

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

Delaware  
FFY 2014-2015

<b>PART 1 ADMINISTRATION</b>
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**1.1 Contact Information**

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

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

Effective Date: 01-OCT-13

Name of Lead Agency: Delaware Health and Social Services (DHSS), Division of Social Services (DSS)  
Address of Lead Agency: 1901 N. Dupont Hwy, Lewis Bldg., New Castle, DE 19720  
Name and Title of the Lead Agency's Chief Executive Officer: Elaine Archangelo, DSS Director  
Phone Number: 302-255-9500  
Fax Number: 302-255-4425  
E-Mail Address: Elaine.archangelo@state.de.us  
Web Address for Lead Agency (if any): <http://intranet.dhss.state.de.us/dss/about.html>

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

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

Effective Date: 01-OCT-13

Name of CCDF Administrator: Barbara McCaffery  
Title of CCDF Administrator: Social Service Senior Administrator  
Address of CCDF Administrator: 1901 N. Dupont Hwy, Lewis Bldg., New Castle, DE. 19720  
Phone Number: 302-255-9611  
Fax Number: 302-255-4425  
E-Mail Address: Barbara.McCaffery@state.de.us  
Phone Number for CCDF program information  
(for the public) (if any): 302-255-9670  
Web Address for CCDF program  
(for the public) (if any): <http://www.dhss.delaware.gov/dhss/dss/index.html>  
Web Address for CCDF program policy manual  
(if any): <http://regulations.delaware.gov/AdminCode/title16/index.shtml#TopOfPage>  
Web Address for CCDF program administrative rules  
(if any): <http://regulations.delaware.gov/AdminCode/title16/index.shtml#TopOfPage>

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

Name of CCDF Co-Administrator:  
Title of CCDF Co-Administrator:  
Address of CCDF Co-Administrator:  
Phone Number:  
Fax Number:  
E-Mail Address:  
Description of the role of the Co-Administrator:

**1.2 Estimated Funding**

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

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

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FY 2014 Federal CCDF allocation (Discretionary, Mandatory and Matching): \$ 15,287,714  
Federal TANF Transfer to CCDF: \$ 0  
Direct Federal TANF Spending on Child Care: \$ 13,066,756  
State CCDF Maintenance-of-Effort Funds: \$ 5,179,325  
State Matching Funds: \$ 3,922,871

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

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

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

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N/A here

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

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

If checked, identify source of funds:

State General funds

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

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

If checked, are those funds:

donated directly to the State?

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

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

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

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

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

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

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

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

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

If checked,

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

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

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

If known, identify the estimated amount of pre-k funds the Lead Agency will receive for MOE Fund requirement:

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

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

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Estimated Amount of CCDF Quality Funds For FY 2014	Activity (Lead Agency should include description of quality activities that cover FY 2014 and also information about activities for FY 2015, if available)	Purpose	Projected Impact and Anticipated Results (if possible)
Infant/Toddler Targeted Fund \$408,849	Coordinate quality assured professional development activities.	Promote highly qualified care for infants and toddlers.	Improved credentialing of trainers and training content.
School-Age/Child Care Resource and Referral Targeted Funds \$238,883	Training activities targeting school age providers	Support School age quality activities for providers thru professional development.	Improved quality of care for school age children.
Quality Expansion Targeted Funds \$61,007	Resource and Referral	Assists families in finding affordable child care.	Families will have access to quality, convenient & affordable child care.
Quality Funds (not including Targeted Funds) \$300,000	Capacity Building Grants (DSS)	Provides grants to licensed providers to improve quality in their programs	Increased supply of appropriate, affordable care to low income families.

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

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

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

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

Department of Education and department of Services for Children youth and their families. It is estimated Delaware will spend 10- 12% in quality funds

Other.

Describe:

### **1.3 CCDF Program Integrity and Accountability**

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

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

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Describe:

The lead agency, DHSS, maintains control through Memoranda of Understanding (MOU) with non-TANