



**CHILD CARE AND DEVELOPMENT FUND PLAN
FOR: THE STATE OF WASHINGTON**

FFY 2010-2011

This Plan describes the CCDF program to be conducted by the State/Territory for the period 10/1/09 - 9/30/11. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including changing the options selected or described herein.

The official text of the applicable laws and regulations govern, and the Lead Agency acknowledges its responsibility to adhere to them regardless of the fact that, for purposes of simplicity and clarity, the specific provisions printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text.

Public reporting burden for this collection of information is estimated to average 162.5 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

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AMENDMENTS LOG

CHILD CARE AND DEVELOPMENT FUND PLAN FOR WASHINGTON STATE
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Lead Agencies must submit plan amendments within 60 days of the effective date of an amendment (§98.18 (b)).

Instructions for Amendments:

- 1) Lead Agency completes the first 3 columns of the Amendment Log and sends a photocopy of the Log (showing the latest amendment sent to ACF) and the amended section(s) to the ACF Regional Office contact. Lead Agency also should indicate the Effective Date of the amended section in the footer at the bottom of the amended page(s). A copy of the Log, showing the latest amendment pending in ACF, is retained as part of the Lead Agency's Plan.
- 2) ACF completes column 4 and returns a photocopy of the Log to the grantee.
- 3) The Lead Agency replaces this page in the Plan with the copy of the Log received from ACF showing the approval date.

Note: This process depends on repeated subsequent use of the same Log page over the life of the Plan. At any time the Log should reflect all amendments, both approved and pending in ACF. The Lead Agency is advised to retain "old" plan pages that are superseded by amendments in a separate appendix to its Plan. This is especially important as auditors will review CCDF Plans and examine effective date of changes.

Section Amended	Effective/ Proposed Effective Date	Date Submitted to ACF	Date Approved by ACF
1.2, <u>State/Territory Child Care (CCDF) Contact Information</u>	March 16, 2010	March 28, 2010	May 13, 2010
3.2.4 Remove Non-Standard Hour Bonus (NSHB) language.	March 1, 2010	March 28, 2010	May 13, 2010
3.2.8. Add NSHB suspension language.	March 1, 2010	March 28, 2010	May 13, 2010
4.1.3 Length of eligibility period.	July 1, 2010	June 25, 2010	July 29, 2010
3.3.2 Income Eligibility	October 1, 2010	Sept. 27, 2010	Approved

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3.4.3 Household income to 175% of FPL	October 1, 2010	Sept. 27, 2010	Approved
3.5.1 Sliding Fee Scale and Attachment	October 1, 2010	Sept. 27, 2010	Approved
3.5.5 Co-payments required	October 1, 2010	Sept. 27, 2010	Approved
Part 5.1.1 Quality Targeted Funds and Set-Asides	September 28, 2010	Nov. 29, 2010	Dec. 13, 2010
Added Attachment 5.1.1	September 28, 2010	Nov. 29, 2010	Dec. 13, 2010
Added Attachment 5.1.a	September 28, 2010	Nov. 29, 2010	Dec. 13, 2010
3.1.1 Description of Child Care Services	March 1, 2011	March 15, 2011	May 3, 2011
3.3.2 Income Eligibility	April 1, 2011	March 15, 2011	May 3, 2011
3.4.2 Priority Services	March 1, 2011	March 15, 2011	May 3, 2011
3.4.5 Families Served	March 1, 2011	March 15, 2011	May 3, 2011
3.4.6 Waiting list	March 1, 2011	March 15, 2011	May 3, 2011
3.5.1 Sliding Fee Scale and Attachment	April 1, 2011	March 15, 2011	May 3, 2011
3.5.5 Affordable co-pays	April 1, 2011	March 30, 2011	May 3, 2011
4.1.b) How parents can apply	March 1, 2011	March 15, 2011	May 3, 2011

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PART 1 ~ ADMINISTRATION

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 Lead Agency Information - as designated by State/Territory Chief Executive Officer

Name & Address of Lead Agency

Department of Early Learning
PO Box 40970
Olympia, WA 98504-0970

Lead Agency's Chief Executive Officer

Bette Hyde, Director
Phone Number: 360-725-4665
Fax Number: 360-413-3482
E-Mail Address: bette.hyde@del.wa.gov
Web Address: www.del.wa.gov

1.2 State/Territory Child Care (CCDF) Contact Information (day-to-day contact)

Name/Title & contact information of the State/Territory Child Care Contact (CCDF)

Dr. Robert Hamilton, Deputy Director
Department of Early Learning
PO Box 40970
Olympia, WA 98504-0970
Phone Number: 360-725-4932
Fax Number: 360-413-3482
E-Mail Address: bob.hamilton@del.wa.gov

Lynne Shanafelt, State Child Care Administrator
Department of Early Learning
PO Box 40970
Olympia, WA 98504-0970
Phone Number: 360-725-2829
Fax Number: 360-413-3482
E-Mail Address: lynne.shanafelt@del.wa.gov
Web site for CCDF program information (for the public):
www.del.wa.gov/government/CCDF/

1.3 Estimated Funding

The Lead Agency estimates that the following amounts will be available for child care services and related activities during the one-year period: October 1, 2009, through September 30, 2010. (§98.13(a))

CCDF: \$111,733,167

Federal TANF Transfer to CCDF: \$104,551,000

Direct Federal TANF Spending on Child Care: \$52,000,000

State CCDF Maintenance of Effort Funds: \$38,707,605

State Matching Funds: \$33,290,730

Total Funds Available: \$340,282,502

1.4 Estimated Administration Cost

The Lead Agency estimates that the following amount (and percentage) of Federal CCDF and State Matching Funds will be used to administer the program (not to exceed 5 percent): \$12,478,745 (5%). (658E(c) (3), §§98.13(a), 98.52)

1.5 Administration of the Program

1.5.1 Does the Lead Agency directly administer and implement all services, programs and activities funded under the CCDF Act, including those described in Part 5.1 - Activities & Services to Improve the Quality and Availability of Child Care, Quality Targeted Funds and Set-Aside?

Yes

No

If no, use Table 1.5.1 below to identify the name and type of agency that delivers services and activities. If more than one agency performs the task, identify all agencies in the box under "Agency," and indicate in the box to the right whether each is a non-government entity.

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Table 1.5.1: Administration of the Program

Service/Activity	Agency	Non-Government Entity (see Guidance for definition)
Determines individual eligibility:		
TANF families	Department of Social and Health Services	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Non-TANF families	Department of Social and Health Services	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Assists parents in locating care	Child Care Resource and Referral	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Makes the provider payment	Department of Social and Health Services	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Quality activities	Numerous state, local public and private agencies	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Other:		<input type="checkbox"/> Yes <input type="checkbox"/> No

1.5.2. Describe how the Lead Agency maintains overall internal control for ensuring that the CCDF program is administered according to the rules established for the program (§98.11).

DEL is responsible for the administration of three child care subsidy programs that include:

- Working Connections Child Care (WCCC)
- Seasonal Child Care
- Homeless Child Care

DEL develops and administers policy for WCCC by:

- Identifying needs of working families for child care supports
- Overseeing program eligibility and payment authorization policies
- Writing and maintaining rules

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The Department of Social and Health Services (DSHS) is responsible for service delivery for the WCCC program that includes:

- Determining family eligibility
- Authorizing child care payments
- Managing payments made to child care providers

DSHS and DEL have interagency agreements that define the roles and responsibilities for each agency. The agreements cover areas such as audits, data-sharing, communication protocols, reporting, payment accuracy and fiscal interactions.

Through one of these interagency agreements with the Department of Social and Health Services (DSHS), DEL audits payments on a monthly basis using the same methodology as required for the Improper Payment Audit. When payment errors are identified, DSHS follows up with child care providers to collect the overpayment or pays the provider the underpayment amount depending on the findings.

DEL funds activities provided through contracted providers. DEL performs a risk assessment for all contracts. The risk assessment scores risk related to factors such as new programs, new providers or past performance issues.

DEL monitors contracts based on the risk factor scores. The DEL program manager uses the risk assessment to develop a specific monitoring plan. If the risk factor score is low, the program manager may decide that a desk audit of invoices is required. If the risk factor score is high, the program manager may decide that an on-site review is needed. The program managers are required to keep a record of all monitoring activity.

DEL requests and receives federal funds twice a month, based on actual expenditures. The first request for funds is based on expenditures incurred by DEL, both direct and indirect costs. The indirect costs are determined through a cost allocation methodology and done in compliance with the cost allocation plan submitted to HHS. The second request for funds is based on expenditures incurred by DSHS. DSHS invoices DEL monthly for services provided. The DEL designated manager reviews the documentation and approves the DSHS invoices.

1.5.3. Describe how the Lead Agency ensures adequate personnel, resources, systems, internal controls, and other components necessary for meeting CCDF reporting requirements (658K, §98.67, §§98.70 & 98.71, §§98.100 to 102), including the Lead Agency's plans

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for addressing any reporting deficiencies, if applicable. At a minimum, the description should address efforts for the following reporting requirements:

a) Fiscal Reporting:

Personnel: DEL has trained staff that understand the CCDF grant award and draw requirements and procedures. HHS Region X staff have provided several trainings to DEL.

Resources: DEL has assigned two staff (Financial Manager and Accounting Manager) to CCDF reporting. Staff 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.

Systems: DEL created an automated system, called Financial Reporting and Allocation Tracking System (FRATs), to calculate and provide data the ACF 696 report and 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.

Controls: DEL has strong internal controls over 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. Monthly DSHS invoices DEL for 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 annual audits the CCDF grant in detail at both DEL and DSHS to ensure accuracy and accountability.

b) Data Reporting:

Personnel: A team of DEL staff were convened together to improve our data reporting in July 2008. DEL added a Senior Research Analyst and diverted full time resources for several months to improve our 801 and 801 reporting.

Resources: As stated above DEL resources were shifted to focus improvements in data reporting for several months to focus on high quality reporting

improvements. DEL relied heavily on the technical assistance provided by HHS Region X in the development of its improved data reporting and fully utilizes assistance offered through the Child Care Automation Resource Center.

Systems: DEL has created a data reporting system that connects directly with the DSHS data systems to produce the 801 and 800 reports.

Controls: With the help from Child Care Automation Resource Center (CCARC), the agency continues to work on improving the CCDF 800 and 801 reporting quality. DEL moved away from random sampling to full reporting in October 2008.

c) Error Rate Reporting:

Personnel: DEL has added dedicated staff for ensuring quality in our data reporting and expanded elevated the role and review of the 800 and 801 reports. DEL has reorganized and expanded the subsidy group which works in subsidy policy issues, audits, oversight and coordination of implementation of authorizations, and rule-making.

Resources: DSHS reports to DEL all findings of audits, overpayments and potential fraud. If DEL licensors suspect subsidy fraud, it is reported to the Division of Fraud Investigations for follow up.

Systems: Washington State identifies improper payments 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 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 identify improper payments.

Controls: If any error in payment is identified, then DSHS sends the person responsibility for the overpayment a notice informing them of the overpayment. A repayment schedule if 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 Division of Fraud Investigations conducts an investigation to determine if prosecution is warranted.

DSHS reports to DEL all findings of audits, overpayments and potential fraud. If DEL licensors suspect subsidy fraud, it is reported to the Division of Fraud Investigations for follow up.

1.6 Funds Used to Match CCDF

1.6.1 Will the Lead Agency use public funds to meet a part of the CCDF Match requirement pursuant to §98.53(e)(1)?

Yes - describe the activity and source of funds:

Washington State matches the CCDF funds with general fund dollars appropriated by the Legislature to either DEL or to DSHS. The activities are the state's pre-k program as well as dollars directly spent on subsidies.

No

1.6.2 Will the Lead Agency use private donated funds to meet a part of the matching requirement of the CCDF pursuant to §98.53(e)(2)?

Yes - if yes, are those funds: (check one below)

Donated directly to the State?

Donated to a separate entity or entities designated to receive private donated funds?

a) How many entities are designated to receive private donated fund?

b) Provide information below for each entity:

Name: Address:

Contact:

Type:

No

1.6.3 During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF maintenance of effort (MOE) requirement?

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- Yes (respond to 1.6.5), and:
- a) The State assures that its level of effort in full day/full year child care services has not been reduced, pursuant to §98.53(h)(1).
- b) (20%) Estimated percentage of MOE requirement that will be met with Pre-K expenditures. (Not to exceed 20%).
- c) If the Lead Agency uses Pre-K expenditures to meet more than 10% of the MOE requirement, describe how the Lead Agency will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

ECEAP, Washington's state funded pre-k program, and child care subsidy policy are both administered by DEL within the same Division with state-level coordination on an ongoing basis. ECEAP provides comprehensive preschool experiences for three and four year olds who meet eligibility requirements based on income, age and risk factors. An ECEAP child who needs care during additional hours may also receive child care subsidies through the WCCC program. ECEAP staff work closely with families to address child care needs and assist them in accessing WCCC. Twenty-eight percent of ECEAP classrooms are within licensed child care facilities. Many additional ECEAP programs transport children to child care for the remainder of the day.

No

1.6.4 During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF Matching Fund requirements? (§98.53(h))

- Yes (respond to 1.6.5) - and:
- a) (28.2%) Estimated percentage of the Matching Fund requirement that will be met with pre-K expenditures. (Not to exceed 30%)
- b) If the State uses Pre-K expenditures to meet more than 10% of the Matching Fund requirement, describe how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

See response to 1.6.3 description above.

No

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1.6.5 If the Lead Agency indicated “yes” to 1.6.3 or 1.6.4, describe Lead Agency efforts to ensure that pre-K programs meet the needs of working parents: (§98.53(h)(2))

ECEAP is Washington’s Pre-K program. 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. During the family support contact, 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. Most ECEAP sites provide transportation that includes transportation to and from child care if needed. All ECEAP children also receive additional health coordination services.

1.6.6 Will the Lead Agency use any other funds to meet a part of the CCDF Match requirement pursuant to §98.53(e)(1)?

- Yes - describe the activity and source of funds:
- No

1.7 Improper Payments

Has your State implemented any strategies to prevent, measure, identify, reduce, and collect improper payments? (§98.60(i), §98.65, §98.67)

Yes - these strategies include:

Staff who authorize child care payments, review data reports to identify possible improper payments and possible instances of overpayments or underpayments. DSHS also uses formulas to select certain payment files that might indicate a potential overpayment. A service-level agreement (SLA) between DEL and DSHS requires DSHS to collect identified overpayments.

DSHS collects the overpayment from the provider when the overpayment is identified through the comparison of attendance records and case file reviews for accuracy.

Washington State was in the first group of states required to conduct the Improper Payment Audit. DEL has maintained a follow-up and correction of payment errors through an interagency agreement with the DSHS Economic Services Administration Quality Assurance Office. The agency also has continued a monthly audit and follow-up using the same methodology as required for the Improper Payment Audit.

No - if no, are there plans underway to determine and implement such strategies?

PART 2 ~ DEVELOPING THE CHILD CARE PROGRAM

2.1 Consultation and Coordination

2.1.1 Lead Agencies are required to consult with appropriate agencies and coordinate with other Federal, State, local, tribal (if applicable) and private agencies providing child care and early childhood development services (§98.12, §98.14(a),(b), §98.16(d)).

Indicate the entities with which the Lead Agency has a) consulted and b) coordinated (as defined below), by checking the appropriate box(es) in Table 2.1.1.

Consultation involves the meeting with or otherwise obtaining input from an appropriate agency in the development of the State Plan. At a minimum, Lead Agencies must consult with representatives of general purpose local governments (noted by the asterisk in the chart below).

Coordination involves the coordination of child care and early childhood development services, including efforts to coordinate across multiple entities, both public and private (for instance, in connection with a State Early Childhood Comprehensive System (SECCS) grant or infant-toddler initiative). At a minimum, Lead Agencies must coordinate with (1) other Federal, State, local, Tribal (if applicable), and/or private agencies responsible for providing child care and early childhood development services, (2) public health (including the agency responsible for immunizations and programs that promote children’s emotional and mental health), (3) employment services / workforce development, (4) public education, and (5) Temporary Assistance for Needy Families (TANF), and (6) any Indian Tribes in the State receiving CCDF funds (noted by the asterisks in the chart below).

Table 2.1.1 Consultation and Coordination

Agency	a) Consultation in Development of the Plan	b) Coordination with Service Delivery
Representatives of local government	<input checked="" type="checkbox"/> *	<input checked="" type="checkbox"/>
Other Federal, State, local, Tribal (if applicable), and/or private agencies providing child care and early childhood development services.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
Public health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
Employment services / workforce development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *

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Agency	a) Consultation in Development of the Plan	b) Coordination with Service Delivery
Public education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
TANF	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
Indian Tribes/Tribal Organizations, when such entities exist within the boundaries of the State	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
State/Tribal agency (agencies) responsible for:		
State pre-kindergarten programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Head Start programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Programs that promote inclusion for children with special needs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other (See guidance):	<input checked="" type="checkbox"/>	<input type="checkbox"/>

* Required

For each box checked in Table 2.1.1, (a) identify the agency(ies) providing the service and (b) describe the consultation and coordination efforts. Descriptions must be provided for any consultation or coordination required by statute or regulation.

Consultation:

CCDF planning information was placed on the DEL Web site home page. DEL conducted the following activities to obtain collaborative input on the Washington state plan:

1. Convened a sub-committee of the Early Learning Advisory Committee (ELAC) to steer the public input process
2. Conducted a state-wide online survey
3. Posted a draft plan for review
4. Integrated email comments into plan

We received information from 648 participants, including parents/legal guardians receiving child care, child care providers, preschool teachers, advocates, and community partners. A survey summary is included in Attachment 2.2.

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Our consultation process also included consultation with the DEL Parent Advisory Group, and the notification to DEL's stakeholder listserv and the following agencies and organizations that provide child care services included in the CCDF plan. The list of participating organizations consulted for the development of this plan includes, but is not limited to, the following:

- Washington State Department of Health
- Head Start-State Collaboration Office
- Washington State Office of Superintendent of Public Instruction
- School's Out Washington
- Washington Association for the Education of Personnel in Early Childhood Programs
- Washington State Child Care Resource and Referral Network
- Culturally Specific Child Care Task Forces
- Service Employees International Union #925
- Department of Employment Security/WorkSource Development
- Washington State Department of Social and Health Services
 1. Children's Administration/Child Protective Services
 2. Community Services Division/TANF
 3. Infant Toddler Early Intervention Program – IDEA Part C
- Thrive by Five Washington
- Foundation for Early Learning
- Sovereign tribal nations

Coordination:

Early Learning Advisory Council

The Early Learning Advisory Council (ELAC) was created by the Washington State Legislature in 2007 to advise DEL in two key areas:

- Early learning community needs and progress
- Comprehensive statewide early learning plan

The statewide early learning plan is required to cross systems and sectors to promote alignment of private and public sector actions, objectives, resources and ensure school readiness.

ELAC members represent a wide array of groups from around the state and meet regularly to provide input and recommendations to DEL. This ensures that strategies and actions are well-informed and broadly supported by parents, child care providers, health and safety experts and interested members of the public.

