

Child Care and Development Fund (CCDF) Plan  
For

Washington  
FFY 2014-2015

**PART 1  
ADMINISTRATION**

**1.1 Contact Information**

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

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

Effective Date: 01-OCT-13

Name of Lead Agency: [Department of Early Learning \(DEL\)](#)

Address of Lead Agency: [PO Box 40970, Olympia, WA 98504-0970](#)

Name and Title of the Lead Agency's Chief Executive Officer: [Elizabeth M Hyde, Director](#)

Phone Number: [360-725-4665](#)

Fax Number: [360-413-3482](#)

E-Mail Address: [bette.hyde@del.wa.gov](mailto:bette.hyde@del.wa.gov)

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

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

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

Effective Date: 01-OCT-13

Name of CCDF Administrator: [Lynne Shanafelt](#)

Title of CCDF Administrator: [State Child Care Administrator](#)

Address of CCDF Administrator: [PO Box 40970, Olympia, WA 98504](#)

Phone Number: [360-407-1953](#)

Fax Number: [360-413-3482](#)

E-Mail Address: [lynne.shanafelt@del.wa.gov](mailto:lynne.shanafelt@del.wa.gov)

Phone Number for CCDF program information

(for the public) (if any): [1-877-501-2233](#)

Web Address for CCDF program

(for the public) (if any): [www.del.wa.gov](http://www.del.wa.gov)

Web Address for CCDF program policy manual

(if any): [http://www.del.wa.gov/publications/subsidy/docs/WCCC\\_PolicyManual.pdf](http://www.del.wa.gov/publications/subsidy/docs/WCCC_PolicyManual.pdf)

Web Address for CCDF program administrative rules

(if any):

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

Name of CCDF Co-Administrator:

Title of CCDF Co-Administrator:

Address of CCDF Co-Administrator:

Phone Number:

Fax Number:

E-Mail Address:

Description of the role of the Co-Administrator:

## **1.2 Estimated Funding**

### **1.2.1 What is your expected level of funding for the first year of the FY 2014 - FY 2015 plan period?**

The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period from October 1, 2013 through September 30, 2014. (§98.13(a)).

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FY 2014 Federal CCDF allocation (Discretionary, Mandatory and Matching): \$  
[\\$115,944,556](#)

Federal TANF Transfer to CCDF: \$ [\\$97,308,000](#)

Direct Federal TANF Spending on Child Care: \$ [\\$6,100,000](#)

State CCDF Maintenance-of-Effort Funds: \$ [\\$38,707,605](#)

State Matching Funds: \$ 36,399,801

**Reminder** - Lead Agencies are reminded that not more than 5 percent of the aggregate CCDF funds, including federal funds and required State Matching funds, shall be expended on administration costs (§98.52) once all FY2014 funds have been liquidated. State Maintenance-of-Effort funds are not subject to this limitation.

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

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

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N/A here

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

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

If checked, identify source of funds:

[These funds are state general funds.](#)

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

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

If checked, are those funds:

donated directly to the State?

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

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

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

State expenditures for Pre-K programs to meet the CCDF Matching Funds requirement.

If checked, provide the estimated percentage of Matching Fund requirement that will be met with pre-k expenditures ( not to exceed 30%): [20%](#)

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

DEL oversees the Early Childhood Education and Assistance Program (ECEAP), the state pre-K program, as well as child care licensing and subsidy policy. DEL managers coordinate to integrate child care and pre-k regulations where possible and share monitoring data. Together, they respond to requests for clarification from child care providers who also have an ECEAP program. DEL staff provides training and technical assistance to support the quality of care and education and include child care and ECEAP staff together in some training events.

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:

Staff are required to provide services at a time that is convenient for families and, therefore, accommodate work schedules as needed. When ECEAP sites provide transportation, this includes transportation to and from child care if needed. All ECEAP children also receive health coordination services.

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%): 13%

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:

Currently, 14% of ECEAP children receive ECEAP services in a licensed child care facility, which makes child care available at the same location as half day pre-k. ECEAP staff work closely with families to address child care needs and assist them in accessing Working Connections Child Care (WCCC). An ECEAP child who needs care outside of ECEAP hours may also receive child care subsidies through the WCCC program. Many additional ECEAP programs transport children to child care for the remainder of the day which supports availability.

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:

DEL has ECEAP Performance Standards that require staff to provide individualized family support services for each family for a minimum of three hours per year. ECEAP staff work in partnership with individual families to:

- Assess family strengths and needs
- Set family goals
- Assist with community resources
- Follow up on progress toward goals
- Coordinate transitions between ECEAP, home, child care and kindergarten

Staff are required to provide services at a time that is convenient for families and,accommodate work schedules as needed. When ECEAP sites provide transportation, this includes transportation to and from child care if needed. All ECEAP children also receive health coordination services.

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

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Estimated Amount of CCDF Quality Funds For FY 2014	Activity (Lead Agency should include description of quality activities that cover FY 2014 and also information about activities for FY 2015, if available)	Purpose	Projected Impact and Anticipated Results (if possible)
Infant/Toddler Targeted Fund \$1,814,630	Develop infant and toddler interdisciplinary child care consultants to licensed child care providers. Continue to develop a cohesive framework to support statewide delivery of high quality, interdisciplinary child care based on QRIS standards.	The purpose of this activity is to support high quality care to infants and toddlers.	Results for children and families are increased knowledge and skills for providers that support the healthy growth and development of infant and toddlers. Providers are better able to provide quality care based on the expectations of QRIS.
School-Age/Child Care Resource and Referral Targeted Funds 299,344	Provides in-person or webinar training to school age providers around the state. Provides technical assistance to increase the quality of care by training, technical assistance and coaching.	This activity supports school age providers who are caring for children before and after school.	This will result high quality before and after school care for school age children.

<p>Quality Expansion Targeted Funds \$3,125,583</p>	<p>Coordinate and manage regional Child Care Aware offices to implement Early Achievers and provide information to families and parents choosing care.</p> <p>Provide scholarships for providers to increase their knowledge and skills around high quality care.</p>	<p>Provide training and technical assistance to providers, provide information to families about child care and provide educational information to families about quality child care.</p>	<p>Parents are able to access information about quality child care and providers who are part of QRIS.</p> <p>Providers receive training and technical assistance and scholarships to continue their professional development.</p>
<p>Quality Funds (not including Targeted Funds) 18,874,000</p>	<p>Provide quality training and access to increased educational opportunities to Early Achievers providers.</p> <p>Train providers on fire safety, research on brain development, child development, child guidance and use of curriculum.</p> <p>Support compliance of licensing regulations that support quality early childhood settings.</p>	<p>Continue to increase the quality of care that children receive in licensed child care.</p>	<p>Results should include more programs participate in Early Achievers, increased ratings over time which will indicate an increase level of quality care for children.</p>

#### 1.2.4 Will the Lead Agency distribute quality funds to counties or local entities?

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

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

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- No, the Lead Agency will not distribute any quality funds directly to local entities
- Yes, all quality funds will be distributed to local entities
- Yes, the Lead Agency will distribute a portion of quality funds directly to local entities. Estimated amount or percentage to be distributed to localities

Other.  
Describe:

## 1.3 CCDF Program Integrity and Accountability

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

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

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Describe:

DEL has a unit of 10 auditors that sample provider payments. If an auditor or a DEL licensor suspect subsidy fraud, it is reported to the Department of Social and Health Services' (DSHS) Office for Fraud and Accountability for follow up.

In addition DSHS also identifies improper payments in the following ways:

- Providers or the public notify the child care agency of suspected fraud;
- A routine algorithm that identifies large amounts of payment to providers are produced on a regular basis from the DSHS automated payment system, Social Service Payment System (SSPS), to identify areas of potential improper payments;
- Monthly audits that compare provider attendance records with payment records to identify improper payments; and
- Supervisor reviews are conducted for subsidy case files to identify improper payments.

Controls:

If any error in payment is identified, then the DSHS Office of Financial Recovery sends the provider or the parent for the overpayment a notice informing them of the overpayment. A repayment schedule is established through future subsidy payments or other means such as liens or garnishment if the participant does not voluntarily repay. If fraud is suspected, the DSHS Office of Fraud and Accountability conducts an investigation to determine if prosecution is warranted.

**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.

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Describe:

DEL has assigned the financial manager and accounting manager to CCDF reporting. Staff will contact the DEL CCDF Administrator or Region X when they have questions or issues. The legislature appropriated funds to DEL to create and develop an automated grants management system to assist in grant tracking and reporting. The agency continues to provide the financial resources needed to keep this system operational and updated when there are changes to the CCDF rules.

DEL created an automated system, called Financial Reporting and Allocation Tracking System (FRATS) to calculate and provide data for the ACF 696 report and to track federal draws. This system receives electronic data from the State Accounting System (AFRS) for all costs directly incurred by DEL and any charges billed to DEL from DSHS.

DEL has strong internal controls for payments and federal draws. DEL quarterly reconciles the FRATS data to the AFRS data at the 696 column and row level to ensure the data being reported is accurate. On a monthly basis, DSHS invoices DEL for the federal share of CCDF costs from DSHS and quarterly data reports, TANF transfer, state matching, mandatory and maintenance of effort. DEL reviews all reports carefully from DSHS prior to paying or reporting them on the 696. DSHS includes AFRS backup with all billings that DEL matches to the invoice. The State Auditor's Office annually audits the CCDF grant in detail at both DEL and DSHS to ensure accuracy and accountability.

DEL has a Service Agreement with DSHS for Working Connections Child Care and the Seasonal Child Care program that establishes:

- Priorities of the child care program
- Services provided by DSHS to DEL and;
- Performance indicators.

DSHS is responsible for service delivery for the WCCC and SCC program. Service delivery includes:

- Determining consumer eligibility
- Authorizing payment for child care services
- Determining suitability of in-home and relative providers (background checks);
- Managing and processing payments made to child care providers for the WCCC and SCC programs.



All contracts must follow Washington State procurement laws and policies established by the Department of Enterprise Services. There are templates and processes for the bid procedures that need to be followed to select a qualified contractor. Once a contractor is selected, the Program Manager completes a statement of work and budget in conjunction with the contractor that will meet DEL's needs and is based on the contractor's submitted proposal. Once the specific scope and budget is ready it is then reviewed by the Contracts office and a complete contract is then sent to the Supervisor, Chief Financial Officer, and Assistant Director for approval.

Many of the templates used throughout the process have been reviewed and approved by the state Attorney General's Office, the Department of Enterprise Services, and Risk Management. Once both parties have agreed to a contract, the services are monitored by the Program Manager through monthly activity reports or deliverables, fiscal reports or audits and on-site visits during the contract period. The Program Manager is responsible to assure that the appropriate contract terms are satisfied, deliverables are received and a satisfactory product is achieved prior to approving invoices.

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

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Type of Activity	Identify Program Violations	Identify Administrative Error
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 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 type="checkbox"/>
Run system reports that flag errors (include types)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Review of attendance or billing records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Audit provider records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct quality control or quality assurance reviews	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct on-site visits to providers or sub-recipients to review attendance or enrollment documents	<input type="checkbox"/>	<input type="checkbox"/>

Conduct supervisory staff reviews	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct data mining to identify trends	<input type="checkbox"/>	<input type="checkbox"/>
Train staff on policy and/or audits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other. Describe		
Algorithms are run to detect duplicate payments, high payment amounts, duplicate social security numbers and other risk factors that may indicate an overpayment or potential fraud. DEL and DSHS audit provider records. DSHS conducts quality assurance reviews and supervisory reviews. Training is provided to staff on policy and audits.	<input checked="" type="checkbox"/>	<input checked="" 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:**

Improper payments are identified in four primary ways:

- Providers or the public notify the child care agency of suspected fraud;
- A routine algorithm that identifies large amounts of payment to providers are produced by Health Care Authority on a regular basis from automated payment systems, SSPS to identify areas of potential improper payments;
- Monthly audits that compare provider attendance records with payment records to identify improper payments are done by DEL and DSHS; and
- Supervisor reviews are conducted for subsidy case files identify improper payments.

DSHS staff identifies and establish overpayments and underpayments identified by DSHS audits. DEL auditors also establish overpayment and underpayments. DSHS coordinates the fair hearing process for both DSHS and DEL overpayments that are disputed. When an overpayment is considered valid, it is written within 60 days.

**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: \$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinate with and refer to other State/Territory agency (e.g. State/Territory collection agency, law enforcement). Describe:			
If fraud is detected at DEL or DSHS, it is referred to the Office of Fraud and Accountability. If an investigation is conducted and it appears that fraud has been committed, both the agencies work with the prosecution or law enforcement that has jurisdiction over the area that the provider is located at.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Recover through State/Territory tax intercepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recover through other means. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish a unit to investigate and collect improper payments. Describe composition of unit:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

If potential fraud is identified by DSHS or DEL, a referral is made to the Office of Fraud and Accountability (OFA) for investigation. If fraud isn't determined to be present but the client or provider has an overpayment, OFA writes an overpayment. If fraud is determined to have happened following an investigation, OFA works with local and federal law enforcement to file criminal charges.

If it is determined that an overpayment has occurred, then the DSHS Office of Financial Recovery works with the client or provider to recover the amount owed the State which could be a reduction of payments in subsequent months or a repayment plan.

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

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None

Disqualify client.

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

Clients can be disqualified if they do not make their co-payment to the provider and fail to make arrangements with the provider to pay. If clients are discovered to commit fraud, it is referred to OFA for investigation and could be referred for criminal prosecution.

Disqualify provider.

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

All providers must follow program requirements and have an administrative review process available to them for appeals. The providers are informed of this appeal right at the time of the notification of disqualification.

Licensed providers who commit a program violation are at risk of license revocation or summary suspension. Both actions have due process though supervisory review and can be appealed through administrative review process. The provider is also entitled to an appeal process though the civil court system.

If providers are discovered to commit fraud, it is referred to OFA for investigation and could be referred for criminal prosecution.

- Prosecute criminally
- Other.  
Describe.

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

N/A here

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<b>Activities identified in ACF-402</b>	<b>Cause/Type of Error (if known)</b>	<b>Actions Taken or Planned</b>	<b>Completion Date (Actual or planned) (if known)</b>
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The following corrective action steps will be taken to prevent future improper authorization payment errors.

1. DEL will meet with DSHS to review issues related to child care worker training. Items identified as requiring guidance or clarification include:

- a. Methods for estimating fluctuating income
- b. Budgeting appropriate care for cases with TANF/WorkFirst activities
- c. Best practices when prospectively budgeting income
- d. Frequency of updating individual providers; child care rates
- e. Eligibility for minimum co-payments
- f. Re-determining eligibility when activities change or end
- g. Determining correct units of care
- h. Budgeting commission or piece work income

2. DSHS's Economic Services Administration (ESA) will implement automation enhancements to the state's Working Connections Automated Program (WCAP) to strengthen documentation of Child Care activities and needs. Training will be delivered prior to implementation of new requirements. The system changes will:

- a. Standardize entry of household activity information
- b. Calculate hours of child care needed
- c. Improve case accuracy and documentation

3. ESA's Working Connections Child Care Basic Training curriculum is being developed as part of the ESA Training plan.

4. Local DSHS office supervisors will continue

DEL rewrote the child care subsidy rules for clarity and addresses the guidance for these areas. DEL also created a Policy Handbook with policy clarification that can be electronically accessed by the child care worker. DSHS developed a child care worker training that address the elements identified in the activities along with other program elements.

