



EDDIE BAZA CALVO
GOVERNOR

RAY TENORIO
LIEUTENANT GOVERNOR

GOVERNMENT OF GUAM

DEPARTMENT OF PUBLIC HEALTH AND SOCIAL SERVICES
DIPATTAMENTON SALUT PUPBLEKO YAN SETBISION SUSIAT



JAMES W. GILLAN
DIRECTOR

LEO G. CASIL
DEPUTY DIRECTOR

OCT 14 2011

NOTICE

CHILD CARE PROVIDERS

Effective October 1, 2011, the FY2012-2013 Child Care Development Fund (CCDF) State Plan has been approved. A copy of the State Plan may be obtained at the Bureau of Economic Security, Administration Office Room #7 Legacy Square, Rte 10, Mangilao from 8:00 a.m. to 5:00 p.m. It is also available at the following websites:

1. www.guamkids.org
2. www.dphss.guam.gov

Should you have any questions, please contact Ms. Elsa S. Perez or Ms. Carmelita Babauta at 735-7329.

Senseramente,


JAMES W. GILLAN

Child Care and Development Fund (CCDF) Plan
For

Guam
FFY 2012-2013

**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)

Name of Lead Agency: Guam Department of Public Health and Social Services

Address of Lead Agency: 123 Chalan Kareta Street, Mangilao, Guam 96913-6403

Name and Title of the Lead Agency's Chief Executive Officer: James W. Gillan, Director

Phone Number: 671-735-7102

Fax Number: 671-734-5910

E-Mail Address: james.gillan@dphss.guam.gov

Web Address for Lead Agency (if any): <http://dphss.guam.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:

Name of CCDF Administrator: Linda Ann T. Susuico

Title of CCDF Administrator: Chief Human Services Administrator

Address of CCDF Administrator: 123 Chalan Kareta rte 10, Mangilao, Guam 96913-6403

Phone Number: 671-735-7274

Fax Number: 671-734-7015

E-Mail Address: linda.susuico@dphss.guam.gov

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

Phone Number for CCDF program information

(for the public) (if any): 671-735-4520

Web Address for CCDF program

(for the public) (if any): <http://dphss.guam.gov>

Web Address for CCDF program policy manual

(if any): <http://dphss.guam.gov>

Web Address for CCDF program administrative rules

(if any): <http://dphss.guam.gov>

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

Name of CCDF Co-Administrator: Elsa S. Perez

Title of CCDF Co-Administrator: Bureau of Economic Security (BES)

Address of CCDF Co-Administrator: 123 Chalan Kareta Street Mangilao, Guam 96913-6403

Phone Number: 671-735-7329

Fax Number: 671-734-3364

E-Mail Address: elsa.perez@dphss.guam.gov

Description of the role of the Co-Administrator:

Oversees and manages the Public Assistance Programs to include Temporary Assistance to Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP), Medicaid (MAP), Medically Indigent Program (MIP) and the Child Care Development Fund (CCDF) Program.

1.2 Estimated Funding

1.2.1 What is your expected level of funding for the first year of the FY 2012 - FY 2013 plan period?

The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period from October 1, 2011 through September 30, 2012. (§98.13(a)).

FY 2012 Federal CCDF allocation (Discretionary, Mandatory and Matching): \$ 4,190,681

Federal TANF Transfer to CCDF: \$ 0

Direct Federal TANF Spending on Child Care: \$ 0

State CCDF Maintenance-of-Effort Funds: \$ 0

State Matching Funds: \$ 0

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

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

Territories not required to meet CCDF Matching and MOE requirements should mark

N/A here

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

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

If checked, identify source of funds:

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

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 2012. In as much detail possible, list the activities that will be funded, the estimated amount of CCDF quality funds that will be used for each activity, and how these activities relate to the Lead Agency's overall goal of improving the quality of child care for low-income children.

Activity	Estimated Amount of CCDF Quality Funds (indicate if targeted funds will be used)	Purpose	Projected Impact and Anticipated Results
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<p>1) Implementation of Guam's QRIS</p> <p>2)Provisions of College Courses</p> <p>3)Training in Developmentally Appropriate Practices.</p> <p>4)Implementation of ECE Coaching.</p> <p>5)Literacy Training and Activities</p> <p>6) Guam ECE Website</p> <p>7) Certificate in Early Childhood Education</p> <p>8)Community First Aid & Safety Cardiopulmonary Resuscitation (CPR)</p>	<p>1) \$100K, Yes targeted funds will be used</p> <p>2)\$75K, Yes targeted funds will be used.</p> <p>3)\$90K, Yes targeted funds will be used.</p> <p>4)\$50K, Yes targeted funds will be used.</p> <p>5)\$40K, Yes targeted funds will be used.</p> <p>6)\$10k, Yes Targeted Funds will be used.</p> <p>7)\$250K, targeted Funds will be used.</p> <p>8)\$8,000K, Targeted Funds will be used.</p>	<p>1)This activity includes training to caregivers and other stakeholders on the pathways to quality, including learning environment, curriculum, family engagement, staff qualifications and professional development, curriculum, and administration.</p> <p>2)This activity will provide beginning college courses that lead to a Certificate in Early Childhood Education.</p> <p>3) This activity will provide training that promotes the development of skills in all domain of development. This includes the training of instructors in research-based practices to provide appropriate and progressive methods and strategies.</p> <p>4)This activity provides coaching to caregivers by trained ECE professionals.</p> <p>5)This activity supports the establishment of literacy centers at the daycare centers.</p> <p>6) This activity supports the continuation of an early childhood website targeting caregivers and families.</p> <p>7)This activity builds capacity of those trained specifically in early childhood education at the college level. The Certificate in ECE is a 33-credit program, includes early childhood courses, English and math development courses as needed. This activity will provide all the necessary supports for successful completion, including paying tuition, fees, and textbooks.</p> <p>8) This activity funds training in Community First Aid/CPR for in-home providers.</p>	<p>1)The plan will include technical assistance at the center sites to improve quality.</p> <p>2) Certificate in Early Childhood Education.</p> <p>3)Training will be consisted with Guam's Early Learning Guidelines and will be aligned with best practices as outlined by the National Association for the Education of Young Children.</p> <p>4)Establishment of a Coaching Program.</p> <p>5) Provisional training on Literacy will be conducted.</p> <p>6)Increased Access to various resources on early childhood education.</p> <p>7)Increased capacity building and a certificate in Early Childhood Education.</p> <p>8)Anticipated result would be that all in-home providers will have received First Aid/CPR training.</p>
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1.2.4 Will the Lead Agency distribute quality funds to counties or local entities?

- No, the Lead Agency will manage all quality funds directly
- Yes, the Lead Agency will manage some quality funds directly and distribute a portion to local entities. Estimated amount or percentage to be distributed to localities

Yes, all quality funds will be distributed to local entities

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.

Describe:

The Management Analyst ensures internal controls utilized are monthly data reports from Tribal Tracker Program, monthly reviews of expenditures, and reviews of vendor contracts reports for service activities.

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

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

(http://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2010). The description of monitoring may include, but is not limited to, a discussion of written agreements, fiscal management, review of policies and procedures to ensure compliance with CCDF regulations, monitoring/auditing contractors or grantees to ensure that eligible children are served and eligibility documentation is verified, and establishing performance indicators or measures related to improper payments.

Describe:

For the sub-recipient vendor contracted to provide professional development and quality activities and Resource and Referral for After School Care Program and to child care providers. Program personnel monitor activities and review monthly summary reports, and randomly review cases to determine issuance of eligibility.

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

Type of Activity	Identify Program Violations	Identify Administrative Error
Share/match data from other programs (e.g. TANF, Child and Adult Care Food Program (CACFP), Food and Nutrition Service (FNS), Medicaid))	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>
Conduct quality control or quality assurance reviews	<input type="checkbox"/>	<input 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"/>		
<table border="1"> <tr> <td>Other. Describe</td> </tr> <tr> <td> <p>Supervisory Staff Reviews - are conducted randomly on active cases to prevent or reduce the number of agency-caused errors or client-caused errors. All elements affecting the eligibility decision are reviewed. The supervisor shall review all relevant forms, all documents required from the client and provided by the client, and the documentation as they appear in the case file.</p> <p>Program Management Unit - reviews attendance/billing record for accuracy of payments.</p> <p>Program Management Unit - conducts unannounced site visit to both center and family settings for inspections.</p> <p>Program Management Unit - Provide trainings to staffs on a quarterly basis to update staffs on any changes in the program policies or audit findings.</p> </td> </tr> </table>	Other. Describe	<p>Supervisory Staff Reviews - are conducted randomly on active cases to prevent or reduce the number of agency-caused errors or client-caused errors. All elements affecting the eligibility decision are reviewed. The supervisor shall review all relevant forms, all documents required from the client and provided by the client, and the documentation as they appear in the case file.</p> <p>Program Management Unit - reviews attendance/billing record for accuracy of payments.</p> <p>Program Management Unit - conducts unannounced site visit to both center and family settings for inspections.</p> <p>Program Management Unit - Provide trainings to staffs on a quarterly basis to update staffs on any changes in the program policies or audit findings.</p>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Describe				
<p>Supervisory Staff Reviews - are conducted randomly on active cases to prevent or reduce the number of agency-caused errors or client-caused errors. All elements affecting the eligibility decision are reviewed. The supervisor shall review all relevant forms, all documents required from the client and provided by the client, and the documentation as they appear in the case file.</p> <p>Program Management Unit - reviews attendance/billing record for accuracy of payments.</p> <p>Program Management Unit - conducts unannounced site visit to both center and family settings for inspections.</p> <p>Program Management Unit - Provide trainings to staffs on a quarterly basis to update staffs on any changes in the program policies or audit findings.</p>				
None	<input type="checkbox"/>	<input type="checkbox"/>		

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

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

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

Strategy	UPV	IPV and/or Fraud	Administrative Error
<p>Require recovery after a minimum dollar amount in improper payment. Identify the minimum dollar amount: \$ 25</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Coordinate with and refer to other State/Territory agency (e.g. State/Territory collection agency, law enforcement). Describe:</p> <p>Guam has a payment plan schedule for IPV/and or fraud, Guam will work with the Office of the Attorney General on possible prosecution.</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Recover through repayment plans</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Reduce payments in the subsequent months</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Recover through State/Territory tax intercepts</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Recover through other means. Describe:</p> <p>Current administrative rules require the department to collect any type of overpayment. Collection of overpayments are accomplished through an agreement with the family/providers for either a repayment plan or offsetting their child care payments for subsequent months.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Establish a unit to investigate and collect improper payments. Describe composition of unit:			
The Bureau of Management Support under the Division of Public Welfare currently exists. There is on-going discussion regarding the collection of overpayments under the CCDF Program.	<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:

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

- None
- Disqualify client.

