

**Child Care and Development Fund (CCDF) Plan
For**

[Louisiana](#)
[FFY 2012-2013](#)

PART 1 ADMINISTRATION

1.1 Contact Information

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

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

Name of Lead Agency: [Department of Children and Family Services \(DCFS\)](#)

Address of Lead Agency: [P. O. Box 3776, Baton Rouge, LA 70821](#)

Name and Title of the Lead Agency's Chief Executive Officer: [Ruth Johnson, Secretary](#)

Phone Number: [225-342-7475](#)

Fax Number: [225-342-8636](#)

E-Mail Address: ruth.johnson@la.gov

Web Address for Lead Agency (if any): www.dcfslouisiana.gov

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

a) Contact Information for CCDF Administrator:

Name of CCDF Administrator: [Gail B. Kelso](#)

Title of CCDF Administrator: [Director, Child Development and Early Learning Section, Louisiana Department of Children and Family Services \(DCFS\)](#)

Address of CCDF Administrator: [P. O. Box 94065, Baton Rouge, LA 70804-9065](#)

Phone Number: [225-342-0694](#)

Fax Number: [225-219-4248](#)

E-Mail Address: gail.kelso@la.gov

Web Address for Lead Agency (if any): www.dcfslouisiana.gov

Phone Number for CCDF program information

(for the public) (if any): [225-342-2342](tel:225-342-2342)

Web Address for CCDF program

(for the public) (if any): www.childcare.la.gov

Web Address for CCDF program policy manual

(if any): <http://stellent:8080/LADSS/outlineParts.do?agency=OFS&chapterID=6>

Web Address for CCDF program administrative rules

(if any): www.doa.louisiana.gov/osr/lac/books.htm

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

Name of CCDF Co-Administrator:

Title of CCDF Co-Administrator:

Address of CCDF Co-Administrator:

Phone Number:

Fax Number:

E-Mail Address:

Description of the role of the Co-Administrator:

1.2 Estimated Funding

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

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

FY 2012 Federal CCDF allocation (Discretionary, Mandatory and Matching): \$ [78,500,772](#)

Federal TANF Transfer to CCDF: \$ [4,202,500](#)

Direct Federal TANF Spending on Child Care: \$ [81,600,000](#)

State CCDF Maintenance-of-Effort Funds: \$ [5,219,488](#)

State Matching Funds: \$ [14,450,042](#)

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

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

Territories not required to meet CCDF Matching and MOE requirements should mark ☐ N/A here

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

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

DCFS will use the refunded portion of the LA School Readiness Tax Credit (SRTC) as state match in the CCDF program which is the amount refunded to the taxpayer after being applied against any tax liability. The Matching funds will be used to finance subsidy payments. The SRTCs are a comprehensive effort to support Quality Start by offering incentives to families, child care providers, child care professionals, and employees through state tax credits that vary based on the quality of the child care setting and the experience and education of child care staff as determined by Quality Start.

DCFS will also use the refunded portion of the Louisiana Child Care Tax Credit as state match in the CCDF program. This refundable tax credit is available for child care expenses for which a Louisiana resident is eligible pursuant to the federal income tax credit. The taxpayer must meet the same tests for earned income, qualifying dependents, and qualifying expenses as required by the Internal Revenue Service. This credit is equal to a percentage of the federal credit for child care expenses claimed on the resident individual's federal tax return based on their federal adjusted gross income. The Louisiana Child Care Tax Credit is refundable only for families with earned income of less than \$25,000 per year.

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

\$10,285,117

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

If checked, are those funds:

☐ donated directly to the State?

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

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

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

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

requirement.

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

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

Ongoing coordination is documented through the School Readiness Report issued to the Louisiana Legislature each March 1 and through frequent interaction as members of the State Advisory Council.

If known, identify the estimated amount of pre-k funds the Lead Agency will receive for Matching Funds requirement: \$4,407,907

Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents:

The Local Education Agency (LEA) must provide written notice of the availability of before and after school enrichment activities to all parents of children enrolled in pre-kindergarten programs in the system or partial system. The precise start and end times of the full day program shall be determined by the LEA and may vary at different school sites; however, those times shall be based on a needs assessment of the community served. The needs assessment must be kept on file at the school site.

- The LEA must make before and after school enrichment activities services available for all children enrolled in the school system's or partial system's pre-kindergarten classes. These services shall be provided at no cost to parents/guardians of children attending pre-kindergarten through LA 4 Pre-kindergarten Program funds and may be provided for other children (living in the school district and enrolled in the LA 4 Pre-kindergarten Program) at no cost or may be provided for a fee that is not more than the average per pupil cost excluding the cost of providing space and utilities.*

Before and after school enrichment activity services are components of the total pre-kindergarten program, and therefore, shall support positive child development. The environment shall provide a variety of appropriate activities for children to self-select.

Before and after school enrichment activity services for pre-kindergarten age children may be coordinated with existing before/after enrichment activities programs funded by other sources.

- If before and after school enrichment activities are provided on the school campus, pre-kindergarten children shall be cared for in rooms with pre-kindergarten or kindergarten age children as long as the adult to child ratio does not exceed 1 to 10 and the group size is not greater than 20 children.*
- If the before and after school enrichment activities site is located on the school campus, the person supervising personnel during the before and after school enrichment activities portion of the day shall be either a school administrator or a teacher having the same qualifications as the pre-kindergarten teacher (see Section II) and be present at the before and after school enrichment activities site at all times when pre-kindergarten children are present.*
- The entire site shall be checked after the last child departs to ensure that no child is left unattended at the site. Documentation shall include date, time, and signature of staff conducting the visual check and shall be reviewed periodically and signed/initialed by the school principal (or the highest authority) to ensure that the procedure is consistently followed.*

Transportation:

Transportation services shall be made available to all pre-kindergarten students to ensure that each child is present for the educational/instructional portion of the day and summer programs. Transportation to and from the before and after school enrichment activities site may be provided.

- Families of children eligible for free or reduced price meals may not be charged transportation fees for transportation for the instructional portion of the day.*
- Field trips are part of the instructional program and shall not be considered as transportation costs.*

The Department also contracts with Board of Elementary and Secondary Education (BESE)-regulated (public schools) or approved through Brumfield vs Dodd (non-public schools) to provide before and after school care and summer programs. These school settings allow parents the confidence to have their pre-kindergarten aged children cared for at one location throughout the school and after school day.

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

If checked,

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

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

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

Act 876 of the 2008 Legislative Session enables the incremental expansion of the LA 4 program from the current 185% of the federal poverty level to no income restriction in the 2013-2014 school year, when all four-year olds who want pre-k, regardless of income, can be served. The legislation also encourages, but does not require, collaboration with community providers for the provision of LA 4 classrooms in non-school settings, including child care centers and Head Start programs, while maintaining LA 4's high quality standards.

Beginning with the 2009-2010 school year, at least 10% of the total increase in LA 4 funding in excess of the 2008-2009 school year must be used to provide LA 4 classes through collaborative agreements with non-school system providers of early childhood education including child care centers and Head Start programs.

Act 876 requires the school system to explore all feasible supports to enable non-school system providers of early childhood education to meet the requirements of the LA 4 program, have a detailed plan that includes collaboration with non-school system providers, have at least quarterly meetings with child care providers and federal programs such as Head Start to discuss common issues and to coordinate programs to ensure that high quality early childhood education programs are available and to address the needs of working parents including before and after school, holiday, and summer care.

If known, identify the estimated amount of pre-k funds the Lead Agency will receive for MOE Fund requirement: **\$1,043,897**

Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents:

The LA 4 Pre-K Program can be offered in Class A licensed centers that have a four star rating in Quality Start. The centers will continue to provide full day/full year child care services for working families. These before and after school day services will still be provided using CCDF funds where appropriate.

The Department also contracts with Board of Elementary and Secondary Education (BESE)-regulated (public schools) or approved through Brumfield vs Dodd (non-public schools) to provide before and after school care and summer programs. These school settings allow parents the confidence to have their children cared for at one location throughout the school and after school day.

1.2.3 Describe the activities for which quality funds (including targeted quality funds for infants and toddlers, school-age children, and resource and referral) will be used in FY 2012. In as much detail possible, list the activities that will be funded, the estimated amount of CCDF quality funds that will be used for each activity, and how these activities relate to the Lead Agency's overall goal of improving the quality of child care for low-income children.

Activity	Estimated Amount of CCDF Quality Funds (indicate if targeted funds will be used)	Purpose	Projected Impact and Anticipated Results
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1. Child Care Resource and Referral 2. School Age Children 3. Infants and Toddlers 4. LA Pathways Child Care Career Development System and Scholarship 5. QRIS Assessment and Early Childhood Mental Health Consultation	1. Child Care Resource and Referral: targeted \$8 million (2 years) 2. School Age Children: targeted \$50,000 (2 years) 3. Infants and Toddlers: targeted \$200,000 (2 years) 4. LA Pathways Child Care Career Development System and Scholarship: \$1.6 million (2 years) 5. QRIS Assessment and Early Childhood Mental Health Consultation: \$2 million (2 years)	1. Child Care Resource and Referral: Consumer education and referral, provider training and technical assistance to improve licensing compliance and child care quality as assessed by QRIS 2. School Age Children: Support for start up of LA Center for Afterschool Learning 3. Infants and Toddlers: Improve the quality of care provided to infant toddler workforce 4. LA Pathways Child Care Career Development System and Scholarship: Provide registry, evaluation of staff qualifications for QRIS and tax credit, and financial aid for CDA, NAC, and college level education for those working in child care 5. QRIS Assessment and Early Childhood Mental Health Consultation: Conduct Environment Rating Scale (ERS) Assessments in centers participating in QRIS, continued support to staff of children's social-emotional development in centers participating in QRIS	1. Child Care Resource and Referral: All Louisiana children will have access to child care that meets basic health and safety measures. In addition, child care centers especially those serving low-income children will have supports to improve quality through these services. 2. School-Age Children: School-age programs in child care centers and other settings will have the support of the Center to establish standards and to access unique training specifically for SA staff development 3. Infants and Toddlers: Continue support of ARRA funded Beginning with Babies project through webinars and online support and implementation of training on revised Early Learning Guidelines 4. LA Pathways Child Care Career Development System and Scholarship: Continued support of workforce development and quality improvement 5. QRIS Assessment and Early Childhood Mental Health Consultation: Continued support of center improvement through objective program assessment for QRIS specifically targeted to centers serving low-income children and children in foster care
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1.2.4 Will the Lead Agency distribute quality funds to counties or local entities?

☒ No, the Lead Agency will manage all quality funds directly

☐ Yes, the Lead Agency will manage some quality funds directly and distribute a portion to local entities. Estimated amount or percentage to be distributed to localities

- ☐ Yes, all quality funds will be distributed to local entities
- ☐ Other.

Describe:

1.3 CCDF Program Integrity and Accountability

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

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

Describe:

The Case Review System provides an automated and efficient method for reviewing cases for any program and replaces manual case reading summaries when conducting case validations. Case readings are important in that they may find where the most error-prone areas of the program are. The Case Review System can be used to obtain important statistical reports notating error trends and actions taken to correct deficiencies, if needed; errors that may cause improper payments; and corrective measures to prevent incorrect or ineligible benefits.

Fifteen percent (15%) of all Child Care Assistance Program (CCAP) cases must be reviewed.

Case readings are completed by first level and upper level Supervisory staff and Regional Program Coordinators. Social Service Analyst Supervisors (SSAS) must conduct 40 formal case readings per month of which a percentage must be CCAP cases and Regional Program Coordinators must conduct 120 formal case readings, 30 of which must be CCAP case readings per month.

Ineligible benefits or overpayments are reported to the Fraud and Recovery Unit for recovery from the person responsible for the ineligible benefits or overpayment if the claim is an:

- Inadvertent Household Error Claim and is \$35 or more for participating clients/providers or \$250 or more for non-participating clients/providers.*

- *Administrative Error Claim and is \$35 or more for participating clients/providers or \$250 or more for non-participating clients/providers.*

The Fraud and Recovery Unit must establish a claim on any overpayment or ineligible payment received regarding a recipient or provider of Child Care Assistance unless the claim is a nonfraud claim and is less than \$35 for participating clients/providers and/or less than \$250 for non-participating clients/providers.

The client and provider are contacted to discuss the overpayment. The client or provider may make a lump sum payment. A payment schedule may be negotiated with the recipient or provider. Repayment plans for providers are usually negotiated for three or six months. In no instance will the repayment plan for a currently participating provider extend more than 12 months.

The Department contracts with non-profit organizations, Child Care Resource and Referral (CCR&R) Agencies, colleges, individuals, and universities. A Request for Proposal (RFP) which outlines the terms and conditions is issued by the Department to solicit proposals from qualified prospective contractors.

The RFP is advertised including a description of the service desired, the contracting agency, where and how the RFP may be obtained, where proposals are to be sent, information regarding a proposer's conference if one will be held, the date and time proposals must be received, and the date, time, and the place proposals will be accepted. All proposals are reviewed and evaluated by a Proposal Review Committee. Some contracts may be awarded by the Department without the necessity of competitive bidding or competitive negotiation. Negotiation for these services is completed by the Assistant Secretary/Director of the appropriate office within the Department or by a designee. Compensation must be determined in writing to be fair and reasonable to the State. Contracts are awarded for periods of not more than three years (36 months).

The Department monitors contractors to ensure compliance with performance standards. Annual on-site visits are conducted to evaluate performance, identify any problem areas, and provide practical support. Invoices and Measurement of Success (MOS) reports submitted by contractors are reviewed for compliance and to ensure funds are expended appropriately. Contracts are amended if circumstances change.

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

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

Describe:

N/A

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

Type of Activity	Identify Program Violations	Identify Administrative Error
Share/match data from other programs (e.g. TANF, Child and Adult Care Food Program (CACFP), Food and Nutrition Service (FNS), Medicaid))	☒	☒
Share/match data from other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS))	☒	☒
Run system reports that flag errors (include types)	☒	☒
Review of attendance or billing records	☒	☒
Audit provider records	☐	☐
Conduct quality control or quality assurance reviews	☒	☒
Conduct on-site visits to providers or sub-recipients to review attendance or enrollment documents	☐	☐
Conduct supervisory staff reviews	☒	☒
Conduct data mining to identify trends	☐	☐
Train staff on policy and/or audits	☒	☒

Other. Describe		
DCFS proposes to have the Compliance Services (CS) unit of the Bureau of Audit and Compliance Services division review attendance log sheets received from Licensing staff inspections and Child Care Resource and Referral (CCR&R) Agency contract staff visits to ensure that the information provided corresponds to the information reported from Tracking of Time Services (TOTS). Any discrepancies indicating possible fraud will be referred to the Fraud and Recovery (F&R) unit for investigation.	☒	☒
None	☐	☐

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

Low-Income Child Care (LI-CC) case certification periods may be assigned to align with the Supplemental Nutrition Assistance Program (SNAP) certification or SNAP Simplified Report month. The redetermination date may be less than the maximum allowable in order for the Child Care Assistance Program (CCAP) redetermination to occur in the same month that the next SNAP redetermination or SNAP Simplified Report is due. The total certification period must not exceed 12 months.

The OFS-FA Web System Clearance Summary automatically completes clearances that are normally completed manually. Clearance Summary helps to reduce the error rate. This system is reviewed at application and redetermination. Clearance Summary interfaces with the Work Number, Social Security and Veteran's Administration, Louisiana Quarterly Wage, Louisiana Unemployment Compensation System, Child Support Enforcement System, Federal Department of Defense Employment, Louisiana Prisoner Match System, and public assistance programs from other states. The Public Assistance Reporting System (PARIS) reports duplicate participation for SNAP, TANF, and Medicaid in all 50 states. The Clearance Summary checks PARIS – interstate matches on Public Assistance at application, redetermination, and Simplified Reporting (SR). PARIS files provide information on public assistance participation in 49 other states, the District of Columbia, and Puerto Rico.

REVIEW OF ATTENDANCE OR BILLING RECORDS: The Department has implemented an automated time and attendance process called Tracking of Time Services (TOTS). TOTS uses biometric technology, primarily finger imaging. TOTS was piloted in one region of the state effective July 1, 2010 and was implemented statewide on August 1, 2010. This automated process submits attendance electronically to the Department for each eligible child's attendance. TOTS reduces manual processes, saves time for staff and providers, and improves the frequency and accuracy of payments to providers. Providers and CCAP participants are required to participate in TOTS to receive CCAP payments and benefits for child care services.

Quality Control (QC) Reviews are conducted every three years as required by federal regulations set forth by the Administration for Children and Families (ACF). Louisiana baseline reviews were conducted in Federal Fiscal Year 2011.

The Case Review System provides an automated and efficient method for reviewing cases for any program and replaces manual case reading summaries when conducting case validations. Case readings are important in that they may find where the most error-prone areas of the program are. The

Case Review System can be used to obtain important statistical reports notating error trends and actions taken to correct deficiencies, if needed; errors that may cause improper payments; and corrective measures to prevent incorrect or ineligible benefits.

Fifteen percent (15%) of all CCAP cases must be reviewed. Case readings are completed by first level and upper level Supervisory staff and Regional Program Coordinators. Social Service Analyst Supervisors (SSAS) must conduct 40 formal case readings per month of which a percentage must be CCAP cases and Regional Program Coordinators must conduct 120 formal case readings, 30 of which must be CCAP case readings per month.

Child Care Resource and Referral Agencies (CCR&Rs) were also trained and contracted to assist child care providers on how to properly use the TOTS system, which included the TOTS Provider Portal and reports within the portal.