Current membership includes:

- Nina Auerbach, Chief Executive Officer, Thrive by Five Washington

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- Peter Berliner, PRI Makers Network Managing Director, Philanthropy Northwest
- Ann Daley, Executive Director, Higher Education Coordinating Board
- Charles Earl, Director, State Board for Community & Technical Colleges
- Leslie Goldstein, Governor’s Executive Policy Advisor
- Representative Roger Goodman, Washington State House of Representatives
- Representative Larry Haler, Washington State House of Representatives
- Amber Havens, Educational Training Partners
- Maxine Hayes, WA State Department of Health
- Senator Mike Hewitt, Washington State Senate
- Senator Claudia Kauffman, Washington State Senate
- Robin Higa, Parent Representative
- Lorena Lowell (co-chair), Child Care Center Director/Owner
- Jada Rupley (co-chair), Associate Superintendent, Educational Service District 112
- Ilene Schwartz, Children with Disabilities
- James Skucy, Executive Director, Benton Franklin Head Start
- Paula Smith, Head of School, University Child Development School
- Linda Sullivan-Dudzic, Director of Special Programs, Bremerton School District
- Bette Hyde, Director, Department of Early Learning
- Maria Vera, Parent and Early Learning Expert
- Sue Winn, Family Child Care Provider
- Marie Zackuse, Tulalip Tribes of Washington
- Department of Social and Health Services

Thrive by Five Washington

This public-private partnership is a nonprofit organization created in 2006 by the Washington Early Learning Fund and chaired by Governor Christine Gregoire and Bill Gates, Sr. Thrive by Five Washington works with parents, early learning professionals, communities, philanthropic organizations, businesses and government to develop a sustainable system for statewide early learning improvement.

Some of the work includes demonstration projects and parent education. DEL and Thrive by Five Washington coordinate to support early learning communities and have signed a joint Early Learning Partnership Resolution along with the state’s K-12 education agency, the Office of Superintendent of Public Instruction (OSPI). The partnership is intended to identify priority areas for statewide early learning with agreed-upon agency leads.

DEL and Thrive by Five Washington have collaborated on projects such as Quality Rating Improvement System (QRIS), creating a Spanish translation of the Washington State Early Learning and Development Benchmarks, researching and making recommendations to the Legislature on a kindergarten readiness assessment process, creating a statewide early learning plan and a Professional Development Consortium. The 2007 Legislature outlined the private-public partnership responsibilities between DEL and Thrive by Five Washington.

Washington State Child Care Resource & Referral Network

The Washington State Child Care Resource & Referral Network (CCR&R Network) was established by state statute in 1987. DEL contracts with the CCR&R Network for the provision of child care resource and referral services. The CCR&R Network coordinates and manages statewide services through sub-contracts with 11 regional R&R agencies to serve communities around the state. DEL and the CCR&R Network collaborate to enhance the quality of settings in which children learn and grow.

DEL subcontracts with the CCR&R Network to provide core child care resource and referral services to:

- Parents, families, friends and neighbor caregivers
- Licensed and exempt child care providers and license applicants
- Communities, through enhanced partnerships and systems-building

Since 2003, the CCR&R Network has been engaged in a strategic planning and transformation process with DEL and other partners, with the primary goal of ensuring that high quality, comparable core CCR&R services are available statewide. Over the past two years, the CCR&R Network has collaborated with DEL to move Washington's CCR&R system from a "coordinating" to a "managing" network, and to reduce the number of CCR&R service delivery areas from 18 to 11. In 2007, the CCR&R Network managed an open, competitive bidding process to select the 11 host organizations to provide local CCR&R services.

The CCR&R Network is now positioned to better support DEL's mission by:

- Providing comparable quality and more consistently available core services;
- Integrating family, friend and neighbor supports into core services;
- Developing and implementing the Early Childhood Academy professional development framework for trainings offered through the CCR&R system
- Meeting local community needs through a more accountable delivery system.

DEL also provides funding to the WA State CCR&R Network to administer the Washington Scholarships for Child Care Professionals program.

Indian Tribes and Tribal Organizations

There are 29 federally recognized Tribal Nations in Washington. In FFY 2009, 27 of the 29 Tribal Nations received a CCDF Tribal allocation.

DEL and Tribal Nations are developing a consultation process and procedure based on guidance from the Governor's Office of Indian Affairs.

The Second Annual Tribal Early Care and Education Conference between Tribal leaders and DEL in September 2008 produced an interim communication and consultation protocol.

The protocol can be found at:

<http://www1.dshs.wa.gov/pdf/ea/ipss/protocol.pdf>.

Service Delivery Coordination with Tribal Nations

- Three of the ECEAP contractors currently have sites operated by Tribal organizations. Five percent of the children enrolled in ECEAP were American Indian during the 2007-2008 program year.
- In the 2007-2009 state biennium, DEL expanded ECEAP in Lake Quinault, Toppenish and Yakima to increase access for American Indian children.
- Tribal centers that are not subject to licensing must be certified and meet state licensing requirements or have a federal plan that meets national or state standards for health and safety. DEL may certify a child care center to receive subsidy payments if the center is licensed by a Tribal Nation.
- The Child Care Advantages program provides technical assistance, grants and low-interest loan assistance to child care providers and businesses. These funds are used for small capital improvements to an existing licensed child care facility or to start a DEL-licensed child care facility. This program has funded four Tribal child cares that include the Chehalis, Colville, Suquamish and Suquamish Marion Forsman-Boushie facilities.
- DEL co-sponsored the September 2008 Tribal Early Care and Education Conference. Approximately 200 participants from 26 federally recognized Tribes participated in this two-day conference, as well as representatives from other Tribes. STARS training credits were available to attendees of this

conference. Tribal members around the state participate in the STARS trainings and also are certified as STARS trainers. (See description of STARS in section 5.1.6)

Office of Superintendent of Public Instruction

As part of the Early Learning Partnership Resolution signed in 2008, DEL has worked in collaboration with the Office of Superintendent of Public Instruction (OSPI) and Thrive by Five Washington on exploring a kindergarten readiness assessment process. A report with research and recommendations was delivered to the Governor and Legislature in December 2008. DEL also collaborates with OSPI on the Professional Development Consortium and full-day kindergarten. Additionally, DEL is working with local partners including OSPI, Thrive by Five Washington, CCR&R Network, Educational Service Districts and others to create better linkages between the child care and K-12 systems.

Foundation for Early Learning

The Foundation for Early Learning (FEL) and DEL engage in collaborative partnerships focused on building comprehensive early learning systems at the state, regional, and local levels. FEL is a public foundation in Washington that provides funding, resources and technical assistance to communities to ensure all children in the state will be socially, emotionally and intellectually prepared for kindergarten.

DEL and FEL are key partners in supporting the development of local and regionally-based community coalitions, which are guided by the Washington State's Early Childhood Comprehensive Systems framework, Kids Matter. FEL has also been working in partnership with Washington's public libraries and DEL to strengthen the ability of public libraries to fully participate in the advancement of early learning in Washington State.

One example of this type of collaborative effort is the Rivers of Culture/Rios de Cultura Coalition in the Yakima Valley. This is a community-based initiative to build an early learning system that is grounded in the language and culture represented in the diverse region.

Rivers of Culture is represented by a number of early learning entities in the community including school districts, child care, Head Start/Early Head Start, ECEAP, Tribal Head Start, Migrant/Seasonal Head Start, R&R, Part C/Early Intervention (program that serves children birth to three with disabilities), higher education institutions, DSHS and mental health providers.

Head Start-State Collaboration Office

The Head Start-State Collaboration Office (HSSCO) at DEL supports the development of multi-agency and public and private partnerships at the state and local levels.

Washington received its first grant in 1996. The goals of this partnerships include:

- Help build systems and access to comprehensive services for low-income children
- Encourage collaboration with Head Start on behalf of children and their families
- Involve Head Start in the development of state policies, plans and processes

The HSSCO plays an important role in building partnerships at the state and local levels to ensure Head Start's participation in systems-integration strategies to benefit low-income children and families. Head Start and Early Head Start staff, other early care and education professionals, Head Start Training and Technical Assistance (T/TA), policymakers and state and local organizations benefit from the resources and contacts developed by the HSSCO.

Although there is a National American Indian and Alaska Native (AI/AN) Head Start Collaboration Office that is designed to meet the specific needs of AI/AN programs in each of the states, the HSSCO maintains a partnership with the National AI/AN office to coordinate support and activities involving AI/AN programs in the state.

Washington State Department of Health

The Washington State Department of Health (DOH) coordinates a system of child care health consultation for licensed child care providers serving infants and toddlers. Local health jurisdictions employ child care health consultants who provide training and technical assistance to providers regarding the health, safety, and social and emotional development of infants and toddlers in care settings. Regular opportunities are made available for child care consultants and local DEL licensing and health specialist staff to meet. These meetings help with local communication, coordination of services and partnership building.

CHILD Profile

CHILD Profile is Washington State's Health Promotion and Immunization Registry system designed to help ensure Washington's children receive preventive health care. The CHILD Profile health promotion materials provide parents with age-specific information about child development and other parenting issues. The materials include reminders for well-child checkups and immunizations as well as growth and development charts for typically developing children.

Parents receive these materials from the time the child is born until their child's sixth birthday. The CHILD Profile Immunization Registry is a database for a child's health care provider to access patient immunization information. Should a child change health care providers, the new provider may access the CHILD Profile Immunization Registry to review the child's record. DOH is responsible for the system and a DEL representative sits on the CHILD Profile Advisory group.

Public and Private Partnerships

DEL and other agencies partner with businesses and philanthropic organizations in the state to increase public awareness of the need for high-quality environments for children and to address systemic issues. Washington participates as a BUILD Initiative state, a multi-state partnership that supports efforts to make sure children from birth through age 5 are safe, healthy, eager to learn and ready to succeed in school.

Inclusive Rule Making Process

DEL will continue with a rule making process that is inclusive of all parties most affected by a proposed rule change. In 2006 DEL began a negotiated rule making (NRM) process in order to revise and rewrite the family home child care rules. The NRM team has created a collaborative atmosphere for rewriting the family child care chapter of the WAC. Several times per month representatives from DEL, family home care providers, parents and provider advocates, provider associations, the CCR&R Network and the Services Employees International Union (SEIU) meet to work on the rules protecting children in licensed family home child care. The NRMT members have worked together for two years and are able to share ideas and disagree respectfully, while keeping the focus on the long-term goal of improving the current WAC.

DEL contracts with a professional to facilitate the NRMT meetings. The purpose of a NRMT is to elicit sound recommendations and proposals for DEL. DEL then has the responsibility to write the final rules through the Administrative Procedure Act (APA). This includes gathering public comment and hosting public hearings. Engaging in an inclusive rule making process ensures that those most affected by the proposed rules have input throughout the process. In a more traditional process it is common for input to be solicited before the final review stage, which is common with most government agencies.

The inclusive rule making process supports the overall DEL strategic plan by supporting the creation of a comprehensive early learning system. It also assists in DEL's goal to improve its ability to lead and collaborate. The recommendations and proposals gathered through an interest-based rule making process will strengthen the dialogue between DEL and those parties most affected by the proposed rule.

Voluntary Quality Rating and Improvement System

The 2007 Legislature directed DEL and community partners to design and test a quality rating and improvement system (QRIS). DEL worked with six pilot communities around Washington to design a QRIS model: Kitsap, Spokane and Clark counties, the two Thrive by Five Washington demonstration communities in White Center and East Yakima. The sixth community, Pierce County, leveraged private funds to join the QRIS design phase.

In 2008, the design phase resulted in one statewide model called Seeds to Success. Although DEL suspended field testing on the voluntary QRIS due to state budget constraints, Thrive by Five Washington continued to field test elements of the Seeds to Success model in two demonstration communities.

DEL has received new funding from the Legislature to continue field testing Seeds to Success in partnership with Thrive by Five Washington. A modified field test will take place in the five communities, as well other communities that are able to leverage private funding and join the effort. A modified field test will entail testing elements of the full statewide model to determine which things work well and which elements need to be modified before statewide implementation. Examples of elements to be tested include: providing supports and resources for coaching, professional development grants and training, use of tools that were designed to aid centers and family homes that participate including quality improvement plans and an evaluation effort which will look at outcomes of field testing various elements.

Building Bridges to Higher Education

DEL collaborates with community and technical colleges and local partners such as the CCR&R Network to offer college-credit courses and coaching so that providers may earn the state-required educational hours. The modules are divided into three 10-hour courses that cover a range of early childhood topics including:

- Infant-toddler care giving
- Family and community partnerships
- Guiding behavior
- Administration

Washington Scholarships for Child Care Professionals (Formerly TEACH)

Washington Scholarships for Child Care Professionals (WA Scholarships) is a public-private partnership providing scholarships and related support to child care workers to help them complete professional certificates or college degree programs. The goal of WA Scholarships is to improve the field of early childhood education by increasing compensation levels, sustaining commitment to the field and advancing the educational achievements of its scholars. WA Scholarships provides comprehensive support that helps remove barriers to higher education by providing paid release time, books and travel stipends and a majority of tuition costs. A bonus is provided at the end of the scholarship contract, and the scholar agrees to remain a family child care provider or center employee for one year after the conclusion of the contract.

The growing number of funding sources for WA Scholarships includes: DEL, Thrive by Five Washington, the Bill & Melinda Gates Foundation, The Boeing Company, City of Seattle, United States Department of Health & Human Services, First Five Fundamentals of Pierce County and Child Care Resources of King County.

2.1.2 Emergency Preparedness and Response Plan for Child Care and Early Childhood Programs.

Lead Agencies are encouraged to develop an emergency preparedness and response plan for child care and other early childhood programs operating in the State/Territory. The plan should include provisions for continuity of services and child care assistance payments to families and providers in the event of an emergency or disaster. Indicate which of the following best describes the current status of you efforts in this area. Check only ONE.

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- Planning. Indicate whether steps are under way to develop a plan. If so, describe the timeframes for completion and/or implementation, the steps anticipated and how the plan will be coordinated with other emergency planning efforts within the State/Territory.
- Developing. A plan is being drafted. Include the plan as Attachment 2.1.2, if available.
- Developed. A plan has been written but has not yet been implemented. Include the plan as Attachment 2.1.2, if available.
- Implementing. A plan has been written and is now in the process of being implemented. The plan is included as Attachment 2.1.2.
- Other - describe:

- a) Describe the progress made by the State/Territory in planning for an emergency or disaster event with regards to the operation of child care and early childhood education programs.

DEL will use the Emergency Preparedness Checklist for Child Care and Development Fund Administrators that was developed by the Child Care Bureau as a guide for the agency's emergency preparedness response and recovery plan.

The agency has created a statewide agency Emergency Preparedness, Response and Recovery Team (EPRT).

This team is currently reviewing the current Continuity of Operations Plan (COOP) to identify areas that need strengthening with a target date of December 2009. The team will:

- Develop requirements for each division and service area response plan
- Provide emergency response training for DEL staff
- Work with partner agencies regarding cross-agency needs and communications
- Develop and provide DEL staff with the revised COOP .
- DEL's has a safety committee in place that is charged with training staff on the plan.

Licensing will provide emergency contact information for providers to contact DEL in the event of an emergency. DEL staff that are co-located in schools or

other facilities will follow the emergency plans developed by that agency specific to the location.

- b) Describe provisions the Lead Agency has in place for the continuation of core child care functions during and after a disaster or emergency.

The seriousness of an emergency may require varying degrees of action.

An emergency event could impact:

- The entire agency
- A DEL division
- Local field offices
- Individual child care providers and communities

When preparing for an emergency, DEL divisions and service areas will ensure that communication strategies developed in the EPRT are used both internally and externally with community partners.

The following timelines will be used to plan for the continuation of core child care functions during and after a disaster or emergency.

- July 2009
Develop project management plan to develop EPRT and revise current COOP
- August 2009
Formulate lead work group and sub teams
- November 2009
Executive leadership team to review first EPRT draft and revised COOP
- May 2010
Final EPRT and revised COOP to be finalized
- June 2010
Distribute final EPRT and COOP to entire agency staff
Provide training to DEL staff

DEL's emergency response plan for child care will address:

- Key policy areas that would be affected by a level 2 or 3 emergency
- Field practice directives with practice changes in level 2 or 3 emergencies
- Training for existing and new staff to meet the needs in level 2 or 3 emergencies

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- c) Describe efforts the Lead Agency has undertaken to provide resources and information to families and child care providers about ways to plan and prepare for an emergency or disaster situation.

DEL will be working with community partners, providers and contractors to identify communication strategies to stakeholders during an emergency.

DEL will meet and coordinate with other agencies to support continued payment and technological systems during the event of an emergency.

As the EPRT is developed, strategies will be put in place to ensure resources and information is available to families and child care providers. Some methods for sharing information might include:

- Referral to national Web sites, including FEMA
- Emergency information on the DEL web site
- Technical assistance to providers for developing child care emergency plans
- Emergency preparedness resource materials for a family's home

- d) Describe how the Lead Agency is coordinating with other State/Territory agencies, private, and/or non-profit charitable organizations to ensure that child care and early childhood programs are included in planning, response, and recovery efforts.

DEL will be partnering with other neighboring states and private and nonprofit organizations to develop emergency planning, response and recovery efforts in the same manner as listed above in this section. The development of such a plan would involve DEL staff, parents, provider community and other agencies that support emergency efforts.

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2.1.3 Plan for Early Childhood Program Coordination.

Lead Agencies are encouraged to develop a plan for coordination across early childhood programs. Indicate which of the following best describes the current status of your efforts in this area. Note: Check only ONE.

- Planning - are there steps under way to develop a plan?
- Yes - and describe the time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.
- No
- Developing. A plan is being drafted. Include the draft as Attachment 2.1.3 if available.
- Developed. A plan has been written but has not yet been implemented. Include the plan as Attachment 2.1.3 if available.
- Implementing. A plan has been written and is now in the process of being implemented. Include the plan as Attachment 2.1.3.
- Other (describe):

- a) Describe the progress made by the State/Territory in planning for coordination across early childhood programs since the date of submission of the 2008-2009 State Plan.

The Early Learning Advisory Council (ELAC) advises DEL as referenced in section 2.1.1. ELAC also is working in conjunction with DEL and other partners to develop a comprehensive statewide early learning plan that promotes alignment of private and public sector actions, objectives and resources to ensure school readiness.

The Early Learning Plan (ELP) steering committee reports to ELAC and was formed to develop recommendations for the development and implementation of the statewide plan.

Representation on the committee includes the ELAC co-chairs, DEL, Thrive By Five Washington, the R& R Network, Project Launch, United Ways of

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Washington, DSHS, FEL, University of Washington, Reach Out & Read, HSSCO, Council for Children and Families, YMCA, parent representative, two local community coalitions, OSPI, WAEYC, Early Learning Action Alliance, DOH and Organizational Research Services.

In early 2009, the ELP steering committee developed recommendations for ELAC that included strategies and timelines for building the plan. Key recommendations include:

- Focus on the whole child
- Build on existing work
- Incorporate early childhood elements
- Connect local and statewide work
- Represent a local and statewide planning team
- Incorporate parent voices and leadership

The committee is also working in partnership with the BUILD initiative to guide the planning process. The BUILD initiative is helping Washington to facilitate the planning process through:

- National conferences and meetings
- Sharing information from other state's plans
- Creating and sharing models and frameworks
- Providing feedback on planning materials and documents

During the March 2009 meeting, ELAC members agreed by consensus to support the steering committee in moving forward with the ELP planning process.