If checked, please describe, including a description of the appeal process for clients who are disqualified

The Division of Public Welfare currently implements a tiered disqualification procedure. For example the TANF Program applies the following sanctions for; First offense: 3 months, Second Offense 6 months, and third offense is permanent disqualification from receiving TANF cash assistance and other support services provided by the JOBS program. Should a client disagree with the action of the worker, the client has the right to request for a fair hearing with 10 calendar days from the date of the notice of the adverse action issued to the client. The Notice of Adverse Action indicates the violation or non-compliance with program requirements. The client is required to complete the request for fair hearing form (WPS 2006-01). The form is then forwarded to the Fair Hearing Coordinator who schedules the client for an Agency Conference to attempt to resolve the issues with the assigned worker who applied the disqualification. If there is no resolution, then the client is scheduled for a Fair Hearing in which the Fair Hearing Officer hears testimony and collects supporting documents for each claim in order for him/her to recommend to the DPHSS Director a decision regarding the disqualification. Should the client disagree with the final decision; they have the right to appeal their case by seeking legal services.

Referrals for investigation will be made if staff suspects the individual or entity of falsifying information during the application or proposal process and/or during interview. The Agency shall be responsible for investigating any cases of alleged Intentional Program Violation (IPV), and ensuring that appropriate cases are referred through Administrative Disqualification Hearing or referral to a court of appropriate jurisdiction.

Other types of disqualifications are also implemented under other public assistance programs. An Intentional Program Violation (IPV) consist of having made a false or misleading statement, misrepresentation or concealed facts, etc. The first offense is one year, second offense is two years, and third offense is permanent disqualification. In addition, anyone misrepresenting his/her identity or residence in order to receive benefits will be disqualified for ten (10) Years.

Although, the CCDF Program does not currently implement a disqualification procedure, the program is drafting disqualification procedures for parent/providers receiving CCDF assistance.

Disqualify provider.

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

Prosecute criminally

Other.

Describe.

Criminal prosecution may be an option depending the extent of the fraud and if there is adequate evidence to prove that the fraud was intentional.

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

Activities identified in ACF-402	Cause/Type of Error (if known)	Actions Taken or Planned	Completion Date (Actual or planned) (if known)
NA	NA	NA	NA

1.4 Consultation in the Development of the CCDF Plan

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

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

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

Agency/Entity	Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
<input checked="" type="checkbox"/> Representatives of general purpose local government (required) 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.	The Lead Agency held informational sessions and provided opportunities for in-house and outside entities to provide input in developing the CCDF Plan. Within DPHSS, input from the licensing division and environmental health divisions was obtained. In addition, representatives from the University of Guam CEDDARS program and the Guam Community College Early Childhood Education Program provided input into the development of this plan.
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.	
<input checked="" type="checkbox"/> State/Territory agency responsible for public education This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.	Input from the Guam Head Start Program (Guam Department of Education) and the Department of Youth Affairs was also obtained in development of the CCDF Plan.
<input checked="" type="checkbox"/> State/Territory agency responsible for programs for children with special needs This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs	Guam Early Intervention provided packets and handouts for (birth to 3 years) and Early Childhood Special Education (3-5 years) programs.
<input checked="" type="checkbox"/> State/Territory agency responsible for licensing (if separate from the Lead Agency)	Division of Public Welfare, Bureau of Social Services Administration and Division of Environmental Health regulates and provides inspection of child care centers/facilities and license-exempt providers (i.e. In-Home Providers).
<input type="checkbox"/> State/Territory agency with the Head Start Collaboration grant	

<input type="checkbox"/> Statewide Advisory Council authorized by the Head Start Act	
<input type="checkbox"/> Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services	
<input type="checkbox"/> State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)	
<input type="checkbox"/> State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant	
<input checked="" type="checkbox"/> State/Territory agency responsible for public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health)	Partnership with Bureau of Professional Support Services (BPSS) include support for programs that impact children's health and well-being. They provide outreach services for children birth to 19 years old for the CCDF Program.
<input type="checkbox"/> State/Territory agency responsible for child welfare	Division of Public Welfare, Bureau of Social Services Administration (BOSSA) provides updated informations to the CCDF program relating to child care initiatives.
<input type="checkbox"/> State/Territory liaison for military child care programs or other military child care representatives	
<input checked="" type="checkbox"/> State/Territory agency responsible for employment services/workforce development	The GEPT/JOBS program is within the division with CCDF program. It's a continual coordination of policies that affect low-income families. The sections coordinates with the CCDF program ensuring the clientele needs are met within the programs.
<input checked="" type="checkbox"/> State/Territory agency responsible for Temporary Assistance for Needy Families (TANF)	TANF is in the same division with the CCDF program. It's a continual coordination of policies that affect low-income families. The sections coordinates with the CCDF program ensuring the clientele needs are met within the programs.
<input type="checkbox"/>	Indian Tribes/Tribal Organizations <input type="checkbox"/> N/A: No such entities exist within the boundaries of the State

<input 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	
<input checked="" type="checkbox"/>	Provider groups, associations or labor organizations	Child care providers are an integral part of the CCDF program. Providers, both individually, and as part of a larger organized group of the Child Care Development Association, were given opportunities to provide input. Input from this group is continually received to determine improvements to the CCDF program quality improvement activities.
<input type="checkbox"/>	Parent groups or organizations	
<input type="checkbox"/>	Local community organizations (child care resource and referral, Red Cross)	
<input type="checkbox"/>	Other	

1.4.2. Describe the Statewide/Territory-wide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan. (658D(b)(1)(C), §§98.14(C)). At a minimum, the description should include:

a) Date(s) of notice of public hearing: 05/02/2011

Reminder - Must be at least 20 days prior to the date of the public hearing.

b) How was the public notified about the public hearing? DPHSS Website and Newspaperc)

Date(s) of public hearing(s): 05/27/2011

Reminder - Must be no earlier than 9 months before effective date of Plan (October 1, 2011).

d) Hearing site(s) Ricardo J. Bordallo, Governor's Office Complex

e) How was the content of the Plan made available to the public in advance of the public hearing(s)? hard copies available upon request at CCDF Program Office

f) How will the information provided by the public be taken into consideration in the provision of child care services under this Plan? Comments made by the public relative to service delivery will be reviewed and considered. Minor amendments may be immediately completed, hence other substantive amendments to the plan may need further review and approval depending of funds availability.

1.4.3. Describe any strategies used by the Lead Agency to increase public consultation on the Plan or access to the public hearing. For example, translating the public hearing notice into multiple languages, using a variety of sites or technology (e.g.,

video) for the public hearing, holding the hearing at times to accommodate parent and provider work schedules.

1.4.3. Describe:

The CCDF program provided press releases and advertisements on the opportunities to provide input into the development of the CCDF program. In addition, input was also solicited at a child care providers group meeting at the legislature.

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))

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

Agency/Entity (check all that apply)	Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe the goals or results you are expecting from the coordination Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.
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<input checked="" type="checkbox"/>	<p>Representatives of general purpose local government (required)</p> <p>This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.</p>	<p>The department has continuous quarterly meetings with the Guam Early Learning Council to exchange information about resources available.</p>	<p>These discussions will lead to maximization of resources and to eliminate duplicate quality services to the same constituents'.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for public education (required)</p> <p>This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.</p>	<p>The department coordinates with DYA and GDOE on school readiness efforts.</p>	<p>The expectation is that through coordinated efforts we can increase the number of children who are ready for school.</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 (required)</p>	<p>The department coordinates with the Guam Early Learning Council, Department of Youth Affairs, Guam Head start. They organize meetings to improve school readiness children by improving the quality care of care provided to children or by increasing the access to high quality early learning opportunities.</p>	<p>The Guam Early Learning Council strives to improve the school readiness of young children, increase parents awareness of high quality settings, and increase access to high quality early learning opportunities.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for public health (required)</p> <p>This may include, but is not limited to, the agency responsible for immunizations and programs that promote children's emotional and mental health</p>	<p>The department coordinates with the Guam Early Learning Council. They organize meetings to improve children's health and overall well-being.</p>	<p>The Guam Early Learning Council strives to improve the school readiness of young children, increase parents awareness to improve and support children's health, safety and well-being.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for employment services / workforce development (required)</p>	<p>It's a continuation of coordinated policies and assistance for low-income families and intended to reduce the barriers of working families or those seeking employment or finding and maintaining employment in order to achieve self-sufficiency. Currently, The JOBS/GETP Program under the department provides child care assistance for those receiving TANF and/or SNAP benefits.</p>	<p>The expectation is to increase public awareness of other alternatives for child care assistance.</p>

<input checked="" type="checkbox"/>	State/Territory agency responsible for providing Temporary Assistance for Needy Families (TANF) (required)	The coordination will help to streamline child care resources so that families utilize other sources of funding that is available to them. For example, those receiving TANF assistance will be referred to the JOBS program for child care assistance.	Maximum the various resources for child care assistance available to families who are working, in training, job searching, and under Public Assistance.
<input type="checkbox"/>	Indian Tribes/Tribal Organizations (required) <input checked="" type="checkbox"/> N/A: No such entities exist within the boundaries of the State		

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 responsible for licensing (if separate from the Lead Agency)	The department Licensure Section provide listing and payment rates of license child care centers that are available to the public.	Provides information to families and/or the public of the various child care centers available to include capacity, age of children, and cost/fees.
<input type="checkbox"/>	State/Territory agency with the Head Start Collaboration grant		
<input checked="" type="checkbox"/>	Statewide Advisory Council authorized by the Head Start Act	The department participates in the Guam Early Learning Council meetings and shares information of resources.	It is the expectation that through such collaboration and information sharing, it will help to improve the delivery of child care services.
<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: 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 department and the GDOE support their program for Early Intervention for infants and toddlers.</p>	<p>The department coordinates with the health division in support to families with their child needs.</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 department assists foster parents in providing trainings that are available to child care providers.</p>	<p>Allowing foster parents to participate in the same training resources as child care providers</p>

<input type="checkbox"/>	State/Territory liaison for military child care programs or other military child care representatives		
<input 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		
<input type="checkbox"/>	Local community organizations (child care resource and referral, Red Cross)		
<input checked="" type="checkbox"/>	Provider groups, associations or labor organizations	The department collaborates with providers and organizations to inform them of program changes	The collaboration has been useful in drafting policy to determine the possible effects of the proposed changes, and implementation strategies.
<input type="checkbox"/>	Parent groups or organizations		
<input type="checkbox"/>	Other		

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

Yes. If yes,

a)

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

Guam Early Learning Council

b)

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

Ages 0 - 8.

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:

No

1.5.3. Does the State/Territory have a designated entity(ies) responsible for coordination across early childhood and school-age programs? (658D(b)(1)(D), §98.14(a)(1)) Check which entity(ies), if any, the State/Territory has chosen to designate.