Improvements were also made to the eligibility program along with training provided to child care workers. DSHS supervisors audit 3000 cases per month for program compliance and staff training needs. Training is updated and provided to child care workers prior to changes in eligibility or process. DSHS and DEL continue to review audit issues from both federal and state audits to implement process and technological solutions to reduce authorization errors and improper payments. DSHS has formed an Office of Fraud and Accountability that looks at the functioning of programs including child care issues.

DEL has completed these actions.

<p>to audit 1% of all WCCC cases for accuracy in authorizations and billing. Information from these audits is used to monitor program compliance, identify system or policy issues and staff training needs.</p> <p>5.ESA convened a workgroup tasked with developing a field desk guide to standardize documentation on ESA's WCAP Data Entry Screens.</p> <p>6.ESA staff will continue to work with DEL and Quality Assurance to review audit findings, analyze root causes and implement strategies to reduce authorization errors and improper payments.</p>			

**1.4 Consultation in the Development of the CCDF Plan**

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

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

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

<b>Agency/Entity</b>	<b>Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan</b>
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<input checked="" type="checkbox"/> <b>Representatives of general purpose local government (required)</b>  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.	DEL published a draft plan on its website and provided a draft version to the Early Learning Advisory Committee which has representation from local educational service districts. Two public hearings were held. DEL also provided an email box and received CCDF input.
<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>	
<input checked="" type="checkbox"/> State/Territory agency responsible for public education  This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.	The Office of the Superintendent of Public Instruction is represented by an Assistant Superintendent on ELAC and reviewed the plan.
<input checked="" type="checkbox"/> State/Territory agency responsible for programs for children with special needs  This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs	DEL is the lead agency for Part C and the staff responsible for the services have an internal review of the plan. ELAC has representation from the Office of the Superintendent of Public Instruction, which is the lead agency for Section 619. We also have specific expertise in special needs children among the ELAC members.
<input checked="" type="checkbox"/> State/Territory agency responsible for licensing (if separate from the Lead Agency)	Licensing staff gave input into the plan.
<input checked="" type="checkbox"/> State/Territory agency with the Head Start Collaboration grant	This position is part of the Lead Agency and the staff gave input on the plan.
<input checked="" type="checkbox"/> Statewide Advisory Council authorized by the Head Start Act	ELAC is the Statewide Advisory Council authorized by the Head Start Act and gave input on the plan.
<input type="checkbox"/> Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services	



<input checked="" type="checkbox"/> State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)	The plan is shared with the lead agency for CACFP which is the Office of the Superintendent of Public Instruction for review and input.		
<input checked="" type="checkbox"/> State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant	DEL is the agency which implements the Maternal and Early Childhood Home Visitation programs grant, and staff had opportunities to review the plan and give input.		
<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)	The Department of Health is responsible for public health and a representative is part of ELAC who were provided a copy of the plan and give input.		
<input checked="" type="checkbox"/> State/Territory agency responsible for child welfare	The Department of Social and Health Services which is responsible for child welfare is represented on ELAC and is able to review and give input into the plan.		
<input checked="" type="checkbox"/> State/Territory liaison for military child care programs or other military child care representatives	Child Care Aware has staff who act as the liaison for military child care programs and reviewed and provided input into the plan.		
<input type="checkbox"/> State/Territory agency responsible for employment services/workforce development			
<input checked="" type="checkbox"/> State/Territory agency responsible for Temporary Assistance for Needy Families (TANF)	The Department of Social and Health Services was given a chance to review the plan and give input.		
<table border="1" style="width: 100%;"> <tr> <td data-bbox="57 1348 424 1727" style="width: 25%;"><input checked="" type="checkbox"/></td> <td data-bbox="427 1348 794 1727">           Indian Tribes/Tribal Organizations   <input type="checkbox"/>            N/A: No such entities exist within the boundaries of the State         </td> </tr> </table>	<input checked="" type="checkbox"/>	Indian Tribes/Tribal Organizations  <input type="checkbox"/> N/A: No such entities exist within the boundaries of the State	The plan was sent to the 26 tribes for review and to give input.
<input checked="" 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	Strengthening Families is part of DEL and given an opportunity to review and give input into the plan.		
<input checked="" type="checkbox"/> Provider groups, associations or labor organizations	The child care union was sent a copy of the draft plan for review and any input that they wished to provide. The child care associations were also asked to review and provide input into the plan.		

<input checked="" type="checkbox"/> Parent groups or organizations	ELAC has two parents who act as a liaison with the DEL parent advisory group and were given an opportunity to review the plan.
<input checked="" type="checkbox"/> Local community organization, and institutions (child care resource and referral, Red Cross)	Child Care Aware reviewed the plan and provided input.
<input type="checkbox"/> Other	

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

Effective Date: 01-OCT-13

a) Date(s) of notice of public hearing: 04/18/2013

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

b) How was the public notified about the public hearing? This was provided in a variety of ways: through the DEL list serve, on the DEL website, announcements at meetings.

c) Date(s) of public hearing(s): 05/13/2013

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

d) Hearing site(s) DEL held two public meetings: At the DSHS office in Kent on May 13 and Moses Lake at Big Bend Community College on May 14.

e) How was the content of the Plan made available to the public in advance of the public hearing(s)? The content of the Plan was posted on April 1 on the DEL website and sent out through the DEL list serve.

f) How will the information provided by the public be taken into consideration in the provision of child care services under this Plan? All the submittal of comments were made and a summary was given to the DEL director in May for consideration.

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

Effective Date: 01-OCT-13

DEL provided Spanish interpreters at both public hearing sites in addition to a Somali interpreter at the Kent site. Both sites were handicap accessible and held later in the day and evening, 4:00- 7:00 pm. Parent and providers could also submit comments through email or in writing.

## **1.5. Coordination Activities to Support the Implementation of CCDF Services**

Lead Agencies are required to *coordinate* with other Federal, State, local, Tribal (if applicable) and private agencies providing child care and early childhood development services

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

Note: Descriptions of how governments are organized for each State are provided at: [http://www2.census.gov/govs/cog/all\\_ind\\_st\\_descr.pdf](http://www2.census.gov/govs/cog/all_ind_st_descr.pdf).

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

Effective Date: 01-OCT-13

<b>Agency/Entity (check all that apply)</b>	<b>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</b>	<b>Describe the goals or results you are expecting from the coordination</b>
		Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.

<p>Representatives of general purpose local government</p> <p>This may include, but is not limited to:</p> <p><input checked="" type="checkbox"/> representatives from counties and municipalities, local education representatives, or local public health agencies.</p>	<p>Services are coordinated through Early Learning Advisory Council and regional early learning coalitions.</p>	<p>Community providers can evaluate and have access to shared technical assistance resources to help them increase their knowledge and skills around quality care.</p>
<p>State/Territory agency responsible for public education <b>(required)</b></p> <p>This may include, but is not limited to,</p> <p><input checked="" type="checkbox"/> State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.</p>	<p>DEL has an agreement with the Office of Superintendent of Public Instruction and Thrive by Five to help coordinate activities of the three entities.</p>	<p>This supports early learning and transition services for children, moving toward a seamless system of birth to age eight. Coordination and support to child care providers are improved for transition of children from child care to kindergarten.</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>DEL facilitates the Regional Coordination Hubs to coordinate funding from various partners to provide more training and technical assistance to providers, provide continuity of child care, support full day/full year services and support community service providers.</p> <p>The hubs coordinate discussions between School's Out WA, Y programs, Boys and Girls Club, Child Care Aware, WA state Family Child Care Association and Head Start /ECEAP to better coordinate services.</p>	<p>Community providers can better coordinate and transition children between different child care settings.</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>DEL and DOH department heads meet to discuss public health issues for young children.</p> <p>The Department of Health is represented on the Early Learning Advisory Committee.</p>	<p>Information to providers is better coordinated about healthy child development, current practices about social emotional development and emerging health issues.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for employment services / workforce development <b>(required)</b></p>	<p>The State Board of Community Colleges and Employment Security work with DEL to help develop and support training for new and existing providers. Community colleges are represented on the Early Learning Advisory Council.</p>	<p>Professional Development Agreements for articulation and training at community and technical colleges are in place to improve the quality of child care services.</p>

<input checked="" type="checkbox"/>	State/Territory agency responsible for providing Temporary Assistance for Needy Families (TANF) including local human service agencies( <b>required</b> )	DEL and DSHS have a coordinating service agreement in place with agreed upon goals.	The goal is to provide families, children and providers coordinated, family focused services.
<input checked="" type="checkbox"/>	Indian Tribes/Tribal Organizations (required) <input type="checkbox"/> N/A: No such entities exist within the boundaries of the State	DEL Director meets with the sovereign nation council quarterly to discuss common areas of interest and concern. Child care administrator participates in tribal CCDF conference calls to share information and discuss the impacts of state decision on tribal programs	This results in better coordination between the state and tribes provides better services to families, and supports state and tribal child care providers.

**For the remaining agencies, check and describe (optional) any with which the Lead Agency has chosen to coordinate early childhood and school-age service delivery**

<input checked="" type="checkbox"/>	State/Territory agency with the Head Start Collaboration grant	The Head Start Collaboration grant supports the planning and coordination between child care and Head Start. The grant also supports tribal, preschool and child care with mutual goals to increase the quality of child care.	This results in supporting the improvement of the amount and quality of early childhood opportunities among various types of early learning providers.
<input checked="" type="checkbox"/>	State/Territory agency responsible for Race to the Top - Early Learning Challenge (RTT-ELC) <input type="checkbox"/> N/A: State/Territory does not participate in RTT-ELC	DEL is the responsible agency for RTT-ELC. RTT-ELC is a focused effort to incentivize providers to improve the quality of early learning services that they offer. This work includes a system to strengthen the quality of child care which is interwoven into the work done by the CCDF funds.	The results are increased number of providers who provide high quality child care.

<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)</p>	<p>DEL meets with the family child care sponsors/CAC and lead agency which is the Office of Superintendent of Public Instruction. This includes coordination between CACFP child care sponsors who are in facilities a minimum of 3 times per year, and child care licensors.</p> <p>DEL and the Office of Superintendent of Public Instruction review and revise reporting protocols for health and safety issues.</p>	<p>This results in increased child health and safety.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for programs for children with special needs</p> <p>This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs</p>	<p>DEL is the Lead Agency for Part C and staffs the statewide Interagency Council for Children with Special Needs.</p> <p>DEL coordinates with local contractors to provide support to providers so that children and families receive appropriate services to address infant and toddler developmental issues.</p>	<p>This increases the positive growth and development of infants and toddlers.</p>

<input checked="" type="checkbox"/>	State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant	DEL is responsible for the Home Visitation program. It coordinates home visitation around the state for increase services to children and their families using research based programs.	This results in an increase of positive developmental outcomes for children.
<input type="checkbox"/>	State/Territory agency responsible for child welfare		
<input type="checkbox"/>	State/Territory liaison for military child care programs or other military child care representatives		
<input type="checkbox"/>	Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21		
<input checked="" type="checkbox"/>	Local community organizations (child care resource and referral, Red Cross)	DEL works with local child care resource and referral around coaching and mentoring with child care providers.	This increases the skills and knowledge of child care providers to provide high quality care.
<input type="checkbox"/>	Provider groups, associations or labor organizations		



<input type="checkbox"/>	Parent groups or organizations		
<input type="checkbox"/>	Other		

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

Effective Date: 01-OCT-13

Yes. If yes,

a)

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

b)

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

[It covers birth through 12 years old.](#)

c)

Indicate whether this entity also operates as the State Advisory Council (as authorized under the Head Start Act of 2007):

Yes

No

d)

Provide a web address for the plan(s), if available:

<http://www.del.wa.gov/publications/elac-qris/docs/ELP.pdf>

No

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

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

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

DEL convenes the Early Learning Advisory Council. It covers ages birth through 12 years of age. The DEL is a cabinet level agency reporting to the Governor. Within DEL are the programs: Part C of IDEA, Head Start Collaboration Office, the state funded pre-k program. It is the lead agency for Home Visiting and CCDF.

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

ELAC acts also as the State Advisory Council authorized through the Head Start Act.

Local Coordination/Council

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

Other

Describe

None

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

Effective Date: 01-OCT-13

Yes .

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

Part of the authorizing statute that established DEL also established a private entity called Thrive by Five that works in close partnership with DEL. They provide support to DEL for home visiting, convene business leaders and philanthropy including the Gates Foundation. This allows DEL to leverage public funds with private funds for quality activities like incentives to the local Child Care Aware to meet performance targets with providers involved in Early Achievers.

No

## 1.6. Child Care Emergency Preparedness and Response Plan

It is recommended, but not required, that each Lead Agency develop a plan to address preparedness, response, and recovery efforts specific to child care services and programs. Plans should cover the following areas: 1) planning for continuation of services to CCDF families; 2) coordination with other State/Territory agencies and key partners; 3) emergency preparedness regulatory requirements for child care providers; 4) provision of temporary child care services after a disaster; and 5) rebuilding child care after a disaster. For further guidance on developing Child Care Emergency Preparedness and Response Plans see the Information Memorandum (CCDF-ACF-IM-2011-01) located on the Office of Child Care website at: <http://www.acf.hhs.gov/programs/occ/resource/im-2011-01>

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

Effective Date: 01-OCT-13

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

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

**Other.**  
**Describe:**

The expected timeframe for the completion of the plan is FY 14. Representatives from the Department of Social and Health Services, Child Care Aware, Region X Emergency Planning and Region X Office of Child Care and DEL are part of the committee developing the plan and have been meeting since March 2013. The Military Department of Washington State who is responsible for the state's emergency management have also supported the plan development.

**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.**

Effective Date: 01-OCT-13

Planning for continuation of services to CCDF families

Coordination with other State/Territory agencies and key partners

- Emergency preparedness regulatory requirements for child care providers
- Provision of temporary child care services after a disaster
- Restoring or rebuilding child care facilities and infrastructure after a disaster
- None

**PART 2**

**CCDF SUBSIDY PROGRAM ADMINISTRATION**

**2.1 Administration of the Program**

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

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

Effective Date: 01-OCT-13

- Eligibility rules and policies (e.g., income limits) are set by the:
  - State/Territory
  - Local entity.

If checked, identify the type of policies the local entity(ies) can set

- Other.

Describe:

- Sliding fee scale is set by the:
  - State/Territory
  - Local entity.

If checked, identify the type of policies the local entity(ies) can set

Other.  
Describe:

Payment rates are set by the:

State/Territory

Local entity.

If checked, identify the type of policies the local entity(ies) can set

Other.  
Describe:

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

Effective Date: 01-OCT-13

### Implementation of CCDF Services/Activities

#### Who determines eligibility?

**Note:** 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:

[DSHS is the TANF agency and established subsidy eligibility and makes payments for Working Connections and Seasonal Child Care. It is a centralized system using a call center and also some limited walk in services at the Community Service Offices around the state.](#)

Local government agencies such as county welfare or social services departments

Child care resource and referral agencies

Community-based organizations

Other.

Describe:

[Eighteen community based contracts for the Homeless Child Care are issued.](#)

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

#### Agency (Check all that apply)

CCDF Lead Agency

- TANF agency
- Other State/Territory agency.