- b) Indicate whether there is an entity that is, or will be, responsible for ensuring that such coordination occurs. Indicate the four or more early childhood programs and/or funding streams that are coordinated and describe the nature of the coordination.

DEL is working in conjunction with ELAC to develop the statewide early learning plan. Appointed ELAC members include representatives from Thrive by Five Washington, DSHS, DOH, OSPI, Washington State Legislature, Head Start, child care, Higher Education Coordinating Board, State Board for Community and Technical Colleges, Governor's Executive Policy Office, Sovereign Tribal Government, Washington Federation of Independent Schools and parents.

- c) Describe the results or expected results of this coordination. Discuss how these results relate to the development and implementation of the State/Territory's early

learning guidelines, plans for professional development, and outcomes for children.

DEL is working with partners on the ELP steering committee to identify a statewide framework to track progress of outlined goals. The committee will coordinate with early childhood partners to identify indicators and current data.

The Professional Development Consortium will provide recommendations that will inform the Early Learning Plan's outcomes for professional development. As components and infrastructure for a statewide professional development system are established, the consortium will work closely with the ELP steering committee to align elements of both efforts where appropriate.

The Washington State Early Learning and Development Benchmarks are the State's birth to kindergarten entry early learning guidelines. These are currently integrated into some components of the existing early learning system. As the statewide early learning plan is developed, the Benchmarks will be fully integrated into the system to establish a foundation for supporting children's development and achieving positive child outcomes.

As a result of this coordination, the plan will ultimately include specific indicators, outputs and outcomes for children and families, programs and systems.

- d) Describe how the State/Territory's plan supports, or will support, continued coordination among the programs. Are changes anticipated in the plan?

The 2007 Washington State Legislature set forth an expectation that the statewide early learning plan will promote alignment of private and public sector actions, objectives and resources to ensure school readiness.

2.2 Public Hearing Process

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 must provide:

- a) Date(s) of notice of public hearing: April 6, 2009
- b) Manner of notifying the public about the public hearing:
Press release sent to statewide media, information posted on DEL's Web site and sent out on the DEL news listserv.
- c) Date(s) of public hearing(s): May 4, 2009, and May 5, 2009

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- d) Hearing site(s):
Big Bend Community College, Moses Lake, WA
DEL office, Kent, WA
- e) How the content of the plan was made available to the public in advance of the public hearing(s):
Posted on the DEL Web site, with notice sent on the DEL news listserv.
- f) Attach a brief summary of the public comment process as [Attachment 2.2](#).

DEL provided the required public hearing process and also provided two additional venues to provide public input. The opportunities for public comment included:

- Public Hearings
- Internet Survey
- E-mail Comments

Public Hearings

On April 6, 2009, DEL posted a notice of public hearing through a press release to statewide media outlets. In addition, information about the public hearings was posted to the DEL Web site and was sent out on the DEL news listserv.

Two public hearings were held. The first one was in Moses Lake at Big Bend Community College on May 4, 2009. The second one was in Kent at the DEL office on May 5, 2009. The draft plan was made available prior to the hearings on the DEL web site.

At the Moses Lake hearing, three individuals came to present testimony. Although only three people showed up for the hearing, the conversation was lively and very positive. The three participants stayed for 90 minutes to discuss a wide range of topics. Below is a brief synopsis of comments made at the public hearing:

- **Child Care Resource and Referral (CCR&R):** There was praise for the amount of resources offered through the CCR&R. It was noted that they did not provide enough services in communities, especially for children with social and emotional behavioral issues. There was some concern that the services at the CCR&R were “one-size fits all” and that more diversity in service approach was needed.
- **Mental Health Consultation:** There was concern that the mental health consultation grant did not address the full range of social and emotional problems that some children faced, especially for children who have faced trauma in their lives. It was discussed that instead of a “special contract” a fully developed mental health consultation system was needed to address the many behavioral issues that are brought into the child care setting.

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- **Quality Activities:** Under this broad category, it was noted that more federal funding needed to get directly to child care centers. It was felt by some in the group that too much money was spent on contracts and administrative overhead.
- **STARS Registry:** There was agreement that the State Training and Registry System (STARS) was not working well. The issue was identified in terms of the quality of training provided to child care providers. There was concern noted that in some cases providers are “jumping through hoops” and repeating classes they have already taken.
- **Career and Wage:** The three participants in the Moses Lake hearing all spoke about the need to institutionalize the Career and Wage Ladder.
- **Apprenticeship Program:** One participant noted that the Apprenticeship Program should be added into the CCDF plan.
- **Nurse Consultant:** There was universal praise for the nurse consultant program based on excellent follow-up services, quality phone contacts and site-specific visits.
- **Criminal Background Checks:** The draft version of the CCDF plan posted on the web before the hearings still contained improvements to the criminal background check process. Due to the state budget cuts, some of these improvement activities have since been removed. In the public hearing, the group praised DEL’s inclusion of criminal background check improvements. It was noted that oftentimes potential providers were waiting much too long for background checks be cleared by DEL.
- At the Kent public hearing, ten individuals came to present testimony. There was a lively and positive discussion about the draft CCDF plan. The public comments from this meeting are summarized below:
- **Quality Rating and Improvement System:** There were comments that DEL should make a quality rating system a top priority based on the benefit to both providers and parents who are seeking quality child care.
- **Subsidies:** There were many comments about subsidies. Some stated that the subsidy call center was not working well. This comment was also presented at the Moses Lake hearing. It was noted that there were long waits before actually talking to a person at the call center. Providers stated that they had to track subsidies and that was very time consuming for them. There was a concern that the call centers should ask the providers more about the families, and that the providers understand much of the misuse around subsidies.

The Kent group noted that the subsidy rate is too low. They were also concerned that parents lose their subsidies or the co-pay is increased once they find better paying jobs. There was a discussion that the WCCC program is “education-focused,” while ECEAP

and Head Start are more “child-focused.” Everyone needs to come together to devise a new subsidy system.

- **Family, Friends and Neighbor Care (FFN):** A significant number of children are in FFN care and that this number is increasing and improvement efforts should be considered by DEL.
- **Children being served:** There was some concern that certain regions of the state, such as King County, are facing shortages in child care services. After-school and infant care settings are in limited supply. The Homeless Child Care subsidy program was praised as a much-needed program especially for victims of domestic violence. DEL was encouraged to put more resources into child care recruitment in areas facing child care provider shortages.
- **Licensed Child Care Information System (LCCIS):** There was general agreement that the DEL information technology system that supports LCCIS should be improved to allow for an interface with the CCR&R database. Improvements to the current LCCIS are part of the overall draft CCDF Plan.
- **Provider Training:** At the Kent hearing the topic of provider training was also brought up as a concern. Potential providers should be trained prior to working with children – not within their first six months of employment. Coaching is an excellent way to receive training and a quality rating and improvement system or the CCR&R can offer such coaching. It was again stated that training on behavioral issues is critical and lacking from the current training curriculum. A system needs to be developed that includes an “educational baseline” for home and center providers.
- **Licensing Issues:** DEL licensors need consistency on interpretation of Washington Administrative Code (WAC). There was concern that some staff in child care settings do not have access to the internet and do not know about DEL.
- **Emergency Planning:** There was a suggestion that a broad group of stakeholders be brought together to develop the required emergency preparedness disaster plan.

Online Survey

Close to 600 people provided input on the CCDF plan through an internet survey posted on the DEL web site during March and April 2009. The survey was available in English and Spanish and took about 15 minutes to complete. The survey was announced through the agency listserv and in the monthly DEL stakeholder newsletter. Schools, non-governmental organizations, advocates, tribes, service providers, parents, providers and others were encouraged to complete the survey.

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When asked about what's working well, many respondents expressed appreciation for existing resources including DEL, child care subsidies, public health consultation, CCR&R, Schools-Out Consortium, WAEYC, STARS, Building Bridges and other college programs, Washington Scholarships, the Career and Wage Ladder and ECEAP.

Consistent themes included the importance of:

- Supporting parents and caregivers through information, training and child care subsidies
- Improving the child care subsidy system by increased provider reimbursement rates, extended family eligibility and affordable co-pays
- Increasing the availability of affordable, high quality education that allows workers to progress from less formal training to degree and certificate programs
- Improving the STARS registry, quality across trainers and more advanced training
- Providing additional training and professional development opportunities focused on addressing challenging behaviors and social and emotional development of children
- Linking increased teacher training, education, and program quality to improved worker wages
- Meeting the needs of infants and toddlers, school-age children and children with special needs

In summary, respondents' comments bolster the proposed programs for ongoing support in the draft plan. The responses also reinforce DEL's ongoing work with partners to develop an outcomes-based early learning system that provides high quality early learning opportunities for young children and families. This includes efforts to:

- Improve the child care subsidy system
- Create a coordinated professional development system
- Help parents and providers address healthy social and emotional development
- Provide incentives for improved worker wages and child care quality
- Increase availability of quality child care alternatives for very young children and children with special needs.

E-mail Comments

DEL received six letters by e-mail. Two of the email responses ask that we continue to support before and afterschool care providers and the supports that they receive through School's Out Washington.

One responder was very concerned about the low subsidy rates for child care undermining the provision of quality care.

The last three letters were longer and covered a variety of topics. The first letter encouraged DEL to integrate the protective factor framework for child care, especially with services for children birth to three, ECEAP, and professional development standards. It also mentioned that protective factors would strengthen the health and safety section of the plan. It suggested that we also mention the Strengthening Families project.

The second letter was also concerned with the subsidy rate and quality care. The writer also wanted the subsidy authorization period extended to 12 months, and the family, friends and neighbor caregiver's information and supports included as a central service. Finally, the writer suggested that home visiting professionals be included in the planning work of the Professional Development Consortium.

The third letter offered several comments regarding around adding language about partnerships and the early learning systems work that is being done in the state. The writer made some suggestions for language about the plan for early childhood program coordination and the professional development consortium. The writer also made recommendations about improving child care provider salaries and articulation agreements. The primary focus was to include the organization's activities into the plan.

2.3 Public-Private Partnerships

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?

- Yes - if yes, describe these activities or planned activities, including the results or expected results.

Thrive by Five Washington

In January 2006, the Governor's Office and other private and public finding partners joined to create Thrive by Five Washington which is co-chaired by the Governor and Bill Gates, Sr. The statute that created DEL established clear linkages between DEL and Thrive with the goal of fostering a sustainable system for statewide early learning improvement. In April 2008, the Early Learning Partnership Resolution was signed between DEL, Thrive by Five Washington and OSPI to collaborate on behalf of young children and families. The Resolution affirmed a commitment to ensure that:

- All children are ready to succeed in school
- Schools are ready to meet the individual needs of diverse children
- Parents and families are ready to be the child's first and most important teacher
- Early learning professionals and communities are ready to support parents, schools and children

The Resolution identifies five priority areas:

- The Washington State Early Learning and Development Benchmarks

- The early learning and professional development system
- Information technology system, data and resource mapping
- Kindergarten assessment process
- Early literacy development

Thrive by Five Washington and DEL continue to collaborate on Washington's Quality Rating and Improvement System (Seeds to Success), kindergarten readiness assessment process, the Early Learning and Development Benchmarks, the Early Learning Plan steering committee and the Professional Development Consortium.

BUILD Initiative

Washington is currently working in partnership with the BUILD Initiative that provides technical assistance to states engaged in early learning systems-building efforts. BUILD was created in 2002 by the Early Childhood Funders' Collaborative and worked with Washington on developing its Early Childhood Comprehensive Systems (ECCS) framework, Kids Matter.

Washington is one of seven states currently receiving assistance from BUILD that was initially funded for Washington by the Gates Foundation and is currently co-funded by DEL, Thrive By Five and FEL. BUILD will serve as a significant asset to Washington and ELAC in the development of its statewide early learning plan.

Washington State Child Care Resource & Referral Network

The CCR&R Network is a key partner with DEL in helping prepare children to succeed in school and life. State statute lays out the following objectives for CCR&R services including: provide parents with information about child care resources, carry out provider recruitment and training, offer support services, provide information for businesses regarding child care supply and demand, advocate for increase in public and private resources, provide technical assistance to employers regarding employee child care services and serve TANF and low-income working families.

DEL contracts with the CCR&R Network for services using CCDF funds. The CCR&R Network combines CCDF funds with other public and private funds to provide core CCR&R services to parents, family, friend and neighbor (FFN) caregivers, child care providers and communities. In addition, the CCR&R Network also combines CCDF funds and other public and private funds to administer the Washington Scholarships for Child Care Professionals Program.

Professional Development Consortium

The Professional Development Consortium (PDC) is a sub-group of the Early Learning Advisory Council. As part of the Early Learning Partnership Resolution between DEL, Thrive by Five Washington and OSPI, DEL is charged with the creation of an integrated, comprehensive system of professional development for early learning professionals.

The work of this consortium has been institutionalized in statute that outlines the membership and due dates for reports to the Governor and Legislature on recommendations for an integrated statewide system of preparation and continuing professional development for the early learning and school-age program work force.

The PDC is charged with mapping the current professional development resources and strategies across the state to identify gaps in the current system and make recommendations for:

- Improving the coordination of existing resources and strategies
- Defining core competencies areas for early learning professionals
- A plan for continuing professional development
- Supporting the early learning and school-age program work force.

No

PART 3 ~ CHILD CARE SERVICES OFFERED

3.1 Description of Child Care Services

3.1.1 Certificate Payment System. Describe the overall child care certificate process, including, at a minimum:

a) A description of the form(s) of the certificate (§98.16(k)):

Child care subsidy parents are issued an award letter. This letter is considered the certificate. It identifies the subsidy program, contains eligibility dates and any co-payment responsibility on the part of the parents. The provider selected by the parent also receives a letter.

b) A description of how the certificate permits parents to choose from a variety of child care settings by explaining how a parent moves from receipt of the certificate to choice of the provider; (658E(c)(2)(A)(iii), 658P(2), §98.2, §98.30(c)(4) & (e)(1) & (2)).

The following steps help parents to get child care subsidies for WCCC and Seasonal Child Care

- Parents contact DSHS by phone, mail or electronically and submit an application
- Staff review applications and request additional verification if needed
- Eligible parents receive an award letter to authorize services
- The provider also receives notification that care is approved for a specific timeframe
- Parents who have not chosen an approved provider are referred to a resource and referral agency
- Information is given for use of license-exempt, in-home/relative care when applicable
- Staff gather information from provider and parent to establish payment

This process is slightly different for the Homeless program. For this program, parents contact the authorized contractor. Child care provider options are limited due to the nature of the program.

Homeless Child Care Program (HCC)

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When families are authorized through the HCC program, a voucher is made out to the child care provider chosen by the family. The family chooses the provider before the contractor issues the voucher. If a family has not already chosen a child care provider, the HCC contractor will help the family contact the local CCR&R for information and referrals. When the family chooses a child care provider the voucher is made out to that provider.

- c) If the Lead Agency is also providing child care services through grants and contracts, estimate the proportion of §98.50 services available through certificates versus grants/contracts (this may be expressed in terms of dollars, number of slots, or percentages of services), and explain how the Lead Agency ensures that parents offered child care services are given the option of receiving a child care certificate. (§98.30(a) & (b)).
- d) Attach a copy of your eligibility worker's manual, policy handbook, administrative rules or other printed guidelines for administering the child care subsidy program as Attachment 3.1.1 Note: If these materials are available on the web, the Lead Agency may provide the appropriate Web site address in lieu of attaching hard copies to the Plan.

3.1.2 In addition to offering certificates, does the Lead Agency also have grants or contracts for child care slots?

- Yes - and describe the type(s) of child care services available through the grant or contract, the process for accessing grants or contracts, and the range of providers that will be available through grants or contracts: (658A(b)(1), 658P(4), §§98.16(g)(1), 98.30(a)(1) & (b))
- No

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

- Yes

The main subsidy program is WCCC and is available statewide. Homeless and Seasonal Child Care are small specialized programs that are available in certain communities.

- No - identify localities (political subdivisions) and services that are not offered:

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3.1.4 The Lead Agency must allow for in-home care (i.e., care provided in the child’s own home) but may limit its use. Does the Lead Agency limit the use of in-home care in any way?

Yes - and the limits and the reasons for those limits are (§§98.16(g)(2), 98.30(e)(1)(iv)):

No

Families accessing WCCC subsidies may use an in-home child care provider with several specific requirements. The provider must be an adult who is a United States citizen or legally residing in the United States and pass a background check. Both the parent and the provider must sign an agreement about the competence of the provider, required care and supervision based on the child’s developmental needs and other health and safety related agreements.

The Homeless Child Care program authorizes care to licensed or certified family child care homes or centers. In-home care is not available because typically families do not have a stable home.

The Seasonal Child Care program limits parents to the use of licensed or certified providers. These parents are often in transitional housing situations which are difficult to monitor for children’s health and safety needs. For this reason, DEL does not allow in-home exempt providers to care for children enrolled in the Seasonal Child Care program.

3.2 Payment Rates for the Provision of Child Care

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

3.2.1 Provide a copy of your payment rates as [Attachment 3.2.1](#). The attached payment rates were or will be effective as of July 1, 2009.

The Homeless Child Care program uses the same base rates without the bonuses as the WCCC program. In addition to the authorized rate, the providers receive the Homeless Enhancement Bonus, which provides an incentive for the provider to care for a child who may have higher needs due to homelessness.

3.2.2 Are the attached payment rates provided in [Attachment 3.2.1](#) used in all parts of the State/Territory?

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- Yes
- No - and other payment rates and their effective date(s) are provided as Attachment 3.2.3.

3.2.3 Provide a summary of the facts relied on by the State to determine that the attached rates are sufficient to ensure equal access to comparable child care services provided to children whose parents are not eligible to receive child care assistance under the CCDF and other governmental programs. Include, at a minimum:

- a) The month and year when the local market rate survey(s) was completed (§98.43(b)(2)): November 2008
- b) A copy of the Market Rate Survey instrument and a summary of the results of the survey are provided as [Attachment 3.2.3](#). At a minimum, this summary should include a description of the sample population, data source, the type of methodology used, response rate, description of analyses, and key findings.

Recruitment for the Washington 2008 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 55% of eligible centers and 60.5% of sampled and eligible homes. Findings from the survey are presented by the six DSHS regions that align with the DSHS authorization and payment of child care subsidies.

The findings include:

- Variation of subsidy reimbursement for age groupings and regions
- Overall subsidies are reimbursed at 37% of the prevailing market rate
- 86% of centers and 76% of family home providers accept subsidies
- Statewide vacancy rate is 15% for centers and 30% for family homes
- 166,480 children or 15% of children are enrolled in licensed child care
- 69% of children attend full-time and 31% part-time
- 46,806 children or 28% of all children in care were subsidized
- Subsidized children made up 40% of children in care at family homes
- Subsidized children made up 25% of children in care at centers
- Licensed child care supports 26,819 employees, of which 94% are at centers

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- Child care centers make up 28% of licensed facilities and serve 78% of children with licensed care

3.2.4 Does the Lead Agency use its current Market Rate Survey (a survey completed no earlier than 10/1/07) to set payment rates?