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

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

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

Guam Early Learning Council was established in April 2008 through Executive Order 2008-03 which addresses the Improvint Head Start for School Readiness Act of 2007. The membership includes stakeholders across all early childhood programs and services which includes parents, early childhood public, private, non-profit, and policy makers. In 2011, The Early Learning Council became Public Law31-62. The intent of the law was to establish the GELC to enhance, improve, support and strengthen coordination and collaboration of agencies and organizations serving young children, birth to eight and their families. The CCDF Program is a committee under the GELC and participates in its monthly meetings.

Local Coordination/Council

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

Other

Describe

None

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

Yes .

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

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-XX) located on the Office of Child Care website at:

http://www.acf.hhs.gov/programs/ccb/law/state_topic_emergency.htm

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

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

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

Other.
Describe:

The program will create a working group of child care providers (center-based and in-home) to draft an emergency preparedness and response plan.

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

- Planning for continuation of services to CCDF families
- Coordination with other State/Territory agencies and key partners
- Emergency preparedness regulatory requirements for child care providers
- Provision of temporary child care services after a disaster
- 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.

Eligibility rules and policies (e.g., income limits) are set by the:

- State/Territory
- Local entity.

If checked, provide the name(s) of the local entity:

- Other.
- Describe:

Sliding fee scale is set by the:

- State/Territory
- Local entity.

If checked, provide the name(s) of the local entity:

- Other.
- Describe:

Payment rates are set by the:

- State/Territory
- Local entity.

If checked, provide the name(s) of the local entity:

Other.
Describe:

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

Implementation of CCDF Services/Activities
Who determines eligibility?
Note: If different for families receiving TANF benefits and families not receiving TANF benefits, please describe:
Eligible families receiving TANF benefits are determined by the JOBS Program Social Workers. Whereas, eligibility for non-TANF families are determined by the Bureau of Economic Security (BES) Eligibility Specialists (ES).

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 assists parents in locating child care (consumer education)?

Agency (Check all that apply)

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

Describe:

Department of Labor (DOL) and Agency for Human Resource Development (AHRD).

- 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:

The Department's Supplemental Nutrition Assistance Program (SNAP), formerly known as Food Stamps, Guam Employment & Training Program under the Work Programs Section.

- 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)

The payments are issued to the parent and/or provider requesting for reimbursement. The request for payment is made through a child care certificate signed by the parent and the provider as well as the amount being requested. Upon approval of the request, a direct payment voucher is then routed to Guam's Department of Administration Accounting Section. Depending on the method chosen by the parent and/or provider, payments are distributed through a check or Electronic Funds Transfer (EFT).

Other. List and describe:

2.2. Family Outreach and Application Process

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

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

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

(provide website):

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

Describe:

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

- In person interview or orientation
- By mail
- By Phone/Fax
- Through the Internet

(provide website):

- By Email
- Other.

Describe:

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

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

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

As part of the interview process, the eligibility specialist provide information to each family about choosing the right provider for their child. Packets of information is available to each family that contains information about questions to ask providers. The department is developing a DVD on making informed choices when selecting a daycare center or child care provider.

In addition, parents are highly encouraged to visit the centers to determine which provider best meets

their needs to ensure their children are provided the best quality of care. The program also provides informational brochures to families that provide tips on how to choose the best provider/center for quality of care.

2.2.4. Describe how the Lead Agency will support child care programs to increase the likelihood that CCDF-served children receive higher quality care as defined in your State/Territory.

For example, methods used to promote upward movement in quality rating and improvement system, methods used to encourage high quality programs to participate in the subsidy program such as tiered reimbursement, or incentives used to support high quality programs in rural, suburban, urban, and low-income communities.

The state has contracted Guam Community College to initiate Quality Rating Improvement System (QRIS) through research, input, and feedback from parents, caregivers and public health officials. The QRIS will include defining the pathways to quality learning environment, family engagement, curriculum, administration, and staff qualifications/professional development.

The contract includes training in developmentally appropriate practice your young children into different areas of development, including cognitive, creative language, social, emotional, physical, and self-help. The training includes one-day conferences, and college courses, and other activities.

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

- 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
- Other.

Describe:

- Using a simplified eligibility determination process such as by:
- 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:

- 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:

Other.
Describe:

Other.
Describe:

None

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

Provide CCDF assistance during periods of job search.
Length of time:

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:

SNAP, TANF, PA, Medicaid and MIP.

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

12 months

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

Targeted case management to help families find and keep stable child care arrangements

Using non-CCDF Funds to continue subsidy for families who no longer meet eligibility, such as for children who turn 13 years of age during the middle of a program year

Other.

Describe:

None

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

Application in other languages

Informational materials in non-English languages

Training and technical assistance in non-English languages

Website in non-English languages

Lead Agency accepts applications at local community-based locations

Bilingual caseworkers or translators available

Other.

Describe:

None

(Optional) If the Lead Agency checked any option above related to providing information or services in other non-English languages, please describe the languages offered :

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

- Informational materials in non-English languages
- Training and technical assistance in non-English languages
- CCDF health and safety requirements in non-English languages
- Provider contracts or agreements in non-English languages
- Website in non-English languages
- Bilingual caseworkers or translators available
- Other.

Describe:

- None

(Optional) If the Lead Agency checked any option above related to providing information or services in other non-English languages, please describe the languages offered:

2.2.9. Describe how the Lead Agency documents and verifies applicant information using the table below. (§98.20(a))

Check the strategies that will be implemented by your State/Territory. **Attach** a copy of your parent application for the child care subsidy program(s) as **Attachment 2.2.9** or provide a web address, if available:

The Lead Agency requires documentation of:	Describe how the Lead Agency documents and verifies applicant information:
<input checked="" type="checkbox"/> Applicant identity	Applicant and co-applicant (if any) are required to provide a picture ID (i.e. driver's license, passport, State ID).
<input checked="" type="checkbox"/> Household composition	Household composition is determined by the members listed on the child care application. In addition, the Automated Guam Public Assistance (AGUPA) System is used for those families receiving Public Assistance such as SNAP or TANF.
<input checked="" type="checkbox"/> Applicant's relationship to the child	Birth Certificates or other legal documents provided are used to verify the relationship of the child to the applicant and/or co-applicant.
<input checked="" type="checkbox"/> Child's information for determining eligibility (e.g., identity, age, etc.)	Birth Certificate or other legal documents and current shot/immunization Records (i.e. Passports, Permanent Resident Alien (PRA) Card, AGUPA System for those families receiving Public Assistance).

<input checked="" type="checkbox"/> Work, Job Training or Educational Program	The applicant is required to document by listing the name of Work, Job or Educational Program on the child care application. Applicants are required to provide a school verification of attendance, work verification or employment paystubs as part of the programs eligibility process.
<input checked="" type="checkbox"/> Income	Applicants are required to provide employment verification or paystubs, child support or self-employed tax information (i.e. business license), stipends, school grant statements and other statement from the household regarding income received by the applicant. (i.e. Allowance from parents). In kind services are not considered as a type of income.
<input type="checkbox"/> Other. Describe:	

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

Time limit for making eligibility determinations.

Describe length of time Potential clients are pre-screened to determine eligibility by utilizing a standard telephone script that asks the applicant a series of questions to pre-determine qualification for CCDF assistance. 20-30 minutes is the estimated time to complete the pre-screening process.

Applicant will be advise of pre-approval status.

Track and monitor the eligibility determination process

Other.

Describe

None

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

Yes.

If yes, describe:

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 Public Health and Social Services, Division of Public Welfare, Bureau of Management Support Work Programs Section JOBS Program.

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

- "appropriate child care": child care provided by a caregiver who meets the eligibility criteria for center and family based.
- "reasonable distance": located within 30 minutes of travel from participants home to child care provider to the participants place of employment or work activity.
- "unsuitability of informal child care": friends or family members being considered to provide care who do not meet the criteria for a center based.
- "affordable child care arrangements": arrangements for child care that requires no co-payment or a co-payment not exceeding the child care maximum payment rate.

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:

Parents are informed at time of interview.

2.3. Eligibility Criteria for Child Care

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

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

residing with -

An eligible child is living in a home or family setting with the child's eligible caretaker.

in loco parentis -

In place of the parent: may included, but not limited to a step-parent, guardian or legal guardian.

2.3.2. Eligibility Criteria Based Upon Age

a) The Lead Agency serves children from 0 weeks to under 13 years (maximum age under age 13).

b) Does the Lead Agency allow CCDF-funded child care for children age 13 and above but below age 19 years who are physically and/or mentally incapable of self-care? (658E(c)(3)(B), 658P(3), §98.20(a)(1)(ii))

Yes, and the upper age is under 19 years old
Provide the Lead Agency definition of *physical or mental incapacity* -

A physical or mental impairment resulting in the inability of individuals, under age 19, to care for themselves, as determined by a licensed physician, psychiatrist, or psychologist.

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 under 19 years old
 No.

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

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

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

working-

An individual is engaged in an activity for wages or salary or engaged in an employment training program for a minimum of 32 hours a week is eligible for full-time less than 32 is part-time.

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 -

- Job training Program - An approved work / training program that requires the participant to engage in activities that provide work experience and training to individuals to assist them toward employment and self-sufficiency.
- Educational Program- A curriculum that is established by an institution, agency, or business for the purpose of the development of skills or academic study necessary for an identified occupation.

No.

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

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

Yes.

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

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

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

protective services

Bureau of Social Services Administration (BOSSA) provides to children and their caretakers and sibling who reside together in their family house, and are children who are: a) confirmed to have been abused or neglected, or b) confirmed to have been threatened with abuse or neglect. The assigned social worker must specify the need for child care services in the family's case plan as ordered by the court.

No.

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

Yes,

No.

2.3.5. Income Eligibility Criteria

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

income -

Monies received from wages, salaries, commissions, tips, and other sources.

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

- Adoption subsidies
- Foster care payments
- Alimony received or paid
- Child support received
- Child support paid
- Federal nutrition programs
- Federal 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:

None

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

- Children under age 18
- Children age 18 and over - still attending school
- Teen parents living with parents
- Unrelated members of household
- All members of household except for parents/legal guardians
- Other.

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 2011 poverty guidelines are available at <http://aspe.hhs.gov/poverty/11poverty.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	908	772		Enter (a) and (c) value
2	1226	1042		Enter (a) and (c) value

3	1544	1312		Enter (a) and (c) value
4	1863	1584		Enter (a) and (c) value
5	2181	1854		Enter (a) and (c) value

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.

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				
2				
3				
4				
5				

f) SMI Year and SMI Source There is a current SMI calculated for Guam in the HUDUSER website. In lieu of the 85% SMI, Guam is using 150% of the Federal Poverty Income Guidelines for Contiguous States and the District of Columbia to limit eligibility. The lead agency uses the Department of Health and Human Services, Annual Update of the HHS Poverty Guidelines, Federal Register, Volume 76, No. 13, January 20, 2011, pp3637-3638.

g) These eligibility limits in column (c) became or will become effective on:
October 1, 2011

2.3.6. Eligibility Re-determination

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

most families?