Describe:

DEL operates a system called Child Care Check that parents can use online at the DEL website to find out information about a child care provider.

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

Describe:

DEL contracts with Child Care Aware for information and referral for parents in locating child care. The Federal Reach and Out and Read program includes pediatricians that provide parents with materials on choosing child care.

**Who issues payments?**

**Agency (Check all that apply)**

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

Describe:

DSHS makes the payments for Working Connections and Seasonal Child Care.

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

Describe:

Homeless Child Care is paid by the local contractors.

**Describe to whom is the payment issued (e.g., parent or provider) and how are payments distributed (e.g., electronically, cash, etc)**

The payment is issued to the provider and can be either a warrant or electronically deposited into their account.

**Other. List and describe:**

## 2.2. Family Outreach and Application Process

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

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

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

(provide website): <http://www.del.wa.gov/care/help/>

- 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://www.washingtonconnection.org/home/>

- By Email
- Through a State/Territory Agency
- Through an organization contracted by the State/Territory
- Other.

Describe:

[In person interview for Homeless Child Care services conducted by local contractors.](#)

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

Effective Date: 01-OCT-13

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.

DEL provides Child Care Check, a web-based application that allows parents and caregivers to search for basic licensing information and valid licensing violations for licensed and certified providers. DEL contracts with the Child Care Aware Washington Network (CCA) for the provision of child care resource and referral services. Child Care Aware Washington coordinates and manages statewide services through sub-contracts with seven regional agencies to serve communities around the state. DEL and Child Care Aware collaborate to enhance the quality of settings. DEL subcontracts with Child Care Aware Washington to provide core child care resource and referral services to:

- Parents and family, friend and neighbor caregivers
- Licensed child care providers and applicants applying for a license
- Communities, through enhanced partnerships and systems-building

Child Care Aware Washington services use targeted funds to coordinate and manage seven regional resources and referral child care programs.

Through one subcontractor, Child Care Resources, families are provided:

- Consumer education
- Referrals to licensed child care
- Referrals to other community family support and educational services
- Information on assistance in paying for child care (state and local government and private subsidies)

DEL publications on quality child care and child care subsidy are made available statewide, both electronically and hardcopy by request at Child Care Aware offices, DEL child care licensing offices, DSHS local community services offices, local Head Start and ECEAP programs, Department of Corrections family visit rooms and other local community organizations. Examples include:

- You Have a Choice! A Guide to Finding Quality Child Care.
- <http://www.del.wa.gov/publications/development/docs/ChoosingChildCare.pdf>
- Child Care License Suspension and Revocation: What Washington Parents Should Know.
- [http://www.del.wa.gov/publications/development/docs/Revocation\\_parents.pdf](http://www.del.wa.gov/publications/development/docs/Revocation_parents.pdf)
- Working Connections Child Care Brochure
- <http://www.del.wa.gov/publications/subsidy/docs/WCCCbrochure.pdf>

### **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.

### **Quality Rating and Improvement System (QRIS)**

WA Early Achievers is a statewide voluntary QRIS system that includes a data system linked to the professional development registry, incorporating professional development to integrate Washington's Early Learning Guidelines and WaKIDS. Quality standards are aligned with the Head Start Performance Standards to support school readiness and child outcomes and Washington's health and safety licensing standards. All licensed family home and center-based programs have an opportunity to receive additional incentives, support and a rating.

QRIS participating facilities receive the following supports initially to create incentive and increase quality learning and development outcomes, including higher education scholarships (Washington Scholarships for Child Care), one-on-one coaching, quality improvement grants, high-quality training opportunities (Strengthening Families, Kindergarten Transition, **ERS** and **CLASS** assessments, Cultural Competency & Inclusion, Early Learning Guidelines). Focused on child progress and school readiness, the University of Washington has developed a measure called 'Focus Child 360' wherein one child per facility is selected to ensure that program curriculum, documentation and assessments are having impact down **the level of the child**. Washington is finalizing a strategy to expand QRIS participation by implementing tiered subsidy reimbursement rates linked to QRIS standards and ratings.

### **Licensed Child Care and Child Care Provider Background Check**

DEL's electronic licensing system is gathering data about compliance issues. This technology allows licensors to spend more time observing and providing technical assistance to licensed child care providers with the goal of improving quality of care and child outcomes. This is the first step toward the deeper analysis of which regulations need to be tied consistently to quality indicators. New legislation required that all new applicants applying for a background check also get a fingerprint starting July 1, 2012. This system is electronic. All background checks are issued to the applicant and be portable between providers, similar to a food handler's permit. The background check is valid for three years. All CCDF providers must have a background check before providing child care services.

### **Infant/Toddler System and Services**

DEL and state partners continue to work together on an outcome-based system that supports infants, toddlers and parents, families, providers and caregivers that provide care. Regional groups have establish standards and set outcome measures for improvements in the quality of care for infants and toddlers in child care, both for individual child care providers and the statewide system. The interdisciplinary infant/toddler consultations build capacity within regions to support the healthy development of infants and toddlers. Consultations are closely aligned with the Washington's QRIS model, Early Achievers and the Early Learning Guidelines.

### **Managed Education and Registry Information Tool (MERIT)**

MERIT is DEL's online registry that tracks the qualifications and credentials of all early learning professionals and trainers and provides an online portal to available trainings across the state. MERIT is a foundational element of the professional development system as continuing training and base education will be required, tracked and supported consistently across all early learning programs in the

state. MERIT tracks licensing standards and base compliance necessary for individual licensing requirements as well as facility participation in QRIS. The quality of the early learning workforce is dependent upon the quality of state pre-service and continuing training and education. All professional development efforts are centered on child development guidelines and all state approved trainers are required to apply through MERIT. State approved trainers are trained in and required to connect instruction to Washington State's Core Competencies and Early Learning Guidelines. MERIT also records an individual's placement on a career lattice through verified information on education and training. This integrated registry allows Washington to collect accurate data on the workforce to inform decision making related to policy and investments in professional development that lead to increased quality of both trainers and early learning professionals.

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

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Provide access to program office/workers such as by:

- Providing extended office hours
- Accepting applications at multiple office locations
- Providing a toll-free number for clients
- Email/online communication
- Other.

Describe:

Using a simplified eligibility determination process such as:

- Simplifying the application form (such as eliminating unnecessary questions, lowering the reading level)
- Developing a single application for multiple programs
- Developing web-based and/or phone-based application procedures
- Coordinating eligibility policies across programs.

List the program names: [TANF/WorkFirst](#), [food and child care subsidies](#)

- 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: [28-day Gap period available for current beneficiaries when they lose employment of approved activity. Up to two Gap periods in a calendar year allowed.](#)

(Note: this period of unemployment should be included in the Lead Agency's definition of working, or job training/educational program at 2.3.3).

Other.  
Describe:

Other.  
Describe:

None

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

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Provide CCDF assistance during periods of job search.

Length of time: [Twenty-eight day GAP period is available for current beneficiaries when they lose employment of approved activity. Up to two GAP periods in a calendar year allowed.](#)

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:

[Working Connections Child Care eligibility is extended for all families, including families enrolled in either Early Head Start or Head Start and pre-K programs, from 6 months to one year. The family must meet the basic eligibility requirements through the authorization period reporting changes to income, activity, family size or child care provider.](#)

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

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

Describe:

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

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

Describe:

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

Other.

Describe:

None

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

Effective Date: 01-OCT-13

Application in other languages (application document, brochures, provider notices)

Informational materials in non-English languages

Training and technical assistance in non-English languages

Website in non-English languages

Lead Agency accepts applications at local community-based locations

Bilingual caseworkers or translators available

Outreach Worker

Other.

Describe:

None

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

Cambodian, Korean, Russian, Vietnamese, Chinese, Laotian, Spanish, Somali.

**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.**

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- Informational materials in non-English languages
- Training and technical assistance in non-English languages
- CCDF health and safety requirements in non-English languages
- Provider contracts or agreements in non-English languages
- Website in non-English languages
- Bilingual caseworkers or translators available
- Collect information to evaluate on-going need, recruit, or train a culturally or linguistically diverse workforce
- Other.

None

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

Interpretation and translation is used if the licensor identifies a provider as having limited or no English language skill. For licensed providers, training materials are provided in Spanish and English. Technical assistance is provided in the language of the provider.

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

Effective Date: 01-OCT-13

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

The Lead Agency requires documentation of:	Describe how the Lead Agency documents and verifies applicant information:
<input checked="" type="checkbox"/> Applicant identity	Applicant statement. name on application must match name on wage stubs or employer verification form. If questionable, worker will request additional identity verification. TANF applicants are cross-matched to WorkFirst systems.
<input checked="" type="checkbox"/> Household composition	Applicants statement. If questionable, collateral statement from landlord requested. TANF applicants cross-matched to WorkFirst systems.
<input checked="" type="checkbox"/> Applicant's relationship to the child	Applicant statement. If questionable, additional verification (birth certificate, collateral statement, custody agreement) requested. TANF applicants cross-matched to WorkFirst systems.
<input checked="" type="checkbox"/> Child's information for determining eligibility (e.g., identity, age, etc.)	Applicant statement. If questionable, additional verification (birth certificate, collateral statement, custody agreement) requested. TANF applicants cross-matched to WorkFirst systems. For special needs child, additional verification from medical, educational or therapeutic provider required.
<input checked="" type="checkbox"/> Work, Job Training or Educational Program	Work and education components are verified in a variety of ways: Employment Verification Form (DSHS # 14-252);cross match using electronic TALX program; paystubs; phone verification with employer; school or training schedule. For self-employment: tax documents, business records and receipts.
<input checked="" type="checkbox"/> Income	Employment Verification Form (DSHS # 14-252); cross match using electronic TALX program; paystubs; phone verification with employer. For self-employment: tax documents, business records and receipts. Child support paid or received is verified by court documentation, receipts, pay stubs, and cross-matched with SEMS.
<input checked="" type="checkbox"/> Other. Describe:	Homeless child care contractors conduct verification. Citizen verification of the child is reviewed and if further verification is needed, it is referred to the lead agency.

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

Effective Date: 01-OCT-13

- Time limit for making eligibility determinations.  
Describe length of time 30 days from date application is received.
- Track and monitor the eligibility determination process
- Other.  
Describe

Homeless child care contractors authorize child care the same day that the family applies if needed. The family talks to the contractor in person. If the family qualifies, the contractor works with the family and Child Care Aware to find a provider. If the family has already chosen a provider, the contractor uses child care check to verify that the provider is licensed.

None

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

Effective Date: 01-OCT-13

Yes.

If yes, describe:

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.

Effective Date: 01-OCT-13

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

State/Territory TANF Agency [DSHS](#)

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

• "appropriate child care": [licensed, certified or approved under federal, state or tribal law and regulations for the type of care they use and that they were able to choose, within locally available options, who would provide it](#)

• "reasonable distance": [within reach without traveling farther than is expected in their community](#)

• "unsuitability of informal child care": [none provided](#)

• "affordable child care arrangements": [does not cost more than the copayment would under the WCCC program.](#)

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:

[When child care exemptions are used, WorkFirst case managers document the exemption in the Individual Responsibility Plan.](#)

## **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?**

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*residing with -*

[means an eligible consumer with parental control of the child, living together in the state of Washington; and is the child's biological or adopted parent, stepparent, legal guardian, adult sibling or step-sibling, nephew or niece, aunt or uncle, great-aunt or great-uncle, grandparent or great-grand-parent.](#)

*in loco parentis -*

[means the adult caring for an eligible child in the absence of the biological, adoptive, or step-parents, and who is not a relative, court-ordered guardian, or custodian.](#)

### **2.3.2. Eligibility Criteria Based Upon Age**

Effective Date: 01-OCT-13



a) The Lead Agency serves children from 0 weeks to 12 years (may not equal or exceed age 13).

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

Yes, and the upper age is **through 18** (may not equal or exceed age 19).

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

Children with special needs generally have physical, emotional or mental challenges limiting one or more major life activities. Major life activities mean breathing, hearing, seeing, speaking, walking, using arms and hands, learning and playing.

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** (may not equal or exceed age 19).

No.

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

Effective Date: 01-OCT-13

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

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

Approved activities for TANF participants and for Non-TANF families is defined as "legal, income generating activity taxable under the United States Tax Code or that would be taxable with or without a treaty between an Indian Nation and the United States."

Approved activities for TANF participants include those activities listed on their Individual Responsibility Plan (IRP) as well as any employment. This would include travel, study and sleep time related to WorkFirst activities and working. Approved activities for non-TANF consumers include employment, related travel, sleep time and job training or education.

Periods of job search are allowed for TANF and non-TANF participants.

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 -*

TANF families receive child care subsidies based on their IRP that lists approved activities to include: job search, training, education, work. Travel, study and sleep time may be included as needed.

Non-TANF families may receive child care for job training or education if they work 20 hours per week in unsubsidized work or 16 hours per week in state or federal Work Study; includes adult basic education, English language skills, GED or high school completion (under age 22, work is not required), vocational education, job skills training. Travel, study, and sleep time may be included as needed.

No.

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

Effective Date: 01-OCT-13

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

Yes.

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

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

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

*protective services*

Those needing protective services include homeless children, including children homeless because of a disaster, and children in need of child welfare services. DEL does not include children involved in the child welfare with a dependency or court order in their definition of protective services.

No.

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

Yes.

No.

### 2.3.5. Income Eligibility Criteria

Effective Date: 01-OCT-13

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

*income -*

Income is countable income as money earned or received from:

- A TANF grant (except for the first three calendar months after starting a new job).
- Child support payments
- Supplemental Security Income (SSI);
- Other Social Security payments, such as SSA and SSDI
- Refugee assistance payments
- Payments from the Veterans' Administration, disability payments, or payments from labor and industries (L&I)
- Unemployment compensation
- Other types of income
- VISTA volunteers, AmeriCorps, and Washington Service Corps (WSC) if the income is taxed
- Lump sums such as money a consumer receives from a one-time payment such as back child support, an inheritance, or gambling winnings
- Income from the sale of property
- Gross wages from employment or self-employment that are taxable. Self-employment income means a consumer's gross income from self-employment minus allowable business expense

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

Adoption subsidies

Foster care payments

Alimony received or paid

Child support received

Child support paid

Federal nutrition programs

- Federal tax credits
- State/Territory tax credits
- Housing allotments, Low-Income Energy Assistance Program (LIHEAP) or energy assistance
- Medical expenses or health insurance related expenses
- Military housing or other allotment/bonuses
- Scholarships, education loans, grants, income from work study
- Social Security Income
- Supplemental Security Income (SSI)
- Veteran's benefits
- Unemployment Insurance
- Temporary Assistance for Needy Families (TANF)
- Worker Compensation
- Other types of income not listed above:

Business expenses of the family, earnings of a child in the household enrolled in high school or GED completion, until age 22; compensatory awards, diversion cash assistance , untaxed in-kind income. Child support paid out by the family is deducted income.

None

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

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

Describe:

None

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

**Reminder** - Income limits must be provided in terms of State Median Income (SMI) (or Territory Median Income) even if federal poverty level is used in implementing the program. (§98.20(a)(2)). FY 2013 poverty guidelines are available at <http://aspe.hhs.gov/poverty/13poverty.shtml>.

