensing requirements identify specific experience and educational **credentials for child care directors?**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High school/GED	High school/GED	High school/GED	High school/GED
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child Development Associate (CDA)			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State/ Territory Credential	State/ Territory Credential	State/ Territory Credential	State/ Territory Credential
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Associate's degree	Associate's degree	Associate's degree	Associate's degree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
No credential required for licensing			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	Other:	Other:	Other:

<p>Administrators must have at least twelve (12) semester hours of college credits in early childhood development, child development, child psychology, or the equivalent,, 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.</p>			
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Do the licensing requirements identify specific educational **credentials for child care teachers?**

<input type="checkbox"/>	High school/GED	<input type="checkbox"/>	High school/GED	<input type="checkbox"/>	High school/GED	<input type="checkbox"/>	High school/GED
<input type="checkbox"/>	Child Development Associate (CDA)	<input type="checkbox"/>	Child Development Associate (CDA)	<input type="checkbox"/>	Child Development Associate (CDA)	<input type="checkbox"/>	Child Development Associate (CDA)
<input type="checkbox"/>	State/ Territory Credential	<input type="checkbox"/>	State/ Territory Credential	<input type="checkbox"/>	State/ Territory Credential	<input type="checkbox"/>	State/ Territory Credential
<input type="checkbox"/>	Associate's degree	<input type="checkbox"/>	Associate's degree	<input type="checkbox"/>	Associate's degree	<input type="checkbox"/>	Associate's degree
<input type="checkbox"/>	Bachelor's degree	<input type="checkbox"/>	Bachelor's degree	<input type="checkbox"/>	Bachelor's degree	<input type="checkbox"/>	Bachelor's degree
<input checked="" type="checkbox"/>	No credential required for licensing	<input checked="" type="checkbox"/>	No credential required for licensing	<input checked="" type="checkbox"/>	No credential required for licensing	<input type="checkbox"/>	No credential required for licensing
<input type="checkbox"/>	Other:	<input type="checkbox"/>	Other:	<input type="checkbox"/>	Other:	<input type="checkbox"/>	Other:

Do the licensing requirements specify that directors and caregivers must attain a specific number of **training hours per year**?

<input type="checkbox"/> At least 30 training hours required in first year	<input type="checkbox"/> At least 30 training hours required in first year	<input type="checkbox"/> At least 30 training hours required in first year	<input type="checkbox"/> At least 30 training hours required in first year
<input type="checkbox"/> At least 24 training hours per year after first year	<input type="checkbox"/> At least 24 training hours per year after first year	<input type="checkbox"/> At least 24 training hours per year after first year	<input type="checkbox"/> At least 24 training hours per year after first year
<input type="checkbox"/> No training requirement	<input type="checkbox"/> No training requirement	<input type="checkbox"/> No training requirement	<input type="checkbox"/> No training requirement
<input checked="" type="checkbox"/> Other:	<input checked="" type="checkbox"/> Other:  Administrators and caregivers of a Child Care Group Home setting must attain at least twenty (20) hours of training annually.	<input checked="" type="checkbox"/> Other:  Administrators and caregivers of a Family Child Care Home setting must attain at least twelve (12) hours of training annually.	<input type="checkbox"/> Other:

<p>Administrators who have a bachelors degree in child development or the equivalent, must attain three semester hours of college credit in courses relevant to child care and development every three years. Administrators without a bachelors degree in child development or the equivalent, must attain three semester hours of college credit in courses relevant to child care and development every two years. Forty-five documented clock hours of relevant training may be substituted for the three semester hours.</p>			
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f) Do you expect the licensing requirements for child care providers to change in FY2014-2015?

Yes.

Describe:

The Lead Agency anticipates changes to licensing requirements in the following areas:

- Professional Development;
- Administrator and caregiver qualifications
- Orientation and training; and
- Health and Safety requirements, relating to trampolines.

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 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?

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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
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<input checked="" type="checkbox"/> Center-Based Child Care	<input checked="" type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: <a href="#">Technical assistance and follow-up visits.</a>	<input checked="" type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: <a href="#">Investigations and follow-up visits.</a>
<input checked="" type="checkbox"/> Group Home Child Care  <input type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.	<input checked="" type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: <a href="#">Technical assistance and follow-up visits.</a>	<input checked="" type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: <a href="#">Investigations and follow up visits.</a>

<input checked="" type="checkbox"/> Family Child Care Home	<input checked="" type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: Licensed Child Care Homes are subject to at least one routine announced visit annually and technical assistance and follow-up visits as needed/requested.  Approved and Approved Non-Relative Providers are not subject to routine visits but are inspected if there is a complaint.	<input checked="" type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: Licensed Child Care Homes are subject to at least one routine unannounced visit annually and technical assistance and follow-up visits as needed/requested.  Approved and Approved Non-Relative Providers are not subject to routine visits but are inspected if there is a complaint.
<input type="checkbox"/> In-Home Child Care  <input checked="" type="checkbox"/> N/A. Check if In-Home Child Care is not subject to licensing in your State/Territory (skip to 3.1.2b)	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> 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.	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> 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.
<p>The State/Territory requires providers to attend or participate in training relating to opening a child care facility prior to issuing a license.</p>	<p><input checked="" type="checkbox"/></p> <p>Yes.</p> <hr/> <p>Describe:</p> <p>If an orientation and pre-service training program is available within sixty (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 the requirement is met. Currently orientations relating to opening a child care facility are being provided one-on-one (Licensor to provider) prior to issuing a license.</p> <p><input type="checkbox"/></p> <p>No.</p> <p><input type="checkbox"/></p> <p>Other.</p> <p>Describe:</p>
<p>The State/Territory has procedures in place for licensing staff to inspect centers and family child care homes prior to issuing a license.</p>	<p><input checked="" type="checkbox"/></p> <p>An on-site inspection is conducted.</p> <p><input checked="" type="checkbox"/></p> <p>Programs self-certify.</p> <p>Describe:</p> <p>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.</p> <p><input type="checkbox"/></p> <p>No procedures in place.</p> <p><input type="checkbox"/></p> <p>Other.</p> <p>Describe:</p>

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 negative 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:

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 child care provider submits a request to appeal an enforcement action the following occurs:

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 use refer to the chart below to identify who is required to have background checks, what types of checks, and with what frequency

No.