Yes

No

3.2.5 At what percentile of the current Market Rate Survey is the State payment rate ceiling set?

- The MRS is not used to set the State payment rate ceiling.

Note: If you do not use your current Market Rate Survey to set your rate ceilings or your percentile(s) varies across categories of care (e.g., type of setting, region, or age of children), describe and provide the range of variation in relation to your current survey.

Summary results of the 2008 Survey can be found in Attachment 3.2.3. These results indicate the current state rate for centers is set between the 17th percentile of the market rate for infants in Region 4 to a high of the 60th percentile for school-age care in Region 3. Rates for family homes range from a low of the 25th percentile for school-age in Region 3 to the 86th percentile for infants in Region 2. The average percentage of the percentage of the market across centers and homes is 37.5%.

3.2.6 Describe the relationship between the attached payment rates and the market rates observed in the current survey, including at a minimum how payment rates are adequate to ensure equal access to the full range of providers based on the results of the above noted local market rate survey: Attach and describe the access part of the percentage of providers who accept subsidies in the MRS (§98.43(b))

Table 1 : Providers serving at least one subsidized child during 2008 survey:

	Centers	Homes
	81.4%	65.2%
Regions	Centers	Homes
Region 1	85.6%	76%
Region 2	82.9%	79.1%
Region 3	90.1%	66.1%
Region 4	68%	50.3%

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Region 5	90%	59.3%
Region 6	87.2	59.8%

The overall percentage of providers willing to serve subsidized children:

- Centers: 86.7%
- Family homes: 76.7%

3.2.7 Does the Lead Agency consider any additional facts to determine that its payment rates ensure equal access? (§98.43(d))

Yes - if, yes, describe.

No

3.2.8 Does the State have any type of tiered reimbursement or differential rates?

Yes - if yes, describe:

There are three different subsidy levels used for children who require specialized care:

- Tier 1
- Tier 2
- Enhanced rate

Level 1 rate is authorized in addition the basic rate listed in attachment 3.2.1 when the parent and a professional which can be a physician, social worker or educator with a Masters Degree or a Registered Nurse verify the child's special needs and the need for a higher level of care. Level 2 is authorized if the provider's documented additional cost associated with the care of the child is provided and it is above the State's special needs rate listed in Level 2. An enhanced rate may be authorized in exceptional circumstances of the requirements of a child's need for care.

Homeless child care offers a \$15 bonus to providers as an incentive to accept children whose families are homeless.

In 2006, the Legislature passed the right for licensed family home and in-home/exempt child care providers to collectively bargain. Because of the collective bargaining negotiations, rates for all licensed child care increased by 7% effective July 2007 and by 3% in July 2008. In-home exempt providers received an increase of 4% effective July 2007 and 3% effective July 2008. A

non-standard bonus enhancement to the regular rate for providers who provide evening and weekend care was also added for all licensed providers. However, Family home providers have a \$1,000,000 limit specified by the child care collective bargaining agreement July 1 to June 30 of each state fiscal year. When the limit is reached, the non-standard hour bonus is suspended for the Family home providers, and will resume at the beginning of the next state fiscal year. Family home providers who provide care for at least four children subsidized children and are not eligible to receive other health care through family coverage can receive health care up to a total cost of \$4 million during the two-year contract.

No

3.2.9 Describe how the Lead Agency ensures that payment rates do not exceed the amount paid by the general public for the same service.

The current public rate charged by provider is entered into the WCCC/SCC application program. This technology application will determine if the provider will receive the state rate or the public rate, depending on which rate is lower. (§98.43(a))

3.3 Eligibility Criteria for Child Care

3.3.1 Age Eligibility

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

Yes - if yes, define physical and mental incapacity in Appendix 2, and provide the upper age limit.

The upper age limit is 19 years old if the child has a verified physical, mental, emotional or behavioral condition that requires a higher level of care.

No

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

Yes - and the upper age is 19

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No

3.3.2 Income Eligibility

Complete columns (a) and (b) in Table 3.3.2 below based upon 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.

Table 3.3.2 Income Eligibility

	(a)	(b)	IF APPLICABLE	
			(c)	(d)
Family Size	100% of State Median Income (SMI) (\$/month)	85% of State Median Income (SMI) (\$/month) [Multiply (a) by 0.85]	Income Level if lower than 85% SMI \$/month	% of SMI [Divide (d) by (a), multiply by 100]
1	\$3,366	\$2,861	\$1,589	47%
2	\$4,402	\$3,741	\$2,146	49%
3	\$5,437	\$4,621	\$2,702	50%
4	\$6,473	\$5,502	\$3,260	50%
5	\$7,509	\$6,383	\$3,817	51%

Note: Table 3.3.2 should reflect maximum eligibility upon initial entry into the CCDF program.

a) Does the Lead Agency have “tiered eligibility” (i.e., a separate income limit for remaining eligible for the CCDF program)?

Yes - if yes, provide the requested information from Table 3.3.2 and describe. Note: This information can be included in a separate table, or by placing a “/” between the entry and exit levels in the above table.

No

b) If the Lead Agency does not use the SMI from the most current year, indicate the year used.

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- c) These eligibility limits in column (c) became or will become effective on: October 1, 2010.
- d) How does the Lead Agency define “income” for the purposes of eligibility? Provide the Lead Agencies definition of “income” for purposes of eligibility determination. (§§98.16(g)(5), 98.20(b)).

The Lead Agency describes countable income as listed below to determine eligibility and consumer co-payments:

- TANF grant
- Child support
- Social Security (SSA or SSDI) and Supplemental Security Income (SSI)
- Refugee assistance
- Veterans' Administration disability payments
- Labor and Industries (L&I) payments
- Unemployment compensation
- Vista Volunteers, AmeriCorps, Washington Service Corps (if taxed)
- Taxable gross wages from employment
- Taxable self-employment wages (minus business expenses)
- Property sale in month of application for benefits or during eligibility period
- Lump sums such as one-time payments for back child support, inheritance, gambling winnings

For purposes of determining eligibility, countable income is considered to be the sum of all income minus any child support paid out through a court order, division of child support administrative order or tribal government order.

- e) Is any income deducted or excluded from total family income (e.g., work or medical expenses; child support paid to, or received from, other households; Supplemental Security Income (SSI) payments)?
- Yes - if yes, describe what type of income is deducted or excluded from total family income:

Income that is deducted or excluded from the total family income includes, business expenses of the family, earnings of a child in the household over age eighteen, compensatory awards, adoption assistance, reimbursements from income such as tax refunds, diversion cash assistance, in-kind, military housing and food allowances, education assistance in the form of grants, loans or work study, higher education grants and other specific educational assistance grants, loans and work-study from the Department of Education. Child support paid out by the family is deducted income.

No

f) Describe whose income is excluded for purposes of eligibility determination.

Family members with excluded income are the legal guardian verified by a legal or court document, adult sibling or step-sibling, nephew or niece, aunts and uncles grandparents or any relatives with the prefix great, such as great aunt.

3.3.3 Work/Job Training or Educational Program Eligibility

a) How does the Lead Agency define “working” for the purposes of eligibility? Describe the specific activities that are considered “working” for purposes of eligibility determination, including minimum number of hours. (§§98.16(f)(6), 98.20(b)).

Work is defined in the WCCC WAC as employment or self-employment meaning “to engage in any legal, income generating activity that is 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.” Eligible working consumers may be approved for up to 16 hours per day of WCCC to cover work hours, travel time, sleep time for consumers working non-traditional schedules and job training or education.

b) Does the Lead Agency provide CCDF child care assistance to parents who are attending job training or an educational program?

Yes - if yes, how does the Lead Agency define “attending job training or educational program” for the purposes of eligibility? Describe, the specific activities that are considered “job training and/or educational program,” including minimum number of hours. (§§98.16(f)(3), 98.20(b))

When a working consumer who does not participate in Washington’s WorkFirst TANF wishes to pursue job training or education, he or she must work a minimum of 20 hours per week or 16 hours per week federal or state work study. Job training and education are defined as:

- Adult basic education (ABE)
- English as a second language (ESL)
- High school or GED completion, if the consumer is 22 or older

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- Vocational education leading to a degree or certificate in a specific occupation, limited to 36 months regardless of the length of the educational program
- Job skills training for up to seven weeks for displaced homemaker program consumers
- Job skills training for no more than 14 consecutive days for other job skills training in specific skills directly related to employment
- Post-employment services for former WorkFirst TANF participants

TANF participants in Washington's WorkFirst program may be eligible for WCCC if they meet approvable activity requirements. For TANF, work can also include:

- Job search
- Training
- Education

Activities must relate to potential employment such as vocational education or a community jobs placement to learn specific job skills and increase a consumer's ability to maintain employment. These activities are described in the consumer's Individual Responsibility Plans. Caseworkers at DSHS monitors parents' compliance with their IRPs. Single parent families must participate a minimum of 32 hours per week. Two-parent families must participate a minimum of 52 hours per week.

The Homeless Child Care program allows families for both TANF and non-TANF to access training without a work requirement if needed to achieve stability. The training must be part of the service plan to overcome homelessness, such as:

- Short-term training less than 90 days
- ESL classes
- GED classes
- Other types of life management classes

No

3.3.4 Eligibility Based Upon Receiving or Needing to Receive Protective Services

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

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Yes - if yes, provide a definition of “protective services” in Appendix 2. 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

No

b) Does the Lead Agency 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?)§§98.20(a)(3)(ii), 98.16(f)(7)).

Yes - (NOTE: This means that for CCDF purposes the Lead Agency considers these children to be in protective services).

No

3.3.5 Additional Conditions for Determining CCDF Eligibility

Has the Lead Agency established any additional eligibility conditions for determining CCDF eligibility? (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

Yes - and the additional eligibility conditions are: (Terms must be defined in Appendix 2):

- A family member has parental control of one or more children
- Parent agrees to meet copayment requirement
- Parents must meet certain work requirements in order to be eligible for child care subsidies during any training/educational activities.

No

3.4 Priorities for Serving Children and Families

3.4.1 At a minimum, CCDF requires Lead Agencies to give priority for child care services to children with special needs, or in families with very low incomes. Complete Table 3.4.1 below regarding eligibility priority rules. For columns (a) through (c), check only one

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box if reply is “Yes”. Leave blank if “No”. Complete column (e) only if you check column (d).

Table 3.4.1 Priorities for Serving Children

	How does the Lead Agency prioritize the eligibility categories in Column 1? CHECK ONLY ONE			CHECK ONLY IF APPLICABLE	
	(a)	(b)	(c)	(d)	(e)
Eligibility Categories	Priority over other CCDF-eligible families	Same priority as other CCDF-eligible families	Guaranteed subsidy eligibility	Is there a time limit on the priority or guarantee?	How long is time limit?
Children with special needs*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children in families with very low incomes*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families receiving Temporary Assistance for Needy Families (TANF)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families transitioning from TANF	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families at risk of becoming dependent on TANF	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

* Required

3.4.2 Describe how the Lead Agency prioritizes service for the following CCDF-eligible children: (a) children with special needs, (b) children in families with very low incomes, and (c) other. Terms must be defined in Appendix 2. (658E(c)(3)(B))

Beginning March 1, a waiting list was established for Working Connections Child Care (WCCC) due to the increased TANF caseload which reduced the amount of funds available to support child care subsidy. All families on TANF have access to WCCC and families who are not on TANF but have a child with special needs always have access to subsidies. Families who are currently receiving subsidies who stay under 175% of the Federal Poverty Level remain eligible

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until they are no longer eligible or fail to reapply within 30 days of the end of their current authorization. Families on the waiting list will be given notice when an opening occurs on a first come first serve basis.

- 3.4.3 Describe how CCDF funds will be used to meet the needs of: (a) families receiving Temporary Assistance for Needy Families (TANF), (b) those attempting to transition off TANF through work activities, and (c) 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))

WCCC policy is administered by DEL. DEL provides oversight to DSHS, which determines eligibility, authorizations and makes payments.

Families who receive TANF are required to participate in approved DSHS WorkFirst activities. Activities range from job search to customized training and education programs. Activities are tailored to assist families in moving from TANF to jobs that will help them meet family needs. Parents participating in approved WorkFirst activities are fully supported with WCCC. Families waiting for approval of TANF eligibility who are ready for immediate WorkFirst participation may be authorized for child care benefits while the application is pending.

Working families who have household incomes less than 175% of FPL are seen as those families at risk of becoming dependent on TANF. The WCCC program is specifically designed to serve working families with lower incomes. Approximately 70 percent of CCDF funds are spent on child care subsidies for this population.

WCCC eligible families working at least 20 hours per week or 16 hours or more of work study may also receive child care to help complete education and training including:

- High school completion
- ABE
- ESL
- Food stamp employment and training program
- Training activities
- Vocational education

- 3.4.4 Has the Lead Agency established additional priority rules that are not reflected in the table completed for Section 3.4.1? (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

- Yes - and the additional priority rules are: (Terms must be listed and defined in Appendix 2):

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No

3.4.5 Does the Lead Agency serve all eligible families that apply?

Yes

No

All families who receive TANF and families under 175% FPL with children with special needs are eligible for WCCC and families who were receiving WCCC subsidy as of March 1 maintain eligibility as long as they reapply before the end of their authorization and are under 175% FPL. Seasonal Child Care and Homeless Child Care are small specialized programs with limited funding, although these families may be eligible for services through WCCC.

3.4.6 Does Lead Agency have a waiting list of eligible families that they are unable to serve?

Yes - if yes, describe. At a minimum, the description should indicate:

a) Whether the waiting list is maintained for all eligible families or for certain populations?

Both WCCC and Seasonal Child Care program have waiting lists that include all eligible families.

b) Whether the waiting list is maintained for the entire State/Territory or for individual localities?

The waiting list for WCCC is maintained statewide, the waiting list for Seasonal Child Care is maintained for the eligible counties.

c) What methods are employed to keep the list current?

DSHS maintains a list of applicants in order by date accepted on the waiting list. When subsidy funds become available, families are contacted by letter and have 10 days to respond.

No

3.5 Sliding Fee Scale for Child Care Services

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3.5.1 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 (co-payment) to the cost of child care (§98.42).

- a) Attach the sliding fee scale as [Attachment 3.5.1](#). (WCCC co-pay chart)
- b) Describe how the sliding fee scale is administered, including how the family's contribution is determined and how the co-payment is assessed and collected:

The family co-pay contribution is determined based on income and size of family. The system is divided into three tiers: at or below 82% of the federal poverty level, more than 82% to 137.5% of the federal poverty level and more than 137.5% to 175% of the federal poverty level. Families pay a co-payment directly to the provider.

- c) The attached sliding fee scale was or will be effective as of April 1, 2011
- d) Does the Lead Agency use other factors in addition to income and family size to determine each family's contribution to the cost of child care? (658E(c)(3)(B), §98.42(b)).

Yes - and describe those additional factors:

WCCC eligible families may receive the additional benefit of having the minimum \$15 co-payment for the first two months after beginning to receive WCCC or after they start a job. This benefit allows many families an additional adjustment period to move into the workforce.

No

3.5.2 Is the sliding fee scale provided as Attachment 3.5.1 used in all parts of the State? (658E(c)(3)(B))

Yes

No - other scale(s) and their effective date(s) are provided as Attachment 3.5.2.

3.5.3 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)), and the poverty level used by the Lead Agency for a family of 3 is: \$1,526.

The Lead Agency must select ONE of these options:

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- ALL families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee.
- ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.
- SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. Describe these families:

On a case by case basis the co-payment for children in protective services and certain families in the homeless program.

3.5.4 Does the Lead Agency allow providers to charge parents the difference between the maximum reimbursement rate and their private pay rate?

- Yes
- No

3.5.5 Describe how the co-payments required by the Lead Agency's sliding fee scale(s) are affordable: (§98.43(b)(3))

The co-pay schedule does the following:

- Co-pays for families with incomes at or below 82 percent FPL are \$15 per family
- **A family only pays one co-pay, not per child.**
- Most families with incomes below 137.5 percent FPL have co-pays below ten percent of countable income

PART 4 ~ PARENTAL RIGHTS AND RESPONSIBILITIES

4.1 Application Process / Parental Choice

4.1.1 Describe the process for a family to apply for and receive child care services (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §98.16(k), 98.30(a) through (e)). At minimum, describe:

- a) How parents are informed of the availability of child care services under CCDF (i.e., parental choice of child care services through a certificate or grant of contract).

Parents receive information about state subsidy programs through the local DSHS CSO, CCR&R, child care provider, assigned social worker, seasonal child care contractors or other community agencies. Posters and brochures are available in eight languages online to download that publicize the availability of these services.

- b) How parents can apply for CCDF services.

Parents contact DSHS either by phone, mail, or electronically. WCCC and Seasonal Child Care uses the same application for both TANF and non-TANF applicants. Families can call the DSHS Call Center to talk to a child care eligibility worker or parents can apply for services online. DSHS staff enter information provided by the parent into the Working Connections Automated Program (WCAP).

Parents receiving TANF are required to participate in WorkFirst activities. Parents work with a WorkFirst social worker, CCR&R and the WCCC authorizing worker in an attempt to resolve any child care issues.

DSHS Community Service Division (CSD) staff review the application and determine eligibility for the program. DSHS staff refer parents to the appropriate contractor when the parent appears to meet the seasonal child care criteria.

- c) What documentation parents provide as part of their application to determine eligibility?

Parents must provide verification of income, the child's citizenship or legal residency, work status and household composition. Parents may provide a variety of documentation including birth certificates, naturalization papers, passport,

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driver's license, school records, rental agreement, pay stubs or employer statements.

- d) How parents who receive TANF benefits are informed about the exception to individual penalties as described in 4.4.

If child care is not available, the parent is excused from the work requirement up to a lifetime total exemption of 60 months.

- e) What steps the Lead Agency has taken to reduce barriers to initial and continuing eligibility for child care subsidies.

WCCC/SCC uses an automated system that sends out reminders to parents and providers that eligibility time periods are ending. Parents receive a prefilled application to make changes or use when calling in to reapply. This process helps with continuity between eligibility periods for parents and reduces payment processing lag times for providers.

As Lead Agency, DEL is looking at data about patterns of usage of the child care subsidy program to build increased continuity of care for children.

- f) Attach a copy of your parent application for the child care subsidy program as Attachment.

http://www1.dshs.wa.gov/pdf/ms/forms/14_001.pdf

4.1.2 Is the application process different for families receiving TANF?

Yes - and describe how the process is different.

No

4.1.3 What is the length of eligibility period upon initial authorization of CCDF services?

Based on new legislation in 2010, beginning in fiscal year 2011, for families with children enrolled in an ECEAP, Head Start or an Early Head Start program, authorizations for the WCCC subsidy shall be effective for 12 months unless a change in circumstances necessitates reauthorization sooner than 12 months. The 12 month authorization is for all children in the family eligible for WCCC if at least one child is in an ECEAP Head Start or Early Head Start program. All other families without a child in ECEAP, Head Start, or Early Head Start, are authorized for up to six months for WCCC.