The Department also conducted training sessions in April 2010 and October 2010 for the Regional Program Coordinators, first level supervisory staff, and other field staff on new CCAP policy and procedures prior to and after the implementation of TOTS.

The Department conducted training sessions for child care providers that received payments from CCAP. These training sessions were held in each region of the state so that providers could attend a session as near as possible to their home or center. This training covered proper sign-in/out procedures, completion of invoices for payment, holiday pay, absences, and other necessary information.

Payments are made electronically through direct deposit into the child care provider's bank account or by stored value card.

Underpayments are corrected by the issuance of a supplemental payment or a manual payment.

Disqualification periods have been implemented which result in termination of CCAP payments to child care providers for specified periods after determination that certain acts or violations have been committed.

A provider may be disqualified for a period of three months to twelve months for reasons such as, but not limited to, failure to collect co-payments, charging more for CCAP children than for non-CCAP children, and other violations of the CCAP Provider Agreement. If a violation is determined to be an Intentional Program Violation (IPV), the provider can be disqualified for a period of twelve months, twenty-four months, or permanently. An Intentional Program Violation (IPV) is any act by a CCAP provider that consists of intentionally making a false or misleading statement or misrepresentation, concealing, or withholding relevant facts. Examples of IPV include, but are not limited to, providing false documents to obtain registration/certification, false record-keeping/billing, and providing false information.

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

N/A

1.3.4. What strategies will the Lead Agency use to investigate and collect improper payments due to program violations or administrative error? Check and describe in

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

Strategy	UPV	IPV and/or Fraud	Administrative Error
Require recovery after a minimum dollar amount in improper payment. Identify the minimum dollar amount: \$	☒	☒	☒
Coordinate with and refer to other State/Territory agency (e.g. State/Territory collection agency, law enforcement). Describe: See Provider Investigations below	☐	☒	☐
Recover through repayment plans	☒	☒	☒
Reduce payments in the subsequent months	☒	☒	☒
Recover through State/Territory tax intercepts	☒	☒	☒
Recover through other means. Describe:	☐	☐	☐
Establish a unit to investigate and collect improper payments. Describe composition of unit: see below	☒	☒	☒

Other. Describe:			
<u>In response to minimum dollar amount above:</u> \$34 for participating clients/providers; \$249 for non-participating clients/providers	☐	☐	☐
None	☐	☐	☐

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

The Fraud and Recovery Unit (FRU), established in 1974, is the investigative body within the Program Integrity and Improvement Section, which is authorized by state law (46:114) to conduct investigations into allegations of fraud, waste, and abuse in public assistance programs administered by the DCFS, and to seek criminal prosecution in state and federal courts. FRU is also responsible for recovering any ineligible benefits paid to recipients and CCAP providers regardless of the reason. The FRU consists of thirty-nine (39) employees domiciled in State Office and in each of the nine DCFS regions.

Recipient: The Fraud and Recovery Unit must establish a claim on any overpayment or ineligible payment to a recipient of Child Care Assistance unless the claim is a non-fraud claim and is

- less than \$35 if the recipient is a current recipient of Child Care Assistance.*
- less than \$250 if the recipient is not currently receiving Child Care Assistance.*

Provider: The Fraud and Recovery Unit must establish a claim on any overpayment or ineligible payment to a provider unless the claim is a non-fraud claim and

- less than \$35 if the provider is a participating provider in the Program.*
- less than \$250 if the provider is not a participating provider.*

Provider Investigations: During the course of an investigation in which fraudulent activity is suspected with a provider (Class A facility), the US Department of Health and Human Services may be contacted to assist with or to take the lead of the investigation.

Recovery/Methods of Repayment: A recipient or a provider may make a lump sum payment. A payment schedule may be negotiated with the recipient or provider. Repayment plans for providers are usually negotiated for three or six months. In no instance will the repayment plan for a currently participating provider extend more than 12 months.

Recipient claims reduced to judgment because of a civil suit are referred to the Louisiana Department of Revenue for offset of any income tax refunds due the debtor.

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

- ☐ None
- ☒ Disqualify client.

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

Clients may be found to have committed Fraud/IPV:

- *through an Administrative Disqualification Hearing, or*
- *by signing a waiver of right to an Administrative Disqualification Hearing, or*
- *by a court of appropriated jurisdiction, or*
- *by a Disqualification Consent Agreement in cases referred for prosecution.*

The client's household will be unable to receive LI-CC during the disqualification period:

- *12 months for the first violation*
- *24 months for the second violation*
- *permanently for the third violation*

When a participant's case is referred by the Fraud and Recovery Unit, the Appeals Bureau reviews the record and sends to the Division of Administrative Law that:

- *conducts an Administrative Disqualification Hearing*
- *sends advance notice of the hearing to the provider or participant's household by either first-class mail or certified mail with a return receipt requested at least 30 days prior to the date of the hearing*
- *conducts the hearing*
- *arrives at a decision*
- *notifies the Fraud and Recovery Unit of the decision.*



Disqualify provider.

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

A child care provider is disqualified from receiving CCAP payments if the department determines that certain acts or violations have been committed by the provider as follows:

Intentional Program Violation (IPV)

- *12 months for the first violation*
- *24 months for the second violation*
- *permanently for the third violation*

Non-fraudulent violations of the terms of the CCAP Provider Agreement

- *three months for the first violation*
- *six months for the second violation*
- *12 months for the third and subsequent violations*

Providers are not offered administrative appeal regarding matters of payment. Class A providers may appeal decisions regarding refusal of the department to grant a license or revocation of licensure. FCDCH providers may appeal decisions regarding refusal or revocation or registration, including dates of eligibility.

- ☒ Prosecute criminally
☐ Other.
Describe.

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

Activities identified in ACF-402	Cause/Type of Error (if known)	Actions Taken or Planned	Completion Date (Actual or planned) (if known)
Louisiana DCFS Program Integrity and Improvement Section, Quality Improvement and Case Review Unit has submitted and is awaiting approval of our FY 11 Federal Child Care Review Fieldwork Preparation and Sampling Plan.	An error is defined as any violation or misapplication of statutory, contractual, administrative or other legally-applicable requirements governing the administration of CCDF grant funds, regardless of whether such violations result in improper payment. An error definition must include all of the above applicable considerations.	The Project Team has met and defined an error and customized the record review worksheet. The Quality Control (QC) Review Team reviewed all state laws and policies to establish Louisiana's definition. The record review worksheet template, Form 402, was customized to accommodate the State child care policy. A total of 276 active Child Cases will be randomly selected for FY 11 (10/10/09/11). Of the 276 active sampled cases, 138 will be selected semi-annually on April 1, 2011 for 10/10 thru 3/11 and 138 selected on 10/1/11 for 4/11 thru 9/11. The case review process, data entry, computation of error measures, analysis and response to the improper authorization for payment findings will be completed by QC.	A completed report of findings and a corrective plan (if required) will be submitted at the end of the review process.

1.4 Consultation in the Development of the CCDF Plan

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

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

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

Agency/Entity	Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
☒ Representatives of general purpose local government (required) This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.	<i>DCFS consulted with the Louisiana Municipal Association (LMA) whose members include representatives of local government. The plan was discussed with LMA staff and the input of their members was requested. DCFS works with representatives of local government through CCR&R Agencies' participation in the Children and Youth Planning Boards. CCR&R Agencies also work with local emergency preparedness officials and local Volunteer Organizations Active in Disaster (VOAD) in planning for shelter child care as described below.</i>
For the remaining agencies, check and describe (optional) any which the Lead Agency has chosen to consult with in the development of its CCDF Plan.	
☒ State/Territory agency responsible for public education This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.	<i>Louisiana Department of Education (LDE) is a partner in all efforts related to children birth to age eight.</i>
☒ State/Territory agency responsible for programs for children with special needs This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs	<i>Consultation was held with the LDE regarding services under Section 619 and with DHH Office for Citizens with Developmental Disabilities regarding their early intervention program Early Steps.</i>

☒ State/Territory agency responsible for licensing (if separate from the Lead Agency)	<i>The Licensing Section is housed within DCFS.</i>
☒ State/Territory agency with the Head Start Collaboration grant	<i>The Director of the State Head Start Collaboration Office is housed within DCFS making extensive interaction and consultation possible.</i>
☒ Statewide Advisory Council authorized by the Head Start Act	<i>The Plan Pre-Print and a link to the current plan was provided to all members. A presentation was made at the April 5, 2011 meeting and conversations were scheduled.</i>
☐ Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services	
☒ State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)	<i>DCFS works closely with the Child and Adult Care Food Program (CACFP) administered by DOE and consults in policy development and changes.</i>
☒ State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant	<i>Consultation was conducted through a conversation with the program director and staff.</i>
☒ State/Territory agency responsible for public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health)	<i>Discussed efforts related to childhood obesity, breast feeding education, Child Care Health Consultant Program, home visiting (Nurse Family Partnership), and parent training and support (Triple P – Positive Parenting Program).</i> <i>The Director of the LA DHH Immunization Program reviewed the CCDF Pre-Print and made comments.</i>
☒ State/Territory agency responsible for child welfare	<i>LA's Child Welfare (CW) program is housed in DCFS. Comments were received from the Foster Care section.</i>
☐ State/Territory liaison for military child care programs or other military child care representatives	
☒ State/Territory agency responsible for employment services/workforce development	<i>Louisiana Workforce Commission (LWC) is a valued partner for both the parents served by child care and the early childhood workforce and LWC participated by reviewing this plan. LWC is represented on the LA Advisory Council for Child Care and Early Childhood Education.</i>

☒ State/Territory agency responsible for Temporary Assistance for Needy Families (TANF)	<i>The TANF program is housed in DCFS which provides opportunities for consultation on the use and administration of child care services with the TANF program including quality initiatives. Comments were received from the Program Director.</i>
☒ Indian Tribes/Tribal Organizations ☐ N/A: No such entities exist within the boundaries of the State	<i>Review and consultation was requested from a representative of the Yaamahana Chitimacha Child Development Center.</i>
☒ Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21	<i>The plan was disseminated and feedback received from the LA Afterschool Network (a Mott grantee).</i>
☒ Provider groups, associations or labor organizations	<i>A presentation was made at the March 18, 2011 LA Advisory Council on Child Care and Early Childhood Education. Comments were received from the members including the LA Early Childhood Association, the Child Care Association of Louisiana, and the LA Association for the Education of Young Children.</i>
☐ Parent groups or organizations	
☒ Local community organizations (child care resource and referral, Red Cross)	<i>Through dissemination of the Pre-Print and a conference call with the Child Care Resource and Referral contractors.</i>
☐ Other	

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

a) Date(s) of notice of public hearing: [05/23/2011](#)

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

b) How was the public notified about the public hearing? [The public is notified about statewide hearings through the use of three major newspapers throughout the state and the World Wide Web.](#)

c) Date(s) of public hearing(s): [06/13/2011](#)

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

d) Hearing site(s) [Baton Rouge, LA](#)

e) How was the content of the Plan made available to the public in advance of the public hearing(s)? [A draft of the plan is made available on the World Wide Web.](#)

f) How will the information provided by the public be taken into consideration in the provision of child care services under this Plan? [Comments received from the public on the proposed plan will be reviewed and addressed by DCFS administrators and incorporated if applicable.](#)

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

1.4.3. Describe:

[At the request of providers, DCFS will begin using web based technology to respond to the needs of those providers wishing to comment at Public Hearings. To accommodate providers or parents who do not have access to this technology, Child Care Resource and Referral Agencies serve as regional meeting spaces or arrange for space in each region.](#)

1.5. Coordination Activities to Support the Implementation of CCDF Services

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

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

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

Agency/Entity (check all that apply)	Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe the goals or results you are expecting from the coordination
Representatives of general purpose local government (required) This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.	<i>DCFS will continue to coordinate child care and early childhood development service delivery across multiple entities, both public and private, through BrightStart. BrightStart is conducted under the auspices and guidance of the Louisiana Children's Cabinet. To support this effort, the Louisiana Legislature in the 2008 Regular Session passed SCR 83, which specifically calls on state entities to work together in support of an early childhood system. In 2010 BrightStart was designated as the Statewide Advisory Council. DCFS works with representatives of local government through CCR&R Agencies' participation in the Children and Youth Planning Boards.</i>	Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies. <i>Increased access to training and technical assistance across early education settings through coordination with local education representatives and public health agencies.</i> <i>The LA Center for Afterschool Learning will promote collaboration across systems serving youth.</i>



State/Territory agency responsible for public education **(required)** This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.

A DCFS representative is part of the Department of Education (DOE) committee to revise the four-year old standards and their alignment with K-12 grade standards. There has been much collaboration with DOE throughout BrightStart and the development of Quality Start to facilitate the coordination of Quality Start and the pre-k program. For example, the pre-k programs use the Early Childhood Environment Rating Scale, Revised edition, and this is also used by Quality Start to determine program quality. DCFS and DOE have shared the expenses of bringing national trainers to Louisiana to train staff for both programs on the scales.

BrightStart has led an effort to encourage diverse delivery of public pre-kindergarten in Louisiana. This school year, DCFS is partnering with DOE and BrightStart in a unique, pilot program to develop a system of policy and supports related to the diverse delivery of pre-k services. The pilot is funded with American Recovery and Reinvestment Act (ARRA) money and seeks to facilitate access to high quality pre-k and to meet DOE's goal of having all children entering school ready to learn. The pilot's funding provides for the implementation of two model sites and a Program Coordinator.

This Coordinator has also supported collaborations outside the model sites with technical assistance and coordination services.

DCFS provides monetary support, utilizing targeted funds, to the Louisiana Center for Afterschool Learning (LA-CAL), an initiative of Education's Next Horizon, to ensure a coordinated and uniform focus on high quality out-of-school time services for children and youth.

Established in 2011, LA-CAL is Louisiana's statewide afterschool network also funded by the Charles Stewart Mott Foundation. During 2011-2012, LA-CAL will establish and lead a coalition of state agency representatives, public officials, community leaders, statewide organizations, child care providers, and other stakeholders to develop quality improvement strategies for school-age care. The new statewide network promotes cross-collaboration across state systems serving youth including the DOE, Office of Juvenile Justice and Louisiana Workforce Commission.

Working with the state DOE, ECAC, and ECCS grant to provide state pre-k

The School Readiness Tax Credit (SRTC) for teachers and staff is available to teachers working in child care centers. This credit may remove a barrier to mixed delivery since some qualified teachers would normally not select work in a child care center environment.

The goal is to increase pre-k capacity, provide high quality choices to parents, and to increase quality in the child care sector.

A diverse delivery model is considered a best practice, as it provides parents more high quality choices in their local communities, avoids the costs of building new school buildings, and promotes quality and accountability across early childhood settings.

The goal of these activities is to improve the quality of school-age services through a robust, informed network of professionals and providers, the development of state policies and systems to support quality improvement, and the creation of resources and training opportunities specifically for school-age programs.

		<i>programs in private child care settings.</i>	
	Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services (required)	<i>Working with Tulane University to provide Mental Health Consultation to Child Care Centers</i>	<i>The Mental Health Consultation model is designed to assist all children, staff, and families involved in center-based care, with the goal of achieving healthy behavioral, social, and emotional development for young children.</i>
	State/Territory agency responsible for public health (required) This may include, but is not limited to, the agency responsible for immunizations and programs that promote children's emotional and mental health	<i>DCFS will support implementation of DHH training such as "Improving Support for Breastfeeding in Child Care Settings", SIDS/Safe Sleep, Child Care Health Consultant Program, and Infant Mental Health.</i>	<i>The Child Care Resource and Referral Agencies (CCR&R) will be active partners in recruiting child care programs and providers to participate in these sessions.</i>
	State/Territory agency responsible for employment services / workforce development (required)	<i>Collaboration is taking place between CCR&R and Workforce Development efforts as they meet and explore the needs of their communities for high quality child care. Notably in Northeast Louisiana a collaboration of the 15 top employers and the Workforce Investment Board and other key community partners are working with the LA Community and Technical College System (LCTCS) and the Children's Coalition for Northeast Louisiana, the regional CCR&R, to develop a task force to assess and suggest remedies related to child care capacity.</i>	<i>Through the Louisiana Pathways Child Care Career Development System (LA Pathways), DCFS provides scholarships to individuals who work with, or want to work with, Louisiana children age birth to eight years of age in all settings.</i>

☒	State/Territory agency responsible for providing Temporary Assistance for Needy Families (TANF) (required)	<i>DCFS works with the Governor's Office of Community Programs to support the Non-Public School Early Childhood Program (NSECD), a pre-k program for four-year olds in child care centers and non-public schools.</i>	<i>TANF provides the funding for this program whose goal is to increase access to quality pre-k services through these partnerships.</i>
☐	Indian Tribes/Tribal Organizations (required)	<i>DCFS has invited members of the Tunica-Biloxi, Coushatta, and Chitimacha tribes to participate on the Louisiana Advisory Council on Child Care and Early Childhood Education.</i>	<i>The Yaamahana Chitimacha CDC became a Class A licensed child care center in August 2006 and is the only center on the reservation. The program participates in the QRIS as a four star center.</i>
☒	N/A: No such entities exist within the boundaries of the State	<i>The Chitimacha Tribe worked with state Licensing to establish and maintain cooperative agreements with the state.</i>	<i>DCFS has been consulting with members of the Tunica-Biloxi tribe related to development of child care services and has used the Yaamahana Chitimacha CDC as a study site and training location.</i> <i>Through these coordination and collaboration opportunities child care services are increased.</i>