<b>CCDF Categories of Care</b>	<b>Types of Background Check</b>	<b>Frequency</b>	<b>Who is Subject to Background Checks?</b>
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<input checked="" type="checkbox"/> <b>Center-Based Child Care</b>	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: <a href="#">Every six years.</a>	<input type="checkbox"/> Director <input type="checkbox"/> Teaching staff <input type="checkbox"/> Non-teaching staff <input type="checkbox"/> Volunteers <input checked="" type="checkbox"/> Other. <a href="#">Any individual sixteen (16) years or older who have contact with children.</a>
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System	<input type="checkbox"/> Director <input type="checkbox"/> Teaching staff <input type="checkbox"/> Non-teaching staff <input type="checkbox"/> Volunteers <input checked="" type="checkbox"/> Other. <a href="#">Any individual sixteen (16) years or older who have contact with children.</a>
	<input checked="" type="checkbox"/> Check if State/Territory background check includes fingerprints	<input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: <a href="#">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.</a>	<input type="checkbox"/> Director <input type="checkbox"/> Teaching staff <input type="checkbox"/> Non-teaching staff <input type="checkbox"/> Volunteers <input checked="" type="checkbox"/> Other. <a href="#">Any individual sixteen (16) years or older who have contact with children.</a>
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: <a href="#">Every six years.</a>	<input type="checkbox"/> Director <input type="checkbox"/> Teaching staff <input type="checkbox"/> Non-teaching staff <input type="checkbox"/> Volunteers <input checked="" type="checkbox"/> Other. <a href="#">Any individual sixteen (16) years or older who have contact with children.</a>
	<input checked="" type="checkbox"/> Sex Offender Registry	<input checked="" type="checkbox"/> Initial Entrance into the System	<input type="checkbox"/> Director <input type="checkbox"/> Teaching staff <input type="checkbox"/> Non-teaching staff <input type="checkbox"/> Volunteers <input checked="" type="checkbox"/> Other. <a href="#">Any individual sixteen (16) years or older who have contact with children.</a>
		<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: <a href="#">Every six years.</a>	<input type="checkbox"/> Director <input type="checkbox"/> Teaching staff <input type="checkbox"/> Non-teaching staff <input type="checkbox"/> Volunteers <input checked="" type="checkbox"/> Other. <a href="#">Any individual sixteen (16) years or older who have contact with children.</a>

		<input checked="" type="checkbox"/> Initial Entrance into the System	Any individual sixteen (16) years or older who have contact with children.
		<input type="checkbox"/> Checks Conducted Annually	
		<input checked="" type="checkbox"/> Other.	<input type="checkbox"/> Director
		Describe: Every six years.	<input type="checkbox"/> Teaching staff
			<input type="checkbox"/> Non-teaching staff
			<input type="checkbox"/> Volunteers
			<input checked="" type="checkbox"/> Other.
			Any individual sixteen (16) years or older who have contact with children.

<input checked="" type="checkbox"/> <b>Group Child Care Homes</b>	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Provider
<input type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.		<input type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Non-provider residents of the home.
		<input checked="" type="checkbox"/> Other.	Any individual sixteen (16) years or older who have contact with children.
	<input checked="" type="checkbox"/> State/Territory Criminal Background	Describe: Every six years.	
	<input checked="" type="checkbox"/> Check if the State/Territory background check includes fingerprints	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Provider
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Non-provider residents of the home.
		<input checked="" type="checkbox"/> Other.	Any individual sixteen (16) years or older who have contact with children.
	<input checked="" type="checkbox"/> Sex Offender Registry	Describe: 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.	
		<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Provider
		<input type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Non-provider residents of the home.
		<input checked="" type="checkbox"/> Other.	Any individual sixteen (16) years or older who have contact with children.
		Describe: Every six year.	
		<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Provider

		<input type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Non-provider residents of the home.
		<input checked="" type="checkbox"/> Other.	Any individual sixteen (16) years or older who have contact with children.
		Describe: Every 6 years.	

**Family Child Care Homes**

Child Abuse Registry

State/Territory Criminal Background

Check if the State/Territory background check includes fingerprints

FBI Criminal Background (e.g., fingerprint)

Sex Offender Registry

Initial Entrance into the System

Checks Conducted Annually

Other.

Describe:  
Every six years.

Initial Entrance into the System

Checks Conducted Annually

Other.

Describe:  
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.

Initial Entrance into the System

Checks Conducted Annually

Other.

Describe:  
Every six years.

Initial Entrance into the System

Provider

Non-provider residents of the home.

Any individual sixteen (16) years or older who have contact with children.

Provider

Non-provider residents of the home.

Any individual sixteen (16) years or older who have contact with children.

Provider

Non-provider residents of the home.

Any individual sixteen (16) years or older who have contact with children.

Provider

		<input type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Non-provider residents of the home.
		<input checked="" type="checkbox"/> Other.	Any individual sixteen (16) years or older who have contact with children.
		Describe: Every six years.	

**In-Home Child Care Providers**

N/A. Check if In-Home Child Care is not subject to licensing in your State/Territory (skip to 3.1.2e)

Child Abuse Registry

State/Territory Criminal Background

Check if the State/Territory background check includes fingerprints

FBI Criminal Background (e.g., fingerprint)

Sex Offender Registry

Initial Entrance into the System

Checks Conducted Annually

Other.

Describe:  
[Every six years](#)

Initial Entrance into the System

Checks Conducted Annually

Other.

Describe:  
[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.](#)

Initial Entrance into the System

Checks Conducted Annually

Other.

Describe:  
[Every six years.](#)

Initial Entrance into the System

Provider

Non-provider residents of the home.

		<input type="checkbox"/> Checks Conducted Annually	
		<input checked="" type="checkbox"/> Other.	
		Describe: Every six years.	

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:

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d -1) The cost associated with each type of background check conducted:

A combined fee of \$51.50 is charged for the processing of State and Federal Criminal background checks through the Department of Public Safety. Additionally, an application processing fee of \$25 is charged for the processing of a criminal history check through the Alaska Background Check Program. The total background check cost is \$76.50.

Costs associated with fingerprint rolling vary statewide.

d-2) Who pays for background checks:

The child care provider pays costs associated with fingerprint rolling and the \$25.00 application processing fee. The Lead Agency, Child Care Program Office, pays the \$51.50 fee.

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 AS 12.63.100.

**The following violations result in a ten (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 ten (10) years.

**The following violations result in a five (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 three 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 one 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:

To appeal the Lead Agency's decision based on background check finding(s), an individual associated with a child care facility, who has been barred because of a barrier or background issue, must submit a complete application, with applicable supporting documentation, to the Child Care Program Office (CCPO) to request a Variance. The CCPO Variance Committee reviews and then makes a recommendation to the Department of Health and Social Services (DHSS) Background Check Variance Committee that is appointed by the DHSS Commissioner. The DHSS Background Check Variance Committee then makes a recommendation to the Commissioner who will sign the approval or denial. To appeal the Commissioner's denial, the individual must submit, in writing with supporting documentation, a letter to the Commissioner requesting reconsideration. If still not satisfied, the individual can appeal in writing to the Alaska Superior Court.

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? Describe (658E(c)(2)(E), §98.40(a)(2))

N/A, the Lead agency does perform announced and unannounced visits.

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?

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Yes.