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a) Is the initial authorization for eligibility the same for all CCDF eligible families?

Yes

No - and describe any variations that relate to the services provided (e.g., through collaborations with Head Start or pre-kindergarten programs or differences for TANF families):

As stated above, the authorization time period is different for families with children enrolled in ECEAP, Head Start or Early Head Start.

Variations can also occur at the discretion of the authorizing worker. Depending on a parent's work history or family needs, the authorizations can vary from several weeks to six months or 12 months.

4.1.4 Describe how the Lead Agency ensures that parents are informed about their ability to choose from among family child care and group home child care, center-based care and in-home care, including faith-based providers in each of these categories.

Parents are generally informed of the full range of child care options during the first contact with DSHS and its partners. DSHS staff and partners inform parents about the various types of providers who can receive subsidy payments. This list of approved providers can be found in pamphlets and on forms sent to parents.

To find licensed providers, the parent is referred to the local CC&R agency. Families are matched with licensed providers based on needs that may include:

- Location
- Hours
- Ages of children
- Flexibility
- Transportation
- Fees
- Enrichment activities

Additional licensing information is available through DEL's online, Child Care Check (CCC), or by calling 866-482-4325.

Public access to provider information is available through CCC on the DEL Web site at:

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

Parents are also told about the option of using in-home or relative care including the requirements for approving the provider. Part 2 of the application involves the provider selection and assurances signed by the parent and the provider.

- 4.1.5 Describe how the Lead Agency reaches out and provides services to eligible families with limited English proficiency, including how the Lead Agency overcomes language barriers with families and providers.

A strict translation policy is in place for all written and oral communication with families. All materials must be translated in the family's native language. Certified language interpreters are available for state staff to use when working with non-English speaking families.

4.2 Records of Parental Complaints

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))

DEL maintains a record of all substantiated complaints by parents and others in the DSHS information system called FamLink. All complaints come through the DSHS Central Intake system. They are either assigned to DSHS's Division of Licensed Resources / Child Protective Services (DLR/CPS) for investigation of possible child abuse and neglect or they are referred directly to DEL as a licensing complaint. DLR/CPS works closely with DEL if they investigate the complaint as possible child abuse and neglect.

The results of the investigation are immediately shared with DEL once the investigation has concluded. DLR/CPS will issue either a finding of founded or unfounded at the conclusion of the investigation. If DEL inspects the complaint as a licensing complaint a finding of "valid" or "invalid" for the complaint will be issued at the conclusion of the investigation. Regardless of how the complaint allegation is screened, or which agency investigates or inspects the complaint, DEL will evaluate the complaint and take necessary licensing action to protect the health and safety of children in licensed child care.

Parents can access provider complaint history in several different ways. The primary way for parents to gather information is through Child Care Check (CCC). Parents and others who log onto CCC, found on the DEL web site, can

access the valid complaint history of any licensed provider. CCC offers provider information about:

- Licensed status of a provider
- Licensed capacity
- Ages of children served
- Length of time provider has been licensed

Parents may also call the CCC toll-free number to request complaint history about licensed child care providers. DEL staff are available during regular business hours to answer parent questions about licensed child care and complaint history. During off hours, parents can leave a message and calls are returned the next day. Parents can e-mail the CCC address to have complaint information emailed to them.

DEL has created a new brochure for providers that discusses the complaint process. It describes how complaints are evaluated and assigned to either DSHS Intake for investigation or DEL for inspection. The brochure also discusses the complaint process, compliance agreements and how providers may request a supervisory review of the DEL complaint inspection decision.

The minimum licensing requirements for child care facilities (center child care and family home child care) require child care providers to make licensing information available for parents to review. Providers must have this information available on-site. This includes copies of the most recent center and family home child care checklist for licensing renewal and licensing monitoring checklist. Facilities must also share information on compliance agreements.

4.3 Unlimited Access to Children in Child Care Settings

Provide a detailed description of the Lead Agency 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))

All applicants interested in operating a licensed child care facility must first attend a DEL orientation. At the orientation, minimum licensing requirements are shared with potential providers of child care services. Potential providers are instructed at the DEL orientation that parents are to be given free access to all center or home areas used by the child in the child care setting. Providers also must include this as a policy in the parent handbook as required by regulation. Parents must be given the parent handbook at the time of enrollment.

An exemption to parents having unlimited access to children is necessary for children in protective services due to child abuse or neglect. Many of the children in protective services have court orders outlining parental contact. These court orders supersede the need for providers who receive CCDF funds to allow parents unlimited access to their children when the children are receiving protective services child care.

4.4 Criteria or Definitions Applied by TANF Agency to Determine Inability to Obtain Child Care

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.

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:

The TANF agency, not the Child Care 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. The TANF agency that established these criteria or definitions is DSHS

"Appropriate child care":

Licensed, certified or approved care under state laws and regulations that apply to the type of child care used and that parents may make their own choice among child care options available in their area.

"Reasonable distance":

Reasonable distance is limited to TANF recipients who must participate in the state's WorkFirst program and means that parents can reach the child care site without travel that exceeds normal expectations in their community.

"Unsuitability of informal child care":

Care that does not meet the standards of reimbursable child care are those providers who do not pass the background check or who cannot ensure the health and safety of the child in their care.

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"Affordable child care arrangements":

At or below the parent's share of the child care costs (co-payment) as calculated by the WCCC program.

PART 5 ~ ACTIVITIES AND SERVICES TO IMPROVE THE QUALITY AND AVAILABILITY OF CHILD CARE

5.1 Quality Targeted Funds and Set-Asides

Federal appropriations law has targeted portions of the CCDF for quality improvement and for services for infants and toddlers, CCR&R and school-age child care. For each targeted fund, provide the following information.

5.1.1 Infants and Toddlers:

Note: For the infant and toddler targeted funds, the Lead Agency must provide the maximum age of a child who may be served with such targeted funds (not to exceed 36 months).

- a) Describe the activities provided with these targeted funds.

Agency Strategic Plan

DEL's five-year strategic plan includes comprehensive planning for building and strengthening the infant and toddler system. DEL supports providers who work with infants and toddlers through technical assistance, access to training, and consultation for social, emotional and behavioral issues for children birth through 29 months.

Comprehensive planning activities to improve the quality of care or infants and toddlers include:

The Department of Early Learning (DEL) is working on a plan to refresh Washington's approach to improving the quality of care and available supports for infants and toddlers and their families. Our state's infant/toddler system must be research-based and reflect what infants and toddlers need, including:

- Nurturing, responsive parents, families, providers and caregivers they can trust to take care of them as they grow
- Parents, families, providers and caregivers supported by and linked to community resources
- Their families to have access to quality options for their care
- Healthy and safe environments in which to explore and learn

This work is grounded in Washington's draft Early Learning Plan and the ZERO TO THREE Infant and Toddler Policy Framework. DEL is using \$1.6 million in one-time infant and toddler targeted funding through the American Recovery and Reinvestment Act of 2009 (ARRA) to support this system-building and quality improvement work. The funding has allowed DEL to bring many partners and

stakeholders to the table for this planning effort, beginning with the Infant Toddler Think Tank (“Infant Toddler Think Tank Summary” – January 2010, [Attachment 5.1.1](#)). Visit the DEL Infant Toddler Systems and Services web page to learn more about this work at:

<http://www.del.wa.gov/partnerships/infant/Default.aspx>.

Infant and Toddler Regional Infrastructure and Interdisciplinary Consultation to Improve the Quality of Care

DEL and partners are building a regionally based infant and toddler system, in which state and local entities work together to deliver the system and supports needed in communities. We are working on an outcome-based planning effort to guide the creation of a system that supports the healthy growth and development of infants and toddlers. In 2011, the Department of Early Learning will implement contracts with ten new Infant Toddler Regions to provide infant and toddler child care consultations. The DEL Infant Toddler Regions will use an interdisciplinary approach to infant and toddler child care consultation, which includes health and a broad array of topics specific to the needs of infants and toddlers. Regional infant toddler data assessments and interdisciplinary consultation plans will be conducted in preparation for implementation of the new regionally based infant toddler services.

Washington State Department of Health Child Care Nurse Consultation

Through a contract with DOH, local health jurisdictions receive funding for child care nurse consultants with expertise in promoting the health, safety and social and emotional development of infants and toddlers in licensed care. Child care health consultants also collaborate with local CCR&R agencies and other local entities to provide training for child care providers in the areas of health and safety. Quarterly meetings for the child care nurse consultants are held and DEL licensing and health specialist staff are encouraged to attend for the purpose of coordination and collaboration of consistent local services. After December 31, 2010, this program will no longer be administered through the Washington State Department of Health.

Building Bridges to Higher Education

This is a partnership with community and technical colleges and other local partners such as CCR&R to provide training modules for college credit and coaching to child care providers.

The modules for infant and toddler care giving include:

- Supporting Healthy Social and Emotional Development
- Encouraging Healthy Physical Development
- Responsive Learning Environments

Each module includes a coaching component for providers. Providers may take one college credit module and earn required continuing education hours.

CHILD Profile

Administered by DOH, CHILD Profile provides families with information regarding immunizations and typical child development. Families receive information prior to the well-child check-up as recommended by the American Academy of Pediatrics until the child is six years old. DEL licensors distribute CHILD Profile materials to licensed child care providers and DEL is partnering with DOH to include information about choosing quality child care in CHILD Profile mailings to parents of infants.

Reach Out and Read Washington (RORWA)

RORWA is part of a continuum of early learning services and supports that help parents access information and resources for choosing quality child care in their community (such as CHILD Profile, American Academy of Pediatrics, and Child Care Resource and Referral).

QRIS Seeds to Success Infant/Toddler Ratings (pilot in 5 counties in 2011)

The focus of Fiscal Year 2011 of the QRIS Seeds to Success Field Test will be to provide a Rating for all participating programs in the field test sites on all four standard areas in the Seeds to Success model through the implementation of systematized and reliable data collection and reporting to ensure validity. Consistent and core professional development will be required for system players including raters, coaches and participating providers. Infant and Toddler classrooms in the Field Test sites will participate in the Seeds to Success Rating Project in each of the five communities.

Infant and Toddler Workforce Development

DEL in partnership with numerous partners, experts and stakeholders, conducts and coordinates the following infant and toddler workforce development activities and projects:

- Create “[Core Competencies for Early Care and Education Professionals](#)” (see Attachment 5.1.1a)
- Develop Statewide Interdisciplinary Consultation Definition, Standards & Protocol (beginning early 2011)
- Convene Infant/Toddler workforce advisory team to:
 - Recommend/plan to improve quality and consistency across Infant/Toddler child care settings

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- Assess needs and gaps for infant toddler child care trainings (Beginning now, CCR&R Network)
 - Embed Early Learning and Development Benchmarks across curriculums and settings where infants and toddlers receive care.
 - Develop and pilot FFN Training Curriculum (Beginning now, CCR&R Network)
- b) Identify the entities providing the activities.
- DOH, Child Care Nurse Consultation
 - Washington State Community and Technical Colleges, Building Bridges
 - CCR&R and local partners, Building Bridges
 - Thrive by Five Washington, Organizational Research Services, Infant Toddler Outcomes Planning and Technical Assistance to the Infant Toddler Regions
 - ESDs, R&Rs, United Way, Early Learning Coalitions, Infant Toddler Regions
 - National Reach Out and Read program
- c) Describe the expected results of the activities.
- Increased access to technical assistance for questions related to infant and toddler health and safety
 - Increased provider knowledge on infant and toddler issues and application of principles gained from training courses and interdisciplinary consultation.
 - Infrastructure and capacity to improve the quality of infant toddler care via data driven decisions and measurable outcomes.

5.1.2 Child Care Resource and Referral Services:

- a) Describe the activities provided with these targeted funds.

The CCR&R Network was established in Washington statute in 1987. The CCR&R Network is responsible for coordinating and managing 11 regional resource and referral child care programs.

Parents are provided:

- Consumer education
- Referrals to child care and early learning programs
- Referrals to other community family support and educational services

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- Information on assistance in paying for child care (state and local government and private subsidies)

Child care providers are provided:

- Training
- Technical assistance
- On-site consultation
- Mentoring
- Washington Scholarships for Child Care Professionals program
- Programmatic support for improving quality of care

Family Friend and Neighbor care (FFN) are provided:

- Support through community programs, trainings such as Play & Learn groups, community cafés and library events
- Links to community resources

CCR&R also provides:

- Provider newsletters
- Web sites linking child care providers to resources
- Tips and tools for a successful child care business
- Updates for provider profiles online
- Information and supports for informal family, friend, and neighbor caregivers

CCR&Rs support communities by:

- Serving as an information hub to link locally, regionally, nationally
- Participating in organizations, committees, boards and commissions
- Linking with business and community groups
- Partnership with DEL in support of local early learning coalitions
- Convening community early learning conversations

CCR&R Data

Statewide and county-specific supply and demand data are compiled into data tables and analyzed twice a year. The CCR&R Network also responds to specific data requests from other strategic partners and DEL as needed.

- b) Identify the entities providing the activities.

- The CCR&R Network and 11 regional child care resource and referral programs
- c) Describe the expected results of the activities.
- Parents have greater local access to information about child care
 - Child care providers have increased knowledge based on technical assistance, training, and consultation
 - Communities demonstrate increased collaboration and partnerships for early learning

5.1.3 School-Age Child Care:

- a) Describe the activities provided with these targeted funds.

School's Out Washington

School's Out Washington is a statewide organization focused on building community-based systems to improve the quality and availability of afterschool programs. School's Out Washington is contracted by DEL and coordinates the Washington Regional Afterschool Project (WRAP) network in six regions to develop a regional system of care and support for school-age children and the families. School's Out Washington leverages public dollars with grants from private foundations to perform the following:

- Assistance via telephone, site visits, quarterly newsletter and resource library
 - An annual statewide professional development event
 - Participation in local, regional and statewide groups
 - Funding to local out-of-school time programs for licensing purposes
- b) Identify the entities providing the activities.
- Schools Out WRAP Network
- c) Describe the expected results of the activities.
- Providers have increased knowledge of best practices in early learning
 - Increased compliance of school age licensing requirements
 - Increased community collaboration linking early learning to school-age care

5.1.4 The law requires that not less than 4% of the CCDF be set aside for quality activities. (658E(c)(3)(B), 658G, §§98.13(a), 98.16(h), 98.51) The Lead Agency estimates that the

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following amount and percentage will be used for the quality activities (not including targeted funds) during the 1-year period: October 1, 2009 through September 30, 2010:

Estimated set-aside for quality activities: \$16,000,000. (6.4%)

- 5.1.5 Check each activity in Table 5.1.5 that the Lead Agency will undertake to improve the availability and quality of child care (include activities funded through the 4% quality set-aside as well as the targeted funds for quality activities). (658D(b)(1)(D), 658E(c)(3)(B), §§98.13(a), 98.16(h)). CHECK ALL THAT APPLY.

Table 5.1.5 Activities to Improve the Availability and Quality of Child Care

Activity	Check if undertaking/ will undertake	Name and type of entity providing activity	Check if non-governmental entity
Comprehensive consumer education	<input checked="" type="checkbox"/>	See below	<input checked="" type="checkbox"/>
Grants or loans to providers to assist in meeting State and local standards	<input checked="" type="checkbox"/>	See below	<input type="checkbox"/>
Monitoring compliance with licensing and regulatory requirements	<input checked="" type="checkbox"/>	See below	<input type="checkbox"/>
Professional development, including training, education, and technical assistance	<input checked="" type="checkbox"/>	See below	<input checked="" type="checkbox"/>
Improving salaries and other compensation for child care providers	<input checked="" type="checkbox"/>	See below	<input checked="" type="checkbox"/>
Activities to support a Quality Rating System	<input checked="" type="checkbox"/>	See below	<input checked="" type="checkbox"/>
Activities in support of early language, literacy, pre-reading, and early math concepts development	<input checked="" type="checkbox"/>	See below	<input checked="" type="checkbox"/>
Activities to promote inclusive child care	<input checked="" type="checkbox"/>	Special needs rates. See 3.2.8	<input type="checkbox"/>
Healthy Child Care America and other health activities including those designed to promote the social and emotional development of children	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

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Activity	Check if undertaking/ will undertake	Name and type of entity providing activity	Check if non-governmental entity
Other quality activities that increase parental choice, and improve the quality and availability of child care. (§98.51(a)(1) and (2))	<input checked="" type="checkbox"/>	See below	<input checked="" type="checkbox"/>

5.1.6 For each activity checked in Table 5.1.5, a) describe the expected results of the activity.
b) If you have conducted an evaluation of this activity, describe the results. If you have not conducted an evaluation, describe how you will evaluate the activities.

Comprehensive Consumer Education:

CCC

DEL is required to provide, over the phone and through the web, basic information about licensed child care facilities that includes the general nature of any licensing actions. CCC was developed as a way to meet the intent of this law. It was designed as a customer-friendly service offering the public a wide-range of information about licensed child care facilities. Over the years, DEL has made changes to improve accessibility to information.

DEL’s CCC receives roughly 2,500 web hits and 60 phone inquiries each month. Most requesters are interested about a facility’s complaint history and information about health and safety violations. The toll free phone line is staffed during regular business hours. During the off hours, callers can leave messages which are returned the next business day.

The web site service is available at all times. Some callers want information about a facility that is not provided on the web site. There are significant technological enhancements that will be made to CCC. These include improved:

- User-friendly links
- Search capabilities
- Unique facility features and programming
- Opportunities for consumers to share their child care experience

CCC is currently one of the primary ways that information about licensed child care is being shared with the public. In the future it will be more interactive and allow for an improved exchange of information that reflects DEL consistency in licensing actions and decision making.

Expected results:

- Increase transparency
- Increase overall CCC usage
- Increased information to parents and others who want to research child care facilities
- Increased opportunities for providers to have input
- Increased opportunities for parents to comment about child care experiences

CCR&R Network

DEL's contract with the CCR&R Network provides consumer education activities for Washington State's parents.

Approximately 40,000 parents each year receive referrals licensed child care and child care consumer information to include:

- Choosing quality child care
- Child care options and accessing child care subsidies
- Other resources that are available in state, local and regional areas

Parents may receive publications and specific information by mail or by e-mail. Online referrals are available in many areas of the state and will be available statewide by July 1, 2009.

Web sites: One statewide CCR&R Network and 11 regional Web sites provide parents with comprehensive child care consumer information and links to other parenting resources.

Grants or Loans:

Child Care Advantages

Child Care Advantages provides technical assistance and grant funding to child care providers and businesses to help develop child care facilities for the employees' children. Facilities are encouraged to include a reasonable number of children whose costs of care are subsidized by the government. DEL contracts

with the Washington State Department of Community, Trade, and Economic Development (CTED) to manage this statewide program.

Child Care Facility Fund (CCFF)

The CCFF program facilitates the expansion of child care businesses and employer-supported child care facilities. The program provides low-interest loans and grants to employers and child care providers interested in opening a new child care center or expanding an existing one.

The mission of the CCFF is to increase the quality and the availability of licensed child care. CCFF program staff help provide technical assistance to organizations, businesses and individuals to help secure financial assistance to open or expand licensed child care centers. DEL provides CTED with funding for grants and administrative program support for this statewide program. CTED provides funding for the loan portion of this program.