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

☒	State/Territory agency responsible for licensing (if separate from the Lead Agency)	<i>Interdepartmental meetings support coordination of services.</i>	<i>Continued alignment and consistency of services.</i>
☒	State/Territory agency with the Head Start Collaboration grant	<i>As an integral partner in the Child Development and Early Learning Section, the Director provides input and opportunities to support coordination.</i>	<i>Through these efforts alignment of standards and access to training and technical assistance are enhanced.</i>
☒	Statewide Advisory Council authorized by the Head Start Act	<i>The Director of the Child Development and Early Learning Section serves on the Council. The Section and the Council will work together on a number of projects that were included as part of the state's grant application for the ECAC.</i>	<i>Create a professional development plan that addresses professional standards, career pathways, articulation, data, and financing that supports a professional development system that trains and prepares early childhood educators and other early childhood professionals.</i>
☒	State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)	<i>DCFS works closely with the Child and Adult Care Food Program (CACFP), administered by DOE. Agency staff present updates on child care at all CACFP conferences and consult in policy development and changes.</i>	<i>DCFS and CACFP seek to align standards and provider quality services to all children. Regarding family child care homes, we seek to enhance engagement of these legally operating exempt providers to improve oversight and quality.</i>

☒	State/Territory agency responsible for programs for children with special needs This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs	<i>The State Head Start Collaboration Office Director and the Director of the DCFS Child Development & Early Learning Section represent DCFS on the State Interagency Coordinating Council (SICC) for the early intervention program Early Steps that is a program of the Office for Citizens with Developmental Disabilities (OCDD). The Head Start Director and the Director also participate on the Special Quest Louisiana Leadership Team and the State Interagency Coordinating Council (SICC). The SAC/BrightStart Strategic Plan calls for increased access in early care and education settings for children with special needs by providing greater funding and training with a focus on inclusion. Additionally, representatives from these organizations and the Children's Special Health Services program are on the SAC/BrightStart Council.</i> <i>Department representatives have participated with DHH in the development of regulations for Pediatric Day Health Care Facilities for medically fragile individuals under the age of twenty-one.</i>	<i>Develop and implement a support process for child care agencies with Early Steps-enrolled children:</i> <i>1. Continue availability of disability-related training for child care agencies with follow up onsite support.</i> <i>2. Revise the current CCAP rules regarding services to children with special needs to be more family-friendly and fair to providers.</i> <i>DCFS has the goal of integrating the vision of inclusive child care and the Special Quest materials into professional development in Louisiana.</i>
☒	State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant	<i>DCFS will coordinate information sharing through participation on the SAC with DHH.</i>	<i>Engage Child Care Resource and Referral Agencies to become knowledgeable about the services and eligibility requirements.</i>
☒	State/Territory agency responsible for child welfare	<i>Interdepartmental meetings support coordination of services.</i>	<i>Continued alignment and consistency of services.</i>

☐	State/Territory liaison for military child care programs or other military child care representatives		
☒	Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21	<i>DCFS is a supporting partner with the Mott Foundation in The LA Center for Afterschool Learning (LA-CAL).</i>	<i>LA-CAL will establish and lead a coalition of state agency representatives, public officials, community leaders, statewide organizations, child care providers, and other stakeholders to develop quality improvement strategies for school age care.</i>
☒	Local community organizations (child care resource and referral, Red Cross)	<i>DCFS has contracts with 5 agencies to provide comprehensive child care resource and referral services statewide.</i>	<i>Training and technical assistance as well as consumer education and referral will be provided.</i>
☒	Provider groups, associations or labor organizations	<i>The LA Advisory Council on Child Care and Early Childhood Education was established to advise DCFS in matters related to child care. This group is made up of stakeholders including providers, professional organizations, parents and other state agencies who regulate child care in LA.</i>	<i>This Council provides input and suggestions on the system of child care and early learning.</i>
☐	Parent groups or organizations		
☐	Other		

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

☒ Yes. If yes,

a)

Provide the name of the entity responsible for the coordination plan(s):
BrightStart, which is both Louisiana's Early Childhood Advisory Council (ECAC) and
Early Childhood Comprehensive System grant initiative

b)

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

[birth to five](#)

c)

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

☒ Yes

☐ No

d)

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

Strategic Plan (2005) -

http://www.brightstartla.org/assets/files/brightstart_strategic_plan.pdf

SAC Application -

<http://www.brightstartla.org/assets/files/LA%20ECAC%20Application.pdf>

☐ No

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

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

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

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

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

The Lead Agency administers the ARRA funds awarded to the state for a three-year period to support the ECAC in building an early childhood system for children ages 0-5. The Lead Agency has three representatives who sit on the Council. A number of objectives to be addressed by the grant funds specifically involve the Lead Agency.

☐ Local Coordination/Council

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

☐ Other

Describe

☐ None

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

☒ Yes .

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

The School Readiness Tax Credit for Businesses: There are two types of SRTC's available to businesses/employers that support quality child care: 1) a refundable state tax credit based on a percentage of the "eligible expenses" incurred in support of child care centers participating in the Quality Rating Improvement System (QRIS) and 2) a refundable state tax credit for donations made to Child Care Resource and Referral Agencies. In the second year of the implementation of the credits, calendar year 2009, \$372,841 was paid in tax credits to 340 businesses, more than double the number of businesses participating in 2008. Also, DCFS is partnering with the state DOE and the ECAC and ECCS initiatives in a pilot program to develop a system of policies and supports related to the diverse delivery of pre-k services. The pilot's funding provides for the implementation of two model sites and a Program Coordinator. In addition, through facilitation by BrightStart, the Recovery School District in Orleans Parish has instituted two diverse delivery classrooms being funded through LA 4. Each of the four sites has structured its diverse delivery classroom in a different way, but all the classrooms meet the standards required under the LA 4 pre-k statute, the standards required by the Quality Start program to maintain their high star ratings, and the standards required under the child care licensing regulations. The goal of diverse delivery is to facilitate a seamless early education system of high quality, coordinated programs across state departments and local school systems.

☐ No

1.6. Child Care Emergency Preparedness and Response Plan

It is recommended, but not required, that each Lead Agency develop a plan to address preparedness, response, and recovery efforts specific to child care services and programs. Plans should cover the following areas: 1) planning for continuation of services to CCDF families; 2) coordination with other State/Territory agencies and key partners; 3) emergency preparedness regulatory requirements for child care providers; 4) provision of

temporary child care services after a disaster; and 5) rebuilding child care after a disaster. For further guidance on developing Child Care Emergency Preparedness and Response Plans see the Information Memorandum (CCDF-ACF-IM-2011-XX) located on the Office of Child Care website at:
http://www.acf.hhs.gov/programs/ccb/law/state_topic_emergency.htm

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

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

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

☐ **Other.**
Describe:

A comprehensive planning effort is underway to address all the core elements included in the Information Memorandum issued by ACF on Emergency Preparedness and Response Planning for Child Care in a comprehensive plan by June 30, 2012. While some elements especially those related to temporary respite care for children in shelters and continuity of subsidy services during a disaster are in place, those elements of the plan will be implemented as soon as possible such as emergency planning requirements for licensed child care center providers. Oversight and coordination with other emergency planning efforts within the state will be lead by the DCFS Emergency Preparedness Director.

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

- ☒ Planning for continuation of services to CCDF families
- ☒ Coordination with other State/Territory agencies and key partners
- ☒ Emergency preparedness regulatory requirements for child care providers
- ☒ Provision of temporary child care services after a disaster
- ☒ Rebuilding child care facilities and infrastructure after a disaster
- ☐ None

PART 2

CCDF SUBSIDY PROGRAM ADMINISTRATION

2.1 Administration of the Program

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

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

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

☒ State/Territory

☐ Local entity.

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

☐ Other.

Describe:

Sliding fee scale is set by the:

☒ State/Territory

☐ Local entity.

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

☐ Other.

Describe:

Payment rates are set by the:

☒ State/Territory

☐ Local entity.

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

☒ Other.
Describe:

Market Rate Survey: A survey of providers to determine the rates charged for care.

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

Implementation of CCDF Services/Activities
Who determines eligibility?
Note: If different for families receiving TANF benefits and families not receiving TANF benefits, please describe:
<i>N/A</i>

Agency (Check all that apply)

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

Describe:

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

Describe:

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

Agency (Check all that apply)

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

Describe:

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

Describe:
Who issues payments?
Agency (Check all that apply)
☒ CCDF Lead Agency
☐ TANF agency
☐ Other State/Territory agency.
Describe:
☐ Local government agencies such as county welfare or social services departments
☐ Child care resource and referral agencies
☐ Community-based organizations
☐ Other.
Describe:
Describe to whom is the payment issued (e.g., parent or provider) and how are payments distributed (e.g., electronically, cash, etc)
<i>Payments are issued to the provider electronically through direct deposit into the child care provider's bank account or by stored value card.</i>
Other. List and describe:

2.2. Family Outreach and Application Process

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

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

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

(provide website): www.dcfslouisiana.gov

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

Describe:

Child Care providers

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

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

(provide website): www.dcfslouisiana.gov

- ☒ By Email
- ☐ Other.

Describe:

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

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

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

The application form for the Child Care Assistance Program (CCAP) identifies provider types that may be chosen to provide care. When parents apply for CCAP, a CCAP Rate and Availability Verification Letter is issued, parents are given contact information for their regional CCR&R Agency for assistance in selecting a child care provider.

The CCR&R Agencies provide consumer education and referrals to parents and include how to recognize quality child care while providing referrals to child care providers that meet their specific needs. These referral conferences also provide information about the licensing compliance history, and complaint process. In addition CCR&R Agencies provide information and direct parents to the Quality

Start Child Care Rating System website where they can find out more about the rating system.

A Child Care Assistance Program flyer, which informs parents of the various provider types they may select from, is given or mailed with each application form. The flyer also lists the contracted CCR&R Agencies for parents to contact for information if they need assistance with finding a child care provider.

The agency website also informs parents of the provider types they may select from and lists the contracted CCR&R Agencies for parents to contact for information about selecting a child care provider.

A new and improved Quality Start website was launched in the past year. See www.grslouisiana.org which can be searched by parish, by name of center, by star ratings etc. There were 1,837,890 hits to the Quality Start Website from June 1, 2010 - March 13, 2011. Certificates showing star ratings are issued to centers that achieve two or more stars.

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

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

The Quality Start Child Care Rating System places an incentive on caring for children in the subsidy and/or child welfare system.

These quarterly bonuses encourage providers to accept low-income children and children in protective services while supporting the center to maintain rates which are accessible to all families. The bonus amounts are 3, 8, 13.5, and 20 percent for 2 – 5 star-rated centers respectively, of all payments received for care provided during the quarter. These efforts are designed to support equal access to quality care for low-income children.

To increase access to care for low-income children with special needs, higher special needs rates may be paid for children up to age 18 if verified by a physician or licensed psychologist that special care is required and verification is obtained that the provider is delivering that specialized care. This special needs care includes, but is not limited to, specialized facilities/equipment, lower staff ratio, and/or specially trained staff. To encourage the availability of infant and toddler care for low-income families, separate higher maximum rates may be paid for the care of infants and toddlers (children under the age of three) if the child care provider charges a higher rate for those children.

To incentivize the voluntary quality rating and improvement system, Louisiana has implemented the Louisiana School Readiness Tax Credits (SRTC). The SRTC is a package of tax credits which are available to families, child care providers, child care teachers and directors, and businesses that support and/or participate in Quality Start. The SRTC particularly incentivize higher quality for CCDF-served children as the credit for providers is based on the number of children served who receive Child Care Assistance or are in foster care, and increases in amount with the number of stars. Similarly, the credit for families increases based upon the stars of the center. Although Quality Start is voluntary, as of February 28, 2011, 710 centers (over 45% of all Class A licensed centers) were participating, with 377 centers achieving their first star, and 333 centers (47%) achieving two or more stars. The number of centers with two or more stars has increased by 344% since January 1, 2009. Additionally, the use of the SRTC, which were first effective for the 2008 tax year, increased by 37% in 2009 as follows:

School Readiness Tax Credits Usage

	<u># in 2008</u>	<u># in 2009</u>	<u>\$ in 2008</u>	<u>\$ in 2009</u>
Parents	4445	6711	956,270	1,300,353
Child Care Providers	102	134	1,305,104	1,269,125
Child Care Teachers/Directors	761	1141	1,313,352	2,130,700
Businesses	150	340	121,109	372,841
Total			\$3,695,835	\$5,073,219

Additionally, an Early Childhood Mental Health Consultation (ECMHC) program, available statewide, is offered to centers participating in Quality Start. A consultant works with a child care center for six months, spending a day in the center every other week. Approximately 80 child care centers are served each six months, and a total of 175 centers were served in calendar year 2010. Priority is given to those centers serving the highest number of CCAP children or serving children in foster care. Evaluation results from the first four years have demonstrated that mental health consultation can be implemented on a statewide level with fidelity to the model across sites. Results also demonstrated that the ECMHC program increased teacher self-efficacy, teacher competence in the area of social-emotional development and, most importantly, the quality of the teachers' interactions with children in their care as observed by trained researchers. Furthermore this positive impact on teachers' self-efficacy, competence and classroom behavior was maintained beyond the 6 month intervention period. An article about some of these results has been published as follows: Heller, S. S., Boothe, A., Keyes, A., Nagle, G., Sidell, M., & Rice, J. (2011). Evaluating the impact of mental health consultation on early childhood teachers' efficacy and competence. *Infant Mental Health Journal* 32 (2), 143-164.

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

- ☒ Provide access to program office/workers such as by:
- ☐ Providing extended office hours
- ☒ Accepting applications at multiple office locations
- ☒ Providing a toll-free number for clients
- ☐ Other.

Describe:

- ☒ Using a simplified eligibility determination process such as by:
- ☒ Simplifying the application form (such as eliminating unnecessary questions, lowering the reading level)
- ☒ Developing a single application for multiple programs
- ☒ Developing web-based and/or phone-based application procedures

☒ Coordinating eligibility policies across programs.

List the program names: [Supplemental Nutrition Assistance Program \(SNAP\)](#), [Family Independence Temporary Assistance Program \(FITAP\)](#), [Strategies to Empower People \(STEP\) Program](#), and the [Kinship Care Subsidy Program \(KCSP\)](#)

☒ Streamlining verification procedures, such as linking to other program data systems

☒ Providing information multi-lingually

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

Length of time:

☐ Other.

Describe:

☐ Other.

Describe:

☐ None

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

☐ Provide CCDF assistance during periods of job search.

Length of time:

☐ Establish two-tiered income eligibility to allow families to continue to receive child care subsidies if they experience an increase in income but still remain below 85% of State median income (SMI)

☒ Synchronize review date across programs

List programs:

[Supplemental Nutrition Assistance Program \(SNAP\)](#), [Family Independence Temporary Assistance Program \(FITAP\)](#), [Strategies to Empower People \(STEP\) Program](#), [Child Care Assistance Program \(CCAP\)](#), and the [Kinship Care Subsidy Program \(KCSP\)](#).

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

Describe:

[Eligible Low-Income Child Care \(LI-CC\) cases are assigned certification periods of up to 12 months. Certification periods may be shortened if it is known that a change is expected to occur within 12 months that affects eligibility or the amount of benefits, such as the only child in care will reach age 13 and is not](#)

disabled, a participant will complete a job training or educational program, or for a FITAP case no later than the month following the expected date of delivery for a case in which the participant is expecting. LI-CC cases have certifications that match the Supplemental Nutrition Assistance Program. Eligible TANF-Child Care cases can, in rare instances, be certified for a period not to exceed 24 months. For protective services cases, the Case Plan is reviewed every six months including the need for child care and, if indicated, child care could be reauthorized for an additional three to six months.

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

Describe:

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

Describe:

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

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

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

☐ Other.

Describe:

☐ None

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

☒ Application in other languages

☒ Informational materials in non-English languages

☐ Training and technical assistance in non-English languages

☒ Website in non-English languages

☒ Lead Agency accepts applications at local community-based locations

☒ Bilingual caseworkers or translators available

☒ Other.

Describe:

[See below](#)

☐ None

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

The Department has contracted with the Language Line which provides immediate access to interpreters in over 170 languages. Applications for assistance and forms are translated in Spanish and/or Vietnamese.

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

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

Describe:

[See below](#)

☐ None

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

The Department has contracted with the Language Line which provides immediate access to interpreters in over 170 languages. Applications for assistance and forms are translated in Spanish and/or Vietnamese.