- 6 months
- 12 months
- 24 months
- Other.

Describe:

- Length of eligibility varies by county or other jurisdiction.

Describe:

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

Yes.

No. If no, **check the categories of families for whom authorizations are different and describe the redetermination period for each.**

Families enrolled in Head Start and/or Early Head Start Programs.

Re-determination period:

Families enrolled in pre-kindergarten programs.

Re-determination period:

Families receiving TANF.

Re-determination period:

Families who are very-low income, but not receiving TANF.

Re-determination period:

Other.

Describe:

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

Yes.

If yes, describe:

Clients are informed to submit or bring with them their completed documents required in order to renew their child care assistance. The initial required documents are reduced when renewing their assistance. Employment Verification/checkstubs, child support stubs/statement, school schedule (if applicable) and immunization records are required to be presented during renewal.

No.

2.3.7. Waiting Lists

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

Lead Agency currently does not have a waiting list and:

All eligible families *who apply* will be served under State/Territory eligibility rules

Not all eligible families *who apply* will be served under State/Territory eligibility rules

Lead Agency has an active waiting list for:

Any eligible family who applies when they cannot be served at the time of application

Only certain eligible families.

Describe those families:

Waiting lists are a county/local decision.

Describe:

Other.

Describe:

2.3.8. Appeal Process for Eligibility Determinations

Describe the process for families to appeal eligibility determinations:

Applicant may request an informal administrative review of their eligibility determination, and/ or may request in writing, a formal administrative hearing to be heard by the departments administrative appeals office. If not satisfied with the administrative hearing officer's decision, the applicant can then appeal to a court of law.

2.4. Sliding Fee Scale and Family Contribution

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

2.4.1. Attach a copy of the sliding fee scale as Attachment 2.4.1.

The attached sliding fee scale was or will be effective as of: October 1, 2011

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

- Yes
 No.

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

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

State Median Income,

Year:

Federal Poverty Level,

Year: 2011

Income source and year varies by geographic region.

Describe income source and year:

Other.

Describe income source and year:

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

- Fee as dollar amount and
 Fee is per child with the same fee for each child

- Fee is per child and discounted fee for two or more children
- No additional fee charged after certain number of children
- Fee per family
- 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:

- Other.
- Describe:

Based on the income level of the family, the department will pay only a percentage of the child care cost, up to the maximum rate allotted. The percentage is the same for each child.

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

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

Yes,
and describe those additional factors:

No.

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

Reminder - Lead Agencies are reminded that the co-payments may be waived for only

two circumstances - for families at or below the poverty level or on a case-by-case basis for children falling under the definition of "protective services" (as defined in 2.3.4.a).

ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.

NO families with income at or below the poverty level for a family of the same size ARE required to pay a fee.

The poverty level used by the Lead Agency for a family of 3 is: 1,544

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:

The Lead Agency waives the fee for the following families:

The department subsidizes the cost of care up to the maximum allowable rate for families at or below the poverty level.

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*.

Children with special needs

Provide the Lead Agency definition of *Children with Special Needs*:

Children with Special Needs are defined as:

A child with a history of medical conditions or emotional, physical or mental disabilities, with an Individualized Educational Plan (IEP) or

Individualized Service Plan (IFSP), as determined by a physician or licensed/certified psychologist or at risk of physical/mental/sexual abuse or neglect.

Describe:

Center-Based and Family-Based do not offer services.

Children in families with very low incomes

Provide the Lead Agency definition of *Children in Families with Very Low Incomes*:

Families with gross income at or below the 100% of the poverty level for the 48 Contiguous States and the District of Columbia, which includes recipients under the Public Assistance program (TANF and/or SNAP).

Describe:

How will the Lead Agency prioritize CCDF services for:	Eligibility Priority (Check only one)	Is there a time limit on the eligibility priority or guarantee?	Other Priority Rules
Children with special needs	<input type="checkbox"/> Priority over other CCDF-eligible families <input type="checkbox"/> Same priority as other CCDF-eligible families <input type="checkbox"/> Guaranteed subsidy eligibility <input checked="" type="checkbox"/> Other.	<input type="checkbox"/> Yes. The time limit is: <input type="text"/> <input checked="" type="checkbox"/> No	<input type="checkbox"/> Different eligibility thresholds. Describe: <input type="text"/> <input checked="" type="checkbox"/> Higher rates for providers caring for children with special needs requiring additional care <input type="checkbox"/> Prioritizes quality funds for providers serving these children <input type="checkbox"/> Other. Describe: <input type="text"/>

Children in families with very low incomes	<input type="checkbox"/> Priority over other CCDF-eligible families <input checked="" type="checkbox"/> Same priority as other CCDF-eligible families <input type="checkbox"/> Guaranteed subsidy eligibility <input type="checkbox"/> Other.	<input type="checkbox"/> Yes. The time limit is: <input type="text"/> <input checked="" type="checkbox"/> No	<input type="checkbox"/> Different eligibility thresholds. Describe: <input type="text"/> <input checked="" type="checkbox"/> Waiving co-payments for families with incomes at or below the Federal Poverty Level <input type="checkbox"/> Other. Describe: <input type="text"/>
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2.5.2. How will CCDF funds be used to provide child care assistance to meet the needs of families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF? (658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4)) **Reminder - CCDF requires that not less than 70 percent of CCDF Mandatory and Matching funds be used to provide child care assistance for families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF.**

- Use priority rules to meet the needs of TANF families (describe in 2.5.1 or 2.5.3.)
 - Waive fees (co-payments) for some or all TANF families who are below poverty level
 - Coordinate with other entities (i.e. TANF office, other State/Territory agencies, and contractors)
 - Other.
- 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.**

Term(s) - Definition(s)

Describe:

None

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

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

2.6.1. Child Care Certificates

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

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

Describe:

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

- Certificate form provides information about choice of providers
- Certificate is not linked to a specific provider so parents can choose provider of choice
- Consumer education materials (flyers, forms, brochures)
- Referral to child care resource and referral agencies
- Verbal communication at the time of application
- Public Services Announcement
- Agency

Website:

- Community outreach meetings, workshops, other in person activities
- Multiple points of communication throughout the eligibility and renew process
- Other.

Describe:

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

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

Describe:

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

80%

2.6.2. Child Care Services Available through Grants or Contracts

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

Yes.

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

The Child Care Development Fund program contracts the Department of Youth Affairs to service school age children.

No.

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

- Increase the supply of specific types of care
- Programs to serve children with special needs
- Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs
- Programs to serve infant/toddler
- School-age programs
- Center-based providers

- Family child care providers
- Group-home providers
- Programs that serve specific geographic areas
- Urban
- Rural
- Other.

Describe:

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

Specify:

Other.

Describe:

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

Yes.

No,

and **identify** the localities (political subdivisions) and services that are not offered:

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

Through negotiation of services and rates.

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

15 %

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

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

Describe:

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

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

Describe:

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)

All complaints are registered, and a written report is completed. Information is available at the Bureau of Social Services Administration, Licensure Section that a complaint is on file for a specific provider. If requested, information about the complaint is provided.

2.7. Payment Rates for Child Care Services

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

2.7.1. Provide a copy of your payment rates as Attachment 2.7.1.

The attached payment rates were or will be effective as of: October 1, 2011

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

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

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

- Policy on length of time for making payments.
Describe length of time: The policy length of payment is 30 working days from the date the certificate was submitted for payment.

- Track and monitor the payment process
 Other.
Describe:

- None

2.7.4. Market Rate Survey

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

<http://www.acf.hhs.gov/programs/ccb/law/guidance/current/pi2009-02/pi2009-02.htm> for

more information on the MRS deadline).

a) Provide the month and year when the local Market Rate Survey(s) was completed (§98.43(b)(2)): 04/2011

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

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

Yes

No.

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

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

Note: Identify the percentile where payment rates fall according to the most recent local MRS (identified in 2.7.4a) regardless of whether or not you use the most recent survey to set rates. If the percentile(s) varies across categories of care (e.g., different for centers and family child care homes), regions or ages of children, provide the range of the highest and lowest percentile in relation to the most recent survey.

The current payment rates are at the 75th percentile of the current market survey.

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

Differential rate for nontraditional hours.

Describe:

N/A

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

Describe:

A child with a history of medical conditions or emotional, physical or mental disabilities as determined by a physician or licensed/certified psychologist or at risk of physical/mental/sexual abuse or neglect.

Differential rate for infants and toddlers.

Describe:

N/A.

Differential rate for school-age programs.

Describe:

N/A

Differential rate for higher quality as defined by the State/Territory.

Describe:

N/A

Other differential rate.

Describe:

N/A

None.

2.7.8. Will the Lead Agency allow providers to charge parents any additional fees?

Check the policies, if any, the Lead Agency has chosen to establish regarding additional fees.

Providers are allowed to charge the difference between the maximum reimbursement rate and their private pay rate

Providers are allowed to charge registration fees

Providers are allowed to charge for transportation fees

Providers are allowed to charge for meals.

Providers are allowed to charge additional incidental fees such as field trips or supplies

Policies vary across region, counties and or geographic areas.

Describe:

No, providers may not charge parents any additional fees

Other.
Describe:

None

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

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

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

The department allows families to choose any type of care that is appropriate for their child as long as the provider is licensed, or legally exempt and meets criminal history and background check requirements.

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

Payment rates are currently 75th percentile of the current MRS. This allows all families to access all care types.

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

The co-payment structure is based on the principle that as families get more income they will be able to afford to pay more of the cost of the care so that once they no longer meet the income eligibility requirements the impact will be less felt by the family.

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

None

2.7.10 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 the administration of the CCDF subsidy program in the coming Biennium? For example, what progress does the State/Territory expect to make on continuing improved services to parents and providers, continuity of care for children, improving outreach to parents and providers, building or expanding information technology systems, or revising rate setting policies or practices):

The department will improve services to parents and providers, continuity of care for children, improve outreach to parents and providers, build or expand information technology systems and revise program policies or practice.

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. Second, Each Lead Agency shall certify that there are in effect, within the State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers of services for which assistance is provided under CCDF.

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

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

Lead Agencies shall certify that they have in effect licensing requirements applicable to

child care services provided within the area served by the Lead Agency (§98.40(a)(1)). These licensing requirements need not be applied to specific types of providers of child care services (658(E)(c)(2)(E)(i). Lead Agencies must describe those licensing requirements and how they are effectively enforced.

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

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

Yes.

No.

Please identify the 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. At a minimum, describe whether the State/Territory's licensing requirements serve as the CCDF health and safety requirements.

The Department of Public Health and Social Services, Bureau of Social Services Administration (BOSSA) division is the designated licensing agency for child care centers. Centers licensed through BOSSA indicates the centers have met the licensing requirements that include health and safety. Therefore, the licensed center becomes an approved provider for CCDF families. The CCDF provides health and safety requirements for license-exempt providers.