Family Size	(a) 100% of State Median Income (SMI)(\$/month)	(b) 85% of State Median Income (SMI)(\$/month) [Multiply (a) by 0.85]	IF APPLICABLE Income Level if lower than 85% SMI	
			(c) \$/month	(d) % of SMI [Divide (c) by (a), multiply by 100]
1	3545	3013	1915	54
2	4635	3940	2585	56
3	5726	4867	3255	57
4	6816	5794	3925	58
5	7907	6721	4595	58

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 2013 and SMI Source [www.gpo.gov](http://www.gpo.gov)

g) These eligibility limits in column (c) became or will become effective on:  
September 1, 2013

### 2.3.6. Eligibility Re-determination

Effective Date: 01-OCT-13

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

Yes

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

6 months

24 months

Other.

Describe:

Length of eligibility varies by county or other jurisdiction.

Describe:

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

Yes. If yes, **check programs that the Lead Agency aligns eligibility periods with and describe the redetermination period for each.**

Head Start and/or Early Head Start Programs.

Re-determination period:

Pre-kindergarten programs.

Re-determination period:

TANF.

Re-determination period:

SNAP.

Re-determination period:

Medicaid.

Re-determination period:

SCHIP.

SCHIP.

Re-determination period:

Other.

Describe:

Families who receive Seasonal Child Care have a three to six month redetermination period based on their employment. Homeless Child Care have a one month to three month initial determination per year, with approval of the contract manager. Additional re-determination periods may be approved based on individual circumstances.

No.

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

Families are asked to report changes for: income, provider, work, education or TANF activity, address and phone number. They also must report any pending charges or conviction information for an in-home care provider, or anyone 16 or older that lives with the child's provider.

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

If the families incomes goes down their co-payment will decrease. Increased income will not increase their co-payment during the authorization period. The 28 day gap can be used twice in a calendar year, January 1 through December 31 for periods of unemployment. The consumer can use up to two gap periods back to back. However, the gap period cannot extend past the current authorization period and gap cannot be used to approve a new authorization period.

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

Extending the eligibility determination to 12 months decreases the amount of time and effort the parent has to make to stay eligible for subsidy. It allows children to stay with the same provider.

f) 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.

Effective Date: 01-OCT-13

Lead Agency currently does not have a waiting list and:

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

Lead Agency has an active waiting list for:

- Any eligible family who applies when they cannot be served at the time of application
- Only certain eligible families.

Describe those families:

[Income eligible families who are not receiving TANF benefits or who do not have children with special needs may be put on a waiting list if overall state enrollment exceeds 33,000 households. There has not been anyone on the waiting list since Sept. 2011.](#)

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:

Parents can ask for an administrative hearing to appeal eligibility decisions using the following process.

Resources:

DSHS Hearing Rules

Chapter 388-02 WAC Last Update: 1/31/11

TERMINATION NOTICE FORM

DSHS 15-247 (REV. 07/2011)

HEARING RIGHTS

If you disagree with this decision, you may request a hearing by contacting this office or write to Office of Administrative Hearings, P O Box 42489, Olympia, WA 98507-2489.

You must request your hearing:

- On or before the effective date of this action or no more than 10 days after we send you notice of this action, IF you receive benefits now and you want them to continue, or
- Within 90 days of the date you receive this letter.

At the hearing, you have the right to represent yourself, be represented by an attorney or by any other person you choose. You may be able to get free legal advice or representation by contacting an office of legal services. Appeal Process

(1) If a party disagrees with an ALJ's initial or final order because of a clerical error, the party may ask for a corrected decision from the ALJ as provided in WAC 388-02-0540 through 388-02-0555. (2) If a party disagrees with an initial order and wants it changed, the party must request review by a review judge as provided in WAC 388-02-0560 through 388-02-0595. If a party wants to stay the DSHS action until review of the initial order is completed, the party must request a stay from a review judge. (3) Final orders entered by ALJ's may not be reviewed by a review judge. (4) If a party disagrees with an ALJ's final order, the party may request reconsideration as provided in WAC 388-02-0605 through 388-02-0635. You may also petition for judicial review of the final order as stated in WAC 388-02-0640 through 388-02-0650. You do not need to file a request for reconsideration of the final order before petitioning for judicial review. DSHS may not request judicial review of an ALJ's or review judge's final order.

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

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

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

Yes.

Effective Date: [September 1, 2013](#)

No. If no, attach other sliding fee scales and their effective date(s) as **Attachment 2.4.1a, 2.4.1b**, etc.

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

Effective Date: 01-OCT-13

State Median Income,

Year:

Federal Poverty Level,

Year: [2013](#)

Income source and year varies by geographic region.

Describe income source and year:

Other.

Describe income source and year:

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

Effective Date: 01-OCT-13

Fee as dollar amount and

Fee is per child and discounted fee for two or more children

Fee is per child up to a maximum per family

No additional fee charged after certain number of children

Fee is per family

Fee as percent of income and

Fee is per child with the same percentage applied for each child

Fee is per child and discounted percentage applied for two or more children

No additional percentage applied charged after certain number of children

Fee per family

Contribution schedule varies by geographic area.

Describe:

Other.

Describe:

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

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

Effective Date: 01-OCT-13

Yes,  
and describe those additional factors:

No.

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

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

Effective Date: 01-OCT-13

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

NO families with income at or below the poverty level for a family of the same size

ARE required to pay a fee.

The poverty level used by the Lead Agency for a family of 3 is: 1,628

SOME families with income at or below the poverty level for a family of the same size

ARE NOT required to pay a fee.

The Lead Agency waives the fee for the following families:

Families using homeless child care may have their copayment waived on a case by case basis.

## 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*.

Effective Date: 01-OCT-13

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

<p>Children with special needs</p> <p><b>Provide the Lead Agency definition of Children with Special Needs:</b></p> <p>The child must either: Be thirteen up to nineteen years old and be under court supervision; be less than nineteen years old and have a verified physical, mental, emotional, or behavioral condition that requires a higher level of care needed in the child care setting</p>	<p><input type="checkbox"/> Priority over other CCDF-eligible families</p> <p><input type="checkbox"/> Same priority as other CCDF-eligible families</p> <p><input type="checkbox"/> Guaranteed subsidy eligibility</p> <p><input checked="" type="checkbox"/> Other.</p> <p>Describe:</p> <p>Families with children with special needs have priority if there is a waiting list in effect, otherwise it's a first come first serve basis.</p>	<p><input type="checkbox"/> Yes.</p> <p>The time limit is:</p> <input type="text"/> <p><input checked="" type="checkbox"/> No</p>	<p><input type="checkbox"/> Different eligibility thresholds.</p> <p>Describe:</p> <input type="text"/> <p><input checked="" type="checkbox"/> Higher rates for providers caring for children with special needs requiring additional care</p> <p><input type="checkbox"/> Prioritizes quality funds for providers serving these children</p> <p><input type="checkbox"/> Other.</p> <p>Describe:</p> <input type="text"/>
<p>Children in families with very low incomes</p> <p><b>Provide the Lead Agency definition of Children in Families with Very Low Incomes:</b></p> <p>This definition includes families in the TANF program and families under 100% of the federal poverty level.</p>	<p><input checked="" type="checkbox"/> Priority over other CCDF-eligible families</p> <p><input type="checkbox"/> Same priority as other CCDF-eligible families</p> <p><input type="checkbox"/> Guaranteed subsidy eligibility</p> <p><input type="checkbox"/> Other.</p> <p>Describe:</p> <p>All Temporary Assistance to Needy Families are always a priority group.</p>	<p><input type="checkbox"/> Yes.</p> <p>The time limit is:</p> <input type="text"/> <p><input checked="" type="checkbox"/> No</p>	<p><input type="checkbox"/> Different eligibility thresholds.</p> <p>Describe:</p> <input type="text"/> <p><input type="checkbox"/> Waiving co-payments for families with incomes at or below the Federal Poverty Level</p> <p><input checked="" type="checkbox"/> Other.</p> <p>Describe:</p> <p>Teen parents that enrolled in a school district program have priority during the times that the state has a waiting list.</p>

**2.5.2. How will CCDF funds be used to provide child care assistance to meet the needs of families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF? (658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4))** **Reminder** - CCDF requires that not less than 70 percent of CCDF Mandatory and Matching funds be used to provide child care assistance for families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF.

- Use priority rules to meet the needs of TANF families (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:

Child care is part of WorkFirst, the state's TANF program. The goal of WorkFirst is to help low-income families out of poverty and move toward economic security. The WorkFirst program is a partnership between the lead agency and six state agencies that administer a full-range of programs to help needy families.

**2.5.3. List and define any other eligibility conditions, priority rules and definitions that will be established by the Lead Agency. (658E(c)(3)(B), §98.16(g)(5), §98.20(b))**

**Reminder** - Lead Agencies are reminded that any eligibility criteria and terms provided below must comply with the eligibility requirements of §98.20 and provided in section 2.2. Any priority rules provided must comply with the priority requirements of §98.44 and provided in section 2.4.1.

Effective Date: 01-OCT-13

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

Describe:

"First come, first served"

Those that are not in one of the priority groups established by the agency will be served in the order in which they applied for child care.

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

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

**2.6.1. Child Care Certificates**

Effective Date: 01-OCT-13

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

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

Describe:

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

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

Website: <http://www.del.wa.gov>

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

Describe:

This information is provided on the DEL website and parents are informed of what type of providers are eligible to receive subsidy by the DSHS worker who establishes their eligibility and authorizes payment.

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?

99%

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

Effective Date: 01-OCT-13

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

Yes.

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

No. If no, skip to 2.6.3

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

Increase the supply of specific types of care

Programs to serve children with special needs

Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs

Programs to serve infant/toddler

School-age programs

Center-based providers

Family child care providers

Group-home providers

Programs that serve specific geographic areas

Urban

Rural

Other.

Describe:



- 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?

.

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

**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.

Effective Date: 01-OCT-13

- Signed declaration
- Parent Application
- Parent Orientation

Provider Agreement

Provider Orientation

Other.

Describe:

Unlimited access is described in the administrative policies under parent rights, in the parent brochure and the parent application. Additionally, licensing rules require that providers inform parents that they have unlimited access to their child(ren) in care at all times.

**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?**

Effective Date: 01-OCT-13

No

Yes. If checked, what limits will the Lead Agency set on the use of in-home care?

Check all limits the Lead Agency will establish.

Restricted based on minimum number of children in the care of the provider to meet minimum wage law or Fair Labor Standards Act

Restricted based on provider meeting a minimum age requirement

Restricted based on hours of care (certain number of hours, non-traditional work hours)

Restricted to care by relatives

Restricted to care for children with special needs or medical condition

Restricted to in-home providers that meet some basic health and safety requirements

Other.

Describe:

The following two documents are available in both English and Spanish languages. The first document is a one-page guide that explains exempt provider qualifications and parent responsibilities. The second document explains child care subsidies and billing rules for exempt providers.

- [http://www.del.wa.gov/publications/subsidy/docs/IHRP\\_Guide.pdf](http://www.del.wa.gov/publications/subsidy/docs/IHRP_Guide.pdf)
- [http://www.del.wa.gov/publications/subsidy/docs/Inhome\\_booklet.pdf](http://www.del.wa.gov/publications/subsidy/docs/Inhome_booklet.pdf)

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

Effective Date: 01-OCT-13

DEL provides Child Care Check, a web-based application that parents can use to learn basic licensing information about current licensing status and valid complaint findings for the past six years. Parents can also call the Child Care Check phone line and request all valid provider complaint history since licensure or request additional information on valid complaints. DEL maintains a record of valid provider complaints through FamLink, DSHS, Child Welfare Information System (child protective services, foster care, and adoption). Licensing staff use FamLink to store notes from monitoring visits, licensing complaint inspection reports and other data.

<http://apps.del.wa.gov/check/CheckSearch.aspx>

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))

## 2.7. Payment Rates for Child Care Services

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

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

Effective Date: 01-OCT-13

Yes. Effective Date: [September 2013](#)

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

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

Effective Date: 01-OCT-13

Policy on length of time for making payments.

Describe length of time:

Track and monitor the payment process

Other.

Describe:

[Provider invoices are paid through DSHS, Social Service Payment System \(SSPS\).](#)

[Invoices may be submitted by phone through Invoice Express 24 hour a day, seven days a week.](#)

[Invoices may be mailed to SSPS and will be entered into the system by DSHS staff.](#)

[Providers can use direct deposit or have their check mailed to them. With direct deposit the check will be](#)

deposited in the provider's account on the fifth day after the invoice was processed. Providers receive a paper check in the mail about 10 days after DSHS processed the invoice . Invoices are not processed until the first day of the month following the month the service was provided.

None

### 2.7.3. Market Rate Survey

Lead Agencies must complete a local Market Rate Survey (MRS) no earlier than two years prior to the effective date of the Plan (no earlier than October 1, 2009). The MRS must be completed prior to the submission of the CCDF Plan (see Program Instruction CCDF-ACF-PI-2009-02 <http://www.acf.hhs.gov/programs/occ/resource/pi-2009-02> for more information on the MRS deadline).

Effective Date: 01-OCT-13

a) Provide the month and year when the local Market Rate Survey(s) was completed (§98.43(b)(2)): 07/12

b) Provide a **summary of the results** of the survey.

The summary should include a description of the sample population, data source, the type of methodology used, response rate, description of analyses, and key findings.

Washington 2012 Child Care Survey targeted all child care centers and a random sample of family home providers. Centers and homes were notified of the survey by a letter of introduction and telephone contacts. Providers were offered the option of participating in an online or telephone survey in English or Spanish.

Survey data were collected for eight weeks from 75% of eligible centers and 61.% of sampled and eligible homes. Findings from the survey are presented by the six regions that are used for authorization and payment of child care subsidies. The findings include:

- Variation of subsidy reimbursement for age groupings and regions
- 79% of centers and 63% of family home providers accept subsidies
- Statewide vacancy rate is 20% for centers and 25% for family homes
- 128,543 children or 11% of the total number of children in the state are enrolled in licensed child care
- Centers: 70% of children attend full-time and 30% part-time
- Family Homes: 68% of the children attended full-time and 32% part-time
- 46,806 children or 28% of all children in care were subsidized
- Subsidized children made up 41% of children in care at family homes
- Subsidized children made up 20% of children in care at center

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

Effective Date: 01-OCT-13

<b>2.7.4a - Highest Rate Area (Centers)</b>	<b>(a) Monthly Payment Rate at the 75th percentile from the most recent MRS</b>	<b>(b) Monthly Maximum Payment Rate Ceiling</b>	<b>(c) Percentile if lower than 75th percentile of most recent survey</b>
Full-Time Licensed Center Infants (11 months)	\$1637.02	\$1015.96	15%
Full-Time Licensed Center Preschool (59 months)	\$1,134.98	\$711.48	8%
Full-Time Licensed Center School-Age (84 months)	\$812.46	\$640.86	55%

<b>2.7.4b - Lowest Rate Area (Centers)</b>	<b>(a) Monthly Payment Rate at the 75th percentile from the most recent MRS</b>	<b>(b) Monthly Maximum Payment Rate Ceiling</b>	<b>(c) Percentile if lower than 75th percentile of most recent survey</b>
Full-Time Licensed Center Infants (11 months)	\$889.90	\$640.20	18%
Full-Time Licensed Center Preschool (59 months)	\$601.92	\$508.64	26%
Full-Time Licensed Center School-Age (84 months)	\$550.00	\$442.64	44%

<b>2.7.4c - Highest Rate Area (FCC)</b>	<b>(a) Monthly Payment Rate at the 75th percentile from the most recent MRS</b>	<b>(b) Monthly Maximum Payment Rate Ceiling</b>	<b>(c) Percentile if lower than 75th percentile of most recent survey</b>
Full-Time Licensed FCC Infants (11 months)	\$1045.00	\$916.52	57%
Full-Time Licensed FCC Preschool (59 months)	\$880.00	\$671.44	41%
Full-Time Licensed FCC School-Age (84 months)	\$706.86	\$644.38	67%

2.7.4d - Lowest Rate Area (FCC)	(a) Monthly Payment Rate at the 75th percentile from the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
Full-Time Licensed FCC Infants (11 months)	\$641.30	\$545.16	32%
Full-Time Licensed FCC Preschool (59 months)	\$551.98	\$447.70	39%
Full-Time Licensed FCC School-Age (84 months)	\$507.10	\$421.52	36%

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

Effective Date: 01-OCT-13

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

License-exempt centers must be certified by DEL for subsidy only. The same rates used for licensed centers are used for license exempt center payment rates.