Expected results:

- Five to seven grant awards per year
- Two to three loans executed per year
- An increase in the number of DEL-licensed slots
- An increase in number of child care jobs

Oversight is provided by the CCFF Committee. The principle outcome of a CCFF grant award or a loan commitment is the creation of a new or expanded child care center or quality improvement project in an existing facility. CCFF program staff monitor for compliance through desk and onsite monitoring to ensure that funds awarded or loaned are used as described in the recipient's application and grant contract or loan agreement.

Monitoring Compliance with Licensing and Regulatory Requirements:

Increased Monitoring and Safety Compliance

DEL continually strives to make improvements in monitoring compliance. Regular and consistent monitoring visits leads to increased child safety and overall improvements in health and safety standards in child care facilities. DEL has been actively engaged in increasing monitoring compliance among its licensing field staff during the past several years.

In the coming years, DEL will continue to improve monitoring compliance. These improvements will come primarily with the creation of a streamlined

information system. Improved information input and gathering systems will allow DEL to increase the timeliness of monitoring visits, as well as allow licensing field staff opportunities to interact with providers more frequently.

Health and Safety Consultation

DEL licensing field staff will now have trained health specialists to consult with as they monitor child care facilities for both center child care and family home child care facilities. Traditionally DEL used its health specialists for center licensing only. DEL recently broadened their roles so that they will now serve in more of a consultant capacity to assist both family home and center licensors on issues related to health and safety.

Interpretation and Translation

DEL recognizes the need for the development of interpretation and translation contracts for communication with providers and community members. The use of effective communication strategies ties directly to effective monitoring compliance. DEL-licensed facilities currently represent approximately 29 different languages. It is imperative that DEL establish effective communication strategies for all child care facilities it licenses. This includes improvements to the DEL web site that will make many documents available in both English and in Spanish, as well as interpretation and translation contracts that will allow DEL to communicate with providers in the primary language.

Fire Marshal Training

DEL currently provides training to all center licensors through a contract with the Washington State Fire Marshal. This training program has been extremely helpful for center licensors as they monitor large center-based child care. In the future DEL will expand this training to family home child care licensors.

Licensor Training and Professional Development

DEL is developing a comprehensive training track for all DEL staff related to job title and responsibility. All new DEL licensing field staff have a licensing training track that must be completed within the first six months of employment. DEL has recently adopted a new employee training track for all new employees, regardless of the specialty and area of responsibility. This includes topics such as workplace violence, child development, stress management and effective communication.

DEL recognizes that licensing staff require up-to-date training and professional development opportunities in order to effectively carry out the job duties and functions. In 2008 DEL adopted a list of desired staff competencies. The new licensing training track incorporates desired competencies within seven distinct topic areas. These include:

- Professional/Administration
- Legal
- Information Technology
- Fire
- Health
- Civil Investigations
- Licensing Process

The training is tailored for adult learners and accommodates several different learning styles. The training of new licensors will be delivered by:

- Peer mentoring and job shadowing
- On-line learning
- Contracts with colleges, universities, professional organizations, and governmental entities
- Traditional classroom instruction by licensing managers

In addition to the developing and adopting new licensor training expectations, DEL recognizes the vital importance of supervisory training. DEL plans to develop a separate supervisory training track for all licensing supervisors once training competencies have been developed and adopted. This track will provide a wide spectrum of curriculum from basic to advanced supervisory skills. DEL will continue to focus its efforts on enhancing supervisory skills and abilities through a variety of developmental opportunities. Better management of employees increases DEL's ability to achieve its goals, which has a positive impact on staff and stakeholders in general. DEL will continue to ensure that supervisors and managers develop related policies, programming and tools to support a well trained work force.

A comprehensive training program supports the overall DEL strategic plan by helping build organizational excellence and assists in DEL's goal to improve its ability to lead and collaborate.

Leadership and supervisory development are core components at DEL. Creating, implementing and tracking staff training will help build organizational excellence

specifically by enhancing staff development and increasing staff satisfaction, competencies and knowledge through quality training and improvements.

Expected results:

- Development of a consistent training and development curriculum
- Consistent licensing practice and interpretation of WAC
- Development of a standard set of expected knowledge, skills and abilities
- Development of an approved set of training competencies
- Consistent delivery of performance-based training
- Development of an intensive supervisory training series

Other quality activities that increase parental choice and improve the quality and availability of child care.

Licensing/Monitoring Technology Improvements

DEL will develop an information system that supports the efficient administration and evaluation of its investments.

DEL collects and tracks information for the 7,500 child care facilities that provide more than 174,000 child care slots for working families. Some of this information is used by DEL to offer the toll-free phone line and web-based CCC so parents and others can learn more about licensed child care providers, which includes licensing complaint history.

Recently DEL was involved with the re-design of the child welfare system's information system, but like many states this information was not designed nor built to serve as a system to meet the requirements for child care licensing, pre-k monitoring or early learning in general. The growing demand for data both internally and externally for management and accountability has surpassed the systems currently in place.

DEL plans to leverage work and systems that have already been completed or implemented in other states to minimize costs and build upon lessons learned. This will allow DEL to build on the initial work and allow for change over time moving towards a comprehensive information system.

DEL will focus on improving target areas through the development of an information system and the use of tablet PCs to increase mobility, data collection, and responsiveness to parents and the child care community.

Expected results:

- Strengthen consumer information for parents when choosing child care
- Allow licensors to work from remote locations.
- Provide remote access to provider records and licensing standards
- Improve performance management and accountability
- Improve licensing practice through identifying staff training needs
- Improve overall customer service

DEL's CCC provides basic online licensing information regarding child care providers. In addition, CCC provides complaint history as of July 24, 2005. Parents who want more information about complaint history prior to 2005 can call DEL's toll-free number.

CCC compliments the services and information provided through the CCR&R. The information that parents want may vary. Some parents want information relating to the health and safety of a child care setting. Others may want information concerning programming, cost, location or information about the experiences of other parents from the same community. The integration of the CCC web site with the CCR&R Network services could provide parents with a more comprehensive set of information when choosing child care.

The hardware for increasing automation and mobility has already been purchased by DEL. Integrating the tablet PCs in the daily work of licensing and ECEAP staff opens the door to future real-time, on-location automated licensing tasks. Tablets will have licensing standards integrated into them.

Currently DEL uses several ad hoc performance management tools that provide data "snapshots" or dashboards. These provide information on minimal data points such as deadlines, workload and how staff is performing against basic performance standards.

DEL's data and information needs have changed in the last few years. DEL will pursue developing new features in an information system that will:

- Provide history and trends with an ability to increase accountability
- Report on workload status, trends, forecasts
- Report key information about improvements and performance goals
- Explore funding, staffing levels and other resources
- Report on key public and legislative concerns

Professional Development

Washington State requires minimum levels of education and training in regulatory requirements for licensed child care providers. They include 20 hours of basic initial in-service training and ten hours of continuing education annually. Center directors are required to have additional hours of college level credits.

Many agencies contribute to initial and ongoing training of providers including:

- CCR&R agencies
- Local health jurisdictions
- School's Out Washington
- Washington Association for the Education of Young Children (WAEYC)
- Universities, community and technical colleges

Meeting the needs of a work force with varied experiences and educational backgrounds proves challenging. DEL recognizes the critical nature of professional development and its relationship to quality early childhood settings. Under the Early Learning Partnership Resolution, DEL convened the Professional Development Consortium. This consortium is working toward the creation of an integrated professional development system.

DEL has worked with an evaluator to examine data currently collected for all DEL funded professional development programs. This has resulted in specific recommendations for future data collection to ensure that information is consistent and comparable across programs.

Recommendations for evaluation instruments will guide future agreements with contractors. This will allow DEL and partners to track effectiveness of programs over time and track program reach and service use. Specific program specific evaluation information is listed below.

DEL contracts with WAEYC for the Washington State Training and Registry System (STARS):

Required STARS training includes 20 hours of basic training and ten hours annually of continuing education. The STARS program includes a registry and database, approval of training content and approval of trainers and training organizations. Scholarships are available to providers. Financial support is available for providers to attend STARS approved conferences.

Expected Results

- Accurate database tracking of current early learning workforce and training
- Affordable training for providers through scholarships
- Increased collaborations with partner agencies through conference support
- Increased accountability for state training and licensing requirements

DEL has worked with WAEYC to implement a standardized evaluation of training effectiveness by participant report after each STARS approved training beginning in 2009. Updates to the Registry technology will allow information on each provider to be accessible to licensors, trainers, training organizations and colleges. It will also provide accurate tracking of professional development needs in each community and workforce information.

Training for Native American Child Care Providers

Training is coordinated with all 29 federally recognized Tribal Nations in the state to ensure that training meets the needs and training sites are easily accessible to all child care staff in Native American facilities statewide.

Expected Results:

- Accessible training for 20-hour STARS requirement for all 29 federally recognized Tribal Nations.

Child Care Health Consultants

Child care health consultants are based at local health jurisdictions and coordinated by DOH. They provide training and technical assistance regarding the health, safety and social and emotional development of infants and toddlers in licensed child care settings.

Expected results:

- Healthier environments for infants and toddlers in licensed child care settings
- Improved immunization practices in licensed child care settings
- Improved support for infants and toddlers with special health care needs

DEL is planning to complete a comprehensive quality evaluation of the current consultation program. The evaluation will focus on:

- Child outcomes

- Caregiver awareness and utilization
- Caregiver and health consultant behavior changes
- Systems changes
- Communication and collaboration.

School's Out Washington

School's Out Washington provides services for organizations to provide children who are age five to 14 safe places to be when they are not in school. School's Out Washington provides leadership for WRAP . This is a collaborative partnership to increase the quality and availability of programs for school-age children and youth. This program provides:

- Professional development opportunities for program staff
- Involvement in planning for regional school age youth services
- A system of out-of-school time care

Expected results:

- Increased compliance with regulations for school age licensing requirements
- Increased community linkages for early learning to school-age care
- Increased knowledge and best practices based on technical assistance

Washington Scholarships for Child Care Professionals

The CCR&R Network administers and leads the Washington Scholarships for Child Care Professionals program. Washington Scholarships partners with DEL and other public and private funders to provide financial support for child care workers to obtain Child Development Associate (CDA) credentials, certificates or two-year degrees in early childhood education.

A limited amount of scholarships are available for providers to pursue four-year degrees with funding leveraged from private and municipal sources. The program is a collaboration between participants and the employers who cover a percentage of the cost.

Other goals of the program include retaining high quality staff and increasing compensation for participation in the program. The growing number of funding sources includes DEL, Thrive by Five Washington, Bill & Melinda Gates Foundation, The Boeing Company, City of Seattle, United States Department of Health & Human Services, First Five Fundamentals of Pierce County and Child Care Resources of King County.

In 2008, WA Scholarships supported 769 scholarships and 4,954 credits toward reaching educational goals. Thirty-five students completed a CDA Credential, two completed an Early Childhood Education Certificate, 12 completed an Associate Degree and three completed a Bachelors Degree.

Building Bridges to Higher Education

Building Bridges is a partnership with community and technical colleges and other local partners such as CCR&R that deliver training modules for college credit and coaching to child care providers. Providers receive coaching in addition to classroom instruction. In order to provide a more consistent coaching model, a mentoring and coaching curriculum will become available to participating colleges. One additional module focused on early literacy concepts and language acquisition will be available to participating colleges. Providers may take one college credit course and earn STARS continuing education hours. The current courses include:

- Guiding the Behavior of Young Children I, II, and III
- Infant/Toddler Caregiving I, II and III
- Child, Family and Community Relationships I, II and III
- Administration of Early Learning Programs I, II and III

Expected results:

- Increased provider knowledge in subject area and application of principles
- Increased enrollment in early childhood education degree programs

Building Bridges captures evaluation data from each college on the content of modules as rated by students:

CCR&R Network

The CCR&R Network partners with DEL and other public and private funders to provide a wide range of professional development and educational opportunities. The CCR&R Network offers STARS-approved community-based training through local resource and referral agencies. All trainings offered by the CCR&Rs are STARS-approved and address state-required core competencies and best practices.

The CCR&R Network is in the process of developing an Early Childhood Academy to ensure quality and consistent training statewide within the CCR&R

system. Two goals of the academy are: to create a seamless professional development pathway for early learning and afterschool professionals and to build upon the strengths of the existing professional development system.

Child Care Mental Health Consultation Pilots

The Child Care Consultation project is a pilot project focusing on developing and providing mental health consultation services in early learning settings. The program will assist caregivers and parents in promoting optimal social-emotional development in young children.

There are three unique pilot-projects, with each using a different approach to provide behavioral health consultation to family child care home and center providers.

Expected results:

- Increase access to behavioral consultation for child care providers
- Increase information for parent resources to support the children
- Decreased rates of expulsion in child care settings
- Increased application of skills for working with behavioral issues

The first phase of the Child Care Consultation evaluation analyzed data collected by each pilot site and identified common types of data collection across the three pilot sites. The first phase of evaluation found that there is evidence to suggest that the child care consultation models have the ability to:

- Enhance parents' ability to positively approach challenging child behaviors
- Provide staff the skills to promote healthy social-emotional development

The second phase of the Child Care Consultation evaluation will collect a set of core data to evaluate the second year of this project. DEL has asked sites to collect data that measures the following items:

- Frequency of expulsion in centers
- Change in child social skills and problem behavior
- Change in provider skills or knowledge
- Specific interventions used by consultants

The Child Care Consultation pilots appear to hold significant promise to improve the quality of care and ultimately child outcomes. The evaluation of the pilot and

the 2009 final evaluation report will be used to propose key elements of consultation to achieve the best and most cost-effective results.

Improving Salaries

Washington Scholarships for Child Care Professionals (WA Scholarships), administered by CCR&R Network provides financial and counseling resources to eligible licensed child care providers who are interested in attaining a CDA, ECE certificate or an associate's degree in early childhood education.

This program links training, compensation and commitment to improve the quality of early childhood. Expenses are shared by the recipient and the sponsoring child care center or family child care provider. WA Scholarships covers a majority of tuition and books and stipends for travel and release time. A scholarship recipient must attend classes at an affiliated college and successfully complete 12 to 20 credits per contract year. Providers agree to pay a portion of the tuition and book costs and to remain with the facility for 12 months after the scholarship ends.

One of the goals of WA Scholarships is to address the chronic problem of high staff turnover caused by low wages. WA Scholarships offers a modest bonus upon completion of 12 to 20 college credits towards a CDA credential, ECE certificate or an associate's degree in ECE. The program requires that employers agree to offer a modest bonus or increase in salary based on increased educational attainment. In return, students agree to remain employed in the sponsoring child care facility for at least one year after each contract. In 2008, students participating for more than one year saw a wage increase on average of 14%.

Career and Wage Ladder

The Career and Wage Ladder is a collaborative effort between DEL and contracted licensed child care centers. Participating centers meet the following criteria:

- Enrollment of subsidized children is at a minimum of ten% of capacity
- Pay workers no less than the minimum wage as defined in Career and Wage Ladder Matrix
- Provide child care workers a minimum of 12 days paid leave per year.

The goal of the program is to improve the quality of child car by providing monetary incentives to caregivers who pursue education and retain positions as child care workers.

Washington State conducted a three-year (July 2000 - June 2003) pilot of the Career and Wage Ladder program. The state contracted with researchers from the Washington State University (WSU) to evaluate the pilot. WSU researchers looked at the effects of increased wages and benefits, education attainment and pursuit and retention and morale.

The evaluation showed that participating centers had employees with higher wages and education and received more benefits than non-participating centers. Narrative data also showed a positive effect on staff morale for participating centers. Overall retention rates were not significantly different between participating and non-participating centers. DEL will continue to fund the Career and Wage Ladder for participating centers over the next biennium.

Activities to Support a Quality Rating and Improvement System (QRIS)

The 2007 Legislature directed DEL and community statewide partners to design and test a Quality Rating and Improvement System. DEL worked with six pilot communities. In July 2008, the design phase resulted in one statewide model called Seeds to Success. Although DEL suspended field testing on the voluntary QRIS due to state budget constraints, Thrive by Five Washington continued to field test elements of the Seeds to Success model in two demonstration communities.

DEL has received new funding from the Legislature to continue field testing Seeds to Success in partnership with Thrive by Five Washington. A modified field test will take place in the five communities, as well as other communities that are able to leverage private funding and join the effort. The modified field test will offer incentives to support professional development and coaching, which may result in higher provider skill levels that affect wages. Additionally, communities may test levels of incentives and bonuses as part of a modified field test.

Activities in Support of Early Language, Literacy, Pre-Reading and Early Math Concepts Development:

Culture of Literacy Partnership

In the Early Learning Partnership Resolution five priority areas were identified. Thrive by Five Washington is taking the lead on statewide literacy systems-building and DEL is a key partner in this work. DEL attends planning meetings

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for the Culture of Literacy initiative that supports communities and families to promote literacy and early reading skills. The initiative is focused on developing plans and leveraging funding to support local, regional and state-level efforts to build sustainable efforts with regard to early literacy.

Building Bridges to Higher Education

This is a partnership with community and technical colleges and other local partners, such as CCR&R Network that deliver training modules for college credit and coaching to child care providers. Providers receive coaching in addition to classroom instruction. A planned module addition is a sequence on literacy development and language acquisition. This would continue to support Thrive by Five Washington's goals for supporting communities in promoting literacy and early reading skills in children.

5.2 Early Learning Guidelines and Professional Development Plans

5.2.1 Status of Voluntary Early Learning Guidelines. Indicate which of the following best describes the current status of the State's efforts to develop, implement, or revise research-based early learning guidelines (content standards) for three-to-five year-olds. NOTE: Check only one box that best describes the status of your State/Territory's three-to-five-year-old guidelines.

- Planning. The State is planning for the development of early learning guidelines. Expected date of plan completion: If possible, respond to questions 5.2.2 through 5.2.4.
- Developing. The State is in the process of developing early learning guidelines. Expected date of completion: If possible, respond to questions 5.2.2 through 5.2.4.
- Developed. The State has approved the early learning guidelines, but has not yet developed or initiated an implementation plan. The early learning guidelines are included as Attachment 5.2.1, if available.
- Implementing. In addition to having developed early learning guidelines, the State has embarked on implementation efforts which may include dissemination, training or embedding guidelines in the professional development system. The guidelines are included as Attachment 5.2.1.
- Revising. The State has previously developed early learning guidelines and is now revising those guidelines. The guidelines are included as [Attachment 5.2.1](#).
- Other. Describe:

- a) Describe the progress made by the State/Territory in developing, implementing, or revising early learning guidelines for early learning since the date of submission of the 2008-2009 State Plan. Efforts to develop early learning guidelines for children birth to three or older than five may be described here.

In 2004-2005, a public-private effort resulted in the writing and development of the Washington State Early Learning and Development Benchmarks.

The project was a partnership between the Office of the Governor, OSPI and a core state interagency team. In 2006, a new benchmarks partnership group reviewed the guidelines to ensure they were appropriate for all families. The group also submitted recommendations to the Governor's Washington Learns Steering Committee. At the time, the committee did not act on any of the recommendations from the benchmarks partnership group, stipulating that DEL, OSPI and Thrive by Five Washington would collaborate on future benchmarks work.