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

CCDF Category of Care	CCDF Definition (§98.2)	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?

<p>Center-Based Child Care</p>	<p>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.</p>	<p>Describe which types of center-based settings are exempt from licensing in your State/Territory.</p> <p>For example, some jurisdictions exempt school-based centers, centers operated by religious organizations, summer camps, or Head Start programs</p> <p>Guam exempts the following from licensing requirements: Guam Department of Education (including their after school programs, Department of Youth Affairs, and summer camp programs operated by an educational institution, village Mayors' offices, or non-profit/community based organizations.</p>
<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 are exempt from licensing:</p> <p>All group homes are required to be licensed.</p>
<p>Family Child Care</p>	<p>Family child care provider is defined as one individual who provides child care services for fewer than 24 hours per day per child, as the sole caregiver, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)'s work. Reminder - Do not check if family child care home providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.</p>	<p>Describe which types of family child care home providers are exempt from licensing:</p> <p>The law exempts family child care providers who care for children related to themselves by blood, marriage, or adoption and children who are unrelated up to 6.</p>

In-Home Care	In-home child care provider is defined as an individual who provides child care services in the child's own home. Reminder - Do not respond if in-home child care providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.	Describe which types of in-home child care providers are exempt from licensing: All In-Home Providers are exempt from licensing requirements. However, they are still required to obtain a Police and Court Clearance, Health Certificate, and Sanitary Permit.
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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/> to verify the accuracy of your licensing regulations and provide any updates to the National Resource Center. **Check this box to indicate that the licensing requirements were submitted and verified at NRCKid's:**

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

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

Indicator	Center-Based Child Care	Group Home Child Care	Family Child Care	In-Home Care
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<p>Do the licensing requirements include child:staff ratios and group sizes? If yes, specify age group, where appropriate:</p>	<p><input checked="" type="checkbox"/> Child:staff ratio requirement: 0-12 months=4:1, 13 months-2 years=7:1, 25 months-3 years=10:1, 37 months-4 years=15:1, 4 years & up=20:1</p> <p><input type="checkbox"/> Group size requirement:</p> <p><input type="checkbox"/> No requirements.</p>	<p><input checked="" type="checkbox"/> Child:staff ratio requirement: 0-12 months=4:1, 13 months-2 years=7:1, 25 months-3 years=10:1, 37 months-4 years=15:1, 4 years & up=20:1</p> <p><input type="checkbox"/> Group size requirement:</p> <p><input type="checkbox"/> No requirements.</p>	<p><input type="checkbox"/> Child:staff ratio requirement:</p> <p><input type="checkbox"/> Group size requirement:</p> <p><input checked="" type="checkbox"/> No requirements.</p>	<p><input type="checkbox"/> Child:staff ratio requirement:</p> <p><input type="checkbox"/> Group size requirement:</p> <p><input checked="" type="checkbox"/> No requirements.</p>
<p>Do the licensing requirements identify specific experience and educational credentials for child care directors?</p>	<p><input checked="" type="checkbox"/> High school/GED</p> <p><input type="checkbox"/> Child Development Associate (CDA)</p> <p><input type="checkbox"/> State/ Territory Credential</p> <p><input type="checkbox"/> Associate's degree</p> <p><input type="checkbox"/> Bachelor's degree</p> <p><input type="checkbox"/> No credential required for licensing</p> <p><input type="checkbox"/> Other:</p>	<p><input checked="" type="checkbox"/> High school/GED</p> <p><input type="checkbox"/> Child Development Associate (CDA)</p> <p><input type="checkbox"/> State/ Territory Credential</p> <p><input type="checkbox"/> Associate's degree</p> <p><input type="checkbox"/> Bachelor's degree</p> <p><input type="checkbox"/> No credential required for licensing</p> <p><input type="checkbox"/> Other:</p>	<p><input type="checkbox"/> High school/GED</p> <p><input type="checkbox"/> Child Development Associate (CDA)</p> <p><input type="checkbox"/> State/ Territory Credential</p> <p><input type="checkbox"/> Associate's degree</p> <p><input type="checkbox"/> Bachelor's degree</p> <p><input checked="" type="checkbox"/> No credential required for licensing</p> <p><input type="checkbox"/> Other:</p>	<p><input type="checkbox"/> High school/GED</p> <p><input type="checkbox"/> Child Development Associate (CDA)</p> <p><input type="checkbox"/> State/ Territory Credential</p> <p><input type="checkbox"/> Associate's degree</p> <p><input type="checkbox"/> Bachelor's degree</p> <p><input checked="" type="checkbox"/> No credential required for licensing</p> <p><input type="checkbox"/> Other:</p>

Do the licensing requirements identify specific experience and educational credentials for child care teachers?	<input checked="" type="checkbox"/> High school/GED	<input checked="" 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"/> State/ Territory Credential			
	<input type="checkbox"/> Associate's degree			
	<input type="checkbox"/> Bachelor's degree			
	<input type="checkbox"/> No credential required for licensing	<input type="checkbox"/> 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"/> 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 checked="" type="checkbox"/> Other:			
	15 hours of professional development			

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

Yes.

Describe: The implementation of the new child care rules and regulations will commence in January 2012.

No.

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

Each Lead Agency shall certify that there are in effect, within the State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers of services for which assistance is provided under CCDF. Such requirements shall include the prevention and control of infectious diseases (including immunization), building and physical premises safety, and minimum health and safety training appropriate to the provider setting. These health and safety requirements apply to all providers caring for children receiving CCDF services and which also may be covered by the licensing requirements. (658E(c)(2)(F), §98.41)

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

For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.				
The Lead Agency requires:	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input checked="" type="checkbox"/> Physical exam or health statement for providers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Physical exam or health statement for children	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<input checked="" type="checkbox"/> Tuberculosis check for providers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Tuberculosis check for children	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Provider immunizations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Diapering policy and procedures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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))

The Lead Agency requires:	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input checked="" type="checkbox"/> Fire inspection	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Safe sleep policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Tobacco exposure reduction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Transportation policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Providers to submit a self-certification or complete health and safety checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/>				
Other. Describe:				

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

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
Child Care Centers	CPR (Child Care Centers)	At least two staff involved in providing direct care and education of children shall complete and maintain certification requirements in pediatric first aid and safety and management of blocked airway and rescue breathing, including cardio pulmonary resuscitation(CPR). At least one certified staff shall be on the premises at all times children are in their care.	Child Care Directors/Assistant Directors are required to ensure that the required health and safety permits and training are updated annually.

	First Aid (Child Care Centers)	At least two staff involved in providing direct care and education of children shall complete and maintain certification requirements in pediatric first aid and safety and management of blocked airway and rescue breathing, including cardio pulmonary resuscitation(CPR). At least one certified staff shall be on the premises at all times children are in their care.	Child Care Directors/Assistant Directors are required to ensure that the required health and safety permits and training are updated annually.
	Training on infectious diseases (Child Care Centers)	Training is required which may include training in this area, but this topic is not required.	Training is required which may include training in this area, but this topic is not required.
	SIDS prevention (i.e., safe sleep) (Child Care Centers)	Training is required which may include training in this area, but this topic is not required.	Training is required which may include training in this area, but this topic is not required.
	Medication administration (Child Care Centers)	Training is required which may include training in this area, but this topic is not required.	Training is required which may include training in this area, but this topic is not required.
	Mandatory reporting of suspected abuse or neglect (Child Care Centers)	Training is required which may include training in this area, but this topic is not required.	Training is required which may include training in this area, but this topic is not required.
	Child development (Child Care Centers)	Training is required which may include training in this area, but this topic is not required.	Training is required which may include training in this area, but this topic is not required.
	Supervision of children (Child Care Centers)	Training is required which may include training in this area, but this topic is not required.	Training is required which may include training in this area, but this topic is not required.

	Behavior management (Child Care Centers)	Training is required which may include training in this area, but this topic is not required.	Training is required which may include training in this area, but this topic is not required.
	Nutrition (Child Care Centers)	Training is required which may include training in this area, but this topic is not required.	Training is required which may include training in this area, but this topic is not required.
	Breastfeeding (Child Care Centers)	Training is required which may include training in this area, but this topic is not required.	Training is required which may include training in this area, but this topic is not required.
	Physical activity (Child Care Centers)	Training is required which may include training in this area, but this topic is not required.	Training is required which may include training in this area, but this topic is not required.
	Working with children with special needs or disabilities (Child Care Centers)	Training is required which may include training in this area, but this topic is not required.	Training is required which may include training in this area, but this topic is not required.
	Emergency preparedness and response (Child Care Centers)	Training is required which may include training in this area, but this topic is not required.	Training is required which may include training in this area, but this topic is not required.
	Other. (Child Care Centers) Describe: Training is required which may include training in this area, but this topic is not required.	Training is required which may include training in this area, but this topic is not required.	Training is required which may include training in this area, but this topic is not required.

<p>Group Home Child Care</p>	<p>CPR (Group Home Child Care)</p>	<p>At least two staff involved in providing direct care and education of children shall complete and maintain certification requirements in pediatric first aid, and safety and management of blocked airway and rescue breathing, including cardio pulmonary resuscitation (CPR). At least one certified staff shall be on the premises at all times children are in their care.</p>	<p>Child Care Directors/Assistant Directors are required to ensure that the required health and safety permits and training are updated annually.</p>
	<p>First Aid (Group Home Child Care)</p>	<p>At least two staff involved in providing direct care and education of children shall complete and maintain certification requirements in pediatric first aid, and safety and management of blocked airway and rescue breathing, including cardio pulmonary resuscitation (CPR). At least one certified staff shall be on the premises at all times children are in their care.</p>	<p>Child Care Directors/Assistant Directors are required to ensure that the required health and safety permits and training are updated annually.</p>
	<p>Training on infectious diseases (Group Home Child Care)</p>	<p>Training is required which may include training in this area, but this topic is not required.</p>	<p>Training is required which may include training in this area, but this topic is not required.</p>
	<p>SIDS prevention (i.e., safe sleep) (Group Home Child Care)</p>	<p>Training is required which may include training in this area, but this topic is not required.</p>	<p>Training is required which may include training in this area, but this topic is not required.</p>

	Medication administration (Group Home Child Care)	Training is required which may include training in this area, but this topic is not required.	Training is required which may include training in this area, but this topic is not required.
	Mandatory reporting of suspected abuse or neglect (Group Home Child Care)	Training is required which may include training in this area, but this topic is not required.	Training is required which may include training in this area, but this topic is not required.
	Child development (Group Home Child Care)	Training is required which may include training in this area, but this topic is not required.	Training is required which may include training in this area, but this topic is not required.
	Supervision of children (Group Home Child Care)	Training is required which may include training in this area, but this topic is not required.	Training is required which may include training in this area, but this topic is not required.
	Behavior management (Group Home Child Care)	Training is required which may include training in this area, but this topic is not required.	Training is required which may include training in this area, but this topic is not required.
	Nutrition (Group Home Child Care)	Training is required which may include training in this area, but this topic is not required.	Training is required which may include training in this area, but this topic is not required.
	Breastfeeding (Group Home Child Care)	Training is required which may include training in this area, but this topic is not required.	Training is required which may include training in this area, but this topic is not required.
	Physical activity (Group Home Child Care)	Training is required which may include training in this area, but this topic is not required.	Training is required which may include training in this area, but this topic is not required.
	Working with children with special needs or disabilities (Group Home Child Care)	Training is required which may include training in this area, but this topic is not required.	Training is required which may include training in this area, but this topic is not required.