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

This is negotiated with a provider union who covers this type of care.

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

Not available in Washington State.

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

This is negotiated with a provider union who covers this type of care.

**2.7.6. Will the Lead Agency provide any type of tiered reimbursement or differential rates on top of its base reimbursement rates for providing care for children receiving CCDF subsidies?** Check which types of tiered reimbursement, if any, the Lead Agency has chosen to implement. In the description of any tiered rates or add-ons, indicate the process and basis used for determining the tiered rates and amount and also indicate if the rates were set based on the MRS or another process.

Effective Date: 01-OCT-13

Differential rate for nontraditional hours.

Describe:

Funds are set aside for nonstandard hour care. While funds are available, WCCC program pays a nonstandard bonus of \$50 per month if the child was authorized and attended child care for 30 or more non-standard hours. Hours before six am, after six pm and any time on Saturday or Sunday are considered non-standard hours.

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

Describe:

Children from birth to nineteen years old with documented special needs may qualify for the additional special needs rate.

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:

Licensed providers who agree to participate in Early Achievers (QRIS) get a 2% increase from the base rate.

Other differential rate.

Describe:

None.

**Reminder** - CCDF regulations require the Lead Agency to certify that the payment rates for the provision of child care services are sufficient to ensure equal access for eligible families to child care services comparable to those provided to families not eligible to receive CCDF assistance. In the next three questions, Lead Agencies are asked to describe how their payment policies reflect the affordable copayments for families provision of equal access (i.e., minimizing additional fees to parents), how payment practices are implemented consistent with the general child care market to be fair to

providers (see Information Memorandum on Continuity of Care for examples <http://www.acf.hhs.gov/programs/occ/resource/im2011-06> ), and the summary of facts describing how payment rates are adequate to ensure equal access to the full range of providers.

**2.7.7. What policies does the Lead Agency have regarding any additional fees that providers may charge CCDF parents? The Lead Agency...**

Effective Date: 01-OCT-13

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

Pays for provider fees (e.g., registration, meals, supplies).

Describe:

Policies vary across region, counties and or geographic areas.

Describe:

Other.

Describe:

Providers are allowed to charge parents late fees if that is noted as a cost for private pay parents in the provider's parent handbook. Parents may also pay for additional hours of care from the provider for activities not covered by subsidy, like a personal appointment.

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

Effective Date: 01-OCT-13

a) Number of absent days allowed. Describe

Licensed providers can bill unlimited absent days as long as the child is scheduled and authorized to be in their care and has attended at least one day that month. Providers also are allowed to bill for 10 holidays per year based on the state holiday schedule and three professional development days per year.



b) Paying based on enrollment. Describe

None

c) Paying on the same schedule that providers charge private pay families (e.g., hourly, weekly, monthly). Describe

None

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

DEL allows for direct deposit and phone invoice.

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

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

Effective Date: 01-OCT-13

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

Parents receive a certificate (voucher) for the amount of child care that they qualify for. They can choose child care centers, family child care homes, in-home care or relative care. For licensed providers, the 2012 Market Rate survey showed that a high vacancy rate existed. for licensed family homes. The vacancy rate ranged between 55-65% of their licensed capacity Seventy -five percent of centers reported that they currently had vacancies. Centers and family homes continue to be willing or were caring for subsidized children. The percentage range for centers was 61-92 percent caring for subsidized children and 64-85% of family child cares were providing care for subsidized children.

According to the 2012 Child Care Aware annual data report, the vast majority of providers, 81% accept subsidies.

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

Based on the Child Care Aware data, around 80% of providers accept subsidies. While state payments to licensed centers and family homes are low compared to the private market in all regions, providers

continue to provide access to families. DEL is working with stakeholders and state legislators to increase base rates, while maintaining the current cap of 33,000 households.

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

Family's Countable Income Copayment Amount

At or below 82% FPL \$15

Above 82% FPL to 137.5% FPL \$65

Above 137.5% FPL to 200% FPG Subtract 137.5% FPG from the countable income, then multiply by .50 and add \$65

For those families under 170% of FPL, the copayment is under 10% of their gross income.

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

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

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

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

Effective Date: 01-OCT-13

**Goal #1:**

DEL will continue to implement an electronic time and attendance system for subsidy including a point of sale device, payment system and interfaces with existing benefit systems.

**Goal #2:**

DEL will continue to work with DSHS on a subsidy improvement plan which streamlines the eligibility system and improves family access to the eligibility system.

**Goal #3:**

DEL will continue to work on developing contracting subsidy slots that increase quality of child care.

**Goal #4:**

DEL will increase the percentage of children receiving subsidies who are cared for by high quality Early Achievers providers.

**PART 3**

**Health and Safety and Quality Improvement Activities**

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

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

First, Lead Agencies shall certify that they have in effect licensing requirements applicable to child care services provided within the area served by the Lead Agency (§98.40(a)(1)). These licensing requirements need not be applied to specific types of providers of child care services (658(E)(c)(2)(E)(i)). Lead Agencies must describe those licensing requirements and how they are effectively enforced. Questions related to licensing requirements are in sections 3.1.1 and 3.1.2. Second, Each Lead Agency shall certify that there are in effect, within the State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers of services for which assistance is provided under CCDF. Questions related to CCDF Health and Safety requirements are in sections 3.1.3 and 3.1.4.

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

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

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

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

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

Effective Date: 01-OCT-13

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.

DEL has three sets of rules, WAC (Washington Administrative Code) for each type of child care facilities that DEL regulates; Family Home, Center, and School Age Child Care. DEL licensors make annual unannounced monitoring visits to child care centers and school age programs. Monitoring visits in family home child care facilities occur every 18 months. The purpose of the monitoring visits is to inspect the center, school age programs or home to determine if health and safety standards are being met in accordance with the licensing regulations. To ensure they meet state minimum health and safety standards, licensed child care providers follow specific rules about:

- Required skills and training
- Interaction with children

- Staff to child ratios
- What children need to learn
- Safe food handling and preparation
- Safe storage of medicine, cleaning supplies and other toxins
- Safe indoor and outdoor play areas
- Supervision of children

Licensed child care providers are required to report the death of a child, or serious injury or illness that occur on the premises to CPS. Providers are also required to notify the licensor. Reportable injuries are those requiring medical treatment or hospitalization. Reportable illnesses are those that require medical treatment or hospitalization of a child. All reports of serious injury are screened for a CPS investigation and DEL licensing inspection or just a DEL licensing inspection. DEL reports all serious injuries or illnesses to the Office of Financial Management Risk Management and the Governor's Office.

All persons working with children in licensed child care and license exempt providers who accept subsidies must undergo a background check. This includes family home child care providers, assistants and volunteers and family members 16 years of age or older who have unsupervised or regular access to children in care. Persons working in child care must submit a background check prior to having unsupervised access to children in child care. Family, friend or neighbors that provide care for a child must have a background check prior to the care of the child.

The background check consists of a:

- Criminal history background check for crimes committed in WA
- Child abuse and neglect check from DSHS CPS
- Department of Corrections screening
- Department of Aging and Disability screening
- Review of any negative licensing actions from other licensing entities
- Check of the sexual offender registry

In addition, for residents who have not registered in the portable background check registry, an FBI fingerprint check is required to gather nationwide criminal history.

Injury reports are considered part of the licensing history. A child abuse and neglect complaint allegation becomes part of the CPS complaint and licensing history. Less serious injuries also become part of the permanent licensing record.

Other actions that DEL licensors take to ensure health and safety requirements are effectively enforced include:

- Orientations with potential providers on health and safety requirements
- Maintaining applications, background check documents and certifications
- Inspecting facilities to determine compliance
- Working with applicants and providers to complete corrective action plans
- Documenting compliance issues and offering technical assistance
- Coordinating compliance with the state fire marshal
- Coordinating with DEL health specialists on health-related issues
- Issuing an appropriate facility license within 90 days
- Inspecting all licensing complaints
- Partnering with CPS in allegations of child abuse and neglect
- Taking licensing action if health and safety is jeopardized
- Monitoring licensed child care centers and school-age every 12 months
- Monitoring family home child care facilities every 18 months
- Issuing renewal licenses for facilities every three years

The DEL health specialists provide the following services:

- Technical assistance on health-related topics for licensors
- Inspect designated facilities to determine health and safety compliance
- Assist in development of effective compliance agreements
- Assist in staff training on health-related topics

c) Do the State/Territory's licensing requirements serve as the CCDF health and safety requirements?

	Center-Based Child Care	Group Home Child Care <input checked="" type="checkbox"/>	Family Child Care <input checked="" type="checkbox"/>	In-Home Care <input checked="" type="checkbox"/>
		N/A. Check if your State/Territory does not have group home child care.		N/A. Check if in-home care is not subject to licensing in your State/Territory.
Yes, for all providers in this category	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yes, for some providers in this category	Describe All child care centers are monitored at least once per year.	Describe	Describe All family home providers are monitored at least once every 18 months.	Describe
No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	Describe	Describe	Describe	Describe

d) CCDF identifies and defines four categories of care: child care centers, family child care homes, group child care homes and in-home child care providers (§98.2). The CCDF definition for each category is listed below. For each CCDF category of care, please identify which types of providers are subject to licensing and which providers are exempt from licensing in your State/Territory in the chart below. **Note: OCC recognizes that each State/Territory identifies and defines its own categories of care. OCC does not expect States/Territories to change their definitions to fit the CCDF-defined categories of care. For these questions, provide responses that closely match the CCDF categories of care but consistent with your reported 801 data.**

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

<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 subject to licensing in your State/Territory</p> <p>All centers that are not part of a school program and that operate 4 or more hours per day and do not fall into a category that is exempt from licensing.</p>	<p>Describe which types of center-based settings are exempt from licensing in your State/Territory.</p> <p>Programs that operate fewer than four hours per day and provide a pre-school program are exempt from licensure. Programs located on a federal military reservation, operated by any unit of local, state or federal government or located within the boundaries of a federally recognized Indian reservation are exempt from licensure. If requested, these programs may be certified for subsidy payment only.</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 checked="" type="checkbox"/></p>	<p>Group home child care provider is defined as two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work.</p>	<p>Describe which types of group homes settings are subject to licensing</p>	<p>Describe which types of group homes are exempt from licensing:</p>

Family Child Care	<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.</p> <p><b>Reminder</b> - Do not respond if family child care home providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.</p>	<p>Describe which types of family child care home providers are subject to licensing</p> <p>All providers caring for children other than their own on a regular basis.</p>	<p>Describe which types of family child care home providers are exempt from licensing:</p> <p>Relatives of a specific degree are allowed to provide care for family members in the relative's home. This includes grandparents, aunts and uncles, brothers and sisters.</p>
In-Home Care	<p>In-home child care provider is defined as an individual who provides child care services in the child's own home.</p> <p><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.</p>	<p><input checked="" type="checkbox"/> N/A. Check if in-home care is not subject to licensing in your State/Territory.</p> <p>Describe which in-home providers are subject to licensing</p>	<p>Describe which types of in-home child care providers are exempt from licensing</p> <p>All in-home providers are exempt from licensing.</p>

**Note:** In lieu of submitting or attaching licensing regulations to certify the requirements of §98.40(a)(1), Lead Agencies may provide their licensing regulations to the National Resource Center for Health and Safety in Child Care and Early Education. Please check the NRCKid's website at <http://nrckids.org/CFOC3> to verify the accuracy of your licensing regulations and provide any updates to the National Resource Center. **Check this box to indicate that the licensing requirements were submitted and verified at NRCKid's:**



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

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

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

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

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

If yes, provide the ratio for age specified.

<input checked="" type="checkbox"/>	Yes, Child:staff ratio requirement:	<input type="checkbox"/>	Yes, Child:staff ratio requirement:	<input checked="" type="checkbox"/>	Yes, Child: staff ratio requirement.	<input type="checkbox"/>	Yes, Child: staff ratio requirement.
	Infant ratio (11 months): 1:4		Infant ratio (11 months):		List ratio requirement by age group: 1:2		List ratio requirement by age group:
	Toddler ratio (35 months): 1:7		Toddler ratio (35 months):	<input type="checkbox"/>	No ratio requirements.	<input type="checkbox"/>	No ratio requirements.
	Preschool ratio (59 months): 1:10		Preschool ratio (59 months):	<input checked="" type="checkbox"/>	Yes, Group size requirement.	<input type="checkbox"/>	Yes, Group size requirement.
<input type="checkbox"/>	No ratio requirements.	<input type="checkbox"/>	No ratio requirements.		List ratio requirement by age group: One provider can only care for 2 children under 2. If a child is under 2 years of age and walking and the provider has the credentials. They can care for 3 children. If the provider has an assistant, 4 children under 2 are allowed. The total group size can not be more than 12 children.		List ratio requirement by age group:
<input checked="" type="checkbox"/>	Yes,	<input type="checkbox"/>	Yes,			<input type="checkbox"/>	No group size requirements.
	Group size requirement Infant group size (11 months): 8		Group size requirement Infant group size (11 months):				
	Toddler group size (35 months): 14		Toddler group size (35 months):				
	Preschool group size (59 months): 20		Preschool group size (59 months):				
<input type="checkbox"/>	No group size requirements.	<input type="checkbox"/>	No group size requirements.	<input type="checkbox"/>	No group size requirements.		

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

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

<p>Do the licensing requirements identify specific educational <b>credentials for child care teachers?</b></p>	<input checked="" type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/ Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other: 	<input type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/ Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other: 	<input checked="" type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/ Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other: 	<input type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/ Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other: 
<p>Do the licensing requirements specify that directors and caregivers must attain a specific number of <b>training hours per year?</b></p>	<input type="checkbox"/> At least 30 training hours required in first year <input type="checkbox"/> At least 24 training hours per year after first year <input type="checkbox"/> No training requirement <input checked="" type="checkbox"/> Other: 20 training hours per year and 10 hours thereafter.	<input type="checkbox"/> At least 30 training hours required in first year <input type="checkbox"/> At least 24 training hours per year after first year <input type="checkbox"/> No training requirement <input type="checkbox"/> Other: 	<input type="checkbox"/> At least 30 training hours required in first year <input type="checkbox"/> At least 24 training hours per year after first year <input type="checkbox"/> No training requirement <input checked="" type="checkbox"/> Other: 20 training hours per year and 10 hours thereafter.	<input type="checkbox"/> At least 30 training hours required in first year <input type="checkbox"/> At least 24 training hours per year after first year <input type="checkbox"/> No training requirement <input type="checkbox"/> Other: 

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

Yes.

