

Child Care and Development Fund (CCDF) Plan  
For

Arkansas  
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: [Arkansas Department of Human Services](#)

Address of Lead Agency: [PO Box 1437, Slot S260 Little Rock AR 72203](#)

Name and Title of the Lead Agency's Chief Executive Officer: [John Selig, Department Director](#)

Phone Number: [501-682-8650](#)

Fax Number: [501-682-6836](#)

E-Mail Address: [john.selig@arkansas.gov](mailto:john.selig@arkansas.gov)

Web Address for Lead Agency (if any): <http://humanservices.arkansas.gov/dccece/Pages/default.aspx>

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

**a) Contact Information for CCDF Administrator:**

Name of CCDF Administrator: [Tonya Russell](#)

Title of CCDF Administrator: [Director](#)

Address of CCDF Administrator: [PO Box 1437, Slot S140 Little Rock, AR 72203](#)

Phone Number: [501-682-4895](#)

Fax Number: [501-683-0971](#)

E-Mail Address: [tonya.russell@arkansas.gov](mailto:tonya.russell@arkansas.gov)

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

Phone Number for CCDF program information

(for the public) (if any): [1-800-322-8176](tel:1-800-322-8176)

Web Address for CCDF program

(for the public) (if any): [www.arkansas.gov/childcare/familysupport](http://www.arkansas.gov/childcare/familysupport)

Web Address for CCDF program policy manual

(if any): [http://humanservices.arkansas.gov/dccece/dccece\\_documents/supportpolicy.pdf](http://humanservices.arkansas.gov/dccece/dccece_documents/supportpolicy.pdf)

Web Address for CCDF program administrative rules

(if any): <http://humanservices.arkansas.gov/dccece/Pages/ChildCareAssistance.aspx>

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

Name of CCDF Co-Administrator: [Ivory Daniels](#)

Title of CCDF Co-Administrator: [Associate Director](#)

Address of CCDF Co-Administrator: [PO Box 1437, Slot S145 Little Rock, AR 72203](#)

Phone Number: [501-682-8763](tel:501-682-8763)

Fax Number: [501-683-0034](tel:501-683-0034)

E-Mail Address: [ivory.daniels@arkansas.gov](mailto:ivory.daniels@arkansas.gov)

Description of the role of the Co-Administrator:

[Administrator of CCDF programs](#)

## **1.2 Estimated Funding**

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

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

FY 2012 Federal CCDF allocation (Discretionary, Mandatory and Matching): \$ [47,854,145](#)

Federal TANF Transfer to CCDF: \$ [0](#)

Direct Federal TANF Spending on Child Care: \$ [0](#)

State CCDF Maintenance-of-Effort Funds: \$ [1,883,543](#)

State Matching Funds: \$ [4,378,455](#)

**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:

[State General Revenue](#)

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%): **30%**

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

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

• [Local School Districts](#)

- [Regional Educational Service Cooperatives](#)
- [Head Start Grantees](#)
- [Community-Based and Faith-Based Non-Profit Organizations](#)
- [Universities](#)
- [Housing Authorities](#)
- [Community Development Corporations](#)
- [Hospitals](#)
- [Economic Opportunity Corporations](#)

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

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

State expenditures for Pre-K programs to meet the CCDF Maintenance of Effort (MOE) requirements.

If checked,

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

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

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

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

- [Local School Districts](#)
- [Regional Educational Service Cooperatives](#)
- [Head Start Grantees](#)

- [Community-Based and Faith-Based Non-Profit Organizations](#)
- [Universities](#)
- [Housing Authorities](#)
- [Community Development Corporations](#)
- [Hospitals](#)
- [Economic Opportunity Corporations](#)

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

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:

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

**1.2.3 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

I. School Age	I. School Age - \$220,289 4% - \$349,462.63	I. SCHOOL AGE a. School Age Conference, b. School Age Essentials/Specialist on line/Credentials c. Youth Development Institute/Series of 16 online courses leading to certification d. AOSN Youth Policy Summit e. Out of School Network	I. Trainings offered for the opportunity to learn more about school age children and their care. This helps out of school time providers acquire the tools and techniques for developing an age-appropriate class. I.g. Technical assistance to school-age programs that are involved with QRIS by connecting programs with resources
II. YPQA (Youth Program Quality Intervention)	II. 4% - \$279,810.63 III. 4% - \$213,468.26	II. YPQA (Youth Program Quality Intervention) a. 10 training modules related to youth development basics b. Youth Worker Orientation Certificate c. Ask-Listen and Encourage d. External Assessor Refresher e. Planning with Data	II. To train programs to focus on and improve the quality of out of school time programs. All data that is collected is used to help programs develop program improvement plans.
III. Director's Orientation	IV. 4% - \$277,128 Quality Earmark - \$116,559.42	III. DIRECTOR'S ORIENTATION a. Program Practices b. People & Public Relations c. Policies & Procedures	III. A three day session to prepare new directors of child care programs, also appropriate for seasoned directors as a refresher course. This deals with management, administration, quality programming and communication with staff, children and parents.
IV. ACPAC (Arkansas Children's Program Administrator Certificate)	V. Quality Earmark - \$128,000 VI. 4% - \$288,411.56	IV. ACPAC a. 60/90 certificate or credential with topics pertaining to Administration, Management and building Partnerships	IV. 60 hour course with topics that include effective organization management, supervision, staffing, legal/financial management, family & community relations, and program development issues.
V. Childhood Services (CHS) Direct	VII. Quality Earmark - \$425,000 VIII. 4% - \$53,939.79	V. CHS Direct a. Staff Retention b. New Employee Orientation c. Planning for Effective Interviews d. Arkansas Children's Week	V. Training on how to keep staff satisfied, training on employees duties in a child care setting, on how to select the best employee, and workshops on the Children's Week Topics.
VI. Governor's Work Life Initiative	IX. Infant/Toddler - \$315,000 X. Infant/Toddler - \$200,050.64 4% - \$95,352.80	VI. Governor's Work Life Initiative	VI. Activities that create a positive venue for DHS to share information with business leaders throughout the state to insure there is a relationship and collaboration with the community in order to promote quality child care
VII. Child Development	XI. 4% - \$71,500 XII. Quality Earmark - \$177,152.23	VII. Child Development a. Child Development: The Basics b. Growing in Emotional, Social, and Moral Competence c. Developing Curriculum that Supports Child Development d. Creating Child Friendly Environments	VII. A variety of trainings for all child care programs to teach providers and staff the best way to achieve the
VIII. Making First Experiences Count/Disaster Preparedness	XIII. Quality Earmark - \$27,000 XIV. 4% - \$27,471.74 Quality Earmark - \$37,528.26		
IX. Infant/Toddler	XV. 4% - \$410,880.85 XVI. 4% - \$18,000 Infant/Toddler - \$22,000		
X. Infant/ Toddler Frameworks	XVII. Quality Earmark - \$30,000 XVIII. Quality Earmark - \$42,707		
XI. Family child Care	XIX. 4% - 62,085 XX. Quality Earmark - \$68,000		
XII. Mentor Endorsement/Leadership	XXI. 4% - 810,192.88 XXII. Infant/Toddler - \$201,148.39 4% - \$49,705.44 Quality Earmark - \$289,089.17		
XIII. Quality	XXIII. Quality Earmark - \$125,000		
XIV. Nutrition & Physical Activity Self Assessment for Child Care (NAP SACC)			
XV. Coaching			
XVI. Ages and Stages			
XVII. Stages Social Emotional			
XVIII. Specialist Certificate			
XIX.			

Early Care and Education Direct	XXIV. 4% - \$85,000	e. Planning a Mind-Engaging Day for Preschool Children	greatest amount of child development in their program.
XX. Early Childhood Conference	XXV. 4% - \$142,000	f. Facilitating Development & Learning: The Role of Adults in Preschool	VIII. Available to child care providers to keep children safe and their businesses open during and after disasters.
XXI. Better Beginnings	XXVI. Quality Earmark - \$125,000	g. Learning to Talk-Talking to Learn	IX. Trainings for providers and parents to apply the knowledge gained in planning activities for infants and toddlers. It also seeks to improve health, developmental support, nutrition, physical activities and increase capacity of infant/toddler quality child care
XXII. Resource & Referral Programs	XXVII. Quality Earmark - \$10,419.92 Infant/Toddler - \$24,580.08	h. Learning to Observe Child Behaviors	X. A 45 hour course providing an introduction to the Arkansas Early Childhood Education Framework, curriculum Development, developing topics of study, planning activities, engaging families, involving communities, assessment and evaluation and portfolio development
XXIII. Pre-licensing training/consulting	XXVIII. Quality Earmark - \$120,000	i. Physical Health, Safety, Fitness and Well-Being	XI. 8-Hour mandated course for licensed family child care providers within first 6 months of operation. Business Management (record keeping, tax, management skills.
XXIV. Emergency Preparedness/Disaster Preparedness	XXIX. 4% - \$50,000	j. Young Child's Unique Way of Thinking & Learning	XII. A 45-hour course prepares mentors to work with early care professionals in a variety of settings.
XXV. Al's Caring Pals		VIII. Making First Experiences Count/ Disaster Preparedness	XIII. To create goals, development of materials, training and technical assistance to providers to help them reach quality rating.
XXVI. Pre-K Social Emotional		IX. Infant/Toddler	XIV. Training to assist providers in improving nutrition and physical activity environments including information on preventing obesity in preschool children.
XXVII. Medication Administration		a. From the Ground Up: Planning Safe and Healthy Space for I/T	XV. Intensive coaching to programs serving high-risk children in order to consistently maintain minimum licensing requirements and to move toward participation in the Better Beginnings Quality
XXVIII. Child Care Orientation Training		b. Friend or Foe, Building Relationships that support Development of Infant & Toddlers	
XXIX. Arkansas Fit Kids		c. The Right Stuff: Developing Quality Experiences for I/T	
		d. Beginning from the Beginning: Why Caring for I/T is Different From Caring for Older Children	
		X. Infant/Toddler Frameworks	
		a. Framework Basis Infant Toddler	
		b. Infant Toddler Frameworks Wrapping Up Quality	
		c. Infant/Toddler Grants	
		d. Infant Toddler Health Initiative	
		XI. Family Child Care	
		a. Family Child Care Modules 1,2,3,4,5	
		b. Statewide Family Child Care Conference	
		c. Business Management	
		d. Family Child Care Newsletter	
		XII. Mentor Endorsement/Leadership	
		a. Foundations of Leadership	
		b. Quality Initiative Seminar	
		c. Credential Checkpoint	