Describe:

The Municipality 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 within 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 particular 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))

**For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.**

<b>The Lead Agency requires:</b>	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input type="checkbox"/> Physical exam or health statement for providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Physical exam or health statement for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tuberculosis check for providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tuberculosis check for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Provider immunizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Child immunizations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Hand-washing policy for providers and children	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Diapering policy and procedures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Providers to submit a self-certification or complete health and safety checklist	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<input checked="" type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

<b>For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.</b>				
<b>The Lead Agency requires:</b>	<b>Center-based child care providers</b>	<b>Family child care home providers</b>	<b>Group home child care providers</b>	<b>In-home child care providers</b>
<input checked="" type="checkbox"/> Fire inspection	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Building inspection	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Health inspection	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Inaccessibility of toxic substances policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Safe sleep policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Tobacco exposure reduction	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Transportation policy				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Providers to submit a self-certification or complete health and safety checklist				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other.				
Describe:				

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).

<b>CCDF Categories of Care</b>	<b>Health and safety training requirements</b>	Pre-Service	On-Going
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<p><b>Child Care Centers</b></p>	<p>First Aid</p>	<p>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 <b>age-appropriate first aid</b>, unless the course for this certification is not available within sixty (60) miles by road of the facility.</p>	<p>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 <b>age-appropriate first aid</b> 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.</p>
	<p>CPR</p>	<p>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 <b>age-appropriate cardiopulmonary resuscitation</b>, unless the course for this certification is not available within sixty (60) miles by road of the facility.</p>	<p>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 <b>age-appropriate cardiopulmonary resuscitation</b>, 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.</p>

	<p><b>Medication Administration Policies and Practices</b></p>	<p>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, including medication administration policies and procedures 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.</p>	<p>On-going as needed.</p>
	<p><b>Poison Prevention and Safety</b></p>	<p>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, including poison prevention and safety 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.</p>	<p>On-going as needed.</p>

	<p><b>Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention</b></p>	<p>A child care facility shall ensure that each caregiver who provides care for infants and toddlers receives at least one hour of SIDS training during the first year of employment.</p>	<p>A child care facility shall ensure that each caregiver who provides care for infants and toddlers receives at least one hour of SIDS training at least one hour every two years thereafter.</p>
	<p><b>Shaken Baby Syndrome and abusive head trauma prevention</b></p>	<p>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.</p>	<p>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.</p>
<p>Page 129 of 219</p>	<p><b>Age appropriate nutrition, feeding, including support for breastfeeding</b></p>	<p>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 Nutrition but not Breastfeeding.</p>	<p>On-going as needed.</p>

	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 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.

	<p>Recognition and mandatory reporting of suspected child abuse and neglect</p>	<p>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.</p>	<p>On-going as needed.</p>
	<p>Emergency preparedness and planning response procedures</p>	<p>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.</p>	<p>On-going as needed.</p>

	<p>Management of common childhood illnesses, including food intolerances and allergies</p>	<p>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.</p>	<p>On-going as needed.</p>
	<p>Transportation and child passenger safety (if applicable)</p>	<p>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.</p>	<p>Ongoing as needed.</p>

	<p>Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act</p>	<p>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.</p>	<p>On-going as needed.</p>
	<p>Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.</p>	<p>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.</p>	<p>On-going as needed.</p>

	<p><b>Supervision of children</b></p>	<p>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.</p>	<p>On-going as needed.</p>
	<p><b>Behavior management</b></p>	<p>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.</p>	<p>On-going as needed.</p>

	<p>Other</p> <p>Describe: Smoke free environment, using smoke detection devices; animals kept in the facility; firearms safety; and diapering and toileting requirements.</p>	<p>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.</p>	<p>On-going as needed.</p>
<p><b>Group Home Child Care</b></p>	<p>First Aid</p>	<p>Licensed Group 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.</p>	<p>Licensed Group 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 <b>age-appropriate first aid</b> unless the courses for these certifications are 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.</p>

	CPR	<p>Licensed Group 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 <b>age-appropriate</b> cardiopulmonary resuscitation (CPR), unless the courses for these certifications are not available within sixty (60) miles by road of the facility.</p>	<p>Licensed Group 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 <b>age-appropriate CPR</b>, unless the courses for these certifications are 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.</p>
	Medication Administration Policies and Practices	<p>Licensed Group 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.</p>	<p>Licensed Group Home: On-going as needed.</p>

	<p>Poison Prevention and Safety</p>	<p>Licensed Group 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 poison prevention and safety 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.</p>	<p>Licensed Group Home: On-going as needed.</p>
	<p>Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention</p>	<p>Licensed Group Home: A child care facility shall ensure that each caregiver who provides care for infants and toddlers receives at least one hour of SIDS training during the first year of employment.</p>	<p>Licensed Group Home: A child care facility shall ensure that each caregiver who provides care for infants and toddlers receives at least one hour of ongoing SIDS training every two years.</p>
	<p>Shaken Baby Syndrome and abusive head trauma prevention</p>	<p>Licensed Group 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 during the first year of employment.</p>	<p>Licensed Group 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.</p>

	<p>Age appropriate nutrition, feeding, including support for breastfeeding</p>	<p>Licensed Group 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, including nutrition 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.</p>	<p>Licensed Group Home: On-going as needed.</p>
	<p>Physical Activities</p>	<p>Licensed Group 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, including physical activities 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.</p>	<p>Licensed Group Home: On-going as needed.</p>

	<p>Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods</p>	<p>Licensed Group 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, including procedures for preventing the spread of infectious disease, sanitary methods and safe handling of foods 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.</p>	<p>Licensed Group Home: On-going as needed.</p>
<p>Page 139 of 219</p>	<p>Recognition and mandatory reporting of suspected child abuse and neglect</p>	<p>Licensed Group 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.</p>	<p>Licensed Group Home: On-going as needed.</p>

	<p>Emergency preparedness and planning response procedures</p>	<p>Licensed Group 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, including emergency preparedness and planning response procedures 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.</p>	<p>Licensed Group Home: On-going as needed.</p>
	<p>Management of common childhood illnesses, including food intolerances and allergies</p>	<p>Licensed Group 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.</p>	<p>Licensed Group Home: On-going as needed.</p>

	<p>Transportation and child passenger safety (if applicable)</p>	<p>Licensed Group 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, including transportation and child passenger safety 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.</p>	<p>Licensed Group Home: On-going as needed.</p>
	<p>Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act</p>	<p>Licensed Group 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, including care for children with special needs 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.</p>	<p>Licensed Group Home: On-going as needed.</p>

	<p>Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.</p>	<p>Licensed Group 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, including child development 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.</p>	<p>Licensed Group Home: On-going as needed.</p>
	<p>Supervision of children</p>	<p>Licensed Group 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, including supervision of children 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.</p>	<p>Licensed Group Home: On-going as needed.</p>

	<p><b>Behavior management</b></p>	<p>Licensed Group 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, including behavior management 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.</p>	<p>Licensed Group Home: On-going as needed.</p>
	<p><b>Other</b></p> <p><b>Describe:</b>  Licensed Group Home: smoke free environment, using smoke detection devices; animals kept in the facility; firearms safety; and diapering and toileting requirements.</p>	<p>Licensed Group 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.</p>	<p>Licensed Group Home: On-going as needed.</p>

**Family Child Care Providers**

**First Aid**

Approved Non-Relative 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.