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

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

The Lead Agency requires documentation of:	Describe how the Lead Agency documents and verifies applicant information:
☐ Applicant identity	<i>The Lead Agency does not require an applicant to verify identity when applying for the Child Care Assistance Program (CCAP). Verifying identity is not a federal regulation and therefore, not required for CCAP eligibility.</i>
☒ Household composition	<i>A Child Care Assistance household is defined as individuals who live together. The child must be living with the head of household more than half the time to be included as a household member. Factors affecting the composition of the household must be verified only if questionable. The following individuals who live together must be included in the Child Care Assistance household: head of household; head of household's legal spouse or non-legal spouse (including a disabled adult parent who is unable to care for himself/herself and his/her children who are in need of care as verified by a doctor's statement or by worker determination); and all children under the age of 18 who are dependent on the head of household and/or spouse or non-legal spouse including foster children, the Minor Unmarried Parent (MUP) who is not legally emancipated, and the MUP's children.</i>
☐ Applicant's relationship to the child	<i>The Lead Agency does not require that the applicant be related to the child for whom they are applying for CCAP. Verifying relationship is not a federal regulation and therefore, not required for CCAP eligibility. The Lead Agency accepts the client's statement as sufficient documentation for verifying relationship to a child. Additionally, when the Lead Agency verifies the age of a child, the verification provided generally shows that the applicant's relationship corresponds to the client's statement.</i>
☒ Child's information for determining eligibility (e.g., identity, age, etc.)	<i>Staff must verify the age of each child in the household under 18 years of age: at initial certification, and when adding a child. The preferred documents for verifying a child's age include an official birth record, or a baptismal certificate from a church with valid records. If these do not exist, other sources of verification include passports, naturalization papers, United States Citizenship and Immigration Services (USCIS) documentation, insurance policies over three years old, church records, medical records, U.S. Census records, immunization or other Health Unit records, school records, or other reliable documents. The document must include the child's name and date of birth.</i>

☒ Work, Job Training or Educational Program	<i>Employment and Training (E&T) activity hours must be verified for each Training or Employment Mandatory Participant (TEMP). The anticipated date of completion for a job-training or educational program must be verified. Acceptable forms of verification include: check stubs, a Current Past or Anticipated Wage Verification Letter (OFS 87) form, statement from the employer, self-employment records, statement from job-training or educational program, or an official class schedule.</i>
☒ Income	<i>Non-exempt income must be verified at initial application, redetermination, and when reported as an interim change. Sources of earned income verification may include pay stubs; W-2 forms income tax returns, sales records, and employers' statements. Sources of unearned income verification may include SIEVS query, award letters, BENDEX, SDX, court orders to verify support payments and statement. Staff must document verification and computation of household income at the initial application, when a change is reported, and at each redetermination or subsequent application (recording all sources, amounts, dates and computations).</i>
	<i>Sufficient evidence of immunity or immunization against vaccine-preventable diseases recommended by the Office of Public Health schedule must be provided for each child in need of care less than 18 years of age. Sufficient evidence that such an immunization program is up-to-date or in progress may be substituted for proof of immunity or immunization and must be obtained at initial application, redetermination, and when assistance is requested for an additional child.</i>
☒ Other. Describe:	
<i>Immunization Requirement</i>	

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

☒ Time limit for making eligibility determinations.
 Describe length of time *The application for assistance must be processed and a notice of decision must be sent within 30 days of the application date.*

☒ Track and monitor the eligibility determination process
☐ Other.
 Describe

☐ None

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

☒ Yes.

If yes, describe:

TANF/FITAP applicants and recipients who need Child Care Assistance in order to satisfactorily participate in the STEP Program, as determined by their worker, are categorically eligible for CCAP payments when they select an eligible provider. An application form is not required. The need for Child Care Assistance is explored with the participant during the Family Assessment (OFS 4FA) which is completed at initial application.

☐ No.

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

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

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

State/Territory TANF Agency [The Department of Children and Family Services](#)

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

- "appropriate child care": [child care provided by any state-licensed facility; child care provided by a state-registered provider; or child care provided by a state-certified relative or private party of the parent's choice.](#)
- "reasonable distance": [child care is unavailable unless it is located within a reasonable distance, which is defined as within 30 minutes, from the participant's home or worksite.](#)
- "unsuitability of informal child care": [child care is unavailable or unsuitable if basic health and safety standards are not met.](#)
- "affordable child care arrangements": [child care is unavailable if costs exceed established maximum limits for the state-administered CCAP.](#)

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

☒ In writing

☒ Verbally

☐ Other.
Describe:

2.3. Eligibility Criteria for Child Care

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

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

residing with -

Customarily residing more than half of the time with the parent or guardian who is applying for Child Care Assistance. A child is considered to be residing with a parent or guardian during scheduled absences lasting up to six weeks, if there are definite plans for the child to return to live with that parent or guardian.

in loco parentis -

An individual who is responsible for the care, supervision, and financial support of a child residing with the individual more than half of the time, if the child's parent is not living in the home.

2.3.2. Eligibility Criteria Based Upon Age

- a) The Lead Agency serves children from 0 weeks to 13 years (maximum age under age 13).
- b) Does the Lead Agency allow CCDF-funded child care for children age 13 and above but below age 19 years who are physically and/or mentally incapable of self-care?
(658E(c)(3)(B), 658P(3), §98.20(a)(1)(ii))

☒ Yes, and the upper age is [the end of the month of their 18th birthday](#).
Provide the Lead Agency definition of *physical or mental incapacity* -

Physically, mentally, or emotionally incapable of caring for oneself as verified by a physician or licensed psychologist, or by receipt of SSI (applies to children age 13 through 17).

☐ No.

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

☒ Yes, and the upper age is [the end of the month of their 18th birthday.](#)

☐ No.

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

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

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

[Employed an average of 30 hours or more per week and paid at least at the federal minimum hourly wage, except for those receiving cash assistance.](#)

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

☒ Yes.

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

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

attending job training or educational program -

[Present at the training site for job training or in the classroom for educational programs for a minimum average of 30 hours per week.](#)

☐ No.

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

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

☒ Yes.

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

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

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

protective services

Those services offered on behalf of individuals under 13 years of age who are in danger, or threatened with danger, of abuse, neglect or exploitation, or are without proper custody or guardianship; and need for such services has been determined by the state agency charged with responsibility for the provision of abuse/neglect complaint investigations. Only children in protective care are eligible for respite care. The State considers children in foster care to be in protective services.

☐ No.

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

☒ Yes,

☐ No.

2.3.5. Income Eligibility Criteria

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

income -

Any type of payment that is of gain or benefit to a household. Income is either non-exempt or exempt from the budgeting process.

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

☐ Adoption subsidies

☒ Foster care payments

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

Loans, gifts, contributions, reimbursements, in-kind income, disaster relief employment income; temporary Census Bureau employment income; earnings received through Corporation for National and Community Service (CNCS); disaster unemployment compensation benefits, and allowable expenses associated with producing self-employment income.

☐ None

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

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

Describe:

The earnings of a household member under the age of 18 (unless the child must be included as a Temporary Employment Mandatory Participant (TEMP)), or a Minor Unmarried Parent (MUP) who is not legally-emancipated and whose children do not need child care assistance.

☐ None

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

Reminder - Income limits must be provided in terms of State Median Income (SMI) (or Territory Median Income) even if federal poverty level is used in implementing the program. (§98.20(a)(2)). FY 2011 poverty guidelines are available at <http://aspe.hhs.gov/poverty/11poverty.shtml>.

			IF APPLICABLE Income Level if lower than 85% SMI	
Family Size	(a) 100% of State Median Income (SMI)(\$/month)	(b) 85% of State Median Income (SMI)(\$/month) [Multiply (a) by 0.85]	(c) \$/month	(d) % of SMI [Divide (c) by (a), multiply by 100]
1	N/A	N/A	N/A	N/A
2	3723	3165	2420	65
3	4599	3609	2989	65
4	5475	4654	3559	65
5	6351	5398	4129	65

e) Will the Lead Agency have "tiered eligibility" (i.e., a separate income limit at re-determination to remain eligible for the CCDF program)?

☐ Yes.

If yes, provide the requested information from the table in 2.3.5d and **describe below**:

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

☒ No.

			IF APPLICABLE Income Level if lower than 85% SMI	
Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b) 85% of State Median Income (SMI) (\$/month) [Multiply (a) by 0.85]	(c) \$/month	(d) % of SMI [Divide (c) by (a), multiply by 100]
1				

2				
3				
4				
5				

f) SMI Year 2011 and SMI Source United States Department of Health and Human Services (USDHH)/Administration for Children & Families (ACF)

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

2.3.6. Eligibility Re-determination

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

- ☐ 6 months
☒ 12 months
☐ 24 months
☐ Other.

Describe:

- ☐ Length of eligibility varies by county or other jurisdiction.

Describe:

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

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

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

Re-determination period:

- ☐ Families enrolled in pre-kindergarten programs.

Re-determination period:

- ☒ Families receiving TANF.

Re-determination period: Redeterminations are not conducted on STEP-Child Care cases. The STEP-Child Care participant remains eligible as long as the participant meets FITAP/STEP eligibility requirements and there is a need for child care.

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

Re-determination period:

☐ Other.
Describe:

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

☒ Yes.

If yes, describe:

An eligibility determination must be conducted on LI-CC Child Care Assistance cases at least every 12 months.

Redeterminations are not conducted on STEP-CC cases. The STEP-CC case remains eligible as long as the client meets FITAP/STEP eligibility requirements and there is a need for child care. The Cert Thru date on the Child Care Assistance Program System (CAPS) STEP-CC case will be extended to match the end date of the FITAP certification. On the 12th of each month, a new application form, along with a redetermination notice, is automatically generated and mailed to clients the next working day for LI-CC cases with redeterminations due the following month. The notice informs the client that the completed application form and the verification must be returned to the parish/district office no later than the first day of the last month of the certification period and that the timely reapplication date is the 15th day of the last month of the certification period. If the 15th falls on a weekend or holiday, the timely reapplication date is the next working day. The client has timely reapplied if the application form is received or postmarked on or before the timely reapplication date.

☐ No.

2.3.7. Waiting Lists

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

- ☐ Lead Agency currently does not have a waiting list and:
- ☐ All eligible families *who apply* will be served under State/Territory eligibility rules
 - ☐ Not all eligible families *who apply* will be served under State/Territory eligibility rules
- ☐ Lead Agency has an active waiting list for:
- ☐ Any eligible family who applies when they cannot be served at the time of application
 - ☐ Only certain eligible families.

Describe those families:

☐ Waiting lists are a county/local decision.

Describe:

☒ Other.

Describe:

The Department of Children and Family Services (DCFS) currently does not have a waiting list and all eligible families who apply will be served under State/Territory eligibility rules. However, the Secretary of DCFS has the authority to implement an application “freeze” based on the lack of available child care funds to operate the Child Care Assistance Program.

2.3.8. Appeal Process for Eligibility Determinations

Describe the process for families to appeal eligibility determinations:

A Summary of Evidence is completed to provide information that is necessary to the claimant or his authorized agent in preparing for the hearing. Each applicant is informed by the application form and by the appropriate notice form when decisions are made affecting his case, of his right to a hearing, of the method by which a hearing may be requested and who may present his case. Detailed information concerning the Fair Hearing procedure is contained in the Fair Hearing Pamphlet, OFS 5F, which is provided by the worker when an agency conference is requested and the DCFS Bureau of Appeals when a Fair Hearing is requested. The claimant may represent himself at the hearing or be represented by any authorized agent such as legal counsel, a friend, a relative or other spokesperson.

2.4. Sliding Fee Scale and Family Contribution

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

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

The attached sliding fee scale was or will be effective as of: [June 1, 2011](#)

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

- ☒ Yes
☐ No.

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

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

- ☐ State Median Income,
Year:
☐ Federal Poverty Level,
Year:
☐ Income source and year varies by geographic region.
Describe income source and year:
☒ Other.

Describe income source and year: [Both the 2011 State Median Income and the 2011 Federal Poverty Guidelines](#)

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

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

☐ Contribution schedule varies by geographic area.
Describe:

N/A

☒ Other.
Describe:

TANF participants and protective services cases are categorically eligible if child care is needed. The child care costs charged by the provider are paid at 100%, not to exceed the state maximum rate.

The agency pays a certain percentage of authorized low-income child care costs that are charged by the provider. The sliding fee scale is used to determine the percentage that the agency will pay, based on the household's monthly income and the household size. The difference between the amount that the agency pays and the total amount charged by the provider for each child in care must be paid by the participant in the form of a co-payment. The provider is responsible for collecting this co-payment.

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

N/A

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

☒ Yes,
and describe those additional factors:

LI-CC: Child care that is authorized for payment by the agency is based on the part-time or full-time employment and training activity hours, travel allowance (if applicable), and the time that care is actually needed and available. The family contribution is also based on the number of children in care. The agency does not set a maximum amount or family cap.

TANF: All STEP participants are categorically eligible if they select an eligible provider. These participants are eligible for 100% payment of eligible child care costs if the costs do not exceed the maximum allowable rates. This care can be either full-time or part-time.

Children in protective services may be eligible for 100% payment of eligible child care costs. Eligibility is determined on a case-by-case basis.

☐ No.

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

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

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

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

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

☒ SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. The Lead Agency waives the fee for the following families:

The Lead Agency waives the fee for the following families:

TANF: Families who are STEP participants are not required to pay a fee if they select an eligible provider and the provider's charge does not exceed the maximum allowable rate.

Children in protective services, on a case-by-case basis, are eligible for 100% payment. Providers caring for children in protective services are not allowed to charge an amount that exceeds the maximum allowable state rate.

2.5. Prioritizing Services for Eligible Children and Families

At a minimum, CCDF requires Lead Agencies to give priority for child care assistance to children with special needs, or in families with very low incomes. Prioritization of CCDF assistance services is not limited to eligibility determination (i.e., establishment of a waiting list or ranking of eligible families in priority order to be served). Lead Agencies may fulfill priority requirements in other ways such as higher payment rates for providers caring for children with special needs or waiving co-payments for families with very low incomes (at or below the federal poverty level). (658E(c)(3)(B), §98.44)

2.5.1. How will the Lead Agency prioritize child care services to children with special needs or in families with very low incomes? (658E(c)(3)(B), §98.44) Lead Agencies have the discretion to define *children with special needs* and *children in families with very low incomes*. Lead Agencies are not limited in defining *children with special needs* to only those children with physical or mental disabilities (e.g., with a formal Individual Education Plan (IEP) required under the Individuals with Disabilities Education Act (IDEA)). Lead Agencies could consider children in the child welfare system, children of teen parents, or homeless children as examples of *children with special needs*.

Children with special needs

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

A special needs child is a child through age 17 who, because of mental, physical or emotional disability, requires specialized facilities, lower staff ratio, and/or specially-trained staff to meet his or her developmental and physical needs. Incentive payments up to 25% higher than the regular rates can be allowed for a special needs child if the provider is actually providing the specialized care.

Describe:

Children in families with very low incomes

Provide the Lead Agency definition of Children in Families with Very Low Incomes:
families with income at or below the poverty level.

Describe:

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

Children in families with very low incomes	☒ Priority over other CCDF-eligible families ☐ Same priority as other CCDF-eligible families ☐ Guaranteed subsidy eligibility ☐ Other.	☐ Yes. The time limit is: ☒ No	☐ Different eligibility thresholds. Describe: ☐ Waiving co-payments for families with incomes at or below the Federal Poverty Level ☒ Other. Describe: <i>Families with very low income are eligible for assistance at 80% which is the highest percentage of agency payment.</i>
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2.5.2. How will CCDF funds be used to provide child care assistance to meet the needs of families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF? (658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4)) **Reminder** - CCDF requires that not less than 70 percent of CCDF Mandatory and Matching funds be used to provide child care assistance for families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF.

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

(a) TANF/STEP applicants and participants are eligible for 100% payment of the child care costs up to the appropriate state maximum allowable rate if they select an eligible provider.

(b) Families transitioning off of TANF/FITAP who are earning income at the time of TANF/FITAP closure receive one month of child care while their application is being considered for eligibility under the rules for low-income child care. These families continue to be eligible for 100% payment of eligible child care costs with an eligible provider during this month if the costs do not exceed the maximum allowable rates.

(c) Families with very low income are eligible for assistance at 80% which is the highest percentage of agency payment.

2.5.3. List and define any other eligibility conditions, priority rules and definitions that will be established by the Lead Agency. (658E(c)(3)(B), §98.16(g)(5), §98.20(b))
Reminder - Lead Agencies are reminded that any eligibility criteria and terms provided below must comply with the eligibility requirements of §98.20 and provided in section 2.2. Any priority rules provided must comply with the priority requirements of §98.44 and provided in section 2.4.1.

Term(s) - Definition(s)

Describe:

Term(s)

If it were necessary to activate a waiting list, children in protective services, TANF/STEP applicants, and children with special needs would be served without being placed on the waiting list.

Definition(s)

Protective Services - those services offered on behalf of individuals under 13 years of age who are in danger, or threatened with danger, of abuse, neglect or exploitation, or are without proper custody or guardianship; and need for such services has been determined by the state agency charged with responsibility for the provision of abuse/neglect complaint investigations. Only children in protective care are eligible for respite care. The State considers children in foster care to be in protective services.

TANF families - those families with dependent children who are eligible for cash assistance grants administered by DCFS, Family Independence Temporary Assistance Program (FITAP).

Strategies to Empower People (STEP) Program - The STEP Program provides recipients of TANF/FITAP with job preparation, work and supportive services to enable them to leave the program and become self-sufficient.

Special Needs Child - a child through age 17 who, because of a mental, physical, or emotional handicap, requires specialized facilities, lower staff ratio, and/or specially-trained staff to meet his or her developmental and physical needs, as verified by a physician or licensed psychologist.

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

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

2.6.1. Child Care Certificates

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

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

Describe:

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

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

Website: www.dcfslouisiana.gov

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

Describe:

When an application is filed, a CCAP Rate and Availability Verification Letter (CCAP 7A) is given to the applicant to inform them of the child care settings they may select and how the provider type they choose will track their child's time and attendance.

The CCAP 7A gives parents/guardians contact information for their regional CCR&R Agency in case they need assistance in selecting a child care provider that meets their needs. However, the CCAP 7A is not considered the "Certificate"; the Notice of Certification and Payments (CCAP 13) is considered the "Certificate". CCDF regulations require that a "Certificate" include the amount the agency will pay toward child care expenses and the length of the certification period and the CCAP 13 includes this information. The CCAP 13 is sent to notify households of their eligibility for CCAP, the effective begin and end dates of payments, and the maximum payment amount for each eligible child.