		<p>d. Communicating and Celebrating</p> <p>e. Leadership Credential</p> <p>f. Essentials of Mentoring and Coaching</p> <p>XIII. Quality Initiative Roundtable Seminars</p> <p>XIV. NAP SACC</p> <p>XV. Coaching</p> <p>XVI. Ages and Stages</p> <p>XVII. Ages and Stages Social Emotional</p> <p>XVIII. Specialist Certificate</p> <p>XIX. Early Care and Education Direct</p> <p>XX. Early Childhood Conference</p> <p>XXI. Better Beginnings</p> <p>a. Getting Ready for QRIS</p> <p>b. Program Administration Scale Reviews</p> <p>c. Business Administration Scale Reviews</p> <p>d. Develop Program Improvement Plan</p> <p>e. Technical Assistance to Facilities working Toward Better Beginnings</p> <p>f. Environment Rating Scale Indicators</p> <p>g. Digging Into Documentation Retreat for Administrators</p> <p>h. PAS and BAS Basics Training</p> <p>i. Framework Basics Preschool Training</p> <p>j. Developmentally Appropriate Physical Activities/Nutrition Training</p> <p>XXII. Resource &amp; Referral Programs</p> <p>XXIII. Pre-licensing training/consulting</p> <p>XXIV. Emergency Preparedness/Disaster Preparedness</p> <p>XXV. AI's Caring Pals</p> <p>XXVI. Pre-K Social</p>	<p>Improvement System.</p> <p>XVI. Training Providers to work with parents in order to discover any developmental delays a child may have.</p> <p>XVII. Training Providers to work with parents in order to discover any social emotional delays a child may have.</p> <p>XVIII. 60 hours for the specific professional development needs of differing age groups: infant/toddler, preschool, school-age, or family child care.</p> <p>XIX. An online training designed as pre-employment training in Health, nutrition, safety, learning environment, language and literacy, curriculum development and teacher resources</p> <p>XX. A variety of trainings for early childhood providers</p> <p>XXI. Training for administrators and staff on topics related to Better Beginnings, technical assistance to facilities working toward quality, conduct program reviews for Better Beginnings applicants.</p>
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		Emotional XXVII. Medication Administration XXVIII. Child Care Orientation Training XXIX. Arkansas Fit Kids	
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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 Division has established and maintains internal controls designed to reasonably ensure compliance with Federal laws, regulations, and program compliance requirements. The objectives of internal control pertaining to the compliance requirements for Federal programs are as follows:

- a. Transactions are properly recorded and accounted for to:
  - Permit the preparation of reliable financial statements and Federal reports;
  - Maintain accountability over assets; and

- Demonstrate compliance with laws, regulations, and other compliance requirements;
  - b. Transactions are executed in compliance with:
- Laws, regulations, and the provisions of contracts or grant agreements that could have a direct and material effect on a Federal program; and
- Any other laws and regulations that are identified in the compliance supplements; and
  - c. Funds, property, and other assets are safeguarded against loss from unauthorized use or disposition.

The Division’s control environment sets the tone of the organization, influencing the control consciousness of its people. It is the foundation for all other components of internal control, providing discipline and structure. The Division identifies and analyzes risks relevant to achievement of its objectives, forming a basis for determining how the risks should be managed. Control activities have been developed in order to help ensure that management’s directives are carried out. Accounting systems identify, capture and exchange information in a form and time frame allowing for the proper identification and segregation of federal and non-federal transactions, as well as a proper allocation of transactions applicable to both. Monitoring activities continually assess the quality of internal control policies over time.

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

**Definition:** A sub-recipient (including a sub-contractor and or sub-grantee) is a non-Federal entity that expends Federal awards (contract or grant) received from another entity to carry out a Federal program, but does not include a vendor nor does it include an individual who is a beneficiary of such a program. OMB Circular A-133 Section 210 provides additional information on the characteristics of a **sub-recipient and vendor** ([http://www.whitehouse.gov/omb/circulars/a133\\_compliance\\_supplement\\_2010](http://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2010)). The description of monitoring may include, but is not limited to, a discussion of written agreements, fiscal management, review of policies and procedures to ensure compliance with CCDF regulations, monitoring/auditing contractors or grantees to ensure that eligible children are served and eligibility documentation is verified, and establishing performance indicators or measures related to improper payments.

Describe:

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

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

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

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

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

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

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

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

1. Child Care Eligibility System: The Child Care Eligibility System (called KIDCare – Keying in Day Care Accurately, Reliably, and Efficiently) is used to administer the Child Care Assistance Program in

Arkansas.

2. Special Nutrition Program (SNP) System: This system is used by the division to administer the U.S. Department of Agriculture’s food programs encompassing the Child and Adult Care Food Program (CACFP); the Summer Food Service Program (SFSP); the National School Lunch Program (NSLP); and the Special Milk Program in Arkansas.

3. Child Outcome Planning and Assessment (COPA) System: COPA is used by DHS for oversight and monitoring of the Arkansas Better Chance (ABC) Program, the state-funded public pre K program.

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

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

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

Strategy	UPV	IPV and/or Fraud	Administrative Error
Require recovery after a minimum dollar amount in improper payment. Identify the minimum dollar amount: \$ 20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Coordinate with and refer to other State/Territory agency (e.g. State/Territory collection agency, law enforcement). Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recover through repayment plans	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Reduce payments in the subsequent months	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recover through State/Territory tax intercepts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Recover through other means. Describe:			
The Department pursues collection of improper payments through state tax intercept and Circuit Court.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Establish a unit to investigate and collect improper payments. Describe composition of unit:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The Compliance Unit			
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:**

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

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

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

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

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

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

- None
- Disqualify client.

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

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

- Disqualify provider.

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

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

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

- Prosecute criminally
  - Other.
- Describe.

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

**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)

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

<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	Lead Agency issued on-line survey to representatives of programs serving under Part C and part B, early intervention programs and other programs serving children with special needs to obtain guidance and consultation in development of the CCDF State Plan.
<input checked="" type="checkbox"/> State/Territory agency responsible for licensing (if separate from the Lead Agency)	Agency responsible for licensing is Lead Agency.
<input checked="" type="checkbox"/> State/Territory agency with the Head Start Collaboration grant	Agency with Head Start Collaboration grant is Lead Agency.
<input checked="" type="checkbox"/> Statewide Advisory Council authorized by the Head Start Act	Lead Agency issued on-line survey to representatives of the AR Early Childhood Commission/State wide Advisory County/Partnership Council to obtain guidance and consultation in development of the CCDF State Plan.
<input checked="" type="checkbox"/> Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services	Lead Agency issued on-line survey to representatives of programs providing early childhood and school-age/youth development services to obtain guidance and consultation in development of the CCDF State Plan.
<input checked="" type="checkbox"/> State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)	Agency responsible for CACFP programs is Lead Agency.
<input checked="" type="checkbox"/> State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant	Lead Agency issued on-line survey to representatives of AR Department of Health responsible for the Maternal and Early Childhood Home Visitation Programs grant to obtain guidance and consultation in development of the CCDF State Plan.
<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)	Lead Agency issued on-line survey to representatives of AR Department of Health responsible for the immunization programs and to other entities involved in program for children's social/emotional and mental health, including the Early Childhood Mental Health Consultation project participants to obtain guidance and consultation in development of the CCDF State Plan.
<input checked="" type="checkbox"/> State/Territory agency responsible for child welfare	The Lead Agency has Quarterly meetings with the Division of Children and Family Services.

<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 Lead Agency met with Department of workforce services.		
<input checked="" type="checkbox"/> State/Territory agency responsible for Temporary Assistance for Needy Families (TANF)	The Lead Agency met with Department of workforce services.		
<table border="1" style="width: 100%;"> <tr> <td data-bbox="120 527 467 890"> <input type="checkbox"/> </td> <td data-bbox="467 527 808 890"> Indian Tribes/Tribal Organizations   <input type="checkbox"/>  N/A: No such entities exist within the boundaries of the State </td> </tr> </table>	<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"/>	Indian Tribes/Tribal Organizations  <input type="checkbox"/> N/A: No such entities exist within the boundaries of the State		
<input checked="" type="checkbox"/> Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21	Lead Agency issued on-line survey to representatives of Strengthening Families, the AR Out of School Network, the Zero to Three Infant/Toddler Project, to obtain guidance and consultation in development of the CCDF State Plan.		
<input checked="" type="checkbox"/> Provider groups, associations or labor organizations	Lead Agency issued on-line survey to representatives of the Arkansas Early Childhood Association, the AR Child Care Providers Association, the Arkansas Family Child Care Association and several local child care groups to obtain guidance and consultation in development of the CCDF State Plan.		
<input type="checkbox"/> Parent groups or organizations			
<input checked="" type="checkbox"/> Local community organizations (child care resource and referral, Red Cross)	Lead Agency issued on-line survey to representatives of all Child Care Resource and Referral agencies to obtain guidance and consultation in development of the CCDF State Plan.		

<input checked="" type="checkbox"/> Other	(Professional Development Steering Committee) (Traveling Arkansas Professional Pathways-TAPP) and all Professional Development Contractors  Lead Agency issued on-line survey to representatives of AR Professional Development Steering Committee and all Professional development Contractors to obtain guidance and consultation in development of the CCDF State Plan.
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**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? Eblast to 2,000 subscribers of the Better Beginnings web site, notice posted on the Child Care Licensing on-line notice board, notice posted on the Child Care vouchers internet billing notice board, direct emails to the AR Early Childhood Commission, Partnership Council, AR Head Start Directors Association and those persons responding to the CCDF Preliminary Priorities Survey that asked to be notified.c) Date(s) of public hearing(s): 05/31/2011

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

d) Hearing site(s) DHS Main Office @ 7th and Main Streets in Little Rock, AR Conference Room B

e) How was the content of the Plan made available to the public in advance of the public hearing(s)? On-line posting and offer to provide paper copy if requested.

f) How will the information provided by the public be taken into consideration in the provision of child care services under this Plan? All comments to be reviewed by Senior Leadership team of the Division for consideration and/or for changes to be made.