	Emergency preparedness and response (Group Home Child Care)	Training is required which may include training in this area, but this topic is not required.	Training is required which may include training in this area, but this topic is not required.
	<p>Other. (Group Home Child Care)</p> <p>Describe: Training is required which may include training in this area, but this topic is not required.</p>	Training is required which may include training in this area, but this topic is not required.	Training is required which may include training in this area, but this topic is not required.
Family Child Care Providers	CPR (Family Child Care Providers)	There are no pre-service requirements. However, Family Child Care Providers are required to complete and obtain CPR certification before the end of the parent's (CCDF Applicant/Participant) certification period.	Family Child Care Providers are required to update their CPR certification before its expiration date, as long as they continue to remain an active provider under CCDF.
	First Aid (Family Child Care Providers)	There are no pre-service requirements. However, Family Child Care Providers are required to complete and obtain First Aid certification before the end of the parent's (CCDF Applicant/Participant) certification period.	Family Child Care Providers are required to update their First Aid certification before its expiration date, as long as they continue to remain an active provider under CCDF.

	<p>Training on infectious diseases (Family Child Care Providers)</p>	<p>Providers are required to undergo a complete physical examination, including PPD (tuberculin test used to determine if someone has developed an immune response to the bacterium that causes tuberculosis) testing, to obtain a health certificate and sanitary permit. Training on infectious diseases are conducted during the Health Certificate Workshop, which is a requirement for all family child care providers. Family Providers must complete at least 15 hours of training and technical assistance activities and such training on infection diseases is an allowable activity for the family child care provider to meet the 15 hours requirement.</p>	<p>Family Child Care Providers can avail of any on-going training that relates to infectious diseases in order to meet the 15 hours requirement.</p>
	<p>SIDS prevention (i.e., safe sleep) (Family Child Care Providers)</p>	<p>Family Providers must complete at least 15 hours of training and technical assistance activities which can include training on SIDS prevention, however it is not a pre-service requirement.</p>	<p>Family Child Care Providers can avail of any on-going trainings that relates to SIDS Prevention in order to meet the 15 hours training requirement. However, training on this topic is not a requirement.</p>
	<p>Medication administration (Family Child Care Providers)</p>	<p>There is no pre-service requirement.</p>	<p>No on-going requirement.</p>

	Mandatory reporting of suspected abuse or neglect (Family Child Care Providers)	There is no pre-service requirement. However, mandatory reporting will be one of the topics discussed during a provider orientation.	If there are any changes to mandatory reporting Family Child Care Providers will be notified through a written notice and/or provider orientation.
	Child development (Family Child Care Providers)	No Pre-Service Requirement.	No On-going Requirement.
	Supervision of children (Family Child Care Providers)	A Family Child Care Provider: must be 18 years old and above before providing service as a Family Child Care Provider Supervises a minimum of seven (7) and a maximum of twelve (12) children Supervise children with or without special needs during a portion of a 24-hour day.	A Family Child Care Provider can continue to provide services as long as they meet requirements.
	Behavior management (Family Child Care Providers)	No Pre-Service Requirement.	No On-going Requirement.
	Nutrition (Family Child Care Providers)	No Pre-Service Requirement.	No On-going Requirement.
	Breastfeeding (Family Child Care Providers)	No Pre- Service Requirement.	No On-going Requirement.
	Physical activity (Family Child Care Providers)	No Pre-Service Requirement.	No On-going Requirement.
	Working with children with special needs or disabilities (Family Child Care Providers)	No Pre-Service Requirement.	No On-going Requirement.
	Emergency preparedness and response (Family Child Care Providers)	No Pre-Service Requirement.	No On-going Requirement.
	Other. (Family Child Care Providers)	None	None
	Describe: None		

<p>In-Home Child Care Providers</p>	<p>CPR (In-Home Child Care Providers)</p>	<p>There are no pre-service requirements. However, Family Child Care Providers are required to complete and obtain CPR certification before the end of the parent's (CCDF Applicant/Participant) certification period.</p>	<p>There are on-going requirements. However, Family Child Care Providers are required to complete and obtain CPR certification before the end of the parent's (CCDF Applicant/Participant) certification period.</p>
	<p>First Aid (In-Home Child Care Providers)</p>	<p>There are no pre-service requirements. However, Family Child Care Providers are required to complete and obtain CPR certification before the end of the parent's (CCDF Applicant/Participant) certification period.</p>	<p>There are on-going requirements. However, Family Child Care Providers are required to complete and obtain CPR certification before the end of the parent's (CCDF Applicant/Participant) certification period.</p>
	<p>Training on infectious diseases (In-Home Child Care Providers)</p>	<p>Providers are required to undergo a complete physical examination, including PPD (tuberculin test used to determine if someone has developed an immune response to the bacterium that causes tuberculosis) testing, to obtain a health certificate and sanitary permit. Training regarding infectious diseases is discussed during the Health Certificate workshop required by all individuals needing a Health Certificate.</p>	<p>Providers are required to undergo a complete physical examination, including PPD (tuberculin test used to determine if someone has developed an immune response to the bacterium that causes tuberculosis) testing, to obtain a health certificate and sanitary permit. Training regarding infectious diseases is discussed during the Health Certificate workshop required by all individuals needing a Health Certificate.</p>

	SIDS prevention (i.e., safe sleep) (In-Home Child Care Providers)	No Pre-Service Requirement.	No On-Going Requirement.
	Medication administration (In-Home Child Care Providers)	No Pre-Service Requirement.	No On-Going Requirement.
	Mandatory reporting of suspected abuse or neglect (In-Home Child Care Providers)	No Pre-Service Requirement.	No On-Going Requirement.
	Child development (In-Home Child Care Providers)	No Pre-Service Requirement.	No On-Going Requirement.
	Supervision of children (In-Home Child Care Providers)	No Pre-Service Requirement.	No On-Going Requirement.
	Behavior management (In-Home Child Care Providers)	No Pre-Service Requirement.	No On-Going Requirement.
	Nutrition (In-Home Child Care Providers)	No Pre-Service Requirement.	No On-Going Requirement.
	Breastfeeding (In-Home Child Care Providers)	No Pre-Service Requirement.	No Pre-Service Requirement.
	Physical activity (In-Home Child Care Providers)	No Pre-Service Requirement.	No On-Going Requirement.
	Working with children with special needs or disabilities (In-Home Child Care Providers)	No Pre-Service Requirement.	No On-Going Requirement.
	Emergency preparedness and response (In-Home Child Care Providers)	No Pre-Service Requirement.	No On-Going Requirement.
	Other. (In-Home Child Care Providers)	None	None
	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:

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

None

3.1.3 Enforcement of Licensing Requirements

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

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

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

Yes. If "Yes" please refer to the chart below and check all that apply.

No.

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

<input checked="" type="checkbox"/> In-Home Child Care	<input type="checkbox"/> Once a Year	<input type="checkbox"/> Once a Year
	<input type="checkbox"/> More than Once a Year	<input type="checkbox"/> More than Once a Year
	<input type="checkbox"/> Once Every Two Years	<input type="checkbox"/> Once Every Two Years
	<input checked="" type="checkbox"/> Other.	<input checked="" type="checkbox"/> Other.
	Describe: Quarterly	Describe: Conducted more frequently for complaint investigation

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

Yes. If "Yes" please refer to the chart below and check all that apply.

No.

Licensing Procedures	Describe which procedures are used by the State/Territory for enforcement of the licensing requirements.
The State/Territory requires providers to attend or participate in training relating to opening a child care facility prior to issuing a license.	<input type="checkbox"/> Yes.
	Describe:
	<input checked="" type="checkbox"/> No.
	<input type="checkbox"/> Other.
	Describe:

Licensing staff has procedures in place to address violations found in an inspection.



Providers are required to submit plans to correct violations cited during inspections.



Licensing staff approve the plans of correction submitted by providers.



Licensing staff verify correction of violation.



Licensing staff provide technical assistance regarding how to comply with a regulation.



No procedures in place.



Other.

Describe:

Licensing staff has procedures in place to issue a 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.

<input checked="" type="checkbox"/>	Cease and desist action
<input type="checkbox"/>	Injunction
<input type="checkbox"/>	Emergency or immediate closure not through court action
<input checked="" type="checkbox"/>	Fines
<input type="checkbox"/>	No procedures in place.
<input type="checkbox"/>	Other.
Describe:	

The State/Territory has procedures in place for providers to appeal licensing enforcement actions.

<input checked="" type="checkbox"/>	Yes.
Describe: Adverse actions on a license can be informally appealed through an informal administrative review, or through a formal written request for an administrative hearing.	
<input type="checkbox"/>	No.
<input type="checkbox"/>	Other.
Describe:	

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

Providers who have a suspended or revoked license are considered ineligible providers for the subsidy program during the period of the suspension or revocation.

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

Yes.
If "Yes" please use refer to the chart below to identify who is required to have background checks, what types of checks, and with what frequency. Please **also provide a brief**

overview of the State/Territory's process for conducting background checks for child care. For example, describe what types of violations would make providers ineligible for CCDF, funding for background checks, and the process for providers to appeal background check findings.

The only cost that providers are charged for is Police and Criminal Court Clearance.

Caregivers in center-based programs who are found to have a background that may pose a risk to children are required to be terminated from the program. If the program does not terminate the individual from their program, they may have their license suspended or revoked. The caregiver who is determined to pose a risk to children can appeal the decision through an informal administrative reviews, or through a formal written request for an administrative hearing.

Caregivers who operate a family child care home who are found to pose a risk to children will have their application to operate a licensed family child care home denied. If a household member is found to pose a risk to children, the primary caregiver will have to submit a written statement indicating their plan of action. If they choose to continue to have the individual live in the home, their application to operate a license family child care home will be denied. If they choose to have the household member move out of the home, their written statement would indicate where the individual will move to, and unannounced monitoring visits would be conducted to ensure that the individual no longer lives in the home. The caregiver who is determined to pose a risk to children can appeal the decision through an informal administrative review, or through a formal written request for an administrative hearing.