The Early Learning Partnership Resolution outlines priority areas and also designates lead agencies for key work. DEL has agreed to lead efforts on the Early Learning and Development Benchmarks and Thrive by Five Washington has agreed to lead efforts on developing culturally and linguistically appropriate companions to the benchmarks document.

In July 2008, DEL funded our private partners, Thrive by Five Washington to translate the Early Learning and Development Benchmarks into Spanish. This work was completed in August 2008. The Spanish translation of the Benchmarks is available on the DEL Web site:

<http://www.del.wa.gov/publications/development/docs/BenchmarksSP.pdf>

In response to parents' needs, DEL worked with SRI International to develop a parent companion to the Benchmarks in September 2008.

This document is an easy-to-read introduction to the Benchmarks and includes information on the purpose of the Benchmarks and how parents can support children's development through everyday activities.

SRI International gathered parent input during the development of the document including feedback from the DEL parent advisory committee. DEL has distributed the parent companion to children's museums and libraries. The parent companion is available at various early learning conferences and meetings. DEL receives requests for copies weekly from local Head Start/ECEAP programs, community colleges and other agencies.

The document is available on the DEL Web site:

http://www.del.wa.gov/publications/development/docs/Benchmarks_parents.pdf

DEL, Thrive by Five Washington and OSPI will continue to partner and enhance the Early Learning and Development Benchmarks with a special emphasis on addressing language and culture in the revised document to accommodate diverse communities.

DEL plans to support a process that brings together previous stakeholders, early learning experts and Tribal Nations to discuss and resolve issues for updating the document. DEL also will collaborate with Thrive by Five Washington to support groups who are interested in bringing forward ideas on culturally appropriate adaptations to the Benchmarks. Once the Benchmarks are revised, DEL plans on supporting statewide training on the Benchmarks to reach the wide range of professionals who work with children in Washington State.

- b) If developed, are the guidelines aligned with K-12 content standards or other standards (e.g., Head Start Child Outcomes, State Performance Standards)?

Yes - if yes, identify standards.

The Washington State Early Learning and Development Benchmarks are aligned with the state's K-12 standards, called Essential Academic Learning Requirements.

No

- c) If developed, are the guidelines aligned with early childhood curricula?

Yes - if yes, describe. The Benchmarks are aligned with Head Start Child Outcomes and Early Head Start program performance measures as well as ECEAP.

No

- d) Have guidelines been developed for children in the following age groups:

Birth to three. Guidelines are included as Attachment 5.2.1

Birth to five. Guidelines are included as Attachment 5.2.1

Five years or older. Guidelines are included as Attachment 5.2.1

Benchmarks are for children birth to kindergarten entry. Within the Benchmarks, there is a 60-month to kindergarten age group. These guidelines were created as

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indicators for children who are not five years old at kindergarten entry. Children must be five years old on the first day of kindergarten. Benchmarks provide caregivers and parents information on the development and learning of children turning five after September and who are in early learning programs for the school year.

If any of your guidelines are available on the web, provide the appropriate web site address (guidelines must still be attached to Plan):

The Washington State Early Learning and Development Benchmarks document is available on the DEL Web site:

<http://www.del.wa.gov/publications/development/docs/BenchmarksColor.pdf>

5.2.2 Domains of Voluntary Early Learning Guidelines. Do the guidelines for three-to-five-year-olds address language, literacy, pre-reading, and early math concepts?

Yes

No

a) Do the guidelines for children three-to-five-year-olds address other domains such as social/emotional, cognitive, physical, health, or creative arts?

Yes - if yes, describe.

The Benchmarks include examples of developmental skills and behaviors and simple activities to support children's learning and development. They cover the following general areas of early childhood development:

- Physical well-being, health and motor development
- Social and emotional development
- Approaches toward learning
- Cognition and general knowledge
- Language, literacy and communications

The five domains of children's development are interrelated and reflect the holistic way in which children develop. Growth and development in one area often influences and depends upon development in other areas. It is important to recognize the interconnectedness of children's early development and learning.

No

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5.2.3 Implementation of Voluntary Early Learning Guidelines.

- a) Indicate which strategies the State used, or expects to use, in implementing its early learning guidelines:

Check all that apply:

- Disseminating materials to practitioners and families
- Developing training curricula
- Partnering with other training entities to deliver training
- Aligning early learning guidelines with licensing, core competencies, and/or quality rating systems
- Other. Describe:

- b) Indicate which stakeholders are, or are expected to, actively support(ing) the implementation of early learning guidelines:

Check all that apply:

- Publicly funded (or subsidized) child care
- Head Start
- Education/Public pre-k
- Early Intervention
- Child Care Resource and Referral
- Higher Education
- Parent Associations
- Other. Describe:

- c) Indicate the programs that mandate or require the use of early learning guidelines:

- Publicly funded (or subsidized) child care
- Head Start
- Education/Public pre-k
- Early Intervention
- Child Care Resource and Referral
- Higher Education
- Parent Associations
- Other. Describe:

ECEAP includes a requirement in the contracts with agencies to use the Benchmarks. The Benchmarks are also incorporated in the ECEAP Performance Standards.

Other than for ECEAP providers, the Benchmarks are a voluntary document. Parents, caregivers, teachers, early learning programs and early intervention specialists use them in ways that fit the community, program, family and child. DEL has required that specific contractors working on professional development efforts include the Benchmarks in planning to support appropriate use and awareness of the resource document.

- d) Describe how cultural, linguistic and individual variations are (or will be) acknowledged in implementation.

DEL, Thrive by Five Washington and OSPI will continue to partner and enhance the Early Learning and Development Benchmarks. This will be done by reviewing feedback from the previous workgroup and specifically addressing language and culture in the revised document. Although implementation is voluntary, revision also will include information that is shared about cultural adaptations to the Benchmarks. Future training plans will include specific information on cultural and linguistic variations.

- e) Describe how the diversity of child care settings is (or will be) acknowledged in implementation.

The Benchmarks are a source document. Parents, caregivers, teachers, early learning programs and early intervention specialists use the Benchmarks in ways that fit their community, program, family and child. The state is not prescriptive in implementation.

Materials developed to support implementation of the guidelines are included as Attachment 5.2.3. If these are available on the web, provide the appropriate Web site address (guidelines must still be attached to Plan):

For parents:

http://www.del.wa.gov/publications/development/docs/Benchmarks_parents.pdf

For trainers of early education and education professionals:

http://www.del.wa.gov/publications/development/docs/Benchmarks_training.pdf

For early care and education providers:

http://www.del.wa.gov/publications/development/docs/Benchmarks_providers.pdf

For Spanish speakers:

<http://www.del.wa.gov/publications/development/docs/BenchmarksSP.pdf>

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5.2.4 Assessment of Voluntary Early Learning Guidelines. As applicable, describe the State's plan for:

- a) Validating the content of the early learning guidelines.

The current plan for validating the content of the Early Learning Guidelines includes reviewing and updating the Benchmarks every five years to ensure that they remain relevant and useful. Washington is currently planning efforts to revise and update the document. DEL is also exploring other options such as current research around using the Benchmarks as a way to validate programmatic quality by children's experiences across developmental domains.

- b) Assessing the effectiveness and/or implementation of the guidelines.

Once the Benchmarks are updated, statewide training efforts will include an evaluation component to ensure that training is effective and those who take training are using the document in ways that are relevant.

- c) Assessing the progress of children using measures aligned with the guidelines.

A specific plan for assessing children's progress using the Benchmarks is still under discussion.

- d) Aligning the guidelines with accountability initiatives.

Washington is writing professional standards or core competencies for the state professional development system. The core competencies will outline expectations for early care and education professionals. The expectations will align with the Early Learning Guidelines.

If these are available on the web, provide the appropriate Web site address (reports must still be attached to Plan):

5.2.5 Plans for Professional Development. Indicate which of the following best describes the current status of the Lead Agency's efforts to develop a professional development plan for early childhood providers that includes all the primary sectors: child care, Head Start, and public education. NOTE: Check ONLY ONE box that best describes the status of your State's professional development plan.

- Planning. Are steps underway to develop a plan?

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- Yes - and describe the entities involved in the planning process, the time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.
- No
- Developing. A plan is being drafted. The draft or planning documents are included as [Attachment 5.2.5](#), if applicable.
- Developed. A plan has been written but has not yet been implemented. The plan is included as Attachment 5.2.5, if applicable
- Implementing. A plan has been written and is now in the process of being implemented, or has been implemented. The plan is included as Attachment 5.2.5.
- Revising. The State previously developed a professional development plan and is now revising that plan, or has revised it since submitting the 08-09 State Plan. The revisions or the revised plan are included as Attachment 5.2.5.
- Other. Describe:
- a) Describe the progress made by the State in planning, developing, implementing, or revising the professional development plan since the date of submission of the 2008-2009 State Plan.

DEL is charged with coordinating, consolidating and integrating child care and early learning programs and supporting the development of a comprehensive and collaborative system of early learning. Under the Early Learning Partnership Resolution, DEL convened the PDC as a subgroup of ELAC. In addition to professional development initiatives funded by DEL and detailed in section 5.1, the PDC is working toward the creation of an integrated professional development system. The work of the PDC has been included in proposed legislation outlining membership and due dates for comprehensive recommendations to the Governor and Legislature.

Members of the PDC are working to map the current system, identify gaps and develop recommendations for a statewide professional development plan. The following groups are members of the PDC:

- Department of Early Learning

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- ECEAP
- HSSCO
- State Board for Community and Technical Colleges
- Thrive by Five Washington
- OSPI
- Unions representing child care providers
- School's Out Washington
- Early Childhood Teacher Preparatory Council
- Washington Family Child Care Association
- DOH
- Washington State Association for Head Start & ECEAP
- CCR&R
- DSHS
- WAEYC
- Region X Head Start
- Foundation for Early Learning
- Economic Opportunity Institute
- Educational Training Partners
- ELAC liaisons

All work of the PDC will be identified by specific strategies with clearly identified outcomes and timelines. The core competencies document will guide other areas of an integrated professional system with planning and coordination coming directly from the work of the PDC.

A national resource document developed by NAEYC, Workforce designs has been adopted by the PDC. The document is a policy blueprint for a state early childhood professional development system,

The goals of the PDC are to make recommendations to ELAC on the following elements:

- Defined standards for early care and education professionals
- Career pathways for early learning professionals
- Seamless knowledge, skill and abilities advancement opportunities
- Professional development supports to link other system elements

The professional development plan will include recommendations in the following areas:

- Core competencies
- Professional standards

Career Pathways

Resources will be created to detail the various career pathways for interested and existing early learning professionals. The likely result of this effort will be a statewide career pathways document that will define levels of professional development and achievement based on education, training and experience. Compensation initiatives and other professional development supports such as scholarships and mentoring can then be linked to career pathways.

Articulation Agreements

To ensure seamless knowledge, skill, abilities and advancement opportunities for early learning professionals communication needs to exist between and among professional development providers. This includes a plan for consideration of how community based trainings can translate into credit toward a degree. This will involve both the community and technical college system as well as four-year universities.

Statewide Credentials

The PDC will consider building credentials into career pathways opportunities to build credit-ready trainings and support for specialized skills.

Comprehensive Registry

With other system elements in place, an integrated registry will be able to document workforce information and track training for all early care and education professionals working in licensed child care, ECEAP and Head Start.

Training Standards and a Quality Assurance Plan

Core competencies will be written and adopted by the PDC. The PDC will then work on modifications for training standards, approval of trainers, approval of training content and methods for assessing training effectiveness.

Quality issues are managed through STARS. The program oversees the mandatory, minimum training requirements for licensed child care providers. Required training for licensed child care providers includes 20 hours of basic, initial in-service training and ten hours annually of continuing education.

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STARS includes a registry and database, approval of trainers and training content. Scholarships are available to providers for STARS approved training and financial support is available to attend STARS approved conferences. DEL contracts with WAEYC to manage the STARS program.

Specialized Strategies to Reach Family, Friend and Neighbor Caregivers

The PDC has adopted NAEYC’s language for the target audience of system efforts as all early childhood education professionals working on behalf of young children. While early care and education professionals are the focus, the PDC will include recommendations for links to family, friend and neighbor caregivers.

Core competencies and planning for this document will include professional standards in language, literacy, pre-reading and early math concepts development. This document will align with the Washington State Early Learning and Development Benchmarks. Professional development supporting early language, literacy, pre-reading and early math concepts development is detailed in the quality and targeted funds section.

b) If developed, does the plan include (Check EITHER yes or no for each item):

	Yes	No
Specific goals or desired outcomes	<input type="checkbox"/>	<input type="checkbox"/>
A link to Early Learning Guidelines	<input type="checkbox"/>	<input type="checkbox"/>
Continuum of training and education to form a career path	<input type="checkbox"/>	<input type="checkbox"/>
Articulation from one type of training to the next	<input type="checkbox"/>	<input type="checkbox"/>
Quality assurance through approval of trainers	<input type="checkbox"/>	<input type="checkbox"/>
Quality assurance through approval of training content	<input type="checkbox"/>	<input type="checkbox"/>
A system to track practitioners’ training	<input type="checkbox"/>	<input type="checkbox"/>
Assessment or evaluation of training effectiveness	<input type="checkbox"/>	<input type="checkbox"/>
State Credentials – Please state for which roles (e.g. infant and toddler credential, directors’ credential, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Specialized strategies to reach family, friend and neighbor caregivers	<input type="checkbox"/>	<input type="checkbox"/>

c) For each Yes response, reference the page(s) in the plan and briefly describe.

d) For each No response, indicate any plans the Lead Agency has to incorporate these components.

e) Are the professional development opportunities described in the plan available:
Note: Check either yes or no for each item):

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	Yes	No
Statewide	<input type="checkbox"/>	<input type="checkbox"/>
To Center-based Child Care Providers	<input type="checkbox"/>	<input type="checkbox"/>
To Group Home Providers	<input type="checkbox"/>	<input type="checkbox"/>
To Family Home Providers	<input type="checkbox"/>	<input type="checkbox"/>
To In-Home Providers	<input type="checkbox"/>	<input type="checkbox"/>
Other (describe):	<input type="checkbox"/>	<input type="checkbox"/>

- f) Describe how the plan addresses early language, literacy, pre-reading, and early math concepts development.
- g) Are program or provider-level incentives offered to encourage provider training and education?
 - Yes - describe, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts.

Scholarships are available to providers to attend STARS training, and financial support is available to attend STARS approved conferences. The QRIS, Seeds to Success, has incentives embedded in the full statewide model for attaining higher levels of quality. The field test for Seeds to Success was suspended due to state budgetary issues; however, our private partners, Thrive by Five Washington, continue to fund and support elements of the Seeds to Success system including incentives for professional development supports and coaching in two demonstration communities. DEL will continue this work in partnership with Thrive by Five Washington under a modified field test which will result in testing elements of the statewide model which may include incentives.

- No - describe any plans to offer incentives to encourage provider training and education, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts?
- h) As applicable, does the State assess the effectiveness of its professional development plan, including the achievement of any specified goals or desired outcomes?
 - Yes - describe how the professional development plan's effectiveness/goal is assessed.
 - No - describe any plans to include assessments of the professional development plan's effectiveness/goal achievement.

The PDC will be making recommendations for quality assurance for the professional development plan. The statewide early learning plan will include

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indicators and objectives for professional development as advised by the work of the PDC and ELAC.

i) Does the State assess the effectiveness of specific professional development initiatives or components?

Yes - describe how specific professional development initiatives or components' effectiveness is assessed.

In 2009, DEL contracted with the Social Development Research Group (SDRG; University of Washington, School of Social Work) to develop a project plan for an evaluation of DEL-funded early learning professional development initiatives. As part of the five-year DEL strategic plan, DEL plans to include an evaluation component for DEL programs.

This will help DEL better understand what is working, what is not working well, and how to invest in cost savings and return on investment. SDRG analyzed information on currently funded professional development initiatives and designed a logic model that aligns with the DEL strategic plan.

SDRG provides recommendations for assessing program effectiveness including specific criteria for data collection and instrument development that would target different domains of service including:

- | | |
|-----------------------|------------------------|
| ▪ Training | ▪ Technical assistance |
| ▪ Scholarships | ▪ Database management |
| ▪ Monetary incentives | ▪ Licensing assistance |

DEL will continue to phase in evaluation components and streamline data collection in partnership with contractors to ensure that data can be compared across programs in order to report how DEL investments are raising the professional development of individual providers around the state.

No - describe any plans to include assessments of specific professional development initiatives or components' effectiveness.

j) As applicable, does (or will) the State use assessment to help shape or revise its professional development plan?

Yes - describe how assessment informs the professional development plan.

No - describe any plans to include assessment to inform the professional

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development plan.

The PDC will be making recommendations for quality assurance for the professional development plan. The statewide early learning plan will include indicators and objectives for professional development as advised by the work of the PDC and ELAC.

PART 6 ~ HEALTH AND SAFETY REQUIREMENTS FOR PROVIDERS

(Only the 50 States and the District of Columbia complete Part 6.)

The National Resource Center for Health and Safety in Child Care (NRCHSCC) of DHHS's Maternal and Child Health Bureau supports a comprehensive, current, on-line listing of the licensing and regulatory requirements for child care in the 50 States and the District of Columbia. Note: This database typically contains information on licensing requirements for meeting State or local law to operate (§98.40). This database does not contain registration or certification requirements specific only to participation in the CCDF program.

In lieu of requiring a State Lead Agency to provide information that is already publicly available, ACF accepts this compilation as accurately reflecting the States' licensing requirements.

The listing, which is maintained by the University of Colorado Health Sciences Center School of Nursing, is available on the World Wide Web at: <http://nrc.uchsc.edu/>.

CCDF regulations (§98.2) define the following categories of care:

- Center-based child care provider: 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.
- Group home child care provider: 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.
- Family child care provider: 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.
- In-home child care provider: Individual who provides child care services in the child's own home.

6.1 Health and Safety Requirements for Center-Based Providers (658E(c)(2)(F), §98.41, §98.16(j))

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6.1.1 Are all center-based providers paid with CCDF funds subject to licensing under State law per the NRCHSCC's compilation? Note: Some States use the term certification or registration to refer to their licensing regulatory process. Do not check "Yes" if center-based providers simply must register or be certified to participate in the CCDF program separate from the State regulatory requirements.

Yes - answer 6.1.2, skip 6.1.3, and go to 6.2.

No - describe which center-based providers are exempt from licensing under State law and answer 6.1.2 and 6.1.3.

Centers that operate fewer than four hours per day and are not subject to licensing must be certified as meeting licensing requirements or have an approved federal plan in accordance with national or state standards for health and safety standards.

DEL may certify a child care center for payment if the center is:

- Licensed or certified by a Tribal Nation
- Certified by the federal Department of Defense
- Approved by OSPI

Seasonal Day Camps

Seasonal day camp programs for school-age children are exempt from licensing. Day camp programs that have a contract with the state and provide subsidized child care are eligible for WCCC payment under the following conditions:

- Program is three consecutive months or less in duration
- Engaged in recreational or educational activities
- Accredited by the American Camping Association (ACA)

ACA accredited seasonal day camps receive child care subsidy payments. Sites are in King, Pierce, Spokane and Kitsap counties. The ACA is the only nationally recognized camp accreditation program. Seasonal camps pay a fee to the ACA for accreditation. DEL receives verification of the camp's ACA accreditation and issues a certificate based on ACA accreditation.