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

- ☒ Authorized provider(s)
- ☐ Authorized payment rate(s)

- ☐ Authorized hours
- ☐ Co-payment amount
- ☒ Authorization period
- ☒ Other.

Describe:

Date child care began/will begin and the maximum DCFS payment amount for each eligible child.

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

100%

2.6.2. Child Care Services Available through Grants or Contracts

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

☐ Yes.

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

☒ No.

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

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

- ☐ Urban
 - ☐ Rural
 - ☐ Other.
- Describe:

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

- ☐ Other.
- Describe:

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

- ☐ Yes.
 - ☒ No,
- and **identify** the localities (political subdivisions) and services that are not offered:

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

N/A

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

N/A

2.6.3. How will the Lead Agency inform parents and providers of policies and procedures for affording parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds? (658E(c)(2)(B),

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

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

Describe:

CCR&R onsite technical assistance reviews the provider agreement with Family Child Day Care Home (FCDCH) providers.

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

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

Describe:

To help ensure the safety of children in In-Home care, in addition to CPR and Pediatric First Aid training and a criminal background check, payment rates for In-Home providers are slightly lower than other provider types as In-Home providers are not required to obtain additional training required for Family Child Day Care Home (FCDCH) providers or obtain a Fire Marshal inspection.

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

The Licensing Section investigates complaints (other than abuse and neglect) regarding a Department licensed facility. If the complaint is substantiated, a deficiency is written. Such deficiencies must be corrected to the satisfaction of the Licensing Section. Deficiencies involving Class A centers become part of the licensing file (except for names of individual children, etc.) which is public information and may be reviewed on the agency website.

The Licensing Section maintains files on all parental complaints and is the contact agency for information on parental complaints. The general public can request, in writing, information from complaint files. When the Licensing Section receives a request for information from a complaint file, the request is routed to the Department Bureau of General Council. The Department Bureau of General Council then determines what information contained in the file is public information and what information is not public information. The Department Bureau of General Council then mails a disclosure response letter to the requester detailing what information in the complaint file is available for viewing and/or copying.

The DCFS Child Welfare Section Child Protection Investigation Unit investigates complaints alleging abuse and/or neglect involving Class A Centers and Family Child Day Care Homes. Under the provisions of La. R. S. 46:1426 and 46:56(F)(4)(c), a parent is entitled to know of each valid finding of child abuse, neglect or exploitation occurring at a facility or residence. La. R. S. 14:403 of the Louisiana Criminal Code prohibits disclosure of this information to any unauthorized person and provides criminal penalties of up to \$500 in fines/imprisonment for up to six months or both. If a complaint is not found valid, all information concerning the unsubstantiated complaint must be destroyed. Records/files of substantiated complaints of abuse and/or neglect are maintained by the Department. Complaints regarding abuse/neglect at FCDCHs are reported to local law enforcement.

2.7. Payment Rates for Child Care Services

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

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

The attached payment rates were or will be effective as of: [January 2007 and with the addition of rates for Class M effective October 30, 2009.](#)

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



Yes.



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

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

☒ Policy on length of time for making payments.

Describe length of time: Payments are made to child care providers weekly, two weeks after care is provided. Every Monday night, Tracking of Times Services (TOTS) sends a Weekly Activity File containing attendance for the week to the Child Care Assistance Program System (CAPS) for payment. Every Tuesday night, CAPS pays for the attendance that is received in the Weekly Activity File. Deposits are available to providers within two business days. The pay cycle begins at 12:00 a.m. on Sunday and ends at 11:59 p.m. on Saturday. Providers are paid for absences on the first Tuesday following the 10th of each month following the month in which care was provided. If the 10th falls on a Tuesday, CAPS pays for attendance on the following Tuesday. Providers receive a Remittance Advice each time payment is made providing detailed payment information for payments directly deposited in their bank account or SVC account.

☒ Track and monitor the payment process

☐ Other.

Describe:

☐ None

2.7.4. Market Rate Survey

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

<http://www.acf.hhs.gov/programs/ccb/law/guidance/current/pi2009-02/pi2009-02.htm> for more information on the MRS deadline).

a) Provide the month and year when the local Market Rate Survey(s) was completed (§98.43(b)(2)): 09/2011

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

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

☐ Yes

☒ No.

If no, list the MRS year that the payment rate ceiling is based upon: [May 2009](#)

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

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

The maximum amount of state assistance available for regular child care is below the median cost of child care for most age groups and care settings. For Class A centers, state assistance for both infants/toddlers and children ages three to five falls at the 15th percentile of actual reported rates; for in-home providers, maximum state assistance falls around the 35th-40th percentile. School-based programs typically provide only before- and/or after-school care for school aged children. The rates for responding school-based programs that do provide weekday child care are reflected in some tables and charts, but these counts are too small for generalization.

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

☐ Differential rate for nontraditional hours.

Describe:

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

Describe:

Children who have special needs and receive specialized care receive a higher rate.

☒ Differential rate for infants and toddlers.

Describe:

A higher rate is paid for children under the age of three.

☐ Differential rate for school-age programs.

Describe:

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

Describe:

In an effort to increase the quality of services provided while keeping the rates affordable for families, including families who do not qualify for subsidies, the department issues quality incentive bonus payments for certain quality criteria. This measure is provided to support child care centers participating in Quality Start. These quarterly bonuses encourage providers to accept low-income children and children in protective services. The bonus amounts are 3, 8, 13.5, and 20 percent for 2 – 5 star-rated centers respectively, of all payments received for care provided during the quarter.

School Readiness Tax Credits (SRTC) are also available for centers participating in Quality Start beginning at the second star level, which is a package of tax credits designed to encourage higher quality child care. The SRTC's include incentives for programs and businesses to participate in Quality Start and incentives for directors and teachers in child care programs who attain higher levels of education and training at any star level 1-5, and incentives for families with a child enrolled in a 2-5 star center participating in Quality Start.

These efforts are designed to support equal access to quality care for low-income children.

☐ Other differential rate.

Describe:

☐ None.

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

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

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

☒ Providers are allowed to charge registration fees

☒ Providers are allowed to charge for transportation fees

☒ Providers are allowed to charge for meals.

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

☐ Policies vary across region, counties and or geographic areas.

Describe:

☐ No, providers may not charge parents any additional fees

☐ Other.

Describe:

☐ None

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

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

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

In Louisiana, subsidized child care is provided in a variety of settings: Class A centers, Class M (military child care centers), School-Based Child Care programs, registered Family Child Day Care Homes, and certified In-Home child care providers (certified to participate in the Child Care Assistance Program).

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

A market rate survey was conducted in September 2010 to determine local child care market rates and other information about child care providers in diverse child care setting. The sample population included licensed child care centers, school based programs, registered Family Child Day Care Homes, and certified In-Home providers listed in the CCAP Provider Directory and Family Child Day Care Homes listed with the DOE CACFP throughout the state. Data gathered reflected age groups served, rates charged for these groups, whether providers did or would provide child care for special needs children and the current or anticipated cost for these services. The survey data is used, in part, to assist in setting child care reimbursement rates.

Compared to previous years, the 2010 survey showed lower and less consistent increases in the average weekday rates for each type of provider.

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

Currently a household of three with two children in care pays from 19% - 21% of their countable income in co-payments.

Effective June 1, 2011, the sliding fee scale used for low-income recipients was adjusted as a result of changes in the federal poverty level and 2011 state median income (SMI) for Louisiana. As a result, a

family could earn more and be eligible for low-income child care and/or possibly have an increase in the percentage that DCFS pays for their child care.

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

2.7.10 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). What are the Lead Agency's goals for the administration of the CCDF subsidy program in the coming Biennium? For example, what progress does the State/Territory expect to make on continuing improved services to parents and providers, continuity of care for children, improving outreach to parents and providers, building or expanding information technology systems, or revising rate setting policies or practices):

Request that the LA Advisory Council on Child Care and Early Childhood Education convene a task force to study and make recommendations related to services provided to children with special needs specifically related to CCAP policy and rates.

Implement Automated Support for Case Management to provide enhanced support for managing child care cases. This includes managing basic data about the household members of the child care case and more advanced functions, such as automatically tracking case redetermination dates, alerting workers when case events happen, and offering automatic case assignment and other workload management functions. These will support improved services to parents and providers.

Remittance Advice: Currently providers receive a Remittance Advice by mail each time payment is made that provides detailed payment information for payments directly deposited in their bank account or stored value card (SVC) account. The Department is in the process of making the remittance advice available for all provider types online on the TOTS Provider Portal in various formats.

Implementation of the Customer Service Center which offers a single point of contact through a toll-free telephone number for all clients, providers, and those seeking general information about all programs administered by the Department. The information will be available in English, Spanish, and Vietnamese and detailed reports will inform the development of additional printed and web-based information.

Improve customer service through department-wide modernization efforts which include a Client Web Portal which stores and maintains core information allowing clients to provide and update information that will be accessible to staff through a secured network for eligibility determination. In addition document imaging will allow clients to submit and view their documentation without a visit to the office.

PART 3

Health and Safety and Quality Improvement Activities

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

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

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

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

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

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

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

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

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

☒ Yes.

☐ No.

Please identify the State or local (if applicable) entity/agency responsible for licensing:

b) **Provide a brief overview** of the relationship between the licensing requirements and CCDF health and safety requirements in your State/Territory. At a minimum, describe whether the State/Territory's licensing requirements serve as the CCDF health and safety requirements.

The DCFS, Division of Programs, Licensing Section exercises regulatory authority over licensed child care facilities for the State of Louisiana. The child care licensing standards include health and safety requirements which serve as the basis for CCDF health and safety requirements.

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

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

Center-Based Child Care	Center-based child care providers are defined as a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless care in excess of 24 hours is due to the nature of the parent(s)' work.	Describe which types of center-based settings are exempt from licensing in your State/Territory. For example, some jurisdictions exempt school-based centers, centers operated by religious organizations, summer camps, or Head Start programs <i>1. Private or public day schools serving children in grades one and above or operating kindergartens or pre-kindergarten programs, as well as Montessori schools, camps, and all care given without charge, are exempt from licensure.</i> <i>2. A recognized religious organization which is qualified as a tax-exempt organization under Section 501(c) of the Internal Revenue Code, which remains open for not more than twenty-four hours in a continuous seven-day week, and in which no individual child remains for more than twenty-four hours in one continuous stay shall not be considered a "day care center" and are exempt from licensure.</i> <i>3. Any place or facility operated by any institution, society, agency, corporation, person or persons, or any other group for the purpose of providing care, supervision, and guidance of seven or more children, not including those related to the caregiver, unaccompanied by parent or guardian, on a regular basis for less than twelve and one-half hours in a continuous seven-day week shall be exempt from licensure.</i> <i>4. Centers certified by the Department of Defense.</i>
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Group Home Child Care N/A. Check if your State/Territory does not have group home child care. ☒	Group home child care provider is defined as two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work.	Describe which types of group homes are exempt from licensing:
Family Child Care	Family child care provider is defined as one individual who provides child care services for fewer than 24 hours per day per child, as the sole caregiver, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)'s work. Reminder - Do not check if family child care home providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.	Describe which types of family child care home providers are exempt from licensing: N/A
In-Home Care	In-home child care provider is defined as an individual who provides child care services in the child's own home. Reminder - Do not respond if in-home child care providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.	Describe which types of in-home child care providers are exempt from licensing: N/A

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

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

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

Indicator	Center-Based Child Care	Group Home Child Care	Family Child Care	In-Home Care
Do the licensing requirements include child:staff ratios and group sizes? If yes, specify age group, where appropriate:	☒ Child:staff ratio requirement:	☐ Child:staff ratio requirement:	☐ Child:staff ratio requirement:	☐ Child:staff ratio requirement:
	Louisiana Administrative Code, Title 67, Part III, Subpart 21, Chapter 73, Section 7315			
	☐ Group size requirement:	☐ Group size requirement:	☐ Group size requirement:	☐ Group size requirement:
	☐ No requirements.	☐ No requirements.	☒ No requirements.	☒ No requirements.

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

☐	☐	☐	☐
High school/GED	High school/GED	High school/GED	High school/GED
☒	☐	☐	☐
Child Development Associate (CDA)	Child Development Associate (CDA)	Child Development Associate (CDA)	Child Development Associate (CDA)
☐	☐	☐	☐
State/ Territory Credential	State/ Territory Credential	State/ Territory Credential	State/ Territory Credential
☒	☐	☐	☐
Associate's degree	Associate's degree	Associate's degree	Associate's degree
☒	☐	☐	☐
Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree
☐	☐	☐	☐
No credential required for licensing	No credential required for licensing	No credential required for licensing	No credential required for licensing
☒	☐	☐	☐
Other:	Other:	Other:	Other:

	a National Administrator Credential as awarded by the National Child Care Association, and one year experience in a licensed child care center, or comparable setting, subject to approval; diploma from a post secondary technical early childhood education training program approved by the Board of Regents or approved correspondence course and one year of experience in a licensed child care center, or comparable setting, subject to approval by Licensing; three years of experience as a director or staff in a licensed child care center, or comparable setting, subject to approval; plus six credit hours in child care, child development, or early childhood education or 90			
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Do the licensing requirements identify specific experience and educational credentials for child care teachers?	☐ High school/GED	☐ High school/GED	☐ High school/GED	☐ High school/GED
	☐ Child Development Associate (CDA)	☐ Child Development Associate (CDA)	☐ Child Development Associate (CDA)	☐ Child Development Associate (CDA)
	☐ State/ Territory Credential	☐ State/ Territory Credential	☐ State/ Territory Credential	☐ State/ Territory Credential
	☐ Associate's degree	☐ Associate's degree	☐ Associate's degree	☐ Associate's degree
	☐ Bachelor's degree	☐ Bachelor's degree	☐ Bachelor's degree	☐ Bachelor's degree
	☒ No credential required for licensing	☐ No credential required for licensing	☐ No credential required for licensing	☐ No credential required for licensing
	☐ Other:	☐ Other:	☐ Other:	☐ Other:

Do the licensing requirements specify that directors and caregivers must attain a specific number of training hours per year ?	☐	☐	☐	☐
	At least 30 training hours required in first year	At least 30 training hours required in first year	At least 30 training hours required in first year	At least 30 training hours required in first year
	☐	☐	☐	☐
	At least 24 training hours per year after first year	At least 24 training hours per year after first year	At least 24 training hours per year after first year	At least 24 training hours per year after first year
	☐	☐	☐	☐
	No training requirement	No training requirement	No training requirement	No training requirement
	☒	☐	☐	☐
	Other:	Other:	Other:	Other:
	Annually 12 hours are required in addition to health and safety training required by the Department of Health and Hospitals. For certain staff Medication Administration training, and CPR / First Aid are also required.			

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

☒ Yes.
Describe:*We anticipate posting a Notice of Intent in July 2011 for an effective date in early 2012.*

☐ No.

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

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

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

For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.				
The Lead Agency requires:	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
☒ Physical exam or health statement for providers	☒	☒	☐	☐
☐ Physical exam or health statement for children	☐	☐	☐	☐
☐ Tuberculosis check for providers	☐	☐	☐	☐
☐ Tuberculosis check for children	☐	☐	☐	☐
☐ Provider immunizations	☐	☐	☐	☐
☐ Child immunizations	☐	☐	☐	☐

☐ Hand-washing policy for providers and children	☐	☐	☐	☐
☐ Diapering policy and procedures	☐	☐	☐	☐
☒ Providers to submit a self-certification or complete health and safety checklist	☐	☐	☐	☒
☒ Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	☒	☐	☐	☐
☐ Other.	☐	☐	☐	☐
Describe:				

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

The Lead Agency requires:	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
☒ Fire inspection	☒	☒	☐	☐
☒ Building inspection	☒	☐	☐	☐

☒ Health inspection	☒	☐	☐	☐
☐ Inaccessibility of toxic substances policy	☐	☐	☐	☐
☐ Safe sleep policy	☐	☐	☐	☐
☐ Tobacco exposure reduction	☐	☐	☐	☐
☒ Transportation policy	☒	☐	☐	☐
☒ Providers to submit a self-certification or complete health and safety checklist	☐	☐	☐	☒
☐ Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	☐	☐	☐	☐
☐ Other.	☐	☐	☐	☐
Describe:				

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

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
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Child Care Centers	CPR (Child Care Centers)	<i>A minimum of at least 50% of all staff on the premises and accessible to the children must have current certification in CPR. Centers with multiple buildings or floors must have at least one certified staff in approved CPR in each building and on each floor. At least one staff in each vehicle, at least 50% of the supervising staff on a field trip, and at least one staff in attendance at all times on a non-vehicle excursion must have current certification in CPR.</i>	<i>A minimum of at least 50% of all staff on the premises and accessible to the children must have current certification in CPR. Centers with multiple buildings or floors must have at least one certified staff in approved CPR in each building and on each floor. At least one staff in each vehicle, at least 50% of the supervising staff on a field trip, and at least one staff in attendance at all times on a non-vehicle excursion must have current certification in CPR.</i>
	First Aid (Child Care Centers)	<i>A minimum of at least 50% of all staff on the premises and accessible to children must have current pediatric first aid certification. Centers with multiple buildings or floors must have at least one staff with approved pediatric first aid in each building and on each floor. At least one staff in each vehicle, at least 50% of the supervising staff on a field trip, and at least one staff in attendance at all times on a non-vehicle excursion must have current certification in pediatric first aid.</i>	<i>A minimum of at least 50% of all staff on the premises and accessible to children must have current pediatric first aid certification. Centers with multiple buildings or floors must have at least one staff with approved pediatric first aid in each building and on each floor. At least one staff in each vehicle, at least 50% of the supervising staff on a field trip, and at least one staff in attendance at all times on a non-vehicle excursion must have current certification in pediatric first aid.</i>