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

**1.4.3. Describe:**

N/A

## **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)).**

<b>Agency/Entity (check all that apply)</b>	<b>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</b>	<b>Describe the goals or results you are expecting from the coordination</b>
		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.

<input checked="" type="checkbox"/> <p>Representatives of general purpose local government <b>(required)</b></p> <p>This may include, but is not limited to:</p> <p>representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.</p>	<p>Information sharing with all agencies listed to ensure adequate knowledge for referrals, parent education and provide framework for partnerships both locally and from state level offices.</p> <p>Representatives from these entities are active members of the AR Early Childhood Commission/Early Learning Council and the AR Early Childhood Comprehensive Systems Partnership Council</p>	<p>Increase in information sharing and partnerships.</p> <p>Representatives from various agencies and entities serve on working groups related to Professional Development, Parent Education, Medical Homes, Early Care and Education and Social Emotional Learning. Active engagement is measured by evaluation of members on annual basis.</p>
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for public education <b>(required)</b></p> <p>This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.</p>	<p>DCCECE is state administering agency for the public pre-K program in a joint collaboration with the AR Department of Education.</p> <p>DCCECE serves on the Steering committee of AR Out of School Network and supports AR Department of Education 21CCLC programs through program assessment and Quality of Standards of Out of School Time programs.</p>	<p>Coordination of programs for public pre-K and CCDF programs to encourage before and after school, wrap-around and holiday/summer care for children. Referrals between programs.</p> <p>Collaboration in development of grant standards for the Positive Youth Development Act (a grant making authority for school age and youth development programs) including administration of the program aspects, evaluation and reporting.</p> <p>Issue new licensing requirements for stand-alone Out of School Time Programs and increase number of programs licensed.</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 <b>(required)</b></p>	<p>Representatives from these entities are active members of the AR Early Childhood Commission/Early Learning Council and the AR Early Childhood Comprehensive Systems Partnership Council</p>	<p>Continued collaboration and partnerships in sharing of information between programs to increase access for families and children to high quality services.</p>
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for public health <b>(required)</b></p> <p>This may include, but is not limited to, the agency responsible for immunizations and programs that promote children's emotional and mental health</p>	<p>Representatives from these entities are active members of the AR Early Childhood Commission/Early Learning Council and the AR Early Childhood Comprehensive Systems Partnership Council</p> <p>University of Arkansas Medical Sciences/Dept. of Family Medicine/Early Childhood Mental Health Consultation Project</p>	<p>Work of the AECCS Social Emotional Workgroup includes advising the AR Early Childhood Mental Health Consultation project: Project PLAY (Positive Learning for Arkansas' Youngest)</p> <p>Establishment of an Early Childhood Mental Health Consultation Credential training</p>
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for employment services / workforce development <b>(required)</b></p>	<p>The Department of Workforce Services</p>	<p>The Department of Workforce Services goal is to enable the Arkansas workforce to compete in the global economy by linking a comprehensive array of services for employers and job seekers.</p>

<input checked="" type="checkbox"/>	State/Territory agency responsible for providing Temporary Assistance for Needy Families (TANF) <b>(required)</b>	Department of Workforce Services/ Division of County Operation	The Department of Workforce Services will end the dependence of needy parents on government benefits by promoting job preparation, work, and marriage.
<input type="checkbox"/>	Indian Tribes/Tribal Organizations (required) <input checked="" type="checkbox"/> <input type="checkbox"/> N/A: No such entities exist within the boundaries of the State		
<b>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</b>			
<input checked="" type="checkbox"/>	State/Territory agency responsible for licensing (if separate from the Lead Agency)	DHS/DCCECE is the responsible lead agency	
<input checked="" type="checkbox"/>	State/Territory agency with the Head Start Collaboration grant	DHS/DCCECE is the responsible lead agency	
<input checked="" type="checkbox"/>	Statewide Advisory Council authorized by the Head Start Act	DHS/DCCECE is the responsible lead agency	
<input checked="" type="checkbox"/>	State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)	DHS/DCCECE is the responsible lead agency	

<input checked="" type="checkbox"/> <p>State/Territory agency responsible for programs for children with special needs</p> <p>This may include, but is not limited to:</p> <p>State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs</p>	<p>DHS/Division of Developmental Disabilities/Part C and AR Department of Education/Part b</p>	<p>Collaborative sponsorship of SpecialQuest training for 5 local teams.</p>
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant</p>	<p>AR Department of Health</p>	<p>Division serves on Advisory Group for home visitation programs and supports Parents as Teachers and HIPPIY programs.</p>
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for child welfare</p>	<p>DHS/Division of Children and Family Services</p>	<p>Cooperative efforts related to foster care children to ensure high quality child care, DCCECE maintains all vouchers for Foster Care children. Support of the Zero to Three Court Team Project working with courts to support a continuum of care for children birth to five in the foster care system.</p>

<input type="checkbox"/>	State/Territory liaison for military child care programs or other military child care representatives		
<input checked="" type="checkbox"/>	Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21	Children's Trust Fund/Strengthening Families Mott Statewide Afterschool Network/Ready by 21—AR Out of School Network	Inclusion of Strengthening Families participation in the AR Better Beginnings Standards.  Expansion of high quality school age and youth development programs and policies
<input checked="" type="checkbox"/>	Local community organizations (child care resource and referral, Red Cross)	6 local child care resource and referral agencies	Supporting resource and referral core work and addition of child care Health Coordinators/Infant and Toddler Specialists; delivery of Ages and Stages training for child care providers, delivery of NAP-SACC/nutrition assessment and training and delivery of social emotional learning trainings through TIPS and AI's Caring Pals
<input checked="" type="checkbox"/>	Provider groups, associations or labor organizations	AR Early Childhood Association AR Child Care Providers Association AR Family Child Care Providers Association	Provision of scholarships for attendance at the Annual AECA conference  Provision of scholarships for attendance at the annual ACCPA conference  Conference co-sponsor/grant funding for establishment of association
<input type="checkbox"/>	Parent groups or organizations		
<input checked="" type="checkbox"/>	Other	AR Advocates for Children and Families/Invest Early Coalition	Public education and information sharing related to policies for young children and their families.

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

Yes. If yes,

a)

Provide the name of the entity responsible for the coordination plan(s):  
AR Early Childhood Commission serving as the State Advisory Council

b)

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

[Birth - School Age \(0 months - 12 years\)](#)

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:

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

No

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

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

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

**Arkansas Early Childhood Commission:**

Coordination and collaboration are key factors in all planning and program implementation in Arkansas. The Arkansas Early Childhood Commission is the responsible entity for ensuring this coordination. The Commission established by legislative action is a governor-appointed group of 24 members. Web Site: <http://www.arkansas.gov/childcare/services/aecc/index.html>

1. Advising DCC/ECE on the administration of the Arkansas Child Care Facilities Loan Guarantee Trust Fund.
2. Providing technical assistance in the design of training programs to enhance the skills of professionals in early childhood programs, including the development of an annual comprehensive training plan for providers.
3. Examining the recommendations of national and regional groups and systems producing scientifically proven and cost-effective results used by others to provide child care and early childhood services.
4. Assisting in the development of a comprehensive long-range plan for the expansion, development and implementation of early childhood programs in Arkansas, including recommending the allocation and expenditures of funds appropriated to the Arkansas Better Chance (ABC) Program.

5. Facilitating coordination and communication among state agencies providing early childhood programs to promote non duplication and coordination of services in such programs and recommending a structure for the administration of the currently existing programs and any recommended programs.
6. Advising the Arkansas Department of Education and other appropriate state agencies on the development of programmatic standards for early childhood education programs.
7. Promoting strong local community support for early childhood education programs.
8. Promoting public awareness of childcare and early childhood programs.
9. From the applications submitted, making Child Care Appeal Review Panel selections from persons who meet the qualifications for service and who exhibit willingness and time commitment to serve on the panel.
10. Approving all rules and regulations promulgated by DCC/ECE.

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

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

State Advisory Council (as described under the Head Start Act of 2007).

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

Local Coordination/Council

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

Other

Describe

None

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

Yes .

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

### **Arkansas Advocates for Children and Families**

Partnerships exist between Arkansas Advocates for Children and Families (Web Site: [www.aradvocates.org](http://www.aradvocates.org)) and DCC/ECE in several areas. A major focus is support to the Arkansas Out of School Network (AOSN). The AOSN continues to be funded by the Mott Foundation with the Division as a partner to support expansion of the AOSN and school age/youth development programs. Arkansas Advocates continues to be instrumental in supporting advocacy efforts to expand the public Pre K Program in Arkansas. As a co-collaborator with the Arkansas Early Childhood Association they served as the messengers of the need for high quality early care and education for young children. The collaborative group INVEST EARLY will continue as a partnership.

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

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

### **Governor's Work Life Balance Initiative and State Wide Awards**

The first Governor's Family Friendly Employer Awards were presented on March 19, 2003. This was the result of a recommendation made by the Arkansas Corporate Champions for Children Task Force in August 2000 to recognize Arkansas employers for establishing and providing resources that support employees in balancing the needs of both work and family. This initiative has become an annual award

event with the most recent held May 6, 2011 with Ellen Galinski as the keynote speaker. The initiative took on a re-framing in 2007 with a change in name to reflect the work-life balancing act that effect employees and employers. The Initiative has the following goals:

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

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

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

The Division serves as the lead agency in funding and implementation of the Initiative through an out-source agreement with Arkansas State University.

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

#### **Arkansas Department of Economic Development/Community Development Block Grant**

A partnership with the Arkansas Department of Economic Development for distribution of \$540,000 in Community Development Block Grant funds for renovation/construction of child care facilities places the Division in a position of assisting county and local governments during planning stages of determining whether child care is necessary in the community. This involves local business and establishes a strong public-private partnership in increasing capacity of childcare opportunities in many areas of the state.