The ACA accreditation has standards regarding food service, transportation, health and wellness, operational management, human resources and outdoor program activities. Accreditation standards are high and meet or exceed national and state standards for quality care.

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6.1.2 Have center licensing requirements as relates to staff-child ratios, group size, or staff training been modified since approval of the last State Plan? (§98.41(a)(2)&(3))

Yes - and the changes are as follows:

No

6.1.3 For center-based care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

a) The prevention and control of infectious disease (including age-appropriate immunizations).

Seasonal Day Camps

The parent is responsible for selecting a caretaker who can meet health and safety requirements. Seasonal day camp standards for health and wellness provide a basis for accreditation through the ACA which focus on health and safety practices.

At least once every three years an outside team of trained camping professionals visits the accredited camp to verify compliance with standards. Seasonal camps are scored on the following criteria:

- First aid and emergency care personnel
- Health history
- Immunizations
- Health care policies and procedures
- Health care policies and procedures review
- Contact information
- Health exam
- Permission to treat
- Health information review and screening
- Informing staff of special needs
- Health care personnel
- Treatment procedures
- Staff training
- Off site trips
- Special medical needs
- Health care center

- Supervision in health care center
- Parent notification
- Medication management
- Record keeping and maintenance

b) Building and physical premises safety.

Programs located in schools must adhere to the Washington State Primary and Secondary Schools Facilities Standards. All other program locations must follow child care licensing regulations. Programs must establish a systematic review of facilities for compliance with safety regulations.

Seasonal Day Camps

Seasonal camps are scored on criteria assessing whether or not a site will be accredited using ACA's Accreditation Standards for Camp Programs and Services.

c) **Health and safety training.**

DEL contracts with seasonal day camps and requires the following to ensure health and safety training for children in care:

- Comply with American Camping Association accreditation standards
- Conduct a Criminal Background Check on each employee who has unsupervised access to children.
- Ensure children's health and safety is always of primary concern.
- Adhere to WA State's mandated reporting laws.
- Report all child injuries that require professional medical attention

d) Other requirements for center-based child care services provided under CCDF.

6.2 Health and Safety Requirements for Group Home Child Care Providers

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(658E(c)(2)(F), §§98.41, 98.16(j))

6.2.1 Are all group home providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? Note: Some States use the term certification or registration to refer to their licensing regulatory process. Do not check "Yes" if group home child care providers simply must register or be certified to participate in the CCDF program separate from the State regulatory requirements.

- Yes - answer 6.2.2, skip 6.2.3, and go to 6.3
- No - describe which group home providers are exempt from licensing under State law and answer 6.2.2 and 6.2.3
- N/A. Group home child care is not a category of care in this State. Skip to Question 6.3.1

6.2.2 Have group home licensing requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

- Yes - and the changes are as follows:
- No

6.2.3 For group home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- a) The prevention and control of infectious disease (including age-appropriate immunizations).
- b) Building and physical premises safety.
- c) Health and safety training.
- d) Other requirements for group home child care services provided under CCDF.

6.3 Health and Safety Requirements for Family Child Care Providers

(658E(c)(2)(F), §§98.41, 98.16(j))

6.3.1 Are all family child care providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? Note: Some States use the term certification or registration to refer to their licensing regulatory process. Do not check

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“Yes” if family child care providers simply must register or be certified to participate in the CCDF program separate from the State regulatory requirements.

Yes - answer 6.3.2, skip 6.3.3, and go to 6.4

No - describe which family child care providers are exempt from licensing under State law and answer 6.3.2 and 6.3.3

6.3.2 Have family child care provider requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

Yes - and the changes are as follows:

No

6.3.3 For family care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

a) The prevention and control of infectious disease (including age-appropriate immunizations) Family Home Child Care facilities that are not subject to licensing must be certified as meeting Washington State licensing requirements, or have an approved federal plan in accordance with national or state standards for health and safety.

b) Building and physical premises safety.

c) Health and safety training.

d) Other requirements for family child care services provided under CCDF.

6.4 Health and Safety Requirements for In-Home Child Care Providers
(658E(c)(2)(F), §§98.41, 98.16(j))

Note: Before responding to Question 6.4.1, check the NRCHSCC's compilation of licensing requirements to verify if in-home child care as defined by CCDF and your State is covered. If not, check no for 6.4.1. Do not check “Yes” if in-home child care providers simply must register or be certified to participate in the CCDF program separate from the State regulatory requirements.

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6.4.1 Are all in-home child care providers paid with CCDF funds subject to licensing under the State law reflected in the NRCHSCC's compilation?

Yes - answer 6.4.2, skip 6.4.3, and go to 6.5

No - describe which in-home child care providers are exempt from licensing under State law and answer 6.4.2 and 6.4.3

The following in-home/relative providers paid with CCDF funds are not subject to licensing:

- U.S. citizens or legal resident adult siblings living outside the child's home
- An extended tribal family member under chapter 74.15 RCW
- A grandparent, aunt, uncle, great-grandparent, great-aunt or great-uncle
- A non-relative, adult friend or neighbor that provides care in child's home

6.4.2 Have in-home health and safety requirements that relate to staff-child ratios, group size, or training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

Yes, and the changes are as follows:

No

When parents choose child care that is exempt from licensing regulations by statute, parents review and sign Part II of the application. This is a signed assurance to DSHS that minimum requirements are met.

6.4.3 For in-home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

a) The prevention and control of infectious disease (including age-appropriate immunizations).

Children are current on immunizations as described in the National Immunization Guidelines, developed by the American Academy of Pediatrics and the Advisory Committee on Immunization Practices.

b) Building and physical premises safety.

The home where care is provided is safe for the care of the children and parents inform the in-home/relative child care provider regarding home and physical premises safety relevant to the care of the children.

c) Health and safety training.

Parents inform in-home/relative child care provider regarding basic health practices, prevention and control of infectious disease and immunizations. The provider must be able to work with children without using corporal punishment or psychological abuse and provide constant care, supervision and activities for children consistent with developmental stages.

In addition, the in-home relative care provider must submit a criminal history background inquiry from WA. DEL compares the criminal background information, including any pending charges, with convictions listed in DSHS's list of disqualifying convictions.

DEL determines if the in-home relative care provider's background contains information that will not allow the authorization of payment towards the cost of child care. If the in-home relative care provider cannot be cleared, DSHS notifies the parent.

d) Other requirements for child care services provided under CCDF.

6.5 Exemptions to Health and Safety Requirements

At Lead Agency option, the following relatives: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care) may be exempted from health and safety requirements. (658P(4)(B), §98.41(a)(1)(ii)(A))

Indicate the Lead Agency's policy regarding these relative providers:

- All relative providers are subject to the same requirements as described in sections 6.1 - 6.4 above, as appropriate; there are no exemptions for relatives or different requirements for them.
- All relative providers are exempt from all health and safety requirements.
- Some or all relative providers are subject to different health and safety requirements from those described in sections 6.1 - 6.4. The following a) describes those requirements and b) identifies the relatives they apply to:

6.6 Enforcement of Health and Safety Requirements

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6.6.1 Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c)(2)(E), §§98.40(a)(2), 98.41(d)) Describe how health and safety requirements are effectively enforced, including at a minimum:

a) Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?

Yes - and indicate the provider categories subject to routine unannounced visits and the frequency of those visits:

DEL licensors make annual unannounced monitoring visits to child care centers. Monitoring visits in family home child care facilities occur every 18 months. The purpose of the monitoring visits is to inspect the center or home to determine if health and safety standards are being met in accordance with the WAC and the RCW.

No

b) Are child care providers subject to background checks?

Yes - and indicate the types of providers subject to background checks and when such checks are conducted:

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. Persons who parents choose to care for their 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

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For residents who have resided in Washington less than three years, an FBI fingerprint check is required to gather nationwide criminal history.

No

c) Does the State require that child care providers report serious injuries that occur while a child is in care? (Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional).

Yes, and describe the State's reporting requirements and how such injuries are tracked (if applicable).

Licensed child care providers are required to report the death of a child, or serious injury or illness that occurs 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 hospitalization or a child in care. All reports of serious injury are screened for either CPS investigation or DEL licensing inspection. DEL reports all serious injuries or illnesses to the Office of Financial Management Risk Management and the Governor's Office.

No

d) Describe any other methods used to ensure that health and safety requirements are effectively enforced.

Injury reports are considered part of the licensing history. A child abuse and neglect complaint allegation becomes part of the CPS complaint 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

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- Partnering with CPS in allegations of child abuse and neglect
- Taking licensing action if health and safety is jeopardized
- Monitoring licensed child care centers 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

Information about licensing requirements is made available through the following:

- DEL's web site: www.del.wa.gov
- Statewide resource and referral agencies
- "You Have a Choice! A Guide to Choosing Quality Child Care" – a guide for parents on choosing child care
- Licensing Child Care in Washington State
- Provider orientation sessions presented by DEL
- Office location and contact numbers are posted on DEL Web site
- Calling the DEL toll-free number

6.7 Exemptions from Immunization Requirements

The State assures that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendations for childhood immunizations of the State public health agency. (§98.41(a)(1))

The State exempts the following children from immunization (check all that apply):

- Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
- Children who receive care in their own homes.
- Children whose parents object to immunization on religious grounds.
- Children whose medical condition contraindicates immunization.

PART 7 ~ HEALTH AND SAFETY REQUIREMENTS IN THE TERRITORIES

(Only the Territories complete Part 7)

CCDF regulations (§98.2) define the following categories of care:

- Center-based care: 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.
- Group home child care provider: 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.
- Family child care provider: 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.
- In-home child care provider: Individual who provides child care services in the child's own home.

7.1 Health and Safety Requirements for Center-Based Providers in the Territories (658E(c)(2)(F), §98.41(a), §98.16(j))

7.1.1 For all center-based care, the following health and safety requirements apply to child care services provided under the CCDF for:

- a) The prevention and control of infectious disease (including age-appropriate immunizations).
- b) Building and physical premises safety.
- c) Health and safety training.
- d) Other requirements for child care services provided under CCDF.

7.2 Health & Safety Requirements for Group Home Child Care Providers in the Territories (658E(c)(2)(F), §98.41(a), §98.16(j))

7.2.1 For all group home child care, the following health and safety requirements apply to child care services provided under the CCDF for:

- a) The prevention and control of infectious disease (including age-appropriate immunizations).
- b) Building and physical premises safety.
- c) Health and safety training.
- d) Other requirements for child care services provided under CCDF.

7.3 Health and Safety Requirements for Family Child Care Providers in the Territories
(658E(c)(2)(F), §98.41(a), §98.16(j))

7.3.1 For all family child care, the following health and safety requirements apply to child care services provided under the CCDF for:

- a) The prevention and control of infectious disease (including age-appropriate immunizations).
- b) Building and physical premises safety.
- c) Health and safety training.
- d) Other requirements for child care services provided under CCDF.

7.4 Health and Safety Requirements for In-Home Child Care Providers in the Territories
(658E(c)(2)(F), §98.41(a), §98.16(j))

7.4.1 For all in-home care, the following health and safety requirements apply to child care services provided under the CCDF for:

- a) The prevention and control of infectious disease (including age-appropriate immunizations).
- b) Building and physical premises safety.
- c) Health and safety training.
- d) Other requirements for child care services provided under CCDF.

7.5 Exemptions to Territorial Health and Safety Requirements

At Lead Agency option, the following relatives may be exempted from health and safety requirements: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care). (658P(4)(B), §98.41(a)(1)(ii)(A)). Indicate the Lead Agency's policy regarding these relative providers:

- All relative providers are subject to the same requirements as described in sections 7.1-7.4 above, as appropriate; there are no exemptions for relatives or different requirements for them.
- All relative providers are exempt from all health and safety requirements.
- Some or all relative providers are subject to different health and safety requirements from those described in sections 7.1 - 7.4 and the following describes those different requirements and the relatives they apply to:

7.6 Enforcement of Territorial Health and Safety Requirements

7.6.1 Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c)(2)(E), §§98.40(a)(2), 98.41(d)) Describe how health and safety requirements are effectively enforced, including at a minimum:

- a) Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?
 - Yes - and indicate the provider categories subject to routine unannounced visits and the frequency of those visits:
 - No
- b) Are child care providers subject to background checks?
 - Yes - and indicate the types of providers subject to background checks and when such checks are conducted:
 - No

- c) Does the Territory require that child care providers report serious injuries that occur while a child is in care? (Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)
- Yes, and describe the Territory's reporting requirements and how such injuries are tracked (if applicable):
- No
- d) Describe any other methods used to ensure that health and safety requirements are effectively enforced:

7.7 Exemptions from Territorial Immunization Requirements

The Territory assures that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendations for childhood immunizations of the Territorial public health agency. (§98.41(a)(1))

The Territory exempts the following children from immunization (check all that apply):

- Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
- Children who receive care in their own homes.
- Children whose parents object to immunization on religious grounds.
- Children whose medical condition contraindicates immunization.

APPENDIX 1 ~ CCDF PROGRAM ASSURANCES AND CERTIFICATIONS

The Lead Agency, named in Part 1 of this Plan, assures (§98.15) that:

- (1) upon approval, it will have in effect a program that complies with the provisions of the Plan printed herein, and is administered in accordance with the Child Care and Development Block Grant Act of 1990 as amended, Section 418 of the Social Security Act, and all other applicable Federal laws and regulations. (658D(b), 658E(a))
- (2) the parent(s) of each eligible child within the State who receives or is offered child care services for which financial assistance is provided is given the option either to enroll such child with a child care provider that has a grant or contract for the provision of the service; or to receive a child care certificate. (658E(c)(2)(A)(i))
- (3) in cases in which the parent(s) elects to enroll the child with a provider that has a grant or contract with the Lead Agency, the child will be enrolled with the eligible provider selected by the parent to the maximum extent practicable. (658E(c)(2)(A)(ii))
- (4) the child care certificate offered to parents shall be of a value commensurate with the subsidy value of child care services provided under a grant or contract. (658E(c)(2)(A)(iii))
- (5) with respect to State and local regulatory requirements, health and safety requirements, payment rates, and registration requirements, State or local rules, procedures or other requirements promulgated for the purpose of the Child Care and Development Fund will not significantly restrict parental choice among categories of care or types of providers. (658E(c)(2)(A), §98.15(p), §98.30(g), §98.40(b)(2), §98.41(b), §98.43(c), §98.45(d))
- (6) that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendation for childhood immunizations of the State public health agency. (§98.41(a)(1))
- (7) that CCDF Discretionary funds are used to supplement, not supplant, State general revenue funds for child care assistance for low-income families. (P.L. 109-149)

The Lead Agency also certifies that:

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- (1) it has procedures in place to ensure that providers of child care services for which assistance is provided under the Child Care and Development Fund afford parents unlimited access to their children and to the providers caring for their children during the normal hours of operations and whenever such children are in the care of such providers. (658E(c)(2)(B))
- (2) it maintains a record of substantiated parental complaints and makes information regarding such complaints available to the public on request. (658E(c)(2)(C))
- (3) it will collect and disseminate to parents of eligible children and the general public consumer education information that will promote informed child care choices. (658E(c)(2)(D))
- (4) it has in effect licensing requirements applicable to child care services provided in the State. (658E(c)(2)(E))
- (5) there are in effect within the State (or other area served by the Lead Agency), under State or local law, requirements designed to protect the health and safety of children; these requirements are applicable to child care providers that provide services for which assistance is made available under the Child Care and Development Fund. (658E(c)(2)(E))
- (6) procedures are in effect to ensure that child care providers of services for which assistance is provided under the Child Care and Development Fund comply with all applicable State or local health and safety requirements. (658E(c)(2)(G))
- (7) payment rates under the Child Care and Development Fund for the provision of child care services are sufficient to ensure equal access for eligible children to comparable child care services in the State or sub-State area that are provided to children whose parents are not eligible to receive assistance under this program or under any other Federal or State child care assistance programs. (658E(c)(4)(A))

APPENDIX 2 ~ ELIGIBILITY AND PRIORITY TERMINOLOGY

For purposes of determining eligibility and/or priority for CCDF-funded child care services, Lead Agencies must define the following italicized terms. (658P, 658E(c)(3)(B))

In loco parentis:

An adult caring for a minor in the absence of the natural adoptive or step parent(s) and is:

- nephew or niece
- aunt or uncle
- grandparent
- any of the previous relatives with the prefix, “great”
- the sibling or step-sibling
- not a court ordered guardian or custodian

Physical or mental incapacity (if Lead Agency provides such services to children age 13/older):

Physically, mentally, behaviorally or emotionally incapable of self-care as verified by a health, mental health, education or social service professional with at least a master’s degree or by a registered nurse.

Protective services:

Family is currently homeless or receiving services through Children’s Administration, the Division of Alcohol and Substance Abuse, a homeless or domestic violence shelter. Children, up to the age of 19, who are placed for protective custody by CA, are eligible for child care through child protective services.

Residing with:

Living together in the same household

Special needs child:

A child under the age of 19 having a verified, physical, mental, emotional or behavioral condition that requires a higher level of care compared to other children of the same age or is a dependent of the courts and requires adult supervision. Verification must be made by a health, mental health, education or social service professional with at least a master’s degree or by a registered nurse.

Very low income:

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Any person at or below 82% of the Federal Poverty Level.

List and define any additional terminology related to conditions of eligibility and/or priority established by the Lead Agency:

APPENDIX 3 ~ ADDITIONAL CERTIFICATIONS

CCDF Regulations 45 CFR §98.13(b)(2)-(6) require the following certifications.

1. Assurance of compliance with Title VI of the Civil Rights Act of 1964:
<http://www.hhs.gov/ocr/ps690.pdf>

2. Certification regarding debarment:
<http://www.acf.hhs.gov/programs/ofs/grants/debar.htm>

3. Definitions for use with certification of debarment:
<http://www.acf.hhs.gov/programs//ccb/law/guidance/archives/pi9702/debarmnt.htm>

4. HHS certification regarding drug-free workplace requirements:
<http://www.acf.hhs.gov/programs/ofs/grants/drugfree.htm>

5. Certification of Compliance with the Pro-Children Act of 1994:
<http://www.acf.hhs.gov/programs/ofs/grants/tobacco.htm>

6. Certification regarding lobbying:
<http://www.acf.hhs.gov/programs/ofs/grants/lobby.htm>

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

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REQUIRED ATTACHMENTS

List all attachments included with this Plan.

- 2.2 [Public Comment Process](#)

- 3.1.1 [WCCC Manual](#)

- 3.2.1 [Payment Rates](#)

- 3.2.3 [Market Rate Survey Instrument](#)

- 3.5.1 [Copay Calculation Table](#)

- 5.1.1 [Infant Toddler Think Tank Summary](#)

- 5.1.a [Washington State Core Competencies for Early Care and Education Professionals](#)

- 5.2.1 [Washington Early Learning And Development Benchmarks](#)

- 5.2.5 [NAEYC Policy Blueprint Summary](#)