	Training on infectious diseases (Child Care Centers)	<i>N/A</i>	<i>N/A</i>
	SIDS prevention (i.e., safe sleep) (Child Care Centers)	<i>N/A</i>	<i>N/A</i>
	Medication administration (Child Care Centers)	<i>Staff person(s) administering medication must be trained in medication administration every two years.</i>	<i>Staff person(s) administering medication must be trained in medication administration every two years.</i>
	Mandatory reporting of suspected abuse or neglect (Child Care Centers)	<i>Within one week of employment and prior to having sole responsibility for a group of children and annual review.</i>	<i>Within one week of employment and prior to having sole responsibility for a group of children and annual review.</i>
	Child development (Child Care Centers)	<i>N/A</i>	<i>N/A</i>
	Supervision of children (Child Care Centers)	<i>Within one week of employment and prior to having sole responsibility for a group of children and annual review.</i>	<i>Within one week of employment and prior to having sole responsibility for a group of children and annual review.</i>
	Behavior management (Child Care Centers)	<i>Within one week of employment and prior to having sole responsibility for a group of children and annual review.</i>	<i>Within one week of employment and prior to having sole responsibility for a group of children and annual review.</i>
	Nutrition (Child Care Centers)	<i>Within one week of employment and prior to having sole responsibility for a group of children and annual review.</i>	<i>Within one week of employment and prior to having sole responsibility for a group of children and annual review.</i>

	Breastfeeding (Child Care Centers)	<i>Within one week of employment and prior to having sole responsibility for a group of children and annual review.</i>	<i>Within one week of employment and prior to having sole responsibility for a group of children and annual review.</i>
	Physical activity (Child Care Centers)	<i>N/A</i>	<i>N/A</i>
	Working with children with special needs or disabilities (Child Care Centers)	<i>If a child meeting the criteria is enrolled within one week of employment and prior to having sole responsibility for a group of children and annual review.</i>	<i>If a child meeting the criteria is enrolled within one week of employment and prior to having sole responsibility for a group of children and annual review.</i>
	Emergency preparedness and response (Child Care Centers)	<i>Within one week of employment and prior to having sole responsibility for a group of children and annual review.</i>	<i>Within one week of employment and prior to having sole responsibility for a group of children and annual review.</i>
	Other. (Child Care Centers)	<i>N/A</i>	<i>N/A</i>
	Describe: <i>N/A</i>		
Group Home Child Care	CPR (Group Home Child Care)	<i>N/A</i>	<i>N/A</i>
	First Aid (Group Home Child Care)	<i>N/A</i>	<i>N/A</i>
	Training on infectious diseases (Group Home Child Care)	<i>N/A</i>	<i>N/A</i>
	SIDS prevention (i.e., safe sleep) (Group Home Child Care)	<i>N/A</i>	<i>N/A</i>
	Medication administration (Group Home Child Care)	<i>N/A</i>	<i>N/A</i>
	Mandatory reporting of suspected abuse or neglect (Group Home Child Care)	<i>N/A</i>	<i>N/A</i>
	Child development (Group Home Child Care)	<i>N/A</i>	<i>N/A</i>

	Supervision of children (Group Home Child Care)	N/A	N/A
	Behavior management (Group Home Child Care)	N/A	N/A
	Nutrition (Group Home Child Care)	N/A	N/A
	Breastfeeding (Group Home Child Care)	N/A	N/A
	Physical activity (Group Home Child Care)	N/A	N/A
	Working with children with special needs or disabilities (Group Home Child Care)	N/A	N/A
	Emergency preparedness and response (Group Home Child Care)	N/A	N/A
	Other. (Group Home Child Care)	N/A	N/A
	Describe: N/A		
Family Child Care Providers	CPR (Family Child Care Providers)	<i>FCDCH providers must furnish verification of current Infant/Child/Adult CPR certification prior to being registered.</i>	<i>Verification of current Infant/Child/Adult CPR certification must be provided at every renewal. The verification is required prior to renewal at the Midpoint Review if the renewal date for the training has expired or will expire during or before the Midpoint Review month.</i>

	First Aid (Family Child Care Providers)	<i>Verification of current certification in Pediatric First Aid training is required prior to being registered.</i>	<i>Verification of current certification in Pediatric First Aid training is required at every renewal. The verification is required prior to renewal at the Midpoint Review if the renewal date for the training has expired or will expire during or before the Midpoint Review month.</i>
	Training on infectious diseases (Family Child Care Providers)	<i>N/A</i>	<i>N/A</i>
	SIDS prevention (i.e., safe sleep) (Family Child Care Providers)	<i>N/A</i>	<i>N/A</i>
	Medication administration (Family Child Care Providers)	<i>N/A</i>	<i>N/A</i>
	Mandatory reporting of suspected abuse or neglect (Family Child Care Providers)	<i>N/A</i>	<i>Recognizing signs of child abuse, child abuse prevention, and mandatory reporting of child abuse including who to call and telephone numbers are covered in a one-time orientation training FCDCH providers are required to attend within 12 months of registration.</i>

	Child development (Family Child Care Providers)	N/A	Child development is covered in a one-time orientation training FCDCH providers are required to attend within 12 months of registration. FCDCH providers are also required to furnish verification of 12 clock hours of training in job related subject areas annually.
	Supervision of children (Family Child Care Providers)	N/A	N/A
	Behavior management (Family Child Care Providers)	N/A	N/A
	Nutrition (Family Child Care Providers)	N/A	Nutritional needs of children are covered in a one-time orientation training FCDCH providers are required to attend within 12 months of registration.
	Breastfeeding (Family Child Care Providers)	N/A	N/A
	Physical activity (Family Child Care Providers)	N/A	N/A
	Working with children with special needs or disabilities (Family Child Care Providers)	N/A	N/A
	Emergency preparedness and response (Family Child Care Providers)	N/A	N/A
	Other. (Family Child Care Providers)	N/A	N/A
	Describe: N/A		

In-Home Child Care Providers	CPR (In-Home Child Care Providers)	<i>Verification of current Infant/Child/Adult CPR certification must be provided prior to being certified as a CCAP provider.</i>	<i>Verification of current Infant/Child/Adult CPR certification must be provided at every renewal.</i>
	First Aid (In-Home Child Care Providers)	<i>Verification of current certification in pediatric first aid training must be provided prior to certification to receive payments.</i>	<i>Verification of current certification in pediatric first aid training must be provided at every renewal.</i>
	Training on infectious diseases (In-Home Child Care Providers)	<i>N/A</i>	<i>N/A</i>
	SIDS prevention (i.e., safe sleep) (In-Home Child Care Providers)	<i>N/A</i>	<i>N/A</i>
	Medication administration (In-Home Child Care Providers)	<i>N/A</i>	<i>N/A</i>
	Mandatory reporting of suspected abuse or neglect (In-Home Child Care Providers)	<i>N/A</i>	<i>N/A</i>
	Child development (In-Home Child Care Providers)	<i>N/A</i>	<i>N/A</i>
	Supervision of children (In-Home Child Care Providers)	<i>N/A</i>	<i>N/A</i>
	Behavior management (In-Home Child Care Providers)	<i>N/A</i>	<i>N/A</i>
	Nutrition (In-Home Child Care Providers)	<i>N/A</i>	<i>N/A</i>
	Breastfeeding (In-Home Child Care Providers)	<i>N/A</i>	<i>N/A</i>
	Physical activity (In-Home Child Care Providers)	<i>N/A</i>	<i>N/A</i>
	Working with children with special needs or disabilities (In-Home Child Care Providers)	<i>N/A</i>	<i>N/A</i>

	Emergency preparedness and response (In-Home Child Care Providers)	N/A	N/A
	Other. (In-Home Child Care Providers)	N/A	N/A
	Describe: N/A		

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

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

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

3.1.3 Enforcement of Licensing Requirements

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

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

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

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

CCDF Categories of Care	Frequency of Routine Announced Visits	Frequency of Routine Unannounced Visits
☒ Center-Based Child Care	☐ Once a Year	☐ Once a Year
	☐ More than Once a Year	☒ More than Once a Year
	☐ Once Every Two Years	☐ Once Every Two Years
	☐ Other.	☐ Other.
	Describe:	Describe:
☐ Group Home Child Care	☐ Once a Year	☐ Once a Year
	☐ More than Once a Year	☐ More than Once a Year
	☐ Once Every Two Years	☐ Once Every Two Years
	☐ Other.	☐ Other.
	Describe:	Describe:
☐ Family Child Care Home	☐ Once a Year	☐ Once a Year
	☐ More than Once a Year	☐ More than Once a Year
	☐ Once Every Two Years	☐ Once Every Two Years
	☐ Other.	☐ Other.
	Describe:	Describe:

☐ In-Home Child Care	☐ Once a Year	☐ Once a Year
	☐ More than Once a Year	☐ More than Once a Year
	☐ Once Every Two Years	☐ Once Every Two Years
	☐ Other.	☐ Other.
	Describe:	Describe:

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

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

☐ No.

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

Licensing staff has procedures in place to address violations found in an inspection.	☐ Providers are required to submit plans to correct violations cited during inspections. ☐ Licensing staff approve the plans of correction submitted by providers. ☒ Licensing staff verify correction of violation. ☒ Licensing staff provide technical assistance regarding how to comply with a regulation. ☐ No procedures in place. ☐ Other. Describe:
Licensing staff has procedures in place to issue a negative sanction to a noncompliant facility.	☐ Provisional or probationary license ☒ License revocation or non-renewal ☒ Injunctions through court ☐ Emergency or immediate closure not through court action ☐ Fines for regulatory violations ☐ No procedures in place. ☒ Other. Describe: <i>Enforcement Framework (Serious, Numerous, & Repeated) in place to determine sanctions related to provider non-compliance.</i>

The State/Territory has procedures in place to respond to illegally operating child care facilities.	☒	Cease and desist action
	☒	Injunction
	☐	Emergency or immediate closure not through court action
	☒	Fines
	☐	No procedures in place.
	☐	Other.
		Describe:
The State/Territory has procedures in place for providers to appeal licensing enforcement actions.	☒	Yes.
		Describe: <i>Appeal of Licensing Enforcement Actions through the Division of Administrative Law.</i>
	☐	No.
	☐	Other.
		Describe:

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

A licensed provider may be terminated or disqualified from receiving CCAP payments for violations such as, but not limited to, abuse and neglect, failed criminal background check(s) or failure to obtain required criminal background check(s), caring for more children than the licensed capacity, not keeping required attendance logs, revocation of license.

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

☒ Yes.

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

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

Each paid and non-paid staff person in a licensed Class A center is required to have a criminal background check (CBC) on file with the center prior to employment. In addition therapeutic professionals and extracurricular personnel such as a computer instructor, dance instructor, librarian, etc. must have a CBC on file prior to being present in the center. CBCs may be obtained by the center or by the individual who has obtained their CBC directly from Louisiana State Police through a right to review. The center is responsible for the cost of all CBCs obtained by the center. If an individual chooses to obtain their own CBC through a right to review, they are responsible for payment and they retain the original CBC. They can present it to multiple centers or employers who are allowed to retain a copy. The CBC obtained through a right to review is acceptable for one year from the date of issue. The requirement for centers to maintain CBCs is monitored by the DCFS Licensing Section. Failure to comply may result in revocation of their license and loss of eligibility for CCAP. The Department of Education is required to obtain CBCs on all persons employed with school-based child care providers (Class E). Centers licensed by the Department of Defense obtain CBCs through the military.

CBCs are conducted by the department through Louisiana State Police for all In-Home child care providers and Family Child Day Care Home (FCDCH) providers and person(s) who live in or work on the FCDCH provider's home property to ensure that they do not have an enumerated conviction under R.S. 15:587(c) at registration and at every renewal. If a CBC shows that a provider has an enumerated conviction, the provider is permanently ineligible as a CCAP provider. If a FCDCH provider has an individual living in or employed on their home property who has an enumerated conviction, the provider is ineligible as a CCAP provider as long as that person is living in or working on their home property. The cost for a CBC from Louisiana State Police is \$26 per individual with an additional charge of \$10 if fingerprinting is required. Fingerprinting may be required for absolute identity if another person with a similar name has a conviction. The fee for the CBC is collected from the provider. The department does not offer administrative appeal regarding results of a CBC.

☐ No.

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

☒ Center-Based Child Care Who is subject to background checks for center-based care? For example, director, teaching staff, non-teaching staff, volunteers: All employees, staff, and volunteers including prospective employees and volunteers.	☒ Child Abuse Registry	☐ Initial Entrance into the System ☐ Checks Conducted Annually ☒ Other. Describe: <i>At initial entry and annually a self disclosure is required attesting that the individual is not on the child abuse registry.</i>
	☒ State/Territory Criminal Background	☒ Initial Entrance into the System ☐ Checks Conducted Annually ☐ Other.
	☐ FBI Criminal Background (e.g., fingerprint)	Describe: ☐ Initial Entrance into the System ☐ Checks Conducted Annually ☐ Other.
	☐ Sex Offender Registry	Describe: ☐ Initial Entrance into the System ☐ Checks Conducted Annually ☐ Other. Describe:

☐ Group Child Care Homes Who is subject to background checks for group homes? For example, provider, non-provider residents of the home:	☐ Child Abuse Registry ☐ State/Territory Criminal Background ☐ FBI Criminal Background (e.g., fingerprint) ☐ Sex Offender Registry	☐ Initial Entrance into the System ☐ Checks Conducted Annually ☐ Other. Describe: ☐ Initial Entrance into the System ☐ Checks Conducted Annually ☐ Other. Describe: ☐ Initial Entrance into the System ☐ Checks Conducted Annually ☐ Other. Describe: ☐ Initial Entrance into the System ☐ Checks Conducted Annually ☐ Other. Describe:
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☐ Family Child Care Homes Who is subject to background checks for family child care homes? For example, provider, non-provider residents of the home:	☐ Child Abuse Registry ☐ State/Territory Criminal Background ☐ FBI Criminal Background (e.g., fingerprint) ☐ Sex Offender Registry	☐ Initial Entrance into the System ☐ Checks Conducted Annually ☐ Other. Describe: ☐ Initial Entrance into the System ☐ Checks Conducted Annually ☐ Other. Describe: ☐ Initial Entrance into the System ☐ Checks Conducted Annually ☐ Other. Describe: ☐ Initial Entrance into the System ☐ Checks Conducted Annually ☐ Other. Describe:
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☐ In-Home Child Care Providers Who is subject to background checks for in-home child care? For example, provider, non-provider residents of the home:	☐ Child Abuse Registry	☐ Initial Entrance into the System
	☐ State/Territory Criminal Background	☐ Initial Entrance into the System
	☐ FBI Criminal Background (e.g., fingerprint)	☐ Initial Entrance into the System
	☐ Sex Offender Registry	☐ Initial Entrance into the System
		☐ Checks Conducted Annually
		☐ Other.
		Describe:
		☐ Checks Conducted Annually
	☐ Other.	
	Describe:	
	☐ Initial Entrance into the System	
	☐ Checks Conducted Annually	
	☐ Other.	
	Describe:	

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

N/A

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

☒ Yes.

Describe:

Licensing provides information including license status, and inspection reports on the department's website (www.dcfslouisiana.gov).

☐ No.

3.1.4 Describe the State/Territory's policies for effective enforcement of the CCDF health and safety requirements. For providers who care for children receiving CCDF assistance and who are NOT subject to the enforcement procedures described above for licensed providers, please describe the health and safety enforcement measures in place. Include in this description whether and how the State/Territory uses on-site visits (announced and unannounced) and background checks and any other enforcement policies and practices for the health and safety requirements.

Family Child Day Care Home providers (FCDCH)

FCDCH providers must be inspected and approved annually by the Office of State Fire Marshal to assure that they meet minimum standards of fire safety and sanitation to help prevent and control infectious diseases. Providers certify on their request for registration that they have received all appropriate immunizations. FCDCH providers are required to attend training available through contracts funded by DCFS. FCDCH providers are required to provide proof of current certification in Infant/Child/Adult CPR and Pediatric First Aid training as a condition of eligibility initially and prior to each renewal. FCDCH providers are required to submit to a criminal background check and have one completed on all adults living in or working in the provider's residence or on the provider's home property at registration and at each renewal. The provider is required to report any person 18 or older who moves into their home or begins working in their home or on their home property in order for the required criminal background check to be completed on that person. FCDCH providers must furnish verification of 12 clock hours of training in child development or other job-related subject areas approved by DCFS, which includes a one-time orientation training, by the provider's renewal date. The FCDCH provider must have a statement of good health signed by a physician or his designee, which must have been obtained within the past three years and be obtained every three years thereafter.

In-Home Providers (Child's Home)

Providers caring for children in the child's home are required to perform a self-inspection of the home in which care will be provided using similar standards as utilized by the Office of State Fire Marshal for a FCDCH. The In-Home provider certifies by their signature on the inspection form that they have received

all age-appropriate immunizations and that they will, to the best of their ability, maintain a clean and safe environment for the child(ren) in their care. The checklist must be signed and returned before payment can begin. In-Home providers are required to submit verification of current certification in Infant/Child/Adult CPR and Pediatric First Aid training and have a criminal background check completed at certification and prior to every renewal. In-Home providers are encouraged to attend training offered through contracts funded by DCFS.