Web Site: [www.arkansas.gov/childcare/programsupport](http://www.arkansas.gov/childcare/programsupport)

#### **School Readiness Indicators Initiative-Making Progress for Children**

This Initiative encompasses representatives from the AR Early Childhood Comprehensive Systems Partnership Council, Higher Education, Department of Education, Department of Human Services, Head Start, Arkansas Children's Hospital, University of Arkansas Children's Data Center, Early Childhood Professionals, parents, teachers and school administrators, working together to develop and track indicators of school readiness. The major focus is on indicators of readiness for children, for families and communities and for schools. The identification of these specific indicators and trend analysis allows the state to develop policy changes to address the areas that need improvement. A group of four (4) national foundations supported this original effort in 2003 that included seventeen (17) states. The results of the collaborative effort was presented by the Governor in a press conference in April of 2004, the national report was released in February of 2005. Arkansas continues to track and report on the identified indicators in our report "*Getting Ready for School: Children, Families, Schools, and Communities.*" The publication is available as a state report and reports are prepared for each of our 75

counties. Web Site: [www.arkansas.gov/childcare/services/gettingready.html](http://www.arkansas.gov/childcare/services/gettingready.html)

### **Arkansas Children's Week**

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

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

### **AECCS and AECCS Partnership Council**

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

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

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

No

## **1.6. Child Care Emergency Preparedness and Response Plan**

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

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

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

**Child Care Centers:**

**1201 Safety Requirements**

1. The facility shall have a written plan detailing the procedures to follow in the event of emergencies (fires, floods, tornadoes, utility disruptions, bomb threats, etc.) (Act 801 of 2009). The plan and procedures are required for emergencies that could cause structural damage to the facility, be identified as a threat by the Arkansas Department of Emergency Management or pose a health and/or safety hazard to the children and staff.
2. The written plan shall include the following information:
  - Designated relocation site and evacuation route
  - Procedures for notifying parents of relocation
  - Procedures for ensuring family reunification
  - Procedures to address the needs of individual children, including children with special needs
  - Procedures and documentation for annual training of staff regarding the plan and possible reassignment of staff duties in an emergency
  - Plans to ensure that all staff and volunteers are familiar with the components of the plan
3. The facility shall coordinate with local emergency management officials to plan for emergencies.
4. Written procedures and evacuation diagrams for emergency drills shall be posted in each classroom.
5. Fire and tornado drills shall be practiced each month as follows:
  - Fire and tornado drills shall be practiced on separate days and at different times of the day.
  - Everyone in the facility, to include all program types (i.e. infant & toddler), at the time of the drill shall participate in the drill
  - Staff, including volunteers and substitutes, shall be trained in emergency drill procedures
  - If applicable, the facility shall provide a crib with evacuation casters or equivalent that will provide one (1) bed for every six (6) infants, twelve (12) months and younger, that may be used for the safe evacuation of the infants.
6. The facility shall maintain a record of emergency drills. This record shall include:

- Date of drill
- Type of drill
- Time of day
- Number of children and staff participating in the drill
- Length of time taken to reach safety

7. The facility shall maintain an evacuation pack that shall be taken on all drills and during actual emergency evacuations. The pack shall be easily accessible in an emergency and all staff shall know the location of the pack. The evacuation pack shall include, but is not limited to the following:

- List of emergency numbers
- List of all emergency and contact information for children
- List of all emergency and contact information for staff
- First aid kit (requirement 1101.6) with extra gloves
- Kleenex
- Battery powered flashlight and extra batteries
- Battery powered radio and extra batteries
- Hand sanitizer
- Notepad and pens/pencils
- Whistle
- Disposable cups
- Wet wipes
- Emergency survival blanket

8. The facility shall notify the Licensing Unit of any damage to the building and/or grounds within one business day, or as soon as phone service is available.

## **Licensed Child Care Homes:**

### **1201 Safety Requirements**

1. The child care family home shall have a written plan detailing the procedures to follow in the event of emergencies (fires, floods, tornadoes, utility disruptions, bomb threats, etc.) (Act 801 of 2009). The plan and procedures are required for emergencies that could cause structural damage to the facility, be identified as a threat by the Arkansas Department of Emergency Management or pose a health and/or safety hazard to the children and staff.

2. The written plan shall include the following information:

- Designated relocation site and evacuation route
- Procedures for notifying parents of relocation
- Procedures for ensuring family reunification
- Procedures to address the needs of individual children, including children with special needs
- Procedures and documentation for annual training of staff regarding the plan and possible reassignment of staff duties in an emergency
- Plans to ensure that all caregivers and volunteers are familiar with the components of the plan

3. The child care family home shall coordinate with local emergency management officials to plan for emergencies.

4. Written procedures and evacuation diagrams for emergency drills shall be posted in each room used for childcare.

5. Fire and tornado drills shall be practiced each month as follows:

- Fire and tornado drills shall be practiced on separate days and at different times of the day.
- Everyone in the home at the time of the drill shall participate in the drill
- Caregivers, including volunteers, shall be trained in safety drill procedures

6. The facility shall maintain a record of emergency drills. This record shall include:

- Date of drill
- Type of drill
- Time of day

- Number of children and caregivers participating in the drill
- Length of time taken to reach safety

7. The child care family home shall maintain an evacuation pack that shall be taken on all drills and during real emergencies evacuations. The pack shall be easily accessible in an emergency and all caregivers shall know the location of the pack. The evacuation pack shall include, but is not limited to the following:

- List of emergency numbers
- List of all emergency and contact information for children
- List of all emergency and contact information for staff
- First aid kit (requirement 1101.8) with extra gloves
- Kleenex
- Battery powered flashlight and extra batteries
- Battery powered radio and extra batteries
- Hand sanitizer
- Notepad and pens/pencils
- Whistle
- Disposable cups
- Wet wipes
- Emergency survival blanket

8. The Licensee shall notify the Licensing Unit of any damage to the home and/or grounds within one business day, or as soon as phone service is available.

## **Registered Child Care Homes:**

### **1201 Safety Requirements**

1. The registered child care family home shall have a written plan detailing the procedures to follow in the event of emergencies (fires, floods, tornadoes, utility disruptions, bomb threats, etc.) (Act 801 of 2009). The plan and procedures are required for emergencies that could cause structural damage to the facility, be identified as a threat by the Arkansas Department of Emergency Management or pose a health and/or safety hazard to the children and staff.

2. The written plan shall include the following information:

- Designated relocation site and evacuation route
- Procedures for notifying parents of relocation
- Procedures for ensuring family reunification
- Procedures to address the needs of individual children, including children with special needs
- Procedures and documentation for annual training of staff regarding the plan and possible reassignment of staff duties in an emergency
- Plans to ensure that all caregivers and volunteers are familiar with the components of the plan

3. The registered child care family home shall coordinate with local emergency management officials to plan for emergencies.

4. Written procedures and evacuation diagrams for emergency drills shall be posted in each room used for childcare.

5. Fire and tornado drills shall be practiced each month as follows:

- Fire and tornado drills shall be practiced on separate days and at different times of the day.
- Everyone in the home at the time of the drill shall participate in the drill
- Caregivers, including volunteers, shall be trained in safety drill procedures

6. The registered child care family home shall maintain a record of emergency drills. This record shall include:

- Date of drill
- Type of drill

- Time of day
- Number of children participating in the drill
- Length of time taken to reach safety

7. The registered child care family home shall maintain an evacuation pack that shall be taken on all drills and during real emergencies evacuations. The pack shall be easily accessible in an emergency and all caregivers shall know the location of the pack. The evacuation pack shall include, but is not limited to the following:

- List of emergency numbers
- List of all emergency and contact information for children
- List of all emergency and contact information for staff
- First aid kit (requirement 1101.7) with extra gloves
- Kleenex
- Battery powered flashlight and extra batteries
- Battery powered radio and extra batteries
- Hand sanitizer
- Notepad and pens/pencils
- Whistle
- Disposable cups
- Wet wipes
- Emergency survival blanket

8. The Registrant shall notify the Licensing Unit of any damage to the home and/or grounds within one business day, or as soon as phone service is available.

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

- Planning for continuation of services to CCDF families
- 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
<b>Who determines eligibility?</b>
<b>Note:</b> If different for families receiving TANF benefits and families not receiving TANF benefits, please describe:

**Agency (Check all that apply)**

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

Describe:
<a href="#">DHS - Division of County Operations (DCO)</a> <a href="#">DHS - Division of Children and Family Services (DCFS)</a>

- Local government agencies such as county welfare or social services departments
- Child care resource and referral agencies
- Community-based organizations
- Other.

Describe:

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

**Agency (Check all that apply)**

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

Describe:

- Local government agencies such as county welfare or social services departments
- Child care resource and referral agencies
- Community-based organizations
- Other.

Describe:
<b>Who issues payments?</b>
<b>Agency (Check all that apply)</b>
<input checked="" type="checkbox"/> CCDF Lead Agency
<input type="checkbox"/> TANF agency
<input type="checkbox"/> Other State/Territory agency.
Describe:
<input type="checkbox"/> Local government agencies such as county welfare or social services departments
<input type="checkbox"/> Child care resource and referral agencies
<input type="checkbox"/> Community-based organizations
<input type="checkbox"/> Other.
Describe:
<b>Describe to whom is the payment issued (e.g., parent or provider) and how are payments distributed (e.g., electronically, cash, etc)</b>
<a href="#">Payment is issued to the provider via electronic billing. Payment is made in the form of direct deposit.</a>
<b>Other. List and describe:</b>

## 2.2. Family Outreach and Application Process

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

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

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

(provide website): <http://humanservices.arkansas.gov/dccece/Pages/default.aspx> or <https://access.arkansas.gov/>

- 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): <https://access.arkansas.gov/>

- By Email
- Other.

Describe:

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

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

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

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

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

**2.2.5. How will the Lead Agency promote access to the CCDF subsidy program?**

Check the strategies that will be implemented by your State/Territory.

- 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: [Transitional Employment Assistance](#), [Extended Support Services](#), [Protective Services](#), [Foster Care](#), [Supportive Services](#)

- Streamlining verification procedures, such as linking to other program data systems
- Providing information multi-lingually

Including temporary periods of unemployment in eligibility criteria for new applicants (job search, seasonal unemployment).

Length of time:

Other.

Describe:

Other.

Describe:

None

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

Provide CCDF assistance during periods of job search.