No.

CCDF Categories of Care	Types of Background Check	Frequency
-------------------------	---------------------------	-----------

<input checked="" type="checkbox"/> Center-Based Child Care Who is subject to background checks for center-based care? For example, director, teaching staff, non-teaching staff, volunteers: The Director, teaching staff and any other staff, including volunteer, who are used to meet the staff-child ratios are required to undergo a police and criminal court clearance check.	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input checked="" type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System <input checked="" type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:
	<input type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:
	<input checked="" type="checkbox"/> Sex Offender Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input checked="" type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:

<input type="checkbox"/> Group Child Care Homes Who is subject to background checks for group homes? For example, provider, non-provider residents of the home:	<input checked="" type="checkbox"/> Child Abuse Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:
	<input type="checkbox"/> State/Territory Criminal Background	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:
	<input type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:

<input type="checkbox"/> Family Child Care Homes Who is subject to background checks for family child care homes? For example, provider, non-provider residents of the home:	<input type="checkbox"/> Child Abuse Registry	<input type="checkbox"/> Initial Entrance into the System
		<input type="checkbox"/> Checks Conducted Annually
		<input type="checkbox"/> Other.
		Describe:
	<input type="checkbox"/> State/Territory Criminal Background	<input type="checkbox"/> Initial Entrance into the System
		<input type="checkbox"/> Checks Conducted Annually
		<input type="checkbox"/> Other.
		Describe:
	<input type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System
		<input type="checkbox"/> Checks Conducted Annually
		<input type="checkbox"/> Other.
		Describe:
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System
		<input type="checkbox"/> Checks Conducted Annually
		<input type="checkbox"/> Other.
		Describe:

<input type="checkbox"/> In-Home Child Care Providers Who is subject to background checks for in-home child care? For example, provider, non-provider residents of the home:	<input type="checkbox"/> Child Abuse Registry	<input type="checkbox"/> Initial Entrance into the System
		<input type="checkbox"/> Checks Conducted Annually
		<input type="checkbox"/> Other.
		Describe:
	<input type="checkbox"/> State/Territory Criminal Background	<input type="checkbox"/> Initial Entrance into the System
		<input type="checkbox"/> Checks Conducted Annually
		<input type="checkbox"/> Other.
		Describe:
	<input type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System
		<input type="checkbox"/> Checks Conducted Annually
		<input type="checkbox"/> Other.
		Describe:
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System
		<input type="checkbox"/> Checks Conducted Annually
		<input type="checkbox"/> Other.
		Describe:

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

N/A

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

Yes.

Describe:

No.

3.1.4 Describe the State/Territory's policies for 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 above for licensed providers, please describe the health and safety enforcement measures in place. Include in this description whether and how the State/Territory uses on-site visits (announced and unannounced) and background checks and any other enforcement policies and practices for the health and safety requirements.

Family and In-Home providers must submit proof of CPR/First Aid, police and criminal court clearances. CCDF staff conduct on-site visits as necessary.

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

Yes.

Describe

N/A

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

Yes.

Describe

N/A

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

N/A

No

Other.

Describe

No

Other.

Describe

3.1.6 Data & Performance Measures on Licensing and Health and Safety

Compliance - What data elements, if any, does the State/Territory currently have access to related to licensing compliance? What, if any, performance measures does the Lead Agency use for ensuring health and safety? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked 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 and 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):

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?

None

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.

None

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. 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 of 3.1. 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?)

The goal of the Department of Public Health and Social Services is to educate and implement licensing rules and regulations consistent with the recent passage of the new licensing law.

3.2 Establishing Voluntary Early Learning Guidelines (Component #2)

For purposes of this section, voluntary early learning guidelines include the expectations for what children should know (content) and be able to do (skills). The term *early learning guidelines* (ELGs) refers to age-appropriate developmental learning guidelines for infants and toddlers and school-age children. These guidelines are voluntary in that States/Territory are not mandated to develop such guidelines or implement them in a specified manner.

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

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

If yes, insert web addresses, where possible:

Which State/Territory agency is the lead for the early learning guidelines?

Department of Public Health and Social Services

3.2.2 Do the early learning guidelines cover a range of domains across physical, cognitive, and social and emotional development? Check all that apply for each age group as applicable in the chart below. Because States vary in their domain names and which domains to include, we have used the domains identified in the Head Start Child Development and Early Learning Framework for reference purposes.

Domains	Birth-to-Three ELGs	Three-to-Five ELGs	Five and Older ELGs
Physical development and health	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List any domains not covered in the above: N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Describe: N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

- To define the content of training required to meet licensing requirements
- To define the content of training required for program quality improvement standards (e.g., QRIS standards)
- To define the content of training required for the career lattice or professional credential
- To require programs in licensing standards to develop curriculum/learning activities based on the voluntary ELGs
- To require programs in quality improvement standards to develop curriculum/learning activities based on the voluntary ELGs

- To develop State-/Territory -approved curricula
- Other.

List:

N/A

- None.

3.2.5 Are voluntary early learning guidelines aligned with into other parts of the child care system? Check the standards, if any, with which the State/Territory aligns its early learning guidelines.

- Cross-walked to align with Head Start Outcomes Framework
- Cross-walked to align with K-12 content standards
- Cross-walked to align with State/Territory pre-k standards
- Cross-walked with accreditation standards
- Other.

List:

N/A

- 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 at kindergarten entry to inform policymakers about the school readiness of children across the State on a broad range of domains, used to guide program initiatives (this corresponds to 3.2.6b).

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

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

- Yes.

Describe:

N/A

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

- Yes.

Describe:

N/A

No

Other.
Describe:

N/A

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

Yes.

Describe:

N/A

No

Other.
Describe:

N/A

No

Other.
Describe:

N/A

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

Yes.

Describe:

N/A

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

Yes.

Describe:

N/A

No

Other.
Describe:

N/A

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

All children.

Describe:

N/A

Samples of children.

Describe:

N/A

Other.

Describe:

N/A

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

Yes.

Describe:

N/A

No

Other.

Describe:

N/A

No

Other.

Describe:

N/A

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

Yes.

Describe:

N/A

No

Not applicable. State does not have an SLDS.

3.2.7 Data & Performance Measures on Voluntary Early Learning Guidelines (Click for additional instructions)

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):

N/A

Number/percentage of child care providers trained on ELG's for infants and toddlers.

Describe (optional):

N/A

Number of programs using ELG's in planning for their work.

Describe (optional):

N/A

Number of parents trained on or served in family support programs that use ELG's.

Describe (optional):

N/A

Other.

Describe:

N/A

None.

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

N/A

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.

N/A

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?

The Department of Public Health and Social Services, CCDF program will ensure that professional development activities are aligned with early learning guidelines, and are clearly stated in the activities and reports. In addition, data will be collected on the dissemination and training on the early learning guidelines.

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

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.

The Guam Community College has been awarded a contract to begin research and planning of program quality improvement activities.

3.3.1 Element 1 - Program Standards

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

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

- Ratios and group size
- Health, nutrition and safety
- Learning environment and curriculum
- Staff/Provider qualifications and professional development
- Teacher/providers-child relationships
- Teacher/provider instructional practices
- Family partnerships and family strengthening
- Community relationships
- Administration and management
- Developmental screenings
- Child assessment for the purposes of individualizing instruction and/or targeting program improvement
- Cultural competence

Other.

Describe:

None. If checked, **skip to 3.3.2.**

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

Children with special needs as defined by your State/Territory

Infants and toddlers

School-age children

Children who are dual language learners

None

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

Licensing is a pre-requisite for participation

Licensing is the first tier of the quality levels

State/Territory license is a "rated" license.

Other.

Describe:

Not linked.

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

Programs that meet State/Territory pre-k standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between pre-k and the quality improvement system)

Programs that meet Federal Head Start Performance Standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between Head Start and the quality improvement system)

Programs that meet national accreditation standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or an alternative pathway to meeting the standards)

Other.

Describe:

None.

3.3.2 Element 2 - Supports to Programs to Improve Quality

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

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

None. **skip to 3.3.3.**

Types and Purposes of Support	Information or Written Materials	Training	On-Site Consultation
<input type="checkbox"/> Attaining and maintaining licensing compliance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Attaining and maintaining quality improvement standards beyond licensing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Attaining and maintaining accreditation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Providing targeted technical assistance in specialized content areas:			
Health and safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Infant/toddler care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-age care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching dual language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Business management practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Describe:	<input type="checkbox"/>	<input 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:

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

- Yes.

Describe:

- No

- Other.

Describe:

3.3.3 Element 3 - Financial Incentives and Supports

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

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

- None. **skip to 3.3.4.**

Types of Financial Incentives and Supports for Programs	Child Care Centers	Child Care Homes	License-Exempt Providers
<input type="checkbox"/> Grants to programs to meet or maintain licensing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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 type="checkbox"/> On-going, periodic grants or stipends tied to maintaining quality	<input type="checkbox"/>	<input 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"/>
<input type="checkbox"/> Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.3.4 - Element 4 - Quality Assurance and Monitoring

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

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

None. skip to 3.3.5.

Types of Program Quality Assessment Tools	Child Care Centers	Child Care Homes	License-Exempt Providers
<input type="checkbox"/> Environment Rating Scales (e.g., ECERS, ITERS, SACERS, FDCRS) Describe, including frequency of assessments. <input type="text"/>	<input type="checkbox"/> Infant/Toddler <input type="checkbox"/> Preschool <input type="checkbox"/> School-Age	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Classroom Assessment Scoring System (CLASS) Describe, including frequency of assessments. <input type="text"/>	<input type="checkbox"/>	N/A	<input type="checkbox"/>
<input 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. <input type="text"/>	<input type="checkbox"/>	<input 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. <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe: <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

- Have a mechanism to track different quality assessments/monitoring activities to avoid duplication
- Include QRIS or other quality reviews as part of licensing enforcement
- Have compliance monitoring in one sector (e.g., Head Start/Early Head Start,

State/Territory pre-k) serve as validation for compliance with quality improvement system (e.g., QRIS) without further review

Have monitoring for meeting accreditation standards serve as validation for compliance with quality improvement system (e.g., QRIS) without further review

Other.

Describe:

None.

3.3.5 - Element 5 - Outreach and Consumer Education

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

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

Yes. If yes, how is it used?

Resource and referral/consumer education services use with parents seeking care

Parents enrolling in child care subsidy are educated about the system and the quality level of the provider that they are selecting

Searchable database on the web

Voluntarily, visibly posted in programs

Mandatory to post visibly in programs

Used in marketing and public awareness campaigns

Other.

Describe:

No. If no, **skip to 3.3.6.**

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

Print

Radio

Television

Web

Telephone

Social Marketing

Other.

Describe:

None.