Describe:

No.

### 3.1.2 Enforcement of Licensing Requirements

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

**Describe the State/Territory's policies for effective enforcement of the licensing requirements using questions 3.1.2a through 3.1.2e below.** This description includes whether and how the State/Territory uses visits (announced and unannounced), background checks, and any other enforcement policies and practices for the licensing requirements.

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

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

No.

CCDF Categories of Care	Frequency of Routine Announced Visits	Frequency of Routine Unannounced Visits
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<input checked="" type="checkbox"/> Center-Based Child Care	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: Centers receive an announced visit at their initial inspection.	<input checked="" type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: Centers receive unannounced visits every year. If the department receives a complaint, or is following up on a compliance issue, it is more frequent.
<input type="checkbox"/> Group Home Child Care  <input checked="" type="checkbox"/> N/A. Check if your State/Territory does not have 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 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 checked="" type="checkbox"/> Other. Describe: Family homes receive an announced visit at the initial licensing inspection.	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: Family home licensed providers receive unannounced visits every 18 months. If the department receives a complaint, or is following up on a compliance issue, it is more frequent.

<input type="checkbox"/> In-Home Child Care	<input type="checkbox"/> Once a Year	<input type="checkbox"/> Once a Year
	<input type="checkbox"/> More than Once a Year	<input type="checkbox"/> More than Once a Year
	<input type="checkbox"/> Once Every Two Years	<input type="checkbox"/> Once Every Two Years
	<input 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: An initial visit is required to license a site. Cleared background checks and CPR/First Aid certificate are also required along with food handler's permits.
	<input type="checkbox"/> No.
	<input type="checkbox"/> Other.
	Describe:

The State/Territory has procedures in place for licensing staff to inspect centers and family child care homes prior to issuing a license.



An on-site inspection is conducted.



Programs self-certify.

Describe:

When a potential provider is interested licensing a site, the licensor goes to the center or home and makes a visit to give them feedback about what might need to be changed or added for licensing. At the point that the person is interested in getting a license, an initial visit is made. For centers, providers must get 20 hours of training the first year, and 10 hours of training per year after that. For homes, pre-service training of 20 hours must take place.



No procedures in place.



Other.

Describe:

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



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



Licensing staff approve the plans of correction submitted by providers.



Licensing staff verify correction of violation.



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



No procedures in place.



Other.

Describe:



Licensing staff has procedures in place to issue a negative sanction to a noncompliant facility.



Provisional or probationary license



License revocation or non-renewal



Injunctions through court



Emergency or immediate closure not through court action



Fines for regulatory violations



No procedures in place.



Other.

Describe:

The State/Territory has procedures in place to respond to illegally operating child care facilities.



Cease and desist action



Injunction



Emergency or immediate closure not through court action



Fines



No procedures in place.



Other.

Describe:

The illegally operating facility is required to immediately shut down.

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



Yes.

Describe:

The provider can appeal a decision to the licensing supervisor. If resolution is not reached, it can route through the Regional Administrator and then the Statewide Administrator.

For revocations, licensed providers can get a stay from the courts and go through due process in the legal system. All revocations are reviewed by the Statewide Administrator.



No.



Other.

Describe:

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

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

No.

CCDF Categories of Care	Types of Background Check	Frequency	Who is Subject to Background Checks?
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<input checked="" type="checkbox"/> <b>Center-Based Child Care</b>	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other.	<input checked="" type="checkbox"/> Director <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Non-teaching staff <input checked="" type="checkbox"/> Volunteers
	<input checked="" type="checkbox"/> State/Territory Criminal Background	Describe: A background check is valid for up to three years before renewal is required.	<input checked="" type="checkbox"/> Other. All staff are required to have background checks.
	<input checked="" type="checkbox"/> Check if State/Territory background check includes fingerprints	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other.	<input checked="" type="checkbox"/> Director <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Non-teaching staff <input checked="" type="checkbox"/> Volunteers
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	Describe: Background checks are required every 3 years.	<input checked="" type="checkbox"/> Other. If a person is not in the background check registry, they are required to have a fingerprint.
	<input checked="" type="checkbox"/> Sex Offender Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: FBI checks are part of the background check system in this state.	<input checked="" type="checkbox"/> Director <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Non-teaching staff <input checked="" type="checkbox"/> Volunteers <input checked="" type="checkbox"/> Other.

		<input checked="" type="checkbox"/> Initial Entrance into the System	FBI does the fingerprint checks for the Washington State Patrol and are part of the background check system.
		<input type="checkbox"/> Checks Conducted Annually	
		<input checked="" type="checkbox"/> Other.	
		Describe: Every three years, a background check is required.	<input checked="" type="checkbox"/> Director
			<input checked="" type="checkbox"/> Teaching staff
			<input checked="" type="checkbox"/> Non-teaching staff
			<input checked="" type="checkbox"/> Volunteers
			<input checked="" type="checkbox"/> Other.
			All staff are required to have a background check.

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

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<input checked="" type="checkbox"/> <b>Family Child Care Homes</b>	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other.	<input checked="" type="checkbox"/> Provider <input checked="" type="checkbox"/> Non-provider residents of the home.
	<input checked="" type="checkbox"/> State/Territory Criminal Background	Describe: Every three years, a child abuse check for the background check is required.	All people living in the home must have a child abuse and neglect check for the background checks including children 13-16 for non-criminal convictions, 16 and older for criminal convictions.
	<input checked="" type="checkbox"/> Check if the State/Territory background check includes fingerprints	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other.	
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	Describe: Every three years, a background check is required.	<input checked="" type="checkbox"/> Provider <input checked="" type="checkbox"/> Non-provider residents of the home.
	<input checked="" type="checkbox"/> Sex Offender Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other.	All people living in the home must have background checks including children 13-16 for non-criminal convictions, 16 and older for criminal convictions.
	<input checked="" type="checkbox"/> Sex Offender Registry	Describe: If the person is not currently in the background check registry, they must get a background check.	
	<input checked="" type="checkbox"/> Sex Offender Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Provider <input checked="" type="checkbox"/> Non-provider residents of the home.

		<input type="checkbox"/> Checks Conducted Annually	All adults in the household must have a criminal background check that includes fingerprints. All children 13 and over all are required to have a background check.
		<input checked="" type="checkbox"/> Other.	
		Describe: This is part of the background check.	
			<input checked="" type="checkbox"/> Provider
			<input checked="" type="checkbox"/> Non-provider residents of the home.
			This is part of the background check for persons aged 16 and older.



<input type="checkbox"/> <b>In-Home Child Care Providers</b>	<input type="checkbox"/> Child Abuse Registry	<input type="checkbox"/> Initial Entrance into the System	<input type="checkbox"/> Provider
<input checked="" type="checkbox"/> N/A. Check if In-Home Child Care is not subject to licensing in your State/Territory (skip to 3.1.2e)		<input type="checkbox"/> Checks Conducted Annually	<input type="checkbox"/> Non-provider residents of the home.
	<input type="checkbox"/> State/Territory Criminal Background	<input type="checkbox"/> Other.	<input type="checkbox"/> Provider
	<input type="checkbox"/> Check if the State/Territory background check includes fingerprints	Describe:	<input type="checkbox"/> Non-provider residents of the home.
	<input type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System	
		<input type="checkbox"/> Checks Conducted Annually	<input type="checkbox"/> Provider
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Other.	<input type="checkbox"/> Non-provider residents of the home.
		Describe:	
		<input type="checkbox"/> Initial Entrance into the System	<input type="checkbox"/> Provider
		<input type="checkbox"/> Checks Conducted Annually	<input type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Other.	
		Describe:	

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

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

The cost associated with each type of background check conducted. For licensed providers, if they submit the application for the background check online, it is \$12, or \$24 for a paper application. For fingerprints it is \$46.00.

d-2) Who pays for background checks:

The person applying pays.

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

Violent crimes, child abuse or assault, felony crimes.

d-4) The process for providers to appeal the Lead Agency's decision based on the background check findings. Describe:

The applicant may submit additional information to the DSHS background check unit for reconsideration of crimes that may be reconsidered 5 years after it was committed.

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

The only type of provider who does not get announced or unannounced visits are the license exempt in-home and relative providers. They are required to have background checks.

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

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Yes.

Describe:

Child Care Check, an online tool that provides licensing status, valid complaints and compliance records.

No

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

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

Check if the Lead Agency certifies that there are in effect within the State (or other area served by the Lead Agency), under State or local law, requirements designed to protect the health and safety of children; these requirements are applicable to child care providers that provide services for which assistance is made available under the Child Care and Development Fund. (658E(c)(2)(E))

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

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

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



**Describe:**

All persons working with children in licensed child care and license exempt providers who accept subsidies must undergo a background check.

This includes licensed center and family home providers, assistants, volunteers and family members 16 years of age or older who have unsupervised or regular access to children in care.

Persons working in child care must submit a background check prior to having unsupervised access to children in child care.

For licensed providers, a FBI fingerprint check is required to gather nationwide criminal history. Portable background checks are good for three years.

Family, friend or neighbors that provide care for a child must have a

background check prior to the care of the child. The background check is valid for two years.

All background checks include:  
 Criminal history background check for crimes committed in WA  
 Child abuse and neglect check from DSHS CPS  
 Department of Corrections screening  
 Department of Aging and Disability screening  
 Review of any negative licensing actions from other licensing entities  
 Check of the sexual offender registry

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

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



<input checked="" type="checkbox"/> Building inspection	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Health inspection	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Inaccessibility of toxic substances policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Safe sleep policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Tobacco exposure reduction	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Transportation policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Providers to submit a self-certification or complete health and safety checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c) **Describe** the Lead Agency's health and safety requirements for health and safety training in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(iii), §98.41(a)(3)). Note: While Lead Agencies have the flexibility to define these terms, for this question, pre-service refers to any training that happens prior to a person starting or shortly thereafter (first week, etc). 'On-going' would be some type of routine occurrence (e.g., maintain qualifications each year).

<b>CCDF Categories of Care</b>	<b>Health and safety training requirements</b>	Pre-Service	On-Going
<b>Child Care Centers</b>	First Aid	A certificate of the completion of first aid training is required for the director/owner prior to getting a license.	This certification must be kept current.
	CPR	A certificate of the completion of CPR training is required for the director/owner prior to getting a license.	This certificate must be kept current.
	Medication Administration Policies and Practices	This is part of the Center Orientation that is required for the director/owner before becoming licensed. A Health Specialist is responsible for providing this information. This is also part of the Center Orientation for new employees.	This training is required during quarterly staff meetings when there are changes to policy or clarification is needed.
	Poison Prevention and Safety	This is part of the Center Orientation before the owner/director is licensed. This is also part of the Center Orientation for new employees.	This training is required during quarterly staff meetings when there are changes to policy or clarification is needed.
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	This is a part of the initial Center Orientation before the director/owner becomes licensed. This is also part of the Center Orientation for new employees .	This training is required during quarterly staff meetings when there are changes to policy or clarification is needed.

	Shaken Baby Syndrome and abusive head trauma prevention	This is part of the initial Center Orientation before the owner/director becomes licensed. This is also part of the Center Orientation for new employees .	This training is required during quarterly staff meetings when there are changes to policy or clarification is needed.
	Age appropriate nutrition, feeding, including support for breastfeeding	This is part of the initial Center Orientation before the owner/director becomes licensed. This is also part of the Center Orientation for new employees	This training is required during quarterly staff meetings when there are changes to policy or clarification is needed.
	Physical Activities	This is required as part of the initial Center Orientation before the director/owner becomes licensed. This is also part of the Center Orientation for new employees	This training is required during quarterly staff meetings when there are changes to policy or clarification is needed.
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	A food handler's permit is required to ensure the safe handling of foods. The spread of infectious disease is part of the initial Center Orientation before the director/owner becomes licensed. This is also part of the Center Orientation for new employees .	The food handler's permit is required to be kept current. Safe food handling and the spread of infectious disease training is required during quarterly staff meetings when there are changes to policy or clarification is needed.
	Recognition and mandatory reporting of suspected child abuse and neglect	This is extensively covered in the initial Center Orientation that is required before the owner/director becomes licensed. This is also part of the Center Orientation for new employees .	This training is required during quarterly staff meetings when there are changes to policy or clarification is needed.

	<p>Emergency preparedness and planning response procedures</p>	<p>This is part of the initial Center Orientation that is required before the director/owner becomes licensed. This is also part of the Center Orientation for new employees .</p> <p>In order to complete the licensing process, an emergency plan and emergency exits must be developed and the emergency exits posted at the center.</p>	<p>This training is required during quarterly staff meetings when there are changes to policy or clarification is needed.</p>
	<p>Management of common childhood illnesses, including food intolerances and allergies</p>	<p>This is part of the initial Center Orientation before directors/owners become licensed. This is also part of the Center Orientation for new employees .</p>	<p>This training is required during quarterly staff meetings when there are changes to policy or clarification is needed.</p>
	<p>Transportation and child passenger safety (if applicable)</p>	<p>This is part of the initial Center Orientation before directors/owners become licensed. This is also part of the Center Orientation for new employees .</p>	<p>This training is required during quarterly staff meetings when there are changes to policy or clarification is needed.</p>
	<p>Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act</p>	<p>This is part of the initial Center Orientation before a director/owner is licensed. This training is required during quarterly staff meetings when there are changes to policy or clarification is needed.</p>	<p>This is required and included in the child development training that providers must have the first year of operation.</p>

	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	This is part of the initial Center Orientation before a provider is licensed.	This is required during the first year of operation.		
	Supervision of children	This is part of the initial Center Orientation before a provider is licensed.	This is required during the first year of operation.		
	Behavior management	This is part of the initial Center Orientation before a provider is licensed.	This is required during the first year of operation.		
	<table border="1"> <tr> <td>Other</td> </tr> <tr> <td>Describe: Providers are required to get 10 hours of approved training each year that they are licensed.</td> </tr> </table>	Other	Describe: Providers are required to get 10 hours of approved training each year that they are licensed.	Centers have a required initial Center Orientation.	Centers are required to have all teaching staff get 10 hours of training per year.
Other					
Describe: Providers are required to get 10 hours of approved training each year that they are licensed.					
<b>Group Home Child Care</b>	First Aid	N/A	N/A		
	CPR	N/A	N/A		
	Medication Administration Policies and Practices	N/A	N/A		
	Poison Prevention and Safety	N/A	N/A		
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	N/A	N/A		
	Shaken Baby Syndrome and abusive head trauma prevention	N/A	N/A		
	Age appropriate nutrition, feeding, including support for breastfeeding	N/A	N/A		
	Physical Activities	N/A	N/A		

	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	N/A	N/A
	Recognition and mandatory reporting of suspected child abuse and neglect	N/A	N/A
	Emergency preparedness and planning response procedures	N/A	N/A
	Management of common childhood illnesses, including food intolerances and allergies	N/A	N/A
	Transportation and child passenger safety (if applicable)	N/A	N/A
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	N/A	N/A
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	N/A	N/A
	Supervision of children	N/A	N/A
	Behavior management	N/A	N/A
	Other	N/A	N/A
	Describe: N/A		

<b>Family Child Care Providers</b>	First Aid	A first aid certificate is required prior to licensing.	The first aid certificate must be kept current and is monitored during unannounced visits. If the provider has not kept the certificate current, a compliance agreement is written and followed up on a subsequent visit.
	CPR	A CPR certificate is required for the provider prior to getting a license. All staff hired also need to have a current CPR certificate.	If the provider and staff do not keep their certificate current, a compliance agreement will be written and follow up with a subsequent visit.
	Medication Administration Policies and Practices	This is required prior to getting a license and for all new employees.	This may be included in the ten hours of required annual training.
	Poison Prevention and Safety	This is required prior to getting a license and for all new employees.	This may be included in the ten hours of required annual training.
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	This is required prior to getting a license and for all new employees.	This may be included in the ten hours of required annual training.
	Shaken Baby Syndrome and abusive head trauma prevention	This is required prior to getting a license and for all new employees.	This may be included in the ten hours of required annual training.
	Age appropriate nutrition, feeding, including support for breastfeeding	This is required prior to getting a license and for all new employees.	This may be included in the ten hours of required annual training.
	Physical Activities	This is required prior to getting a license and for all new employees.	This may be included in the ten hours of required annual training.
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	This food handler's permit is required prior to getting a license and for all new employees that handle food.	Provider and staff are required to keep their food handler's permit current.