Length of time: 45 60 day job search pending the availability of funds

Establish two-tiered income eligibility 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:

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

Describe:

The length of eligibility is between one and twelve months.

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

Describe:

The eligibility period is up to twelve months.

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:

[Lead Agency will add bi-lingual \(English-Spanish\) recommendation to our hiring processes.](#)

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:

[http://humanservices.arkansas.gov/dccece/dccece\\_documents/dcc513Blue.pdf](http://humanservices.arkansas.gov/dccece/dccece_documents/dcc513Blue.pdf)

The Lead Agency requires documentation of:	Describe how the Lead Agency documents and verifies applicant information:
<input checked="" type="checkbox"/> Applicant identity	<a href="#">SSN</a>
<input checked="" type="checkbox"/> Household composition	<a href="#">Application and Data systems</a>
<input checked="" type="checkbox"/> Applicant's relationship to the child	<a href="#">Birth Certificates, Application, Data Systems, SSN</a>
<input checked="" type="checkbox"/> Child's information for determining eligibility (e.g., identity, age, etc.)	<a href="#">Data System, Birth Certificates</a>
<input checked="" type="checkbox"/> Work, Job Training or Educational Program	<a href="#">Pay Check Stubs, DCO 97 form, W-9 income tax statement</a>
<input checked="" type="checkbox"/> Income	<a href="#">Pay Check Stubs, DCO 97 form, W-9 income tax statement</a>
<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 [45 days](#)

Track and monitor the eligibility determination process

Other.

Describe

None

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

Yes.

If yes, describe:

Families receiving TANF services are eligible for child care serves. Child Care determination is based on the DWS eligibility guidelines for TANF. The Child Care referral is made electronically for the first 6 months by a DWS Case Manager to the DCCECE Family Support Eligibility Worker. This process is specific to Jefferson and Pulaski County only. This is the process for both Transitional Employment Assistance (TEA) and Extended Support Services (ESS).

No.

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

The regulations at §98.33(b) require the Lead Agency to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child under 6 years of age. Lead Agencies must coordinate with TANF programs to ensure, pursuant that TANF families with young children will be informed of their right not to be sanctioned if they meet the criteria set forth by the State TANF agency in accordance with section 407(e)(2) of the Social Security Act. In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care. **NOTE:** The TANF agency, not the CCDF Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record.

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

State/Territory TANF Agency [AR Department of Workforce Services](#)

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

- "appropriate child care": [Child Care that meets the minimum health and safety standards and](#)

guidelines established by the Division of Child Care and Early Childhood Education Licensing Rules and Regulations. All care must be provided in a center, licensed day care home, a registered or a relative home.

- "reasonable distance": The travel time from the parents home to his or her place of employment must not exceed more than 30 minutes one way in order to be required to place a child in child care.
- "unsuitability of informal child care": Care which does not meet the developmental needs of the child or care that has been determined not to be in the best interest of the child or parent.
- "affordable child care arrangements": Care provided at no charge to the family for the first year after the familys TANF case closes due to employment assures affordable care. The sliding fee scale is applied after the first year.

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

- In writing
- Verbally
- Other.

Describe:

## **2.3. Eligibility Criteria for Child Care**

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

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

*residing with -*

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

*in loco parentis -*

A person having physical custody of the child. The person has assumed guardianship and responsibility for the child. Day care can be provided for this person to enable employment training, or education , however the income of that person (regardless of relationship to the child) will be counted in determining eligibility and setting fees for service.

### 2.3.2. Eligibility Criteria Based Upon Age

a) The Lead Agency serves children from 6 weeks to 13 years (maximum age under age 13).

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

Yes, and the upper age is 18

Provide the Lead Agency definition of *physical or mental incapacity* -

A child who has a physical or mental condition which substantially limits one or more major life activities, who has a record of such an impairment, or who is regarded as having such an impairment, or and diagnosed by a licensed medical or psychological practitioner.

No.

c) Does the Lead Agency allow CCDF-funded child care for children age 13 and above but below age 19 years who are under court supervision? (658P(3), 658E(c)(3)(B), §98.20(a)(1)(ii))

Yes, and the upper age is 18

No.

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

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

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

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

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

Yes.

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

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

*attending job training or educational program -*

A job training or an accredited educational program and officially enrolled in and participating in the program. Parents must currently be enrolled a minimum of twelve (12) semester credit hours to be eligible for assistance.

No.

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

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

Yes.

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

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

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

*protective services*

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

No.

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

Yes,

No.

### 2.3.5. Income Eligibility Criteria

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

*income -*

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

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

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

- Adoption subsidies
- Foster care payments
- Alimony received or paid
- Child support received
- Child support paid
- Federal nutrition programs
- Federal 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	2736	2326	1642	60
2	3673	3122	2204	60
3	4133	3513	2480	60
4	4533	3853	2720	60
5	5158	4384	3096	60

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 2010 and SMI Source US Census Data

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: [Arkansas has the option for one \(1\) year authorizations.](#)

Length of eligibility varies by county or other jurisdiction.

Describe:

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

Yes.

No. If no, **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:

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:

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

### **2.4. Sliding Fee Scale and Family Contribution**

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

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

The attached sliding fee scale was or will be effective as of: [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: [2010](#)  
 Federal Poverty Level,  
Year:  
 Income source and year varies by geographic region.  
Describe income source and year:  
 Other.  
Describe income source and year:

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

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

Contribution schedule varies by geographic area.

Describe:

N/A

Other.

Describe:

In Arkansas, the family contribution to the cost of care ranges from 0% to 80% of cost of care. Our state uses a sliding fee scale to determine the percent ranges for co-payment/fee. The amount of co-pay/fee is based on the family size and income.

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

N/A

**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: [19,845](#)

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:

## **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*:**

The classification given a child who requires child care because of a condition documented by a physician, a licensed psychologist or a court order

Describe:

Children in families with very low incomes

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

Children who families income fall below the federal poverty level or has Zero income.

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 checked="" 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 type="checkbox"/> Other.	<input checked="" type="checkbox"/> Yes. The time limit is: <input type="text" value="60 months"/> <input type="checkbox"/> No	<input type="checkbox"/> Different eligibility thresholds. Describe: <input type="text"/> <input 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 type="checkbox"/> Same priority as other CCDF-eligible families <input type="checkbox"/> Guaranteed subsidy eligibility <input type="checkbox"/> Other.	<input checked="" type="checkbox"/> Yes. The time limit is: <input type="text" value="60 months"/> <input type="checkbox"/> No	<input type="checkbox"/> Different eligibility thresholds. Describe: <input type="text"/> <input type="checkbox"/> Waiving co-payments for families with incomes at or below the Federal Poverty Level <input type="checkbox"/> Other. Describe: <input type="text"/>

**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:

The Division of Child Care and Early Childhood Education will require under the Child Care Development Fund a child have a physical screening including developmental, behavioral, and sensory (hearing, vision and speech).

**EPSDT- The Early Periodic Screening, Diagnosis, and Treatment (EPSDT)** - designed to address physical, mental, and developmental health needs. Screening services “to detect physical and mental conditions” must be covered at periodic intervals as well as diagnostic and treatment coverage.

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

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

### **2.6.1. Child Care Certificates**

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

Before parent has selected a provider

After parent has selected a provider

Other.

Describe:

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

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

Website: <http://humanservices.arkansas.gov/dccece/Pages/default.aspx>

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

Describe:

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

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

Describe:

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

100%

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

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

Yes.

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

The lead agency plans to provide grants or contracts for wrap around services for Head Start, Early Head Start, pre-k, summer Programs to serve infant/toddler, and School-age programs.

No.

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?

In planning phase

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

In planning phase

**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:

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

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

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

[Must meet same family home registration standards enforced by the Licensing Unit.](#)

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

[Substantiated parental complaints are kept in our Child Care Licensing and Accreditation System \(CCLAS\) and substantial complaints are made available on our Division website. Substantiated complaints are not available immediately to allow for provider appeals.](#)

## **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: [November 1, 2006](#)

**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:

- 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)): 01/2011

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: [2008](#)

**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 lowest percentile is 59% in Infant Part Time Care and the highest percentile is 72% in Toddler Full Time Care. The combined average for all categories is 68%.](#)

**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:

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

Differential rate for infants and toddlers.  
Describe:

Differential rate for school-age programs.  
Describe:

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

Describe:

Other differential rate.

Describe:

None.

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

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

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

Providers are allowed to charge registration fees

Providers are allowed to charge for transportation fees

Providers are allowed to charge for meals.

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

Policies vary across region, counties and or geographic areas.

Describe:

No, providers may not charge parents any additional fees

Other.

Describe:

late fees, programs certified in Better Beginnings can charge the difference between the County Cap Rate and the regular rate.

None

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

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

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

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

Payment rates are established based on the county cap rates established during the Market Rate Survey. Providers have to option of changing their rates Twice per calendar year.

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

Family co-payments amounts are based on the family's gross income and household size. 60% of the state medium income level.

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

### 2.7.10 Goals for the next Biennium -

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):

- CCDF Program Eligibility Specialists will conduct face to face interviews with voucher clients and will visit with providers as means of community outreach and will visit High Schools in efforts of working with Teen Parents and provide resources to clients as necessary.
  
- The State of Arkansas has on-line training for providers who are interested in receiving voucher reimbursement by creating an Online agreement for the provider to complete after testing and prior to receiving reimbursement for services.
  
- Increase participation in QRIS Better Beginnings by programs enrolled in the CCDF/Child Care Participant program accepting child care vouchers. Develop a strategic plan for all programs receiving CCDF subsidy to be in Better Beginnings.