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.

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 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)**, unless the courses for these certifications are not available within sixty (60) miles by road of the facility.

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.

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) 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.

Approved Non-Relative and Approved Relative Provider: Self certifies at renewal.

Licensed Home: On-going as needed.

Poison Prevention and Safety

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) 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.

Approved Non-Relative and Approved Relative Provider: Self certifies at renewal.

Licensed Home: On-going as needed.

	<p>Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention</p>	<p>Approved and Approved Relative Provider: No.</p> <p>Licensed Home: A child care facility shall ensure that each caregiver who provides care for infants and toddlers receives at least one hour of SIDS training during the first year of employment.</p>	<p>Approved and Approved Relative Provider: No.</p> <p>Licensed Home: A child care facility shall ensure that each caregiver who provides care for infants and toddlers receives at least one hour of ongoing SIDS training every two years.</p>
	<p>Shaken Baby Syndrome and abusive head trauma prevention</p>	<p>Approved Non-Relative and Approved Relative Provider: No</p> <p>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 during the first year of employment.</p>	<p>Approved Non-Relative and Approved Relative Provider: No</p> <p>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.</p>

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) 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 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. This

Approved Non-Relative and Approved Relative Provider: Self certifies at renewal.

Licensed Home: On-going as needed.

		includes Nutrician but not Breastfeeding.	
	Physical Activities	<p>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) 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.</p> <p>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.</p>	<p>Approved Non-Relative and Approved Relative Provider: Self certifies at renewal.</p> <p>Licensed Home: On-going as needed.</p>

<p>Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods</p>	<p>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) 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.</p> <p>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.</p>	<p>Approved Non-Relative and Approved Relative Provider: Self certifies at renewal.</p> <p>Licensed Home: On-going as needed.</p>
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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) 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.

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) 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.

<p>Management of common childhood illnesses, including food intolerances and allergies</p>	<p>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) 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.</p> <p>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.</p>	<p>Approved Non-Relative and Approved Relative Provider: Self certifies at renewal.</p> <p>Licensed Home: On-going as needed.</p>
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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 on 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 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.

	<p>Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act</p>	<p>Approved Non-Relative and Approved Relative Provider: No.</p> <p>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 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.</p>	<p>Approved Non-Relative and Approved Relative Provider: No.</p> <p>Licensed Home: On-going as needed.</p>
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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) 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.

Approved Non-Relative and Approved Relative Provider: Self certifies at renewal.

Licensed Home: On-going as needed.

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) 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.

Approved Non-Relative and Approved Relative Provider: Self certifies at renewal.

Licensed Home: On-going as needed.

Behavior management

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) 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:	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) 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.	Approved Non-Relative and Approved Relative Provider: Self certifies at renewal.
Describe: Smoke free environment, using smoke detection devices; animals kept in the facility; firearms safety; and diapering and toileting requirements.	<p>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) 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.</p> <p>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.</p>	<p>Approved Non-Relative and Approved Relative Provider: Self certifies at renewal.</p> <p>Licensed Home: On-going as needed.</p>

<b>In - Home Child Care</b>	First Aid	In-home Provider's self certify they have current First Aid certification or at a minimum review and have first aid instructions available on site.	In-home Provider's self certify they have current First Aid certification or at a minimum review and have first aid instructions available on site.
	CPR	In-home Provider's self certify they have current CPR certification or at a minimum review and have CPR instructions available on site.	In-home Provider's self certify they have current CPR certification or at a minimum review and have CPR instructions available on site.
	Medication Administration Policies and Practices	In-home Provider's self certify they take necessary precautions to make the child care home free from hazards that can cause injury or disease to children by storing medicines and other harmful substances in a place inaccessible to young children. Additionally, they self certify they will administer medication to children only with parent permission.	In-home Provider's self certify they take necessary precautions to make the child care home free from hazards that can cause injury or disease to children by storing medicines and other harmful substances in a place inaccessible to young children. Additionally, they self certify they will administer medication to children only with parent permission.
	Poison Prevention and Safety	In-home Provider's self certify they take necessary precautions to make the child care home free from hazards that can cause injury or disease to children both inside and outside the building including storing cleaners, medicines and other harmful substances in a place inaccessible to young children.	In-home Provider's self certify they take necessary precautions to make the child care home free from hazards that can cause injury or disease to children both inside and outside the building including storing cleaners, medicines and other harmful substances in a place inaccessible to young children.

	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	In-home Provider: not required.	In-home Provider: not required.
	Shaken Baby Syndrome and abusive head trauma prevention	In-home Provider: not required.	In-home Provider: not required.
	Age appropriate nutrition, feeding, including support for breastfeeding	In-home Provider's self certify they will provide nutritious meals and snacks according to individual need and that infants will be fed on demand.	In-home Provider's self certify they will provide nutritious meals and snacks according to individual need and that infants will be fed on demand.
	Physical Activities	In-home Provider's self certify they will provide daily activities to promote children's individual physical development to include indoor and outdoor exercise.	In-home Provider's self certify they will provide daily activities to promote children's individual physical development to include indoor and outdoor exercise.

Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods

In-home Provider's self certify they will take precautions against the spread of infectious disease by washing their hands for at least 10 seconds with soap and water and rinse them with water:

- a. before food handling, preparation, serving, eating, or table setting;
- b. after toileting or assisting your child(ren) with toileting and after diapering your child(ren);
- c. after handling an animal, animal waste, or an animal cage;
- d. before and after giving medication;
- e. after participating in moist play such as painting, cooking or molding clay;
- f. when hands are contaminated with bodily fluids;
- g. after nose wiping; and
- h. encourage child(ren) to wash their hands at similar times.

They also self certify they will take necessary precautions to make the child care home free of hazards that can cause injury or disease to child(ren) to include keeping the home in a clean, safe and sanitary condition and maintaining sanitary

In-home Provider's self certify they will take precautions against the spread of infectious disease by washing their hands for at least 10 seconds with soap and water and rinse them with water:

- a. before food handling, preparation, serving, eating, or table setting;
- b. after toileting or assisting your child(ren) with toileting and after diapering your child(ren);
- c. after handling an animal, animal waste, or an animal cage;
- d. before and after giving medication;
- e. after participating in moist play such as painting, cooking or molding clay;
- f. when hands are contaminated with bodily fluids;
- g. after nose wiping; and
- h. encourage child(ren) to wash their hands at similar times.