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

3.3.6. Quality Rating and Improvement System (QRIS)

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

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

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

Child care centers

Group child care homes

Family child care homes

In-home child care

License exempt providers

Early Head Start programs

Head Start programs

Pre-kindergarten programs

School-age programs

Other.

Describe:

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

please describe:

No quality improvement strategies for targeted groups.

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

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:

N/A

Number of programs that move program quality levels annually (up or down).

Describe:

N/A



Program scores on program assessment instruments.

List instruments:

N/A

Describe:

N/A



Classroom scores on program assessment instruments.

List instruments:

N/A

Describe:

N/A



Qualifications for teachers or caregivers within each program.

Describe:

N/A



Number/Percentage of children receiving CCDF assistance in licensed care.

Describe:



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:



Other.

Describe:



None.

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

None

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.

None

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?

The Department of Public Health and Social Services has contracted the Guam Community College to begin research, planning, and development of a program quality improvement system, with input from stakeholders.

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

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.

The Professional Development subcommittee under the Guam Early Learning Council.

3.4.1 Workforce Element 1 - Core Knowledge and Competencies

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

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

Yes

No, the State/Territory has not developed core knowledge and competencies. **Skip to question 3.4.2.**

Other.
Describe:

N/A

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:

N/A

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:

Guam's plan for Professional Development has not been officially adopted. However, the plan defines the content of training to meet licensing requirements and corresponds to the early learning guidelines.

None.

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

- Cross-walked with the Child Development Associate (CDA) competencies
- Cross-walked with national teacher preparation standards (e.g., NAEYC standards for early childhood professional preparation, National Board of Professional Teaching Standards, Head Start SOLAR staff skills indicators)
- Cross-walked with apprenticeship competencies
- Other.

Describe:

N/A

- 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:

N/A

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

Describe:

N/A

- Administrators in centers (including educational coordinators, directors).

Describe:

N/A

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

Describe:

N/A

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

Describe:

N/A

Other.
Describe:

N/A

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:

N/A

None.

3.4.2 Workforce Element 2 - Career Pathways

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

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

Yes.

Describe:

Guam's Plan for Professional Development has not been officially adopted, but does contain a career pathway that defines the sequence of qualifications related to professional development.

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

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:

Qualifications for staff (including aides, teachers, etc.) and directors are articulated in the draft professional development documnt.

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

Describe:

N/A

Administrators in centers (including educational coordinators, directors).

Describe:

N/A

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

Describe:

N/A

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

Describe:

N/A

Other.

Describe:

N/A

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:

N/A

- 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:

N/A

- None.

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

- Yes.

If yes, describe:

A subcommittee has been formed to verify placement into the career pathway.

- 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.

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:

Guam has two institutes of higher education, Guam Community College and the University of Guam, which are both centrally located in the village of Mangilao. Both institutes have early childhood and education degree programs at different levels.

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:

Much of the training and technical assistance programs is conducted by the Guam Community College and the University of Guam, which are both centrally located in the village of Mangilao. Both institutes have conducted training and technical assistance at different levels.

No.

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

Standards set by the institution

Standards set by the State/Territory higher education board

Standards set by program accreditors

Other.

Describe:

The Guam Community College and the University of Guam are nationally accredited through WASC. Both institutions have standards set by their respective institutions.

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:

N/A

Trainer approval process.

Describe:

N/A

Training and/or technical assistance evaluations.

Describe:

N/A

Other.

Describe:

N/A

None.

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

Yes.

If yes, describe:

Many courses articulate between the Guam Community College and the University of Guam, as well as other regional and national institutions off-island.

No.

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

Yes.

If yes, describe:

At Guam Community College, students with experience and training in the field may challenge entry-level courses in early childhood education for credit (credit-by-exam or similar test-out procedure).

No.

3.4.4 Workforce Element 4 - Access to Professional Development

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

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

- Yes. If yes, for which sectors?
- Child care
- Head Start/Early Head Start
- Pre-Kindergarten
- Public schools
- Early intervention/special education
- Other.

Describe:

N/A

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:

The Guam Early Learning Council and Guam Commission for Educator Certification. The Guam Community College and the University of Guam also have information available on their respective websites and in printed materials.

No.

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

Scholarships.

Describe:

Numerous private scholarships are available. The Government of Guam also provides the teacher scholarships under the Yamashita Educator Corps for those pursuing a bachelor's degree.

Free training and education.

Describe:

None

Reimbursement for training and education expenses.

Describe:

None

Grants.

Describe:

Eligible students can access federal financial aid (FAFSA).

Loans.

Describe:

Both federal and local student loans are available for those pursuing degrees at the Guam Community College and the University of Guam.

Loan forgiveness programs.
Describe:

None

Substitute pools.
Describe:

None

Release time.
Describe:

None

Other.
Describe:

None

None.

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

Yes.

If yes, describe:

Guam Community College and University of Guam provide academic advising to prospective and current students.

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:

Available as needed.

No.

3.4.5 Workforce Element 5 - Compensation, Benefits and Workforce

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

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

Yes.

If yes, describe:

The Guam Department of Education has a wage scale for public teachers.

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:

N/A

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:

N/A

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:

Teachers and aides working in the Guam Department of Education are provided opportunities for health insurance and retirement benefits.

No.

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

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

Data on the size of the child care workforce.

Describe (optional):

N/A

Data on the demographic characteristics of practitioners or providers working directly with children.

Describe (optional):

N/A

Records of individual teachers or caregivers and their qualifications.

Describe (optional):

N/A

Retention rates.

Describe (optional):

N/A

Records of individual professional development specialists and their qualifications.
Describe (optional):

N/A

Qualifications of teachers or caregivers linked to the programs in which they teach.
Describe (optional):

N/A

Number of scholarships awarded .
Describe (optional):

N/A

Number of individuals receiving bonuses or other financial rewards or incentives.
Describe (optional):

N/A

Number of credentials and degrees conferred annually.
Describe (optional):

N/A

Data on T/TA completion or attrition rates.
Describe (optional):

N/A

Data on degree completion or attrition rates.
Describe (optional):

N/A

Other.
Describe:

N/A

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:

N/A

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

Describe:

N/A

Administrators in centers (including educational coordinators, directors).

Describe:

N/A

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

Describe:

N/A

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

Describe:

N/A

Other.
Describe:

N/A

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?

N/A

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.

N/A

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. 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 3.4. 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?

State goals for the next biennium includes the implementation of a professional development plan that is consistent with the new rules and regulations. In addition, another goal is the developing, evaluation,

and implementation of a Quality Rating Improvement System and to align training more closely with Guam's Early Learning Guidelines.

ATTACHMENT 2.7.1

**MAXIMUM CHILD CARE PAYMENT RATES
FOR CHILD CARE DEVELOPMENT FUND (CCDF)
EFFECTIVE OCTOBER 1, 2011**

Age Group	Hourly Rate	Daily Rate	Weekly Rate	Part-time Rate	Full-Time Rate
<p>The following Maximum Payment Rates are uniformly applied to all types of providers: <u>Licensed, Center Based Care</u> <u>Licensed, Family/Group Care</u> <u>Licensed-Exempt, Family Day Care (Relative/Non-Relative)</u> <u>Licensed-Exempt, In-Home Care (Relative/Non-Relative)</u></p>					
0-1	\$10.00	\$50.00	\$ 125.00	\$400.00	\$525.00
2-5	\$10.00	\$50.00	\$ 125.00	\$375.00	\$470.00
6-12	\$10.00	\$50.00	\$ 130.00	\$400.00	\$425.00
Child w/ Special Needs	\$10.00	\$40.00	\$ 145.00	\$400.00	\$500.00

MARKET RATE SURVEY

Child Care Payment Rates

Instruction: This form is use to update records on current child care rates assessed by providers in order to determine the maximum payments to be made available to Child Care Development Funds (CCDF) participants.

Name of Day Care: _____

Contact Phone & Fax Numbers: _____

Type of Care:

- Licensed, Center Care
 Licensed, Family Day Care
 Licensed Group Day Care
 Licensed-Exempt, Family Day Care (Relative)
 Licensed-Exempt, Family Day Care (Non-Relative)
 Licensed-Exempt, In-Home Care (Relative)
 Licensed-Exempt, In home Care (Non-Relative)

Number of Children Cared for: _____

Age Group	Hourly Rate	Daily Rate	Weekly Rate	Part-time Rate (4-5 Hrs) Monthly	Full-time Rate (6 or More Hrs) Monthly
0 - 1 yr					
2 - 5 yrs					
6 - 12 yrs					
Special Needs Child(ren)					

Comments: _____

Print Name of Preparer: _____

Signature of Preparer: _____	Date: _____
-------------------------------------	--------------------

Please Return Survey Form By April 22, 2011

Guam Child Care Market Rates – April 2011

Federal regulations 45CFR Parts 98.43 (b)(2) and 98.16 require Guam's Department of Public Health and Social Services (DPHSS) complete a biennial child care market rate study as part of Guam's state plan for expenditure of federal Child Care Development Fund (CCDF) monies.

Information about current child care rates is used to determine subsidy payment rates which ensure equal access to child care. This would equate to access to child care which is comparable to child care received by and paid for by families who are ineligible for subsidies. This update examines current market rate conditions for child care in Guam as of April 2011.

METHODOLOGY

DPHSS, Division of Public Welfare, Bureau of Economic Security, Program Management Unit provides surveys to child care providers in Guam. The survey process includes follow-up contact with providers who have not completed the survey by the deadline date.

SURVEY PARTICIPATION

There were a total of 48 licenses center-based and 34 family-based setting that are active status child care providers in our child care program. Of these, only 25 providers completed the survey process resulting in a response of 30%. The response rate above reflects survey participation as of April 2011.

DATA ELEMENTS

Type of Care

Providers with the following type of care were included in care rate analysis: Licensed, Center-Care, Group Day Care, and License Exempt Family Care- Relative and Non-Relative.

Age Group

Hourly Rate, Daily Rate, Weekly Rate, Part-Time and Full-Time (monthly) rates were associated with the following ranges: a) 0-1 yr b) 2-5 yrs c) 6-12 yrs d) Special Needs Children

The attached tables report child care market rate data by type of care groupings described above. Listed are figures for the number of providers, number of rates associated with these providers and summary statistical rate information: mean, median, minimum rate, maximum rate and 75% quantile. It is suggested by CCDF that as a benchmark, rates established at least 75th percentile would be regarded as providing equal access.

WEIGHTING OF DATA

Full-Time monthly rates were weighted by total desired capacity of each provider. The desired capacity rather than licensed capacity was used because individual providers do not always chose to enroll the maximum number of children they are licensed to serve.

SUMMARY FINDINGS

This update examined current child care market rate in Guam. Monthly rate data was analyzed from a total of 82 child care providers. This data was obtained through survey administered by Department of Public Health and Social Services, Division of Public Welfare, Bureau of Economic Security as of April 2011.

Results showed that child care market rates are higher for younger children at center-based care.