## 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.

[Our CCDF health and safety issues are those in our minimum licensing and minimum registration requirements.](#)

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

CCDF Category 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><i>They are exempt if there are 5 or less children in care, the program operates less than 3 weeks per year, or if they operate less than 10 hours per week.</i></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><i>They are only exempt if they have 5 or fewer children in care</i></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. <b>Reminder</b> - 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><i>They are only exempt if they have 5 or fewer children in care.</i></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. <b>Reminder</b> - Do not respond if in-home child care providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.	Describe which types of in-home child care providers are exempt from licensing: <a href="#">These homes are exempt if they keep 5 or fewer children.</a> <a href="#">Registration is voluntary, however it is required to receive CCDF funds.</a> <a href="#">There are requirements that must be met to receive and maintain the registration as listed in this section.</a>
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**Note:** In lieu of submitting or attaching licensing regulations to certify the requirements of §98.40(a)(1), Lead Agencies may provide their licensing regulations to the National Resource Center for Health and Safety in Child Care and Early Education. Please check the NRCKid's website at <http://nrckids.org/> 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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Do the licensing requirements include **child:staff ratios and group sizes**? If yes, specify age group, where appropriate:

<input checked="" type="checkbox"/> Child:staff ratio requirement:	<input checked="" type="checkbox"/> Child:staff ratio requirement:	<input checked="" type="checkbox"/> Child:staff ratio requirement:	<input checked="" type="checkbox"/> Child:staff ratio requirement:
Birth to 18 months:	1 Adult Caregiver:	1 Adult Caregiver:	No more than 5 children in care
<input checked="" type="checkbox"/> Group size requirement:	<input checked="" type="checkbox"/> Group size requirement:	<input checked="" type="checkbox"/> Group size requirement:	<input type="checkbox"/> Group size requirement:
Group size is limited to two times the number of children allowed with one staff member. School age has no group size cap.	limited based on ratios as listed above	limited based on ratios as listed above	<input type="checkbox"/> No requirements.
<input type="checkbox"/> No requirements.	<input type="checkbox"/> No requirements.	<input type="checkbox"/> No requirements.	

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

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
High school/GED	High school/GED	High school/GED	High school/GED
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child Development Associate (CDA)	Child Development Associate (CDA)	Child Development Associate (CDA)	Child Development Associate (CDA)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State/ Territory Credential	State/ Territory Credential	State/ Territory Credential	State/ Territory Credential
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Associate's degree	Associate's degree	Associate's degree	Associate's degree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No credential required for licensing	No credential required for licensing	No credential required for licensing	No credential required for licensing
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other:	Other:	Other:	Other:
Child Care Center director credential requirements:			The ability to read and write.

Do the licensing requirements identify specific experience and educational <b>credentials for child care teachers?</b>	<input checked="" type="checkbox"/> High school/GED	<input checked="" type="checkbox"/> High school/GED	<input checked="" 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"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Other:
				The ability to read and write.
Do the licensing requirements specify that directors and caregivers must attain a specific number of <b>training hours per year?</b>	<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:			
	10 hours annually	10 hours annually	10 hours annually	10 hours annually

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

Yes.

Describe: [We are currently working on a draft proposal to present after the state's legislative session is over in late Spring 2011.](#)

No.

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

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

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

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

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

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

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other. Describe: Zoning approval from local government.				

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)	Minimum of 1 person on site at all times with CPR certification in each child care center.	Minimum of 1 person on site at all times with CPR certification in each child care center. at all times at all.
	First Aid (Child Care Centers)	This will be in the regs we are currently updating.	This will be in the regs we are currently updating.
	Training on infectious diseases (Child Care Centers)	N/A	N/A
	SIDS prevention (i.e., safe sleep) (Child Care Centers)	N/A	N/A
	Medication administration (Child Care Centers)	N/A	N/A
	Mandatory reporting of suspected abuse or neglect (Child Care Centers)	yes	N/A
	Child development (Child Care Centers)	N/A	yes
	Supervision of children (Child Care Centers)	yes	N/A
	Behavior management (Child Care Centers)	yes	N/A
	Nutrition (Child Care Centers)	N/A	N/A
	Breastfeeding (Child Care Centers)	N/A	N/A

	Physical activity (Child Care Centers)	N/A	N/A
	Working with children with special needs or disabilities (Child Care Centers)	N/A	N/A
	Emergency preparedness and response (Child Care Centers)	This will be in the regs we are currently updating.	NA
	Other. (Child Care Centers)	NA	NA
	Describe: NA		
<b>Group Home Child Care</b>	CPR (Group Home Child Care)	Minimum of one person with CPR certification.	Minimum of one person with CPR certification.
	First Aid (Group Home Child Care)	NA	This will be in the regs we are currently updating .
	Training on infectious diseases (Group Home Child Care)	NA	NA
	SIDS prevention (i.e., safe sleep) (Group Home Child Care)	Will be in our new regs	NA
	Medication administration (Group Home Child Care)	NA	NA
	Mandatory reporting of suspected abuse or neglect (Group Home Child Care)	yes	NA
	Child development (Group Home Child Care)	NA	yes
	Supervision of children (Group Home Child Care)	yes	yes
	Behavior management (Group Home Child Care)	NA	NA
	Nutrition (Group Home Child Care)	NA	NA
	Breastfeeding (Group Home Child Care)	NA	NA
	Physical activity (Group Home Child Care)	NA	NA

	Working with children with special needs or disabilities (Group Home Child Care)	NA	NA
	Emergency preparedness and response (Group Home Child Care)	NA	NA
	Other. (Group Home Child Care)	NA	yes
	Describe: NA		
<b>Family Child Care Providers</b>	CPR (Family Child Care Providers)	Minimum of 1 person on site.	Minimum of 1 person on site.
	First Aid (Family Child Care Providers)	NA	This will be in the regs we are currently updating
	Training on infectious diseases (Family Child Care Providers)	NA	NA
	SIDS prevention (i.e., safe sleep) (Family Child Care Providers)	NA	NA
	Medication administration (Family Child Care Providers)	NA	NA
	Mandatory reporting of suspected abuse or neglect (Family Child Care Providers)	yes	NA
	Child development (Family Child Care Providers)	NA	yes
	Supervision of children (Family Child Care Providers)	yes	NA
	Behavior management (Family Child Care Providers)	yes	NA
	Nutrition (Family Child Care Providers)	NA	NA
	Breastfeeding (Family Child Care Providers)	NA	NA
	Physical activity (Family Child Care Providers)	NA	NA

	Working with children with special needs or disabilities (Family Child Care Providers)	NA	NA
	Emergency preparedness and response (Family Child Care Providers)	NA	NA
	Other. (Family Child Care Providers)	NA	yes
	Describe: NA		
<b>In-Home Child Care Providers</b>	CPR (In-Home Child Care Providers)	yes	yes
	First Aid (In-Home Child Care Providers)	Will be in our new regs.	NA
	Training on infectious diseases (In-Home Child Care Providers)	NA	NA
	SIDS prevention (i.e., safe sleep) (In-Home Child Care Providers)	Will be in our new regs.	NA
	Medication administration (In-Home Child Care Providers)	NA	NA
	Mandatory reporting of suspected abuse or neglect (In-Home Child Care Providers)	yes	NA
	Child development (In-Home Child Care Providers)	NA	NA
	Supervision of children (In-Home Child Care Providers)	NA	NA
	Behavior management (In-Home Child Care Providers)	yes	NA
	Nutrition (In-Home Child Care Providers)	NA	NA
	Breastfeeding (In-Home Child Care Providers)	NA	NA
	Physical activity (In-Home Child Care Providers)	NA	NA
	Working with children with special needs or disabilities (In-Home Child Care Providers)	NA	NA

	Emergency preparedness and response (In-Home Child Care Providers)	NA	NA
	Other. (In-Home Child Care Providers)	NA	yes
	Describe: NA		

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

- All relative providers are subject to the same health and safety requirements as described in 3.1.2a-c, as appropriate; there are no exceptions for relatives.
- Relative providers are NOT required to meet any health and safety requirements as described in 3.1.2a-c, as appropriate.
- Relative providers are subject to certain requirements.

Describe the different requirements:

[Relative providers that wish to participate in the CCDF funded programs must meet our regulations for registration of family child care homes.](#)

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

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

### 3.1.3 Enforcement of Licensing Requirements

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

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

requirements.

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

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

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

<input checked="" type="checkbox"/> In-Home Child Care	<input type="checkbox"/> Once a Year	<input type="checkbox"/> Once a Year
	<input 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 type="checkbox"/> Other.
	Describe:	Describe:

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

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

No.

Licensing Procedures	Describe which procedures are used by the State/Territory for enforcement of the licensing requirements.
The State/Territory requires providers to attend or participate in training relating to opening a child care facility prior to issuing a license.	<input checked="" type="checkbox"/> Yes.
	Describe: Providers are required to attend a pre-licensure training. Depending on demand for the training, some may not attend a structured class. They may meet one-on-one with licensing staff.
	<input 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 checked="" type="checkbox"/>	Injunction
<input type="checkbox"/>	Emergency or immediate closure not through court action
<input type="checkbox"/>	Fines
<input type="checkbox"/>	No procedures in place.
<input type="checkbox"/>	Other.
Describe:	

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

<input checked="" type="checkbox"/>	Yes.
Describe: Providers request an appeal in writing to our Associate Director over the Licensing and Accreditation. If the Associate Director agrees with the division's decision, it will then go before the Licensing Appeals Panel. This panel is made up of child care providers from across the state.	
<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:

[Revocation and/or suspension of license.](#)

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 following people are required to have background checks:  
 Key: CCC=Child Care Center, LCCFH=Licensed Child Care Family Home, RCCFH=Registered Child Care Family Home, ALL=All 3 apply

State Criminal Background Checks: Must be completed within 10 days of employment and every 5 years thereafter

Owners/Operators (ALL)  
 Directors (CCC)

All Staff and applicants (this is anyone that is left alone with children, is included in staff:child ratio, or has disciplinary control over children, regardless if they are paid or not) (ALL)

Administrative persons who have direct contact with children (ALL)

Therapists coming in to work with children that have supervisory or disciplinary control over children, or are left alone with children (ALL)

Any household members who are 18 years of age or older (LCCFH and RCCFH)

FBI Fingerprint Checks: Must be completed if they have not lived in the State of Arkansas for the 5 preceding years, unless noted otherwise

Owners/Operators (CCC, LCCFH)-always required at initial application, regardless if they have lived here in the past 5 years or not

Directors (CCC)

All Staff and applicants (this is anyone that is left alone with children, is included in staff:child ratio, or has disciplinary control over children, regardless if they are paid or not) (CCC, LCCFH)

Administrative persons who have direct contact with children (CCC, LCCFH)

Therapists coming in to work with children that have supervisory or disciplinary control over children, or are left alone with children (CCC, LCCFH)

Child Maltreatment Registry Checks:

Owners/Operators (ALL)  
 Directors (CCC)

All Staff and applicants (this includes anyone that is left alone with children, is included in staff:child ratio, or has disciplinary control over children, regardless if they are paid or not) (ALL)

Administrative persons who have direct contact with children (ALL)

Therapists coming in to work with children that have supervisory or disciplinary control over children, or are left alone with children (ALL)

Any household members who are 18 years of age or older (LCCFH and RCCFH)

Volunteers that have routine access to children (All)

Student Observers (All)

No.