They also self certify they will take necessary precautions to make the child care home free of hazards that can cause injury or disease to child(ren) to include keeping the home in a clean, safe and sanitary condition and maintaining sanitary

		areas for proper care, storage, refrigeration, and preparation of food.	areas for proper care, storage, refrigeration, and preparation of food.
	Recognition and mandatory reporting of suspected child abuse and neglect	In-home Provider: no requirement	In-home Provider: not required.
	Emergency preparedness and planning response procedures	In-home Provider's self certify they will develop an emergency evacuation plan that ensures the complete evacuation of the child(ren), including a child(ren) of limited mobility, within 150 seconds during an emergency and that they will conduct and document emergency evacuation drills at least once a month, unless postponed due to severe weather.	In-home Provider's self certify they will develop an emergency evacuation plan that ensures the complete evacuation of the child(ren), including a child(ren) of limited mobility, within 150 seconds during an emergency and that they will conduct and document emergency evacuation drills at least once a month, unless postponed due to severe weather.
	Management of common childhood illnesses, including food intolerances and allergies	In-home Providers: encouraged but not required.	In-home Provider: not required.
	Transportation and child passenger safety (if applicable)	In-home Provider's self certify they will transport child(ren) in safe vehicles using appropriate child restraints and maintain a smoke-free, drug-free, and alcohol-free environment; both while in your home and in any vehicle used to transport your child(ren).	In-home Provider's self certify they will transport child(ren) in safe vehicles using appropriate child restraints and maintain a smoke-free, drug-free, and alcohol-free environment; both while in your home and in any vehicle used to transport your child(ren).

	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	In-home Provider: encouraged but not required.	In-home Provider: not required.
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	In-home Provider: not required.	In-home Provider: not required.
	Supervision of children	In-home Provider's self certify they will directly provide care and supervision of the child(ren) appropriate to each child's age and developmental needs and adequate to prevent injury.	In-home Provider's self certify they will directly provide care and supervision of the child(ren) appropriate to each child's age and developmental needs and adequate to prevent injury.
	Behavior management	In-home Provider's self certify they will ensure children are not subject to corporal punishment.	In-home Provider's self certify they will ensure children are not subject to corporal punishment.
	Other	N/A.	N/A.
	Describe: 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/Pages/ccare/regs.aspx>

**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 report of concern has been received. 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

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; and 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) years 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 Safety 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..

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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.

Describe (optional):

Caseload of licensing staff.

Describe (optional):

Licensing staff caseloads are under 50 facilities for which they license, monitor, give technical assistance and perform visits as a result of a complaint or a report of concern.

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?

The Lead Agency uses the following performance measure:

Percent of facilities licensed by the Lead Agency that are free from substantiated reports of harm

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.

The Lead Agency, the 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.

The CCPO also completed a functional cost analysis (FCA) of the statewide child care licensing program in 2012. Information gleaned from the FCA will be used to evaluate the licensing system.

### 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.)

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**Goal #1:**

Change of Regulations for: Increase monitoring visits to two annually in regulations for all licensed child care facilities: Homes, Group Homes, and Centers. Increase Enforcement Actions for repeated non-compliances.

**Goal #2:**

Change of Regulations for: Higher Licensing standards (Administrater/ CCA /Caregiver qualifications and orientation and annual training).

**Goal #3:**

Child Care Licensing Policies and Procedures: Revise and update

**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 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.**

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

If yes, insert web addresses, where possible:

<http://education.alaska.gov>. 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 (DEED) 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.**

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Domains	Birth-to-Three ELGs	Three-to-Five ELGs	Five and Older ELGs
Physical development and health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social and emotional development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Approaches to learning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Logic and reasoning (e.g., problem-solving)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Language development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Literacy knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Mathematics knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Science knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Creative arts expression (e.g., music, art, drama)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social studies knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English language development (for dual language learners)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
List any domains not covered in the above:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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- 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 Code (AAC) 4 AAC 60.170 (a), 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*, dated December 2007, and adopted by reference.

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.

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- 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:

Cross-walked to align with Early Intervention, the Alaska Developmental Profile, and state assessment tool Teaching Strategies Gold.

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.

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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:

A pre-elementary school that receives direct state or federal funding must implement the guidelines for an early learning program described in the Department of Education and Early Development's publication *State of Alaska Early Learning Guidelines*. The school must assess each child to determine the child's progress or status on all domain areas of development described in the guidelines.

A pre-elementary school that receives direct state or federal funding must prepare a report at the end of each school year on a form prescribed by the department. The school must make the report available to parents and the public by August 1 of the next school year.

A given program may report that they used the ELGs to determine screening or assessment selection or usage. They may describe connectivity of the ELG goals within lesson plans etc. They would provide these details within the annual report noted above.

All Alaska Pre-Kindergarten programs receiving state or federal funding as well as all Head Start programs in the state are required to conduct ongoing assessments of children's progress using the Teaching Strategies Gold assessment tool. Observational data is gathered throughout the year, input into the online system and finalized in three different periods; Fall, Mid-Year and Spring. The Alaska Developmental Profile which is aligned with the *State of Alaska, Early Learning Guidelines* is also utilized.

All Head Start programs within the state are also using the Classroom Assessment Scoring System (CLASS), which focuses on the adult in the classroom and their interactions with the children. Typically these are administered two times a year internally within the organization. An additional outside CLASS observational assessment is done federally during the onsite monitoring process.

Private non-state or federally funded pre-elementary schools are not required to meet the requirements above.

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.

The Department of Education and Early Development has conducted training in Head Start and Pre-Kindergarten programs as well as through use of webinars to demonstrate how information from the ongoing assessments can impact decisions being made in the classroom for better outcomes for children. Participants received a copy of the book, *The Power of Observation*, which tells the reader how they can become more accurate in understanding children through observation and interaction.

No

Other.

Describe:

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

Yes.

Describe:

Information on children's progress is reported to parents of children participating in Pre-Kindergarten, Head Start and pre-elementary school programs (approved by the Department of Education and Early Development) during parent conferences and through other opportunities designed to engage parents. Regular information on children's progress is encouraged. This requirement does not include private pre-elementary school programs.

Programmatic level information on program and child progress is required in an annual report. Additional program information is required of the State funded Pre-Kindergarten program through the use of the Early Childhood Environmental Rating Scale (ECERS)

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:

The Alaska Developmental Profile (ADP) is used to track the readiness of all incoming kindergarten students as well as first grade children who did not attend kindergarten in Alaska but are now enrolled. A copy of the ADP may be found on the following website:

<http://education.alaska.gov/tls/assessment/developmental.html>

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

Yes.

Describe:

All of the ELG domains are represented in the ADP. The goals addressed come directly from the Alaska Early Learning Guidelines.

No

Other.

Describe:

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

All children.

Describe:

The Alaska Developmental Profile (ADP) is administered to all incoming kindergarten students and submitted to the Alaska 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 but are now enrolled.

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:

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. Additionally communities can use the information for planning purposes and to address concerns. For example, if the Alaska Developmental Profile shows a community with high numbers of incoming Kindergarten students with gross motor needs they may wish to look at developing or redesigning parks and playgrounds that provide equipment and activity spaces appropriate for young children.