School Program Providers

Public and non-public schools are mandated by the Department of Education (DOE) to provide pertinent health services and screening that are essential for the promotion of health and for the protection of the children and staff. The principal at each school is responsible for checking student records to ensure that immunization requirements are enforced. DOE mandates that annual health and safety inspections be conducted at each public and non-public school facility to assess compliance with Federal, State, and local regulations. The site and building must include adequate physical facilities and custodial services to safeguard the health and safety of the students. Facilities and grounds must be kept clean through regular preventive and corrective maintenance. A designated safety officer at each school is charged with the supervision of safe practice in the storage, use, and distribution of all chemicals. A redistribution plan for any unsafe substances must be kept on file in the office of each school, with an inventory of remaining chemicals maintained on-site and at the local fire chief's office. The Board of Elementary and Secondary Education (BESE) requires pertinent health and safety training for school personnel, such as the following: Instruction in the principal modes by which communicable diseases, including HIV infection, are spread and the best methods for prevention of these diseases; proper procedures for handling blood and body fluids; proper procedures for administration, storage, and disposal of medications, including controlled substances; child CPR procedures and other emergency procedures; recognition of the signs of child abuse; each school is also required to have access to a certified school nurse.

Centers on Military Bases

Centers certified by the Department of Defense require current immunization records prior to a child's first visit. Department of Defense centers cannot have any life-threatening violation or other safety, health, or child welfare laws or regulations (discovered at inspection or otherwise) that are not remedied immediately or the facility will be closed. The Defense Agency Director or Commander may waive the requirement that the violation be remedied immediately for up to 90 days beginning on the date of discovery of the violation. If the violation is not remedied after 90 days, the program or parts involved will be closed until violation is remedied. Department of Defense staff takes 36 hours of training within six months of beginning employment. The training shall include, at a minimum, in-depth training on the following: child development; age appropriate activities; discipline techniques; CPR and other emergency procedures; applicable regulations; nutrition and meal service; child abuse/neglect prevention and reporting.

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

☒ Yes.
Describe

One of the criteria for earning 4 points in the Program component of the QRIS (Quality Start) is to "Complete screening for social-emotional development with an instrument from a recommended list for all children (0-5 yrs.) within 45 calendar days of enrollment and annually thereafter." They must have a conference with the parents to review the results and provide a list of community resources.

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

☒ Yes.

Describe

To support providers in meeting this screening requirement; Child Care Mental Health Consultants conducted 45 three-hour community trainings for child care providers/staff in 2010 and 655 in-center staff trainings in 2010. A warm line is also maintained where a provider can call to discuss concerns about social-emotional screenings and/or talking with parents about results of such screenings.

☐ No

☐ Other.

Describe

N/A

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

☒ Yes.

Describe

To support providers in meeting this screening requirement; Child Care Mental Health Consultants conducted 45 three-hour community trainings for child care providers/staff in 2010 and 655 in-center staff trainings in 2010. A warm line is also maintained where a provider can call to discuss concerns about social-emotional screenings and/or talking with parents about results of such screenings.

☐ No

☐ Other.

Describe

N/A

☐ No

☐ Other.

Describe

N/A

3.1.6 Data & Performance Measures on Licensing and Health and Safety

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

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

☒ Number of licensed programs.

Describe (optional):

Number of licensed programs overall, number of those participating in CCAP, and/or Quality Start

☐ Numbers of programs operating that are legally exempt from licensing.

Describe (optional):

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

Describe (optional):

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

Describe (optional):

The Licensing Section tracks data related to Critical Incidents that occur in Child Care Facilities.

☒ Number of monitoring visits received by programs.

Describe (optional):

☒ Caseload of licensing staff.

Describe (optional):

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

Describe (optional):

☐ Other.

Describe:

☐ None.

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

Performance Measures used to monitor compliance with health and safety requirements: (1) of all licensing complaints received regarding DCFS licensed Child Care Facilities received during the reporting period, what percentage of complaints were completed within 30 days of the receipt of the complaint; (2) percentage reduction of substantiated abuse/neglect in out of home care settings; (3) percentage of child care facilities inspected timely; and (4) percentage of child care facilities in compliance.

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

Licensing Section will be assessing the compliance outcomes of child care facilities in which technical assistance has been provided to correct deficiencies that are serious, repeated or numerous.

3.1.7 Goals for the next Biennium - In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include

measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub-section of 3.1. What are the Lead Agency's goals for the licensing and health and safety system in the coming biennium? What progress does the State/Territory expect to make on core areas (e.g. licensing standards, monitoring visits or other effective enforcement, improved technical assistance, or fewer serious non-compliances?)

(1) Targeted technical assistance to deficient providers by Child Care Resource and Referral (CCR&R) Agencies; (2) CCR&R announced and unannounced visits to family child day care homes will include completion of a health and safety checklist.

3.2 Establishing Voluntary Early Learning Guidelines (Component #2)

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

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

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

If yes, insert web addresses, where possible:

<http://www.doe.state.la.us/lde/uploads/3014.pdf>

<http://www.DCFS.state.la.us/assets/docs/searchable/OFS/LAEarlyLearningGuide.pdf>

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

DCFS published the Louisiana Early learning Guidelines Birth through Three in 2005 following the Louisiana Department of Education's (LDE) release of Standards for Programs Serving Four Year Old Children in 2003.

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

Domains	Birth-to-Three ELGs	Three-to-Five ELGs	Five and Older ELGs
Physical development and health	☒	☒	☐
Social and emotional development	☒	☒	☐
Approaches to learning	☒	☒	☐
Logic and reasoning (e.g., problem-solving)	☒	☒	☐
Language development	☒	☒	☐
Literacy knowledge and skills	☒	☒	☐
Mathematics knowledge and skills	☒	☒	☐
Science knowledge and skills	☒	☒	☐
Creative arts expression (e.g., music, art, drama)	☒	☒	☐
Social studies knowledge and skills	☒	☒	☐
English language development (for dual language learners)	☒	☐	☐
List any domains not covered in the above:	☐	☐	☐
Other. Describe:	☐	☐	☐

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

	Information Dissemination	Voluntary Training	Mandatory Training
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Parents in the child care subsidy system	☐	☐	☐
Parents using child care more broadly	☐	☐	☐
Practitioners in child care centers	☒	☒	☐
Providers in family child care homes	☐	☒	☐
Practitioners in Head Start	☒	☒	☐
Practitioners in Early Head Start	☒	☒	☐
Practitioners in public Pre-K program	☒	☐	☒
Practitioners in elementary schools	☐	☐	☐
Other. List: <i>Practitioners in centers participating in QRIS at certain levels</i>	☐	☐	☒

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

- ☒ To define the content of training required to meet licensing requirements
- ☒ To define the content of training required for program quality improvement standards (e.g., QRIS standards)
- ☐ To define the content of training required for the career lattice or professional credential
- ☐ To require programs in licensing standards to develop curriculum/learning activities based on the voluntary ELGs
- ☒ To require programs in quality improvement standards to develop curriculum/learning activities based on the voluntary ELGs
- ☐ To develop State-/Territory -approved curricula
- ☐ Other.
- ☐ None.

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

- ☐ Cross-walked to align with Head Start Outcomes Framework
- ☐ Cross-walked to align with K-12 content standards

- ☐ Cross-walked to align with State/Territory pre-k standards
- ☐ Cross-walked with accreditation standards
- ☒ Other.

List:

2011 revisions will be aligned with HS and Pre-K standards as well as the K-12 content standards.

☐ None.

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

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

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

☒ Yes.

Describe:

DIBELS (Dynamic Indicators of Basic Early Literacy Skills)

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

☒ Yes.

Describe:

Tiered instruction based on student need and assessment data

☐ No

☐ Other.

Describe:

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

☒ Yes.

Describe:

Districts share information with families; assessment data available on-line

☐ No

☐ Other.
Describe:

☐ No

☐ Other.
Describe:

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

☒ Yes.

Describe:

Districts had a menu of 7 instruments to choose from. Legislation passed to require one common statewide assessment (June 2011).

1.DIAL-3 (Developmental Indicator for the Assessment of Learning – Third Edition). Board of Elementary and Secondary Education (BESE) allowed districts to use the DIAL-R (Developmental Indicators for the Assessment of Learning – Revised) which was an earlier version of the DIAL instrument since there were no additional state funds to purchase the new instrument.

2.Developing Skills Checklist (DSC)

3.Brigrance K & 1 Screen

4.Early Screening Inventory-Revised

5.STEPS (Screening Test for Education Prerequisite Skills)

6.Chicago EARLY Assessment

7.Miller Assessment for Preschoolers

In 2011 legislation was passed that required the use of a common, state-wide kindergarten assessment. The Louisiana Department of Education recommended, and the State Board of Elementary and Secondary Education approved the use of the Developing Skills Checklist (DSC) as the common state-wide kindergarten readiness assessment. Validity of the DSC is based on the fact that it measures a broad spectrum of developmental skills for children of kindergarten and prekindergarten, it represents the subject matter the test is designed to cover, is very closely aligned with appropriate teaching practices for young children and has construct validity, or a correlation with another similar instrument (*EarlySchoolAssessment*). The reliability of the DSC is based on consistency and stability of test results and the fact that results from administration of the test numerous times in similar situations yield the same results.

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

☒ Yes.

Describe:

Cognitive/Motor/Social-Emotional

☐ No

☐ Other.

Describe:

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

☒ All children.

Describe:

Every child upon kindergarten entry

☐ Samples of children.

Describe:

☐ Other.

Describe:

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

☒ Yes.

Describe:

Provides information/data for Professional Development needs for the state's pre-kindergarten programs staff. When this information is available it will also be shared with the BrightStart Advisory Council to inform EC system professional development efforts across sectors.

☐ No

☐ Other.

Describe:

☐ No

☐ Other.

Describe:

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

☒ Yes.

Describe:

Beginning during the 2012 school year.

☐ No

☐ Not applicable. State does not have an SLDS.

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

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

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

Describe (optional):

CCR&R Agencies conduct training and can provide this data.

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

Describe (optional):

CCR&R Agencies conduct training and can provide this data.

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

Describe (optional):

QRIS requires implementation of ELGs and can provide this data for participating providers.

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

Describe (optional):

☐ Other.

Describe:

☐ None.

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

N/A

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

of an initiative validation of standards or program assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

N/A

3.2.8 Goals for the next Biennium -

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

- 1) Complete and disseminate revised ELGs birth through Pre-kindergarten;*
- 2) Develop a comprehensive training for revised standards birth through pre-k that includes implementation strategies and on-site support.*

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

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

The lead agency is responsible for the planning and administration of the Louisiana Quality Start Child Care Rating System. DCFS Child Development and Early Learning Section houses the Quality Improvement Unit. Led by a Program Manager and support staff in the state office, Child Care Quality Start Specialists throughout the state interact with providers to encourage participation, provide training on the requirements, and verify documentation during onsite visits.

In addition to the DCFS staff, various contractors such as Child Care Resource and Referral Agencies, private and public universities provide program quality improvement activities related to the QRIS.

Through the Louisiana Pathways Child Care Career Development System (LA Pathways) a program of NSU, is the child care professional development registry and assesses the staff qualifications component of Quality Start. Pathways also administers the scholarship program to individuals working with or preparing for work with Louisiana's children age birth to eight.

The Tulane University Institute of Infant and Early Childhood Mental Health in the Department of Psychiatry and Neurology at Tulane University School of Medicine (Institute) contracts to provide mental health consultation to child care centers and the Environment Rating Scales assessment component of Quality Start.

There are five CCR&R Agencies throughout the state that provide consumer education and referrals, training and onsite technical assistance to parents and child care providers in their regions. These include the Children's Coalition of Northeast Louisiana, First Years, Volunteers of America of Greater Baton Rouge, Agenda for Children and Northwestern State University (NSU) Child and Family Network.

The Louisiana Community and Technical College System (LCTCS) has been an active participant in the development of Quality Start, Staff qualifications comprise one of the most weighted components of Quality Start standards, and the LCTCS has been working closely with DCFS to ensure that its system supports the goals and requirements of Quality Start and is ready to meet the demand.

3.3.1 Element 1 - Program Standards

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

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

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

Describe:

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

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

- ☒ Children with special needs as defined by your State/Territory
- ☒ Infants and toddlers
- ☒ School-age children
- ☒ Children who are dual language learners

☐ None

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

☒ Licensing is a pre-requisite for participation

☒ Licensing is the first tier of the quality levels

☐ State/Territory license is a "rated" license.

☒ Other.

Describe:

Centers must be free of any licensing deficiencies at application for star rating and at Midpoint Review centers cannot have repeated deficiencies. Extensive interaction and cooperation with the Licensing Section has lead to opportunities to identify and support the correction of licensing deficiencies as part of all Quality Start interactions with providers.

☐ Not linked.

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

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

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

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

☐ Other.

Describe:

☒ None.

3.3.2 Element 2 - Supports to Programs to Improve Quality

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

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

☐ None. **skip to 3.3.3.**

Types and Purposes of Support	Information or Written Materials	Training	On-Site Consultation
☒ Attaining and maintaining licensing compliance	☒	☒	☒
☒ Attaining and maintaining quality improvement standards beyond licensing	☒	☒	☒
☐ Attaining and maintaining accreditation	☐	☐	☐
☒ Providing targeted technical assistance in specialized content areas:			
Health and safety	☒	☒	☒
Infant/toddler care	☒	☒	☒
School-age care	☐	☒	☒
Inclusion	☒	☒	☒
Teaching dual language learners	☐	☐	☐
Mental health	☒	☒	☒
Business management practices	☒	☒	☒
Other. Describe:	☐	☐	☐

b) Methods used to customize quality improvement supports to the needs of individual programs include:

☒ Program improvement plans

☒ Technical assistance on the use of program assessment tools

☒ Other.

Describe:

Mental Health Consultants also support those programs who implement screening for social-emotional development through a warm line for questions and referral support.

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

☐ Yes.

Describe:

☐ No

☒ Other.

Describe:

All programs have access to technical assistance and a variety of types of technical assistance are available to programs as they enter and move forward in QRIS. Quality Start Specialists and CCR&R Agencies visit programs not yet participating, particularly those programs serving children in the CCAP or Child Welfare program. These visits are meant to explain and encourage participation. Additional more intensive support is available from the CCR&R as the program takes the additional steps to achieve higher ratings. Also the Mental Health Consultation onsite services support the program's responsiveness to children which is a significant part of the Environment Rating Scale assessment. This six month relationship allows the consultant and program to address specific needs identified by the center.

3.3.3 Element 3 - Financial Incentives and Supports

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

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

☐ None. **skip to 3.3.4.**

Types of Financial Incentives and Supports for Programs	Child Care Centers	Child Care Homes	License-Exempt Providers
☐ Grants to programs to meet or maintain licensing	☐	☐	☐
☐ Grants to programs to meet QRIS or similar quality level	☐	☐	☐
☐ One-time awards or bonuses on completion of quality standard attainment	☐	☐	☐
☐ Tiered reimbursement tied to quality for children receiving subsidy	☐	☐	☐
☐ On-going, periodic grants or stipends tied to maintaining quality	☐	☐	☐
☒ Tax credits tied to meeting program quality standards	☒	☐	☐
☒ Other. Describe: <i>Percent of subsidy paid is awarded as quarterly bonus based on star rating.</i>	☒	☐	☐

3.3.4 - Element 4 - Quality Assurance and Monitoring

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

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

☐ None. **skip to 3.3.5.**

Types of Program Quality Assessment Tools	Child Care Centers	Child Care Homes	License-Exempt Providers
☒ Environment Rating Scales (e.g., ECERS, ITERS, SACERS, FDCRS) Describe, including frequency of assessments. <i>At least every 2 years and may be randomly selected for review during 2 year star award. Centers applying for three to five stars are required to have ERS assessment(s). One third of classrooms serving children birth through five years of age are assessed, including at least one infant-toddler (birth-30 months; ITERS-R) and one early childhood (31 months-5 years; ECERS-R) classroom. The classroom is chosen using an established random selection procedure, is unannounced, and the score is used to calculate stars. Centers are also encouraged to take advantage of practice ERS assessments.</i>	☒ Infant/Toddler ☒ Preschool ☐ School-Age	☐	☐
☐ Classroom Assessment Scoring System (CLASS) Describe, including frequency of assessments.	☐	N/A	☐
☐ Program Administration Scale (PAS) for child care centers or Business Administration Scale (BAS) for family child care homes Describe, including frequency of assessments.	☐	☐	☐

☐ Customized instrument, including submission of written documentation, developed for State/Territory quality improvement system. This may include instruments developed for quality improvements in 21st Century Learning Center programs Describe, including frequency of assessments. 	☐	☐	☐
☐ Other. Describe: 	☐	☐	☐

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

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

☒ None.

3.3.5 - Element 5 - Outreach and Consumer Education

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

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

☒ Yes. If yes, how is it used?

☒

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

☐

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

☒

Searchable database on the web

☒

Voluntarily, visibly posted in programs

☐

Mandatory to post visibly in programs

☒

Used in marketing and public awareness campaigns

☒

Other.

Describe:

Included on Licensing webpage as information and link to QRIS website provided.

☐

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

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

☒

Print

☐

Radio

☐

Television

☒

Web

☐

Telephone

☐

Social Marketing



Other.

Describe:

Movie theater billboard-type advertisement prior to family rated movies.



None.

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

Materials describing Quality Rating and Improvement System components in Spanish will be available in Fall 2011. In addition, portions of the Quality Start website will be available in Spanish and Vietnamese.

3.3.6. Quality Rating and Improvement System (QRIS)

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



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



Participation is voluntary for:

Child care centers



Participation is mandatory for:



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



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

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

☐

Other.