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

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

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

<input checked="" type="checkbox"/> <b>Group Child Care Homes</b> 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 checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: <a href="#">every two years</a>
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: <a href="#">every five years</a>
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: <a href="#">Those that must have an FBI Fingerprint check at application are: Each applicant to own or operate a child care facility, each employee who has not been a resident of the State of Arkansas for the six preceding years, volunteers who have supervisory or disciplinary control over children or are left alone with children if the person has not been a resident of Arkansas for 6 years</a>
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System

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

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

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

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

		<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)):

NA

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

Yes.

Describe:

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

No.

**3.1.4 Describe the State/Territory's policies for effective enforcement of the 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.

N/A

**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

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

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

Yes.

Describe

Ages and Stages Questionnaire Developmental Screening Kits are provided by the local Child Care Resource and Referral agencies under a pilot project to child care centers/family child care homes, training for programs to use with parents as they complete the ASQ and process for referrals to physicians for services as indicated. A comprehensive evaluation is being conducted by the University of Arkansas Medical Sciences, Department of Family Medicine.

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

A database has been established through the evaluation pilot project for ASQ to gather information on referrals made.

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):

[\\*see below](#)

Numbers of programs operating that are legally exempt from licensing.

Describe (optional):

[\\*see below](#)

Number of programs whose licenses were suspended or revoked due to non-compliance.

Describe (optional):

[\\*see below](#)

Number of injuries and fatalities in child care as defined by the State/Territory.

Describe (optional):

Number of monitoring visits received by programs.

Describe (optional):

[\\*see below](#)

Caseload of licensing staff.

Describe (optional):

[\\*see below](#)

Number of programs revoked from CCDF due to non-compliance with health and safety requirements.

Describe (optional):

Other.

Describe:

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

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?

[We monitor this by inspections to the homes and facilities to see if they are in compliance with the minimum licensing/registered regulations. This data is tracked in our computer system. Any serious deficiencies or complaints could result in increased monitoring, a corrective action plan, or adverse action on the license.](#)

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

**3.1.7 Goals for the next Biennium** - 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?)

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

### **3.2 Establishing Voluntary Early Learning Guidelines (Component #2)**

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

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

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

The DHS/Division of Child Care and Early Childhood Education serves as lead agency.

**3.2.2 Do the early learning guidelines cover a range of domains across physical, cognitive, and social and emotional development?** Check all that apply for each age group as applicable in the chart below. 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 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:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Information Dissemination	Voluntary Training	Mandatory Training
Parents in the child care subsidy system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parents using child care more broadly	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Practitioners in child care centers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Providers in family child care homes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in Head Start	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in Early Head Start	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in public Pre-K program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practitioners in elementary schools	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other. List: <a href="#">Better Beginnings QRIS program</a>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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.
  
- 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:

Work Sampling Assessment,  
OUNCE Assessment,  
Creative Curriculum,  
PreK to Infant-Toddler ELG,  
Curriculums approved for use in Public PreK Programs

None.

**3.2.6 Describe how your State/Territory uses ongoing assessments and measures of school readiness assessment using the following series of questions.** In 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:

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

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

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

Yes.

Describe:

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

No

Other.

Describe:

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

Yes.

Describe:

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

No

Other.

Describe:

No

Other.

Describe:

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

Yes.

Describe:

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

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

Yes.

Describe:

The Arkansas Early Childhood Framework/ELG have been crosswalked to Kindergarten Readiness Indicators in Association of Measurements (AOM) and all domains are addressed.

No

Other.

Describe:

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

All children.

Describe:

Arkansas kindergarten teachers are required to screen all children.

Samples of children.

Describe:

Other.

Describe:

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

Yes.

Describe:

Only on a local level at this time

No

Other.

Describe:

No

Other.

Describe:

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

Yes.

Describe:

Child outcome data from the Work Sampling System is being linked to SLDS for children in state-funded pre-k. This year, we are beginning to look at including other data to include ERS scores and staff qualification of the ECE teachers.

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):

[Tracking through the TAPP registry of all programs with staff participating in training related to ELG](#)

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

[Tracking through the TAPP registry of all programs with staff participating in training related to ELG.](#)

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

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

Other.  
Describe:

None.

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

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

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

[Working group/Early Care and Education will review and revise approved curriculum and approved screening tools using ELG as indicator for selection](#)

### 3.2.8 Goals for the next Biennium -

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?

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

### **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.

Our agency has the assistance of a planning and implementation team to assist in the planning. Our agency administers the program, and uses contractors to assist with evaluations. Entities involved include Division staff, contract staff responsible for environmental review visits, PAS/BAS reviewers and program reviewers.

#### 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:

CARF, COA, NAFCC

None.

### 3.3.2 Element 2 - Supports to Programs to Improve Quality

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

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

None. **skip to 3.3.3.**

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

School-age care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Inclusion	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teaching dual language learners	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mental health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Business management practices	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other. Describe:	<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:

Not only can staff from our agency assist with any TA needs, we also have contractors that can go out. Centers and homes can not only request TA for a wide variety of topics, our agency can also send out the contractors for required TA if there is an issue we feel the provider needs to address.

- No
- Other.

Describe:

### 3.3.3 Element 3 - Financial Incentives and Supports

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

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

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 checked="" type="checkbox"/> On-going, periodic grants or stipends tied to maintaining quality	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Tax credits tied to meeting program quality standards	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe: NA	<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 checked="" type="checkbox"/> Environment Rating Scales (e.g., ECERS, ITERS, SACERS, FDCRS) Describe, including frequency of assessments. <input type="text" value="Every 3 years for level 2 and up"/>	<input checked="" type="checkbox"/> Infant/Toddler <input checked="" type="checkbox"/> Preschool <input checked="" type="checkbox"/> School-Age	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Classroom Assessment Scoring System (CLASS)  Describe, including frequency of assessments. <input type="text" value="We accept these from Head Start and Early Head Start"/>	<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 checked="" 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" value="Every 3 years for level 2 and up"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<input checked="" type="checkbox"/> Other. Describe: Youth Program Quality Assessment and Younger Youth Program Quality Assessment alternative assessment tools	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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b) What steps, if any, has the State/Territory taken to align quality assurance and monitoring across funding streams and sectors in order to minimize duplication?

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

Other.

Describe:

None.

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

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

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

Yes. If yes, how is it used?

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

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

Searchable database on the web

Voluntarily, visibly posted in programs

Mandatory to post visibly in programs

Used in marketing and public awareness campaigns

Other.

Describe:

[ARBetterBeginnings.com](http://ARBetterBeginnings.com)

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:

[conference displays/parent events](#)

None.

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

Material for Better Beginnings printed in Spanish includes the Better Beginnings program rules and Business Administration Scale (BAS). Outreach is planned for Hispanic print publications.

### 3.3.6. Quality Rating and Improvement System (QRIS)

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

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

Participation is voluntary for:

[all licensed and registered facilities](#)

Participation is mandatory for:

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

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

State/Territory is in the development phase  
 State/Territory has no plans for development

Other.

Describe:

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



Child care centers



Group child care homes



Family child care homes



In-home child care



License exempt providers



Early Head Start programs



Head Start programs



Pre-kindergarten programs



School-age programs



Other.

Describe:

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

**please describe:**

N/A

**3.3.8 Data & Performance Measures on Program Quality** (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:

[Our Licensing & Accreditation \(L & A \) program, Child Care Licensing and Accreditation System\(CCLAS\)](#)



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

Describe:

[Our Licensing & Accreditation program, CCLAS](#)



Program scores on program assessment instruments.

List instruments:

Describe:

[Our L & A program, CCLAS & Branagh Information Group software](#)



Classroom scores on program assessment instruments.

List instruments:

Describe:

[Branagh Information Group Software](#)



Qualifications for teachers or caregivers within each program.

Describe:

[Our TAPP Registry](#)



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

Describe:

[Our Enterprise Data Warehouse that pulls information from our L&A Program \(CCLAS\) and our voucher program \(KidCare\)](#)



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



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

Describe:

[20%](#)



Other.

Describe:



None.

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

[Using the QRIS guidelines, the environmental and program evaluation tools, and a high compliance with the licensing/registered requirements.](#)

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.

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

### **3.3.9 Goals for the next Biennium -**

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?

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

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

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

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

- 1) Core Knowledge and Competencies

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

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

- TAPP (Traveling Arkansas Professional Pathways Steering group and working committees (Higher Education, Registry Review, Core Competencies/Spectrum working groups to support the Steering Committee) review, advise the Division on all issues related to Early Childhood Professional Development and the TAPP system)
- Northwest AR Child Care Resource and Referral Agency,  
**Ages & Stages, Ages & Stages/SE** – Training Providers to work with parents in order to discover any developmental delays a child may have.  
**NAPSACC**– Training to assist providers in improving nutrition and physical activity environments including information on preventing obesity in preschool children by use of a child care nutrition and physical activity self-assessment, goal setting, and technical support from local health professionals...  
**Child Care Resource and Referrals** for businesses, community organizations, providers and parents.
- Arkansas State University/ACQUIRE Child Care Resource and Referral Agency  
**Ages & Stages, Ages & Stages/SE** – Training Providers to work with parents in order to discover any developmental delays a child may have.  
**NAPSACC**– Training to assist providers in improving nutrition and physical activity environments including information on preventing obesity in preschool children by use of a child care nutrition and physical activity self-assessment, goal setting, and technical support from local health professionals.  
**Child Care Resource and Referrals** for businesses, community organizations, providers and parents.
- Child Care Connections-Child Care Resource and Referral Agency  
**Ages & Stages, Ages & Stages/SE** – Training Providers to work with parents in order to discover any developmental delays a child may have.  
**NAPSACC**– Training to assist providers in improving nutrition and physical activity environments including information on preventing obesity in preschool children by use of a child care nutrition and physical activity self-assessment, goal setting, and technical support from local health professionals.  
**Child Care Resource and Referrals** for businesses, community organizations, providers and parents  
**Pre Licensing training for license applicants**–
- CHILDREN of NC AR Child Care Resource and Referral Agency  
**Ages & Stages, Ages & Stages/SE** – Training Providers to work with parents in order to discover any developmental delays a child may have.  
**Business Management – White River Elements of Successful Grant Writing**– training offered to early care professionals in the following 3 topics: Basics of Grant Writing, Intermediate Grant Preparation, and Advanced Grant Preparation. .  
**Family Child Care Business Training**– One-on-one business training for new family child care home providers, learning a system of basic record keeping for income tax, types of tax deductions they can claim, how to market their business, insurance issues. There are two 2-hour home visits, usually 4-5 weeks apart. The training is to strengthen business management skills of providers.  
**NAPSACC**– Training to assist providers in improving nutrition and physical activity environments including information on preventing obesity in preschool children by use of a child care nutrition and physical activity self-assessment, goal setting, and technical support from local health professionals.  
**Child Care Resource and Referrals** for businesses, community organizations, providers and parents

Jefferson Comprehensive Child Care LINKS-Resource and Referral Agency

**Ages & Stages, Ages & Stages/SE** – Training Providers to work with parents in order to discover any

developmental delays a child may have.