	Recognition and mandatory reporting of suspected child abuse and neglect	This is required prior to getting a license and for all new employees.	Providers are informed of the potential of suspension of their license if they fail to report child abuse or neglect.
	Emergency preparedness and planning response procedures	This is required prior to getting a license and for all new employees.	This may be included in the ten hours of required annual training. Providers are required to have an emergency plan for their site and to have emergency exits posted.
	Management of common childhood illnesses, including food intolerances and allergies	This is required before getting a license and for all new employees.	This may be included in the ten hours of required annual training.
	Transportation and child passenger safety (if applicable)	This is required prior to getting a license and for all new employees.	This may be included in the ten hours of required annual training.
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	This is required prior to getting a license and for all new employees.	This may be included in the ten hours of required annual training.
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	This is required prior to getting a license and for all new employees.	This may be included in the ten hours of required annual training.
	Supervision of children	This is required prior to getting a license and for all new employees.	This may be included in the ten hours of required annual training.
	Behavior management	This is required prior to getting a license and for all new employees.	This may be included in the ten hours of required annual training.



	<p>Other:</p> <p>Describe:  Licensed family home providers and primary staff are required to have 10 hours of training per year.</p>	Potential providers must complete their basic licensing requirements prior to getting licensed.	Family home providers must complete 10 hours of training per year that they are licensed.
<b>In - Home Child Care</b>	First Aid	This is not a requirement.	Not required.
	CPR	Not required.	Not required.
	Medication Administration Policies and Practices	Not required.	Not required.
	Poison Prevention and Safety	Not required.	Not required.
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	Not required.	Not required.
	Shaken Baby Syndrome and abusive head trauma prevention	Not required.	Not required.
	Age appropriate nutrition, feeding, including support for breastfeeding	Not required.	Not required.
	Physical Activities	Not required.	Not required.
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	Not required.	Not required.
	Recognition and mandatory reporting of suspected child abuse and neglect	All Not required.	Not required.
	Emergency preparedness and planning response procedures	Not required.	Not required.
	Management of common childhood illnesses, including food intolerances and allergies	Not required.	Not required.

	Transportation and child passenger safety (if applicable)	Not required.	Not required.
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	Not required.	Not required.
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	Not required.	Not required.
	Supervision of children	Not required.	Not required.
	Behavior management	Not required.	Not required.

Other

The provider must self certify that they have read and agreed with the brochure before being approved.

Not required.

**Describe:**

In Home Child

Care family must provide:

Their in-home/relative provider's legal name, address and telephone number

A copy of the provider's valid Social Security card

A copy of the provider's photo identification

A completed, signed and dated background check form

The In Home Child

Care family must also provide a completed WCCC application form, signed and dated by the consumer and the provider, in which they both attest that the provider is:

Of suitable character and competence

Of sufficient physical and mental health to be a safe child care provider and meet the needs of the children in care

Able to work with the children without using corporal punishment or psychological abuse;

Able to accept and follow instructions

Able to maintain personal cleanliness

Prompt and regular in job attendance

Have read and agreed to follow the training brochure about basic

health and safety health practices required by CCDF.  
If DSHS requests it, the consumer and/or the provider must provide written medical or legal evidence that the in-home/relative provider is of sufficient physical and mental health to provide safe, reliable and developmentally appropriate child care services. When a consumer chooses in-home/relative child care, the provider must give DSHS information as to whether an individual sixteen years of age or older living with the provider is a registered sex offender.

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 are required to have background checks and self certify that they have read and will comply with the Health and Safety brochure.

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

<http://apps.leg.wa.gov/wac/default.aspx?cite=170>

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

Providers sign a self-certification that required them to meet the CCDF health and safety requirements.

a) Describe whether and how the Lead Agency uses on-site visits (announced and unannounced)

No onsite visits for those providers who are exempt from licensing.

b) Describe whether the Lead Agency uses background checks

Background checks are conducted on all license exempt providers. Every break in service, the provider must get a new background check, unless they have had one in the last 90 days. Background checks must be renewed every two years and include a sexual offender register check. A fingerprint check can be required in certain cases if there is doubt about the background check.

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

Yes. If yes, what documentation, if any, is required?

Describe:

The In Home Child Care family must also provide a completed WCCC application form, signed and dated by the consumer and the provider, in which they both attest that the provider is:

- Of suitable character and competence
- Of sufficient physical and mental health to be a safe child care provider and meet the needs of the children in care
- Able to work with the children without using corporal punishment or psychological abuse;
- Able to accept and follow instructions
- Able to maintain personal cleanliness
- Prompt and regular in job attendance
- Informed about basic health practices, prevention and control of infectious disease, and immunizations.

If DSHS requests it, the consumer and/or the provider must provide written medical or legal evidence that the in-home/relative provider is of sufficient physical and mental health to provide safe, reliable and developmentally appropriate child care services. When a consumer chooses in-home/relative child care, the provider must give DSHS information as to whether an individual sixteen years of age or older living with the provider is a registered sex offender.

No

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

If DSHS requests it, the consumer and/or the provider must provide written medical or legal evidence that the in-home/relative provider is of sufficient physical and mental health to provide safe, reliable and developmentally appropriate child care services.

Check if the Lead Agency certifies that procedures are in effect to ensure that child care providers of services for which assistance is provided under the Child Care and Development Fund comply with all applicable State or local health and safety requirements. (658E(c)(2)(G))

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

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Yes.  
Describe

No  
a) If yes, are training, resources and supports offered to programs to assist them in ensuring that children receive appropriate developmental screenings?

Yes.  
Describe

No  
 Other.  
Describe

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

Yes.  
Describe

No  
 Other.  
Describe

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

Yes. If Yes, provide the name of the tool(s)

- No
  - Other.
- Describe

### 3.1.6 Data & Performance Measures on Licensing and Health and Safety

**Compliance** - What data elements, if any, does the State/Territory currently have access to related to licensing compliance? What, if any, performance measures does the Lead Agency use for ensuring health and safety? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children)).

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

Number of licensed programs.

Describe (optional):

Numbers of programs operating that are legally exempt from licensing.

Describe (optional):

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

Describe (optional):

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

Describe (optional):



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

Describe (optional):

Number of monitoring visits received by programs.

Describe (optional):

Caseload of licensing staff.

Describe (optional):

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

Describe (optional):

Other.

Describe:

None.

b) **Performance measurement.** What, if any, performance measures does the State/Territory use in its licensing system to monitor compliance with CCDF health and safety requirements?

**DEL regularly measures:**

- **Number of on-time completed monitoring visits – goal 85%**
- **Median days to close child care licensing only complaints- goal 45 days**
- **Median days to close child care DLR/CPS complaints- goal 45 days**

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. **DEL has a ten year roadmap for improving child care licensing that includes the evaluation of the frequency of compliance with licensing that will lead to weighted regulation using the 13 Fiene indicators.**

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

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium and are

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

What are the Lead Agency's goals for the licensing and health and safety system in the coming biennium? What progress does the State/Territory expect to make on core areas (e.g. licensing standards, monitoring visits or other effective enforcement, improved technical assistance, or fewer serious non-compliances?)

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

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**Goal #1:**

Goal 1 – Build a new licensing child care data base that supports the work of licensors and provides accurate reports.

Goal 2 – Build a risk/strength based assessment model which identifies strengths of provider and allows licensor to focus on high risks.

Goal 3 – Revise rules to align with the risk/strength model and weigh the rules accordingly.

Goal 4 – Align monitoring procedures to reflect differences in compliance risks.

**NEW!**

CCDF has a number of performance measures that are used to track progress for key aspects of the program at the national level. These performance measures are included in budget materials submitted to Congress and other documents. Please follow this link <http://www.acf.hhs.gov/programs/occ/resource/government-performance-and-results-act-gpra-measures> to see the CCDF performance measures. A number of these performance measures rely on information reported in the State and Territorial Plans as a data source. We have added a ruler icon



in Section 3.2 through 3.4 order to identify the specific questions used in the performance measures. When answering these questions, Lead Agencies should ensure that their answers are accurate and complete in order to promote the usefulness and integrity of the performance measures.

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

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

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

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

If yes, insert web addresses, where possible:

<http://www.k12.wa.us/curriculum/instruct/>

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

DEL, is the lead for children under five and OSPI is the lead for children over five . There continues to be a joint effort by both agencies to refine and better coordinate student outcomes from birth through grade three.

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

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


Logic and reasoning (e.g., problem-solving)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Language development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Literacy knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematics knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Science knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Creative arts expression (e.g., music, art, drama)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Social studies knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English language development (for dual language learners)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
List any domains not covered in the above: <a href="#">Family, Community and Culture</a>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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


Practitioners in elementary schools	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. List:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

None.

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

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- Cross-walked to align with Head Start Child Development and Early Learning Framework
- Cross-walked to align with K-12 content standards
- Cross-walked to align with State/Territory pre-k standards
- Cross-walked with accreditation standards
- Other.  
List:

None.

**3.2.6 Describe how your State/Territory uses ongoing assessments and measures of school readiness assessment using the following series of questions.** In this section, assessment is framed with two distinct purposes/tools - 1) ongoing assessment of children's progress within the classroom to improve and individualize instruction (this corresponds to 3.2.6a) and 2) assessments conducted within pre-kindergarten and/or at kindergarten entry to inform policymakers about the school readiness of children across the State on a broad range of domains, used to guide program initiatives (this corresponds to 3.2.6b).

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

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

Yes.

Describe:

State pre-k programs administered via contracts with DEL are required to conduct ongoing assessments using measures aligned with the early learning guidelines and program performance standards. Assessments must be conducted a minimum of twice a year. Head Start/Early Head Start full day centers are required to conduct ongoing assessments aligned with the early learning standards, the Head Start Child Outcomes Framework and Head Start Performance Standards. Head Start and ECEAP programs have the discretion to choose the assessment tool that best suits their community needs as long as it conforms to the requirements above.

DEL and OSPI share oversight of WaKIDS, a kindergarten assessment process which includes three components; partnerships with parents, partnerships with early learning/child care providers, and comprehensive assessment of children. Teaching Strategies GOLD is the WaKIDS assessment tool and is administered by kindergarten teachers at the beginning of the academic year.

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

Yes.

Describe:

Both Head Start and state pre-k performance standards direct programs to use information gained from assessment to improve individualization of child services. Kindergarten teachers conducting assessments as part of the WaKIDS process are encouraged to use the results to inform instruction and individualization .

No

Other.

Describe:

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

Yes.

Describe:

Head Start and state pre-k performance standards direct programs to share information on children's progress with parents. Kindergarten teachers participating in WaKIDS are encouraged to share assessment results with families as a part of the family partnership component of the WaKIDS process.

No

Other.

Describe:

No

Other.

Describe:

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

Yes.

Describe:

Yes, the tool is Teaching Strategies GOLD, the same tool used in our state preschool program.

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

Yes.

Describe:

This whole-child assessment tool covers social and emotional, physical and cognitive and linguistic development of the child in the classroom.

No

Other.

Describe:

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

All children.

Describe:

It is required in all state-funded full-day kindergarten classrooms.

Samples of children.

Describe:

Other.

Describe:

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

Yes.

Describe:

The data gathered informs quality improvement conversations as teachers receive more information on how to use the data to do this, particularly around social and emotional curriculum, and appropriate early learning math and science.

No

Other.

Describe:

No

Other.

Describe:

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

Yes.

Describe:

No

Not applicable. State does not have an SLDS.



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

Effective Date: 01-OCT-13

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

Number/percentage of child care providers trained on ELG's for preschool aged children.

Describe (optional):

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

Describe (optional):

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

Describe (optional):

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

Describe (optional):

Other.

Describe:

None.

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

[DEL does not currently have performance measures related to dissemination and implementation.](#)

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

[The kindergarten assessment process, WA KIDS will be evaluated in the future to look at outcomes of various types of program regarding preparing children for kindergarten.](#)

### 3.2.8 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). What are the Lead Agency's goals for using voluntary early learning guidelines in the coming biennium? What progress does the Lead Agency expect to make related to early learning guidelines?

Effective Date: 01-OCT-13

#### Goal #1:

The overall goal is to be intentional about addressing the needs of diverse communities. In accordance with this goal, DEL will explore translation of the Guidelines document into additional languages representative of the early learning provider community. This document is currently available in English and Spanish.

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

Effective Date: 01-OCT-13


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

[Child Care Aware of Washington and the University of Washington.](#)

#### 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.

Effective Date: 01-OCT-13

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

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

Describe:

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

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

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

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

- Licensing is a pre-requisite for participation
- Licensing is the first tier of the quality levels
- State/Territory license is a "rated" license.
- Other.

Describe:

- Not linked.

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

- Programs that meet State/Territory pre-k standards are able to meet all or part of the

quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between pre-k and the quality improvement system)

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

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

Other.

Describe:

None.

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

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

Effective Date: 01-OCT-13

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



None. **skip to 3.3.3.**

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

<input type="checkbox"/>	Attaining and maintaining accreditation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Providing targeted technical assistance in specialized content areas:			
	Health and safety	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Infant/toddler care	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	School-age care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Inclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Teaching dual language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Mental health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Business management practices	<input type="checkbox"/>	<input 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:

Describe Assessment data on the quality standards and two assessments (ERS, CLASS) are entered into an online database (WELS) to generate a quality improvement plan. Coaches use this data to individualize a quality improvement plan for each facility.

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

- Yes.

Describe:


All programs who register for Early Achievers are assigned an individual technical assistance specialist who guides them through readiness activities for rating. These readiness activities include: helping to understand the quality standards, Registry activities, follow up on required Level 2 trainings, gathering information for a file of supporting materials, assisting with self-assessments and completing a rating readiness tool.