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** (Click for additional instructions)

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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:

The Department of Education and Early Development has conducted 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 conferences around the state such as the Alaska Association for Education of Young Children (AAEYC), The Alaska Head Start Association, and the Alaska Family Child Care Association Conferences.

*thread*, Alaska's Statewide Child Care Resource and Referral Network, incorporates the ELG's into all trainings offered to child care providers by highlighting the related domain connected to the topic of the training. Thread also conducts a 4 hour ELG training offered to child care providers throughout the year. Additionally, thread has presented ELG training to Lead Agency, Child Care Program Office staff.

None.

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

The current performance measure is the number of Early Learning Guidelines (ELGs) and activities booklets distributed. Since publication of the ELGs, roughly 7,000 copies have been distributed through early care systems, families, schools and individuals by Best Beginnings. Additionally, over 17,000 copies of the activities booklets in English, 1,750 in Spanish and 4,050 in Yup'ik have been distributed statewide. Best Beginnings created Yup'ik-English and Spanish activity cards and implemented a training workshop translated into Spanish. These translated materials were distributed to the Alaska Children's Trust (who helped fund for the materials), the Department of Health and Social Services and the Department of Education and Early Development.

c) **Evaluation.** What are the State/Territory's plans, if any, for evaluation related to early learning guidelines? 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.

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 12<sup>th</sup> grade. These will remain in an ongoing process of review and periodic change as needed. The Department of Education and Early Development plans on beginning implementation of the standards set in the Birth to Grade 12 Literacy plan this year. English Language Arts standards and Math Standards for K-12 have been developed and will be implemented beginning in AK FY2014.

Kindergarten entry goals based on the Alaska Early Learning Guidelines have had an initial alignment process done showing linkage to the new Standards at the Kindergarten level.

The most recent ELG 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 in state fiscal year 2012, all of the Head Start programs in the state are using a common child outcome assessment instrument known as Teaching Strategies Gold. Alaska is providing a state licensure for its use and will 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 (DEED) has created 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 has been 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.

DEED anticipates approximately 200 programs to be using the full assessment or the dashboard across Alaska in FY2014. 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.

### **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?

Effective Date: 01-OCT-13

#### **Goal #1:**

**Increase awareness of State of Alaska Early Learning Guidelines through distribution and training to licensed childcare facilities, Head Start, Pre-Kindergarten and Pre-elementary school programs, parents, extended family and the community invested in Early Care and Education.**

- Partner with the Department of Education and Early Development, Alaska's Statewide Child Care Resource and Referral Network, thread, and Best Beginnings to develop a common tracking tool to be used by the State and Early Care and Education partners for dissemination of the ELG's and activity booklets.

- Distribute and track the dissemination of ELG's activity booklets to Administrator's of licensed child care facilities, Head Start, Pre-Kindergarten and Pre-elementary school programs, parents, extended family, and community (to include pediatric, mental health and other health care professionals, etc).
- Coordinate with the Department of Education and Early Development and thread to ensure licensed child care facilities Head Start, Pre-Kindergarten and Pre-elementary school programs, parents, extended family, and community are aware of upcoming training opportunities on the ELG's.
- Coordinate with Early Intervention, Infant Learning Program or Part C to link the ELG's to early childhood outcomes, if feasible.

**NOTE:** Goal #1 links to recommendation #4 of the Alaska Early Childhood Coordinating Council, Statewide Strategic Report November 2012, which states 'Increase awareness of the Alaska Early Learning Guidelines by coordinating efforts (public and private) to include the 'universal' early care and learning workforce (parents, extended family and community).

**Goal #2:**

**Develop a strategic plan for the integration of the ELG's into licensing standards, QRIS, and into the University of Alaska Early Childhood Development degree programs.**

- Facilitate stakeholder meetings to gather input into the plan.
- Increase training on ELG opportunities with accredited universities and thread.

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

Effective Date: 01-OCT-13

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.

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 Network, 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
  - Department of Education and Early Development Commissioner or designee
  - Head Start Collaboration Director
  - State Part C/Early Intervention Program Manager
  - State Child Care Program Manager
  - Early Childhood Comprehensive Systems Program Officer
  - Department of Labor Commissioner or designee
  - Department of Public Safety Commissioner or designee
  - University of Alaska representative (appointed by president)
  - Alaska Superintendent Association representative (appointed by Governor)

- Association of Infant Learning Programs (appointed by Governor)
- Alaska's Child Care Resource and Referral Network (thread) representative
- 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, which may include 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
- Child care practitioners
- Parents

6. System for Early Education Development (SEED) Professional Development Committee. The Alaska System for Early Education Development (SEED) is a professional development system for early educators in Alaska. Based at "thread" Alaska's Statewide Child Care Resource and Referral Network, SEED is a collaborative of the following entities:

- Alaska Association for the Education of Young Children
- Alaska Family Child Care Association
- Alaska Head Start Association
- Best Beginnings
- Camp Fire Alaska: Before/After School program
- 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/Pyramid Model Partnership); Early Childhood Comprehensive Systems; Strengthening Families; and Early Childhood Mental Health.
- State of Alaska, Department of Education and Early Development (includes Head Start Collaboration Office and Pre-Elementary Programs)
- Thread, Alaska's Statewide Child Care Resource and Referral Network
- Tribal Child Care
- University of Alaska: Anchorage and Fairbanks

### 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.

Effective Date: 01-OCT-13

 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.**

None. **skip to 3.3.3.**

Types and Purposes of Support	Information or Written Materials	Training	On-Site Consultation
<input checked="" type="checkbox"/> Attaining and maintaining licensing compliance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<input type="checkbox"/>	Attaining and maintaining quality improvement standards beyond licensing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Attaining and maintaining accreditation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Providing targeted technical assistance in specialized content areas:			
	Health and safety	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Infant/toddler care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	School-age care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Inclusion	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Teaching dual language learners	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Mental health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Business management practices	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Other. Describe: <a href="#">Quality Environments.</a>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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:

[Alaska's Statewide Child Care Resource and Referral Network, thread](#), provides quality initiative projects which include technical assistance and a mini-grant to facilities for: quality improvement topics such as Let's Get Moving; Leadership Matters (for child care directors); New Provider Start-up; accreditations; Quality Environments; Infants and Toddlers the Amazing Years From Birth to Three; and Playful Learning.

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.

Effective Date: 01-OCT-13

 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.**

None. **skip to 3.3.4.**

Types of Financial Incentives and Supports for Programs	Child Care Centers	Child Care Homes	License-Exempt Providers
<input checked="" type="checkbox"/> Grants to programs to meet or maintain licensing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Grants to programs to meet QRIS or similar quality level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> One-time awards or bonuses on completion of quality standard attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/> Tiered reimbursement tied to quality for children receiving subsidy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> On-going, periodic grants or stipends tied to improving / maintaining quality	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tax credits tied to meeting program quality standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Other.