Describe:

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

☒

Child care centers

☐

Group child care homes

☐

Family child care homes

☐

In-home child care

☐

License exempt providers

☒

Early Head Start programs

☒

Head Start programs

☒

Pre-kindergarten programs

☐

School-age programs

☐

Other.

Describe:

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

please describe:

N/A

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

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



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

Describe:

All child care centers participating in QRIS are identified and the history of their participation is also part of the data available.



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

Describe:



Program scores on program assessment instruments.

List instruments:

Quality Start model requirements

Describe:

The model and process (Program, Staff Qualifications, etc) are maintained in ProDirect database.



Classroom scores on program assessment instruments.

List instruments:

Environment Rating Scale (ECERS-R, ITERS-R)

Describe:

Tulane University conducts assessments



Qualifications for teachers or caregivers within each program.

Describe:

NSU LA Pathways reviews and maintains the documentation provided to assess staff qualifications for each program.



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

Describe:

This information is captured in the Child Care Assistance Program System (CAPS).



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



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

Describe:

ProDirect



Other.

Describe:



None.

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

There will be a quarterly increase of 5% in the number of programs three stars and higher. This is a departmental performance indicator in accordance with state fiscal year beginning in July 2012.

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

Tulane University conducted an evaluation of the Early Childhood Mental Health Consultant model. Findings suggest that a teacher's feelings of competence and efficacy were enhanced as well as their ability to meet the social and emotional development needs of the children in their care.

3.3.9 Goals for the next Biennium -

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

Revision of Quality Start standards. Following extensive input and communication with providers and stakeholders we will integrate and inbed Early Learning Guidelines, Core Knowledge and Competencies and family engagement into all levels.

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

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

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

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

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

DCFS, LA Department of Education, LA Community and Technical College System (LCTCS), LA Pathways Child Care Career Development System, LA Pathways approved trainers, Child Care Resource and Referral Agencies

3.4.1 Workforce Element 1 - Core Knowledge and Competencies

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

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

☐ Yes

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

☒ Other.

Describe:

Development of Core Knowledge and Competencies (CKC) has begun as part of the work related to the Strategic Planning for Infants and Toddlers through ARRA. Ongoing implementation is included in the work of BrightStart (SAC). A task force representing different disciplines and agencies within the state

has reviewed CKCs from several other states and is in the process of making recommendations for adoption and modifications to the Department of Children and Family Services and the ECAC. These CKCs will become part of a larger initiative of the ECAC to improve professional development for the Early Childhood workforce in their role working with and/or on behalf of children and their families.

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

- ☒ Child growth, development and learning
- ☒ Health, nutrition, and safety
- ☒ Learning environment and curriculum
- ☒ Interactions with children
- ☒ Family and community relationships
- ☒ Professionalism and leadership
- ☒ Observation and assessment
- ☒ Program planning and management
- ☒ Diversity
- ☐ Other.

Describe:

☐ None.

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

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

Describe:

It is the intent that these CKCs will be used by higher education to define curriculum.

☐ None.

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

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

☐ Cross-walked with apprenticeship competencies

☐ Other.

Describe:

☐ None.

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

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

Describe:

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

Describe:

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

Describe:

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

Describe:

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

Describe:

☐ Other.
Describe:

☒ None.

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

☒ Birth-to-three
☒ Three-to-five
☐ Five and older
☒ Other.
Describe:

It is the intent of the task force to develop CKC's for those working with or on behalf of children from Birth to Five. Much consideration has been given to delineating those competencies that particularly relate to infants and toddlers.

☐ None.

3.4.2 Workforce Element 2 - Career Pathways

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

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

☒ Yes.

Describe:

Louisiana Pathways Child Care Career Development System is a formal system of career advancement for employees of child care centers, Head Start, and family child care providers with a goal of improving the quality of care and education of Louisiana's young children. The design of the career pathway consists of 3 career ladders (classroom, administrative, and family home providers) that provides

movement from informal workshops to CDA and on toward associate degree, bachelor or graduate degrees. The training and education along with experience is tracked through a computerized database.

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

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

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

Describe:

The Louisiana Pathways Classroom track provides a framework of advancement for lead teachers, assistant teachers and master teachers who work directly with children in the classroom of child care centers and Head Start.

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

Describe:

The Louisiana Pathways Family Home track provides a framework of advancement for individuals who care for children in their home.

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

Describe:

The Louisiana Pathways Administrator track provides a framework of advancement for individuals who are directors, assistant directors, lead teachers in a supervisory position and educational coordinators in child care centers and Head Start. A part of that track is the Administrative Certificate which provides training and/or education in the skills and knowledge needed to operate a quality early childhood program.

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

Describe:

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

Describe:

The Louisiana Pathways Trainer Registry is a computerized database consisting of individuals who have completed the educational and experience approval process to conduct trainings for child care providers and Head Start employees needed for annual licensing requirements. The database contains CCR&R staff, independent trainers and conference presenters.

☐ Other.

Describe:

☐ None.

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

☐ Infants and toddlers

☐ Preschoolers

☐ School-age children

☐ Dual language learners

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

☒ Other.

Describe:

The Louisiana Pathways Child Care Career Development System includes the Child Development Associate credential advancement on all three of the career ladders. The National Administrators Credential is included on the Administrators track.

☐ None.

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

☒ Voluntary guide and planning resource

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

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

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

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

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

☒ Other.
Describe:

The statewide career pathways system is an important support through staff qualifications to the development and implementation of Louisiana's Quality Rating System and School Readiness Tax Credits.

☐ None.

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

☒ Yes.
If yes, describe:

Once an individual has enrolled in Louisiana Pathways, their employment, experience, training and education and professional organization and service are verified through proper documentation provided from employer, school transcripts and professional organizations. After all has been verified, the individual is then placed on the appropriate level on the ladder and informed what is needed to move to the next level.

☐ No.

3.4.3 Workforce Element 3 - Professional Development Capacity

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

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

☐ Yes.
If yes, describe:

☒ No.

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

☐ Yes.

If yes, describe:

☒ No.

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

☐ Standards set by the institution

☒ Standards set by the State/Territory higher education board

☒ Standards set by program accreditors

☐ Other.

Describe:

☐ None.

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

☐ Training approval process.

Describe:

☒ Trainer approval process.

Describe:

In order for training to count for licensing, trainers must go through the Pathways trainer approval process which evaluates their education and training.

☐ Training and/or technical assistance evaluations.

Describe:

☐ Other.
Describe:

☐ None.

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

☐ Yes.
If yes, describe:

☒ No.

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

☒ Yes.
If yes, describe:

Limited agreements are in place to accept a CDA credential as college credit.

☐ No.

3.4.4 Workforce Element 4 - Access to Professional Development

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

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

☒ Yes. If yes, for which sectors?

☒ Child care

☒ Head Start/Early Head Start

☐ Pre-Kindergarten

- ☐ Public schools
- ☐ Early intervention/special education
- ☐ Other.

Describe:

☐ No.

b) Does the State/Territory have a State/Territory-wide, coordinated and easily accessible clearinghouse of information about professional development opportunities available to all members of the early childhood and school-age workforce? Lead Agencies are not required to have a professional development system, but States/Territories may develop such clearinghouses to promote access to professional development opportunities.

☐ Yes.

If yes, describe:

☒ No.

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

☒ Scholarships.

Describe:

Louisiana Pathways Child Care Career Development System provides a scholarship program funded by DCFS for individuals working in child care. There are scholarships available for college tuition, the Child Development Associate Credential and the National Administrators Credential for those individuals who meet the requirements and provide the documentation of those requirements.

☐ Free training and education.

Describe:

☐ Reimbursement for training and education expenses.

Describe:

☐ Grants.
Describe:

☐ Loans.
Describe:

☐ Loan forgiveness programs.
Describe:

☐ Substitute pools.
Describe:

☐ Release time.
Describe:

☐ Other.
Describe:

☐ None.

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

☒ Yes.
If yes, describe:

Career advice is one of the services provided through the Child Care Resource and Referral Agencies.

☐ No.

e) Does the State/Territory have mentors, coaches, consultants, and/or other specialists available to provide technical assistance to the workforce?

☒ Yes.

If yes, describe:

Assistance is available from specialists in inclusive child care, Quality Start which includes program standards and program evaluation, and LA Pathways.

☐ No.

3.4.5 Workforce Element 5 - Compensation, Benefits and Workforce

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

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

☐ Yes.

If yes, describe:

☒ No.

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

☐ Yes.

If yes, describe:

☒ No.

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

☒ Yes.

If yes, describe:

The School Readiness Tax Credit for Teachers/Directors is available to teachers and directors working in centers participating in QRIS beginning at 1 star. This credit recognizes levels of education, experience, and professional association membership and involvement. Four levels of credits begin with CDA and move to Associates, Bachelors and advanced degrees. In an effort to reduce turnover, staff must work in a QRIS participating center for at least 6 months in order to qualify.

☐ No.

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

☐ Yes.

If yes, describe:

☒ No.

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

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

☒ Data on the size of the child care workforce.

Describe (optional):

LA Pathways is voluntary and based on participation in initiatives; therefore the data reflects only those who have enrolled.

☒ Data on the demographic characteristics of practitioners or providers working directly

with children.

Describe (optional):

Name, home address, phone number, email, employer, work contacts, work experience and educational background, and trainings available for those enrolled in LA Pathways.

☒ Records of individual teachers or caregivers and their qualifications.

Describe (optional):

As provided by the individuals who voluntarily participate to assess level on the applicable career ladder.

☐ Retention rates.

Describe (optional):

☒ Records of individual professional development specialists and their qualifications.

Describe (optional):

The Trainer Registry includes information submitted by trainers who wish to become a Pathways approved trainer.

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

Describe (optional):

Qualifications of those working in child care centers or Head Start programs are linked when their program is participating in QRIS.

☒ Number of scholarships awarded .

Describe (optional):

Data is available related to college tuition by institution, CDA and NAC.

☐ Number of individuals receiving bonuses or other financial rewards or incentives.

Describe (optional):

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

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

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

☒ Other.
Describe:

Information is available on the number of individuals eligible for the SRTC by tax credit level on the career ladder.

☐ None.

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

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

☒ Yes.

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

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

Mandatory for those employed by programs participating in QRIS and voluntary to others.

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

Describe:

Participation is voluntary.

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

Describe:

Mandatory for those employed by programs participating in QRIS and voluntary to others.

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

Describe:

Mandatory for DCFS contractors.

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

Describe:

Mandatory if training is to count for annual licensing requirements.

☐ Other.

Describe:

☐ None.

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

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

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

☐ No.

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

N/A

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

N/A

3.4.7 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub-section in 3.4. What are the State/Territory's goals for the building the professional development system and improving conditions for the workforce in the coming biennium? What progress does the State/Territory expect to make across the five key elements for the workforce and professional development system described above?

Require all child care center staff and all CCAP providers to enroll in LA Pathways. Support the LA Center for Afterschool Learning (LA-CAL) in its efforts to develop training and core competencies for the school age workforce.

Attachment 2.2.9 Child Care Application

To access Attachment 2.2.9 Child Care Application, on the web copy and paste the following link:

<http://www.dcf.louisiana.gov/assets/docs/searchable/ChildDevEarlyLearning/CCAP/CCAP2Application.pdf>

Attachment 2.4.1

	Agency Name		Office of Family Support (OFS)			
	Chapter No./Name		08 - Child Care Assistance Program (CCAP) Manual			
	Part No./Name		J. Sliding Fee Scale (LI-CC)			
	Section No./Name		J-100 Sliding Fee Scale (LI-CC)			
	Document No./Name		J-110 Sliding Fee Scale (LI-CC)			
	Dates	Issue	June 7, 2011	Effective	June 1, 2011	

STEP participants are categorically eligible. The child care costs charged by the provider are paid at 100%, not to exceed the state maximum rate.

The agency pays a certain percentage of authorized low-income child care costs that are charged by the provider. The sliding fee scale below is used to determine the percentage that the agency will pay, based on the household's monthly income and the household size. The provider must charge the participant no more and no less than the amount shown on the CCAP Rate and Availability Verification Form ([CCAP 7B](#)) if the provider wishes to remain an eligible CCAP provider. The difference between the amount that the agency pays and the total amount charged by the provider must be paid by the participant in the form of a co-payment. The provider is responsible for collecting this co-payment.

No. in HH	2	3	4	5	Agency %
	0-1226	0-1544	0-1863	0-2181	80%
	1227-1823	1545-2267	1864-2711	2182-3155	60%
	1824-2420	2268-2989	2712-3559	3156-4128	40%
	ABOVE 2420	ABOVE 2989	ABOVE 3559	ABOVE 4128	0%
No. in HH	6	7	8	9	Agency %
	0-2499	0-2818	0-3136	0-3454	80%
	2500-3599	2819-3811	3137-4024	3455-4236	60%
	3600-4698	3812-4804	4025-4911	4237-5018	40%
	ABOVE 4698	ABOVE 4804	ABOVE 4911	ABOVE 5018	0%
No. in HH	10	11	12	13	Agency %
	0-3773	0-4091	0-4409	0-4728	80%
	3774-4449	4092-4661	4410-4874	4729-5087	60%
	4450-5125	4662-5231	4875-5338	5088-5445	40%
	ABOVE 5125	ABOVE 5231	ABOVE 5338	ABOVE 5445	0%
No. in HH	14	15	16	17	Agency %
	0-5046	0-5364	0-5683	0-6001	80%
	5047-5299	5365-5511	5684-5725	-	60%
	5300-5552	5512-5658	5726-5766	-	40%
	ABOVE 5552	ABOVE 5658	ABOVE 5766	-	0%

Louisiana Department of Children and Family Services
Child Care Assistance Program

CCAP Rate and Availability Verification Form

Case Name: _____
Case ID: _____
Time and
Attendance #: _____
Worker: _____
Phone Number: _____

Dear Child Care Provider:

This CCAP Rate and Availability Verification Form is being issued because the above named individual has **APPLIED** for assistance from the Child Care Assistance Program (CCAP) in the Louisiana Department of Children and Family Services for the child listed below. This form is **NOT** a guarantee of payment because the above named individual has **NOT** yet been determined eligible for CCAP. This form must be received by _____ at the address given at the end of this form before a decision can be made on the CCAP case.

(Child Name)

(Child ID Number)

(Child Number)

(Birthdate)

I will care for this child in:

- ☐ Child's Home ☐ My Home ☐ Class A Center ☐ School Setting
☐ Class M Center – Department of Defense Child Care Center

When a determination is made on the CCAP case, you will receive a notice informing you whether CCAP will make payments on behalf of the parent/guardian.

- If it is determined that CCAP will make payments, the notice sent will inform you of the date payments will begin and the maximum amount of payment that will be made by CCAP. Payment will be based on care authorized and the child's actual attendance. The parent or guardian is responsible for ALL costs incurred before the effective date of payments as determined by the agency and is also responsible for the difference in the amount you charge and the amount the agency pays.
- If it is determined that CCAP will NOT make payments, the notice sent will inform you that payments will NOT be made by CCAP and the parent/guardian is responsible for ALL payments to you for the child care services you provide.

Please check the type of care you will be providing for this child. (If this child is in part-time care with you during the school year and in full-time care with you during vacations and summer, please complete both full-time and part-time sections.)

☐ Full-Time Care:

Date child care began/will begin or changed/will change for this child:

(Month/Day/Year)

Total hours each week that child is in care (or will be in care):

Amount charged for this child:

\$ _____
(Daily Rate)

Do you provide full-time care for this child during school holidays?
(Spring break/Easter, Thanksgiving, Christmas)

☐ Yes ☐ No

Do you provide transportation for this child?

☐ Yes ☐ No

☐ Part-Time Care:

Date child care began/will begin or changed/will change for this child:

(Month/Day/Year)

Total hours each week that child is in care (or will be in care):

Amount charged for this child:

\$
(Hourly Rate)

Do you provide full-time care for this child during school holidays?
(Spring break/Easter, Thanksgiving, Christmas)

☐ Yes ☐ No

Do you provide transportation for this child?

☐ Yes ☐ No

I certify that I am or will be providing care to the above-named child, and that I will abide by all applicable regulations. I agree to meet all reporting and record-keeping requirements necessary for program administration. My signature below certifies that I am 18 years of age or older.

Signature of Provider

Name of Provider

Date

Address of Provider

Provider ID Number (if known)

Telephone Number of Provider

Provider SSN

If you provide care in the child's home, the telephone number that will be used to call the Interactive Voice Response (IVR). This must be the client's landline telephone number that is on file with the agency.

Make a copy of this completed form or document this information in your files for your own record.

For information about eligibility requirements, your case status, or how to choose a provider, call 1-888-LAHELPU (1-888-524-3578).

The parent or guardian is to return the completed original to: _____

Attachment 2.7.1 CCAP Payment Rates

Provider Type	Regular Care	Regular Care For Infants/Toddlers (Under Age 3)	Special Needs Care Incentive	Special Needs Care Incentive for Infants/Toddlers (Under Age 3)
Class A	\$17.50	\$18.50	\$21.65	\$22.65
Class E	\$15.00	\$16.00	\$18.50	\$19.50
Class M	\$17.50	\$18.50	\$21.65	\$22.65
Class R	\$15.00	\$16.00	\$18.50	\$19.50
Class U	\$14.50	\$15.50	\$17.90	\$18.90

Attachment 2.7.4 Market Rate Survey

To access Attachment 2.7.4 Market Rate Survey, on the web copy and paste the following link:

http://www.caresolutions.com/docs/2010_LAMarketRateSurveyReport.pdf