- No
  - Other.
- Describe:

### 3.3.3 Element 3 - Financial Incentives and Supports

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

Effective Date: 01-OCT-13

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

None. **skip to 3.3.4.**


Types of Financial Incentives and Supports for Programs	Child Care Centers	Child Care Homes	License-Exempt Providers
<input 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 improving / maintaining quality	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tax credits tied to meeting program quality standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Other. Describe: Licensed programs receive annual quality improvement awards based on the rating.	<input checked="" type="checkbox"/>	<input checked="" 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.

Effective Date: 01-OCT-13

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

None. **skip to 3.3.5.**

Types of Program Quality Assessment Tools	Child Care Centers	Child Care Homes	License-Exempt Providers
<input checked="" type="checkbox"/> Environment Rating Scales (e.g., ECERS, ITERS, SACERS, FDCRS) Describe, including frequency of assessments. Facilities are rated every three years. 1/3 of classrooms are rated. (of each type)	<input checked="" type="checkbox"/> Infant/Toddler <input checked="" type="checkbox"/> Preschool <input type="checkbox"/> School-Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<input checked="" type="checkbox"/> Classroom Assessment Scoring System (CLASS)  Describe, including frequency of assessments. <a href="#">This is done when the center is rated in Early Achievers/QRIS system.</a>	<input checked="" 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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Customized instrument, including submission of written documentation, developed for State/Territory quality improvement system. This may include instruments developed for quality improvements in 21st Century Learning Center programs  Describe, including frequency of assessments. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Other.  Describe: <a href="#">Professional development points pull data from the state online registry, MERIT.</a>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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


None.



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

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

Effective Date: 01-OCT-13

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

Yes. If yes, how is it used?

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

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

Searchable database on the web

Voluntarily, visibly posted in programs

Mandatory to post visibly in programs

Used in marketing and public awareness campaigns

Other.

Describe:

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

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

Print

Radio

Television

Web

Telephone

Social Marketing

Other.

Describe:

None.

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

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

Effective Date: 01-OCT-13



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

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

Participation is voluntary for:

[licensed providers](#)



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:

[Tribal and Military Child Care.](#)

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

Effective Date: 01-OCT-13

**please describe:**

[Early Achievers training that could be appropriate and available to legally exempt providers. Some training support is provided in different parts of the state. The provider union also provides some training to license exempt providers.](#)

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

Effective Date: 01-OCT-13

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



Data on the quality level for individual programs (e.g. QRIS level) as defined by your State/Territory.

Describe(optional)

[Data on the quality level of programs is housed in the QRIS database, WELS, administered by DEL.](#)



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

Describe(optional)

This is measured in WELS, the Early Achievers data base.



Program scores on program assessment instruments.

List instruments:

ECERS, ITERS, FCCERS

Describe(optional)

The University of Washington is administering the assessment in each of the participating facilities based on setting and population. Scores are available in the QRIS database, WELS. DEL owns this data and both Child Care Aware and University of Washington have access to support programs.



Classroom scores on program assessment instruments.

List instruments:

CLASS and Toddler CLASS

Describe(optional)

The University of Washington is administering the CLASS in each participating facility based on setting and population. Both the Toddler CLASS and a mixed age group CLASS are used in addition to the Pre-K CLASS. Scores are available in the QRIS database, WELS. DEL owns this data and both Child Care Aware and University of Washington have access to support programs.



Qualifications for teachers or caregivers within each program.

Describe(optional)

All professional development information is housed in the state registry, MERIT. Participants are required to submit educational documents to state reviewers who verify qualifications. Information in MERIT is transferred to the QRIS database, WELS for use in rating calculation.



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

Describe(optional)

The number of children in centers and homes receiving CCDF is available each month through a subsidy dashboard.



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



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

Describe(optional)

All data on quality improvement awards tied to facility rating is stored in the QRIS database, WELS. Additionally, information on how the quality improvement awards are spent within each facility is also entered in WELS.



Other.

Describe:



None.

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

Quality standards are point-based and lead to a rating that defines differing levels of quality. Performance goals for numbers of programs rated at each level of quality are defined in Washington's Race to the Top – Early Learning Challenge grant.

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.

The University of Washington is conducting an evaluation of the Early Achievers program that links quality levels 3, 4, and 5 to child outcomes.

### 3.3.9 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include

existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub-section in 3.3. What are the State/Territory's goals for the program quality improvement system in the coming biennium? What progress does the State/Territory expect to make across the five key elements for quality improvement systems?

Effective Date: 01-OCT-13

**Goal #1:**

Develop a blueprint report which will delineate the methodologies for developing differential monitoring, risk assessment and key indicator systems to encompass QRIS indicators.

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

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

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

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

Effective Date: 01-OCT-13

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


DEL, Thrive by Five, CCR&R, community colleges and universities of higher education.

#### **3.4.1 Workforce Element 1 - Core Knowledge and Competencies**

**Definition** - For purposes of this section, core knowledge and competencies (CKCs)

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

Effective Date: 01-OCT-13

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

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

Other.  
Describe:

If yes, insert web addresses, where possible:

<http://del.wa.gov/requirements/professional/core.aspx>

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, National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation, Head Start SOLAR staff skills indicators)
- Cross-walked with apprenticeship competencies
- Other.

Describe:

None.

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

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

Describe:

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

Describe:

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

Describe:

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

Describe:

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

Describe:

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:

The Core Competencies are designed for professionals working with children birth through age eight.

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:

The career lattice has 15 steps, each of which represents increased training and education for early learning professional that align with the WA State Core Competencies for Early Care and Education Professional. The steps on the career lattice align with career opportunities in licensed child care, the state pre-K program ECEAP and Head Start program, in addition to other roles that support family engagement, higher education, and community based learning.

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

Insert web addresses, where possible: [http://del.wa.gov/publications/PD/docs/Career\\_lattice.pdf](http://del.wa.gov/publications/PD/docs/Career_lattice.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:

Staff covered are child care assistants, school age assistants, lead teachers, directors, program supervisors, site coordinators, family support staff, pre-k lead teachers, administrators/managers,

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

Describe:

The career lattice covers the primary owner/provider.

Administrators in centers (including educational coordinators, directors).

Describe:

It covers education coordinators, program supervisors, and directors/administrators.

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

Describe:

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

Describe:

It covers apprentice trainers, intermediate trainers, advanced trainers and ECE college professors.

- 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:


DEL verifies training, education and current employment prior to placement on the career lattice through a contract with a local community college.

No.

### 3.4.3 Workforce Element 3 - Professional Development Capacity

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

Effective Date: 01-OCT-13


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

Yes.

If yes, describe:

The Race to the Top – Early Learning Challenge Grant application included a statewide assessment of degree programs in ECE and related fields. The community and technical college system recently completed a review of all ECE coursework to create three standardized certificates in ECE leading to an AA. These stackable certificates (12 credits, 20 credits and 47 credits) include common course numbers, course description and learning objectives aligned with the Washington State Core 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:

As a result of the RTT assessment, the Lead Agency contracts with the CCR&R and School's Out Washington (SOW) to provide on-site consultation, training and technical assistance to early learning and school-age programs. CCR&R must provide State Training and Registry System (STARS) approved training and on-site consultation/technical assistance. SOW must provide training and technical assistance to school age programs.

No.

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

Standards set by the institution

Standards set by the State/Territory higher education board

Standards set by program accreditors

Standards set by State/Territory departments of education

Standards set by national teacher preparation accrediting agencies

Other.

Describe:

Higher education instructors that are registered with the state trainer approval process may be randomly selected for an on-site visit and feedback.

None.

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

Training approval process.

Describe:

Trainer approval process.

Describe:

The Lead Agency completed a new trainer approval process tied to the registry, MERIT last year. All trainers who are able to grant continuing education credits tied to licensing regulations must complete a series of training, apply and submit a sample training for review by a state trainer approval board. The trainer's transcripts are evaluated by a contracted community college for the state trainer approval board. All training is now entered into the online calendar of trainings by area and level of the Core Competencies. Trainers must demonstrate competency in the content areas that they applying for as well as adult learning principles and instructional design at advanced trainer levels. There are a variety of trainer application types to meet the needs of the trainer field in Washington.

Training and/or technical assistance evaluations.

Describe:

Each training delivered by state-approved trainers must include a training evaluation completed by the participant.

Other.

Describe:

None.

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

Yes.

If yes, describe:

The State Board of Technical and Community Colleges (SBCTC) allows for the articulation of twelve college credits at any state community college when the student holds a Child Development Associate (CDA) from the Council for Professional Development.

No.

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

Yes.

If yes, describe:


There is a current articulation agreement for the basic 20-hour state training for licensing requirement.

No.

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

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

Effective Date: 01-OCT-13

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

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

Describe:

State-funded preschool administered by the Lead Agency-Early Childhood Education Assistance program (ECEAP).

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 Managed Education and Registry Information Tool (MERIT) is the statewide online training database for early learning and school age professionals. MERIT manages STARS training, which is required of certain staff employed at licensed centers, family homes and school-age facilities. The



MERIT database allows access for anyone to search for state-approved trainers and their available training by Core Competency level and content area.

No.

Insert web addresses, where possible: <https://apps.del.wa.gov/MERIT/Default.aspx>

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

Scholarships.

Describe:

DEL contracts with Child Care Aware Washington to administer the Washington Scholarships for Child Care Professionals which supports child care providers who wish to enhance their education and professional skills in early childhood education by receiving formal training at community and technical colleges and 4-year universities. The student can receive seventy five or ninety percent of their tuition and books paid for, paid release time and a bonus upon completion of the coursework. Washington Scholarships are prioritized for Early Achievers participants.

DEL contracts with the State Board for Community and Technical Colleges (SBCTC) to administer Early Achievers Opportunity Grants. These scholarships are available to Early Achievers participants who qualify as low income individuals. The scholarships cover the cost of tuition, books, mentoring and other emergency grants to complete the new stackable ECE certificates, state credential and Associate Degree at participating Community and Technical Colleges.

Free training and education.

Describe:

DEL has a variety of online trainings available on the DEL training library including trainings on foundational professional development system elements such as the Early Learning Guidelines and the Core Competencies. The training library is available at:

<http://www.del.wa.gov/requirements/professional/library.aspx>

Reimbursement for training and education expenses.

Describe:

DEL administers an annual training reimbursement program for eligible licensed professionals to complete required basic training and continuing education up to \$150 per year (within available funds). A specific fund is reserved for union covered family home providers. DEL also administers a new annual trainer support reimbursement for state-approved trainers to apply toward the costs of delivering training and/or continuing education up to \$200 annually.

Grants.

Describe:

Professionals who join MERIT and verify education are eligible for a one-time award (\$100) for joining the registry in addition to education awards (up to \$500) based on placement on the Washington State Career Lattice. Additionally, within available funds, professionals will receive additional awards (up to

\$500) for movement up the Career Lattice during the time of the Race to the Top - Early Learning Challenge Grant period.

Loans.

Describe:

Loan forgiveness programs.

Describe:

Substitute pools.

Describe:

Release time.

Describe:

Other.

Describe:

Union covered family, friend, and neighbor providers are incentivized with a five hundred dollar bonus to complete at least ten hours of state-approved community based continuing education training annually.

None.

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

Yes.

If yes, describe:

Early Achievers Opportunity Grants include a college-point-of-contact who can provide career guidance on DEL initiatives, the Career Lattice and college policies. Career Guidance and pathway navigation is also part of Early Achievers.

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:

Early Achievers includes both technical assistance and coaching. Additionally, throughout Washington infant-toddler consultants are available to provide local on-site consultation for children birth-3.

No.

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

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

Effective Date: 01-OCT-13



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

Yes.

If yes, describe:

No.



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

Yes.


If yes, describe:

Within the Washington Scholarships for Child Care Professionals program, participants who complete their required coursework are eligible for a bonus once per year. If these same participants are employed by a center, their employers pay a bonus or raise once their required coursework is completed.

Professionals who join MERIT and verify education are eligible for a one-time award (\$100) for joining the registry in addition to education awards (up to \$500) based on placement on the Washington State

Career Lattice. Additionally, within available funds, professionals will receive additional awards (up to \$500) for movement up the Career Lattice during the time of the Race to the Top - Early Learning Challenge Grant period.

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:

The Lead Agency provides limited funds through the collective bargaining agreement with SEIU 925 that assists with providing health care coverage only to licensed family home providers who do not have other health insurance coverage. Eligibility requirements include caring for children with subsidy payments for a set amount of time per month.

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):

MERIT is currently collecting valid and reliable data on the size of the active child care workforce. Participation in MERIT is required for Early Achievers participants and all licensed providers.

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

Describe (optional):

Records of individual teachers or caregivers and their qualifications.

Describe (optional):

Providers listed in MERIT are asked to provide employment (current and historical), education, position title and health and safety training (CPR/First Aid/HIV-AIDS/BBP/Food Handlers)

Retention rates.

Describe (optional):

MERIT is able to track professional movement based on linked employment.

Records of individual professional development specialists and their qualifications.

Describe (optional):

MERIT collects and records training and educational information on trainers including work experience, higher education, experience teaching adults, content areas of specialty and other required training.

Qualifications of teachers or caregivers linked to the programs in which they teach.

Describe (optional):

Number of scholarships awarded .

Describe (optional):

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

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

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

This information will be accessible through a data share agreement with Child Care Aware of Washington. CCA-WA is the agency that collects and tracks TA information over time.

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

This information will be accessible through contracting relationships with Child Care Aware of Washington for Washington Scholarships and State Board of Community and Technical Colleges for Early Achievers Opportunity Grants

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:

Centers- (lead teachers and assistants) mandatory; school-age-voluntary.

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

Describe:

(licensee, primary staff) Voluntary

Administrators in centers (including educational coordinators, directors).

Describe:

Centers- (Director, program supervisor, site coordinator) mandatory; school-age-voluntary.

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

Describe:

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

Describe:

Mandatory

Other.

Describe:

None.

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

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

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

No.

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

The Lead Agency uses performance data related to the number of degrees/certificates achieved by professionals as well as the number of professionals who are placed on the Washington State Career Lattice via verified education and movement on the lattice over time.

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

The Lead Agency initiated a trainer feedback process in Spring 2013 to evaluate the efficacy of the trainer approval process and trainers in Washington. All state approved trainer application types will be randomly sampled to receive an on-site visit. DEL is contracting with Educational Service District (ESD) 105 to conduct on-site visits and observations. ESD staff will review the quality of the training as well as review training information advertised in MERIT. ESD observers will provide feedback to trainers as well as offer both resources and on-going mentoring to meet the needs of trainer professional growth and development. ESD 105 will also be assessing whether the trainer approval process has been successful in approving trainers at the right levels and areas of the Core Competencies.

### 3.4.7 Goals for the next Biennium -

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

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

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

Effective Date: 01-OCT-13

**Goal #1:**



Goal 1 – Increase the percentage of providers with higher education certificates and degrees.

Goal 2 – Implement a new trainer feedback model to support the professional growth of state-approved trainers.

Goal 3 – Increase the understanding of providers of child and adult executive function in the classroom, to build on quality interactions between adults and children.

Goal 4 – Expand the on-line training library which supports continuing education credits for providers, and provides research and best practices.

Goal 5 - Begin the development of specific workforce competencies for relationship based professional roles including technical assistance specialists, consultants and coaches.