Describe:



Alaska SEED ROOTS Awards, a three-year pilot project, provides annual wage incentives to child care providers working in licensed programs and centers in the Municipality of Anchorage through a grant from the Alaska Department of Commerce, Community & Economic Development. Wage incentives are awarded based on employment status, wages/salaries, and level attained on the Alaska SEED Career Ladder. Incentives range from \$2,080 to \$5, 324.

Monthly grants are available to eligible licensed child care providers (homes, group homes and centers) 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.

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 (known as Alaska Inclusive Child Care Program Alaska IN!). This is applicable to licensed child care homes, group homes, centers and license exempt providers participating in the Child Care Assistance Program.

Administered by the Statewide Child Care Resource and Referral

Network, *thread*, Individual Reimbursement Fund (IRF) offers a seventy-five percent (75%) reimbursement 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 Child Care Resource and Referral Network, *thread*, the travel grant is designed to assist child care providers in rural areas with 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.

Administered by the Statewide Child Care Resource and Referral Network, *thread*, offers Quality Improvement Initiative mini-grants on a first come basis as capacity allows. These include targeted technical assistance and training as well as a monetary mini-grant to improve the quality of early care and education programming.

### 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.

Effective Date: 01-OCT-13

 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.**

None. skip to 3.3.5.

Types of Program Quality Assessment Tools	Child Care Centers	Child Care Homes	License-Exempt Providers
<input checked="" type="checkbox"/> Environment Rating Scales (e.g., ECERS, ITERS, SACERS, FDCRS) Describe, including frequency of assessments. <div style="border: 1px solid black; padding: 2px; margin-top: 5px;"> <a href="#">On a limited basis for selected licensed programs for Quality Improvement Initiatives through Alaska's Statewide Child Care Resource and Referral Network, thread</a> </div>	<input checked="" type="checkbox"/> Infant/Toddler <input checked="" type="checkbox"/> Preschool <input checked="" type="checkbox"/> School-Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Classroom Assessment Scoring System (CLASS)  Describe, including frequency of assessments. <div style="border: 1px solid black; padding: 2px; margin-top: 5px;"> <a href="#">On a limited basis for selected licensed programs for Quality Improvement Initiatives through Alaska's Statewide Child Care Resource and Referral Network, thread</a> </div>	<input checked="" type="checkbox"/>	N/A	<input type="checkbox"/>
<input checked="" type="checkbox"/> Program Administration Scale (PAS) for child care centers or Business Administration Scale (BAS) for family child care homes  Describe, including frequency of assessments. <div style="border: 1px solid black; padding: 2px; margin-top: 5px;"> <a href="#">On a limited basis for selected licensed programs for Quality Improvement Initiatives through Alaska's Statewide Child Care Resource and Referral Network, thread</a> </div>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Customized instrument, including submission of written documentation, developed for State/Territory quality improvement system. This may include instruments developed for quality improvements in 21st Century Learning Center programs  Describe, including frequency of assessments. <div style="border: 1px solid black; height: 20px; margin-top: 5px;"></div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Other. Describe: <div style="border: 1px solid black; padding: 2px; margin-top: 5px;"> <a href="#">Alaska has specialized assessments (TPOT and TPITOS) for social emotional development initiatives through the Pyramid Model Partnership/Strengthening Families.</a> </div>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

- Have a mechanism to track different quality assessments/monitoring activities to avoid duplication
- Include QRIS or other quality reviews as part of licensing enforcement
- Have compliance monitoring in one sector (e.g., Head Start/Early Head Start, State/Territory pre-k) serve as validation for compliance with quality improvement system (e.g., QRIS) without further review
- Have monitoring for meeting accreditation standards serve as validation for compliance with quality improvement system (e.g., QRIS) without further review
- Other.  
Describe:

None.

### 3.3.5 - Element 5 - Outreach and Consumer Education

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

Effective Date: 01-OCT-13

 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)

Effective Date: 01-OCT-13

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

Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements operating State/Territory-wide.

Participation is voluntary for:

Participation is mandatory for:

Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements operating as a pilot or in a few localities but not State/Territory-wide.

No, the State/Territory does not have a QRIS or similar quality improvement system that includes linked activities in all five elements.

State/Territory is in the development phase

State/Territory has no plans for development

Other.

Describe:

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-affirmed the goals articulated in the report and to develop next steps. Next steps in the development of a

comprehensive quality early care and learning system for Alaska are to:

- Adopt assessment criteria and tools;
- Adopt a rating system;
- Establish a governance structure;
- Update the 2008 plan, 'Alaska's Quality Rating and Improvement System' and include an implementation timeline;
- Revise child care licensing regulations to phase in membership in Alaska's Early Childhood Professional Development Registry and to align professional development standards with Alaska's System for Early Education Development (SEED);
- Collect cross-sector workforce data to identify and track trends.

The Lead Agency has now added grant funding to Alaska's Statewide Child Care Resource 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.

 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,**

Effective Date: 01-OCT-13

**please describe:**

N/A.

**3.3.8 Data & Performance Measures on Program Quality** (Click for additional instructions)

Effective Date: 01-OCT-13

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:

ECERS, ITERS, SACERS, FDCRS, TPOT, TIPITOS, PAS and BAS, and CLASS.

Describe(optional)

These are being collected for the selected programs participating in the Quality Improvement Initiatives.

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)

N/A

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?

The Lead Agency does not currently have performance measures on program quality but plans to incorporate performance measures as part of the development of a QRIS for Alaska.

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.

Plans for evaluation related to program quality will be discussed and considered as part of the planning and development of a QRIS for Alaska.

### 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?

Effective Date: 01-OCT-13

#### Goal #1:

Update the 2008 plan, " Alaska's Quality Rating and Improvement System " to include an implementation timeline.

**Goal #2:**

Develop a two-year strategic plan to further define the five key elements to inform the updated QRIS plan.

**Goal #3:**

Develop a communications plan to inform stakeholders: parents, providers, legislature, Alaska Association for the Education of Young Children, Early Care and Education Programs, and Alaska Early Childhood Coordinating Council, etc. about QRIS.

**NOTE:**Goals #1-3 support recommendation #3 of the Alaska Early Childhood Coordinating Council, Statewide Strategic Report November 2012, which states “Implement the Quality Rating and Improvement System (QRIS).”

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

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

Effective Date: 01-OCT-13

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.