**NAPSACC**– Training to assist providers in improving nutrition and physical activity environments including information on preventing obesity in preschool children by use of a child care nutrition and physical activity self-assessment, goal setting, and technical support from local health professionals. **Child Care Resource and Referrals** for businesses, community organizations, providers and parents

• [Arkansas State University Childhood Services](#)

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

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

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

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

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

**Emergency Preparedness workshops and planning for child care providers**

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

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

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

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

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

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

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

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

**Youth Development Institute:** [series of on-line training opportunities to support school age and youth development practioneers.](#)

- University of Arkansas, Research and Sponsored Programs

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

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

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

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

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

- Uof A Cooperative Extension Services

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

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

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

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

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

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

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

University of Arkansas for Medical Science/Partners for Inclusive Communities

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

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

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

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

- [Early Childhood Services](#)  
- [Design and Development of Curriculum materials available on line.](#)

- Arkansas Children’s Hospital/HIPPY (Home Instruction for Parents of Preschool Youngsters)
- **Index: Investigate Discover and Explore:Math/Science for young children** 30-hour course on framework and benchmarks for math and science strategies in working with young children.  
**Pre-K Early Literacy Learning in Arkansas (Pre-K Ella)**– a 30-hour professional development course, assists early childhood teachers in planning programs that encourage language and literacy development. The training is available statewide at no charge.

### 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:

[AR Key Content Areas and Core Competencies for early Care and Education Professionals](http://www.arkansas.gov/childcare/newsandevents/Arkansas%20Key%20Content%20Areas%20and%20Core%20Competencies%20Final%20DRAFT%20Version.pdf)  
<http://www.arkansas.gov/childcare/newsandevents/Arkansas%20Key%20Content%20Areas%20and%20Core%20Competencies%20Final%20DRAFT%20Version.pdf>

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

- Child growth, development and learning
- Health, nutrition, and safety
- Learning environment and curriculum
- Interactions with children
- Family and community relationships

- Professionalism and leadership
- Observation and assessment
- Program planning and management
- Diversity
- Other.

Describe:

None.

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

- To define the content of training required to meet licensing requirements
- To define the content of training required for program quality improvement standards (as reported in section 3.3)
- To define the content of training required for the career lattice or credential
- To correspond to the early learning guidelines
- To define curriculum and degree requirements at institutions of higher education
- Other.

Describe:

None.

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

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

Describe:

None.

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

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

Describe:

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

Describe:

Administrators in centers (including educational coordinators, directors).

Describe:

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

Describe:

[under development](#)

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

Describe:

[under development](#)

Other.

Describe:

None.

f) Check if the State/Territory has developed any supplemental or specialized competencies for practitioners/providers working with the following ages.

Birth-to-three

Three-to-five

Five and older

Other.

Describe:

None.

### 3.4.2 Workforce Element 2 - Career Pathways

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

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

Yes.

Describe:

[TAPP Map and TAPP Spectrum](#)

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

[http://professionalregistry.astate.edu/chsdownloads/Promulgated\\_Document.pdf](http://professionalregistry.astate.edu/chsdownloads/Promulgated_Document.pdf)

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

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

Describe:

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

Describe:

Administrators in centers (including educational coordinators, directors).

Describe:

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

Describe:

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

Describe:

Other.

Describe:

None.

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

Infants and toddlers

Preschoolers

School-age children

Dual language learners

Children with disabilities, children with developmental delays, and children with other special needs

Other.

Describe:

None.

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

Voluntary guide and planning resource

Required placement for all practitioners and providers working in programs that are licensed or regulated in the State/Territory to serve children birth to 13

Required placement for all practitioners working in programs that receive public funds to serve children birth to 13

Required placement for adult educators (i.e., those that provide training, education and/or technical assistance)

Required placement for participation in scholarship and/or other incentive and support programs

Required placement for participation in the QRIS or other quality improvement system

Other.

Describe:

None.

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

Yes.

If yes, describe:

Originals are obtained upon application to the registry, verification of education, continuing education and professional development and training is verified prior to placement with the registry which places a participant within a specified location within the TAPP Map

No.

### 3.4.3 Workforce Element 3 - Professional Development Capacity

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

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

Yes.

If yes, describe:

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

No.

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

Yes.

If yes, describe:

No.

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

- Standards set by the institution
- Standards set by the State/Territory higher education board
- Standards set by program accreditors
- Other.

Describe:

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

None.

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

- Training approval process.

Describe:

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

Trainer approval process.

Describe:

Training and/or technical assistance evaluations.

Describe:

Other.

Describe:

None.

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

- Yes.

If yes, describe:

On a limited basis between community college and universities based on individual agreements locally.

No.

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

Yes.

If yes, describe:

On a limited basis specific Professional Development Modules (literacy, math/science, framework and social-emotional learning) consisting of 30-40 hours each are infused into college course work and completion of the course work ensure the student also receives TAPP registry credit for completion of the PD module.

No.

### 3.4.4 Workforce Element 4 - Access to Professional Development

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

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

Yes. If yes, for which sectors?

Child care

Head Start/Early Head Start

Pre-Kindergarten

Public schools

Early intervention/special education

Other.

Describe:

Home Visiting, trainers, evaluators, technical assistance providers, early care professionals in university/college settings, school age and youth development programs.

No.

b) Does the State/Territory have a State/Territory-wide, coordinated and easily accessible clearinghouse of information about professional 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 TAPP (Traveling Arkansas Professional Pathways) is an on-line repository of training opportunities and provides on-line registration for these trainings.

No.

<http://professionalregistry.astate.edu/registry.asp>

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

Scholarships.

Describe:

Scholarship assistance is available for major conferences such as the AR Child Care Providers Association, the AR Early Childhood Association and the WEE (Weekday Early Ed) Workshop

Free training and education.

Describe:

Professional Development Contracts are in place with over 20 organizations, institutions to deliver training opportunities to support early care and education.

Reimbursement for training and education expenses.

Describe:

Grants.

Describe:

Loans.

Describe:

Loan forgiveness programs.

Describe:

Substitute pools.

Describe:

Release time.

Describe:

Other.

Describe:

None.

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

Yes.

If yes, describe:

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:

No.

### 3.4.5 Workforce Element 5 - Compensation, Benefits and Workforce

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

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

Yes.

If yes, describe:

Salary scale for teachers and aides in public pre-K classes

No.

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

Yes.

If yes, describe:

Option available to programs certified under the Better Beginnings program through the Better Beginnings Incentive Grant

No.

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

Yes.

If yes, describe:

No.

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

Yes.

If yes, describe:

No.

**3.4.6 Data & Performance Measures on the Child Care Workforce** - What data elements, if any, does the State/Territory currently have access to related to the child care workforce? What, if any, does the State/Territory use for performance measures on professional development and workforce initiatives? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked 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):

[Practitioners in the TAPP registry, ABC providers, providers enrolled in Better Beginnings](#)

Data on the demographic characteristics of practitioners or providers working directly with children.  
Describe (optional):

[Practitioners in the TAPP registry, ABC providers, providers enrolled in Better Beginnings](#)

Records of individual teachers or caregivers and their qualifications.  
Describe (optional):

[Practitioners in the TAPP registry, ABC providers, providers enrolled in Better Beginnings](#)

Retention rates.  
Describe (optional):

programs enrolled in Better Beginnings

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

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

Trackable for ABC and Better Beginnings programs

Number of scholarships awarded .  
Describe (optional):

Programs in Better Beginnings

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

Number of completed credentials (Infant/Toddler Specialist, Preschool Credential, School Age Credential, Early Childhood Mental Health Consultation Credential)

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

Number of completed credentials (Infant/Toddler Specialist, Preschool Credential, School Age Credential, Early Childhood Mental Health Consultation Credential) tracked in TAPP registry.

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

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

Other.  
Describe:

None.

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

**Definition** - For purposes of this section, a workforce data system refers to a system, such as a workforce registry, that tracks the size and characteristics of the child care workforce, including longitudinal data to monitor changes over time. The data system also can produce records to validate and verify qualifications or ongoing professional development for licensing, accreditation, QRIS, wage incentives, and credentials.

Yes.

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

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

Describe:

voluntary

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

Describe:

voluntary

Administrators in centers (including educational coordinators, directors).

Describe:

voluntary

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

Describe:

voluntary

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

Describe:

voluntary

Other.

Describe:

None.

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

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

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

No.

c) **Performance measurement.** What, if any, performance measures does the State/Territory use related to its workforce and professional development systems?

Tracking of number of participants in Training and Professional Development activities and percentage of completers; changes in TAPP registry reflecting number of practitioners at increasing levels; and tracking of trainers at increasing levels. Gathering specific information on benefits and salary range/education for Better Beginnings programs for annual comparison.

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.

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

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

### 3.4.7 Goals for the next Biennium -

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?

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