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 Network, thread

4. University of Alaska: Anchorage and Fairbanks

5. Department of Defense

6. Tribal Child Care

7. Alaska's Early Childhood Coordinating Council (AECCC), with representation as follows:

- Governor's Executive Office representative
- Department of Health & Social Services Commissioner or designee
- Department of Education and Early Development Commissioner or designee
- Head Start Collaboration Director
- State Part C/Early Intervention Program Manager
- State Child Care Program Manager
- Early Childhood Comprehensive Systems Program Officer
- Department of Labor Commissioner or designee
- Department of Public Safety Commissioner or designee
- University of Alaska representative (appointed by president)
- Alaska Superintendent Association representative (appointed by Governor)
- Association of Infant Learning Programs (appointed by Governor)
- Alaska's Child Care Resource and Referral Network (thread) representative
- 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

8. System for Early Education Development (SEED) Professional Development Committee. The Alaska System for Early Education Development (SEED) is a professional development system for early educators in Alaska. Based at 'thread' Alaska's Statewide Child Care Resource and Referral Network, SEED is a collaborative of the following entities:

- Alaska Association for the Education of Young Children
- Alaska Family Child Care Association
- Alaska Head Start Association
- Best Beginnings
- Camp Fire Alaska: Before/After School program
- 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 Program (Alaska IN!); Infant Learning Program (ILP, TACSEI/Pyramid Model Partnership); Early Childhood Comprehensive Systems; Strengthening Families; and Early Childhood Mental Health.
- State of Alaska, Department of Education and Early Development (includes Head Start Collaboration Office and Pre-Elementary Programs)
- thread, Alaska's Statewide Child Care Resource and Referral Network
- Tribal Child Care
- University of Alaska: Anchorage and Fairbanks

### **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.

Effective Date: 01-OCT-13

 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 practitioners 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:

Once the Core Knowledge and Competencies (CKC) 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. Document has not been finalized.

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.

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:

CKC's were also aligned with the Division for Early Childhood (DEC) standards and with Alaska Standards for Culturally Responsive Schools, Cultural Standards for Educators section which can be viewed at: <http://www.ankn.uaf.edu/publications/standards.html>

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:

Master and Bachelor level Early Intervention/Part C clinicians and teachers provide consultation to early care and education providers where infants and toddlers with special needs are in care.

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

Describe:

Additional requirements will include training on adult learning strategies for CCR&R trainers.

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.

Effective Date: 01-OCT-13



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:

The Alaska SEED Registry - Professional Development Framework consists of twelve (12) levels, that range from 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 to Level 12: Doctorate with twelve (12) EC credits.

The career ladder also includes a track for professionals working in Early Intervention/Infant Learning Program.

No, the State/Territory has not developed a career pathway. **Skip to question 3.4.3.**

Insert web addresses, where possible: <http://www.seedalaska.org/index.cfm/SEED-Registry/Career-Ladder/>

b) Check for which roles, if any, the career pathway (or lattice) 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 Early Intervention/Infant Learning Program professionals. These qualifications are reflected in levels 7-12.

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

Describe:

Other.

Describe:

Currently, participation in the 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 homes were considered as part of the framework and are reflected in Level 2, 5, and 6.

None.

c) Does the career pathway (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:

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 age thirteen (13).

None.

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

Yes.

If yes, describe:

All educational qualifications and training are verified through transcripts prior to placement on the SEED Registry.

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.

Effective Date: 01-OCT-13

 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:

The University of Alaska (UA) system, including the Anchorage, Juneau and Fairbanks institutions, meet regularly to discuss options for accredited Early Childhood (EC) programs. Both UAA and UAF (and respective extension campuses) offer EC programs (undergraduate certificates, Applied Associate of Science AAS degrees, Baccalaureate, post-baccalaureate, and master's- level coursework). Ilisagvik tribal college offers associate degrees in EC as well.

The UA system is working on agreements for transferability to the UA system. Other private colleges (Charter, Wayland Baptist, others) may also offer EC programs but these institutions are not accredited through the same bodies.

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:

Distance delivery options are available for all the Early Childhood programs at the University of Alaska institutions.

Thread, Alaska's CCR&R Network assesses training after each professional development training workshop. The participant is asked to assess if the training topic, level of training, location and time met their individual needs. Additionally, thread conducts an annual child care provider survey assessing the needs of training and technical assistance throughout the state. Questions include assessing training/technical assistance topics, level of training (beginning, intermediate, advanced), location and times preferred.

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:

University of Alaska Early Childhood programs are accredited by national organizations such as the National Association for Education of Young Children (NAEYC), Council for Accreditation of Education Preparations (CAEP - formerly NCATE), and Northwest Commission on Colleges.

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:

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.

Other.

Describe:

Alaska's Statewide Child Care Resource and Referral Network, 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.

None.

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

Yes.

If yes, describe:

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.

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 credits toward the CDA or individual military modules, nor informal credits from Alaska's Child Care Resource and Referral Network, thread, 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 three credits. Those who take the second semester earn three 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.

Effective Date: 01-OCT-13



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.

Some school districts including Anchorage School District and Matanuska-Susitna Borough School District (half of the state K-12 teachers) use a system called My Learning Plan. This database has professional development opportunities and tracks teachers professional development.

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:

There are many scholarship opportunities for Early Childhood educators enrolled in college-level programs at one of the University of Alaska programs.

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 **Travel 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 their program's quality. CCG funds may be used for staff salaries and benefits; substitute 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

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:

Alaska's Statewide Child Care Resource and Referral Network, thread, provides mentoring ,coaching and consulting services upon request for quality improvement or when suggested by licensing as part of a program improvement plan.

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.

Effective Date: 01-OCT-13

 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:

Alaska SEED ROOTS Awards, a three-year pilot project, provides annual wage incentives to child care providers working in licensed programs and centers in the Municipality of Anchorage through a grant from the Alaska Department of Commerce, Community & Economic Development. Wage incentives are awarded based on employment status, wages/salaries, and level attained on the Alaska SEED Career Ladder. Incentives range from \$2,080 to \$5,324.

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).

Effective Date: 01-OCT-13

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: Integrated Child Care Information System \(ICCIS\) 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: 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):

University of Alaska and 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):

University of Alaska and 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:

Voluntary.

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

Describe:

Voluntary.

Administrators in centers (including educational coordinators, directors).

Describe:

Voluntary.

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

Describe:

Mandatory for Early Intervention/Part C clinicians and teachers.

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

Describe:

Mandatory for CCR&R trainers, voluntary for other education and training staff.

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?

The Lead Agency does not currently have performance measures related to its workforce and professional development systems but plans to incorporate performance measures as part of the development of a QRIS for Alaska.

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.

Plans for evaluation related to workforce and professional development systems will be discussed and considered as part of the planning and development of a QRIS for Alaska.

### 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.)

Effective Date: 01-OCT-13

**Goal #1:**

Identify methods to increase the pay in early childhood settings, particularly those with higher degrees.

**NOTE:** Goal #1 aligns with recommendation #2 of the Alaska Early Childhood Coordinating Council, Statewide Strategic Report November 2012, which states “Identify methods to increase the pay in early childhood settings, particularly those with higher degrees.”

**Goal #2:**

Implement licensing standards that incorporate the Alaska SEED Professional Development Framework and participation in the SEED Registry.

**Goal #3:**

Finalize Core Knowledge and Competencies document.

**Goal #4:**

Increase recruitment and retention of licensed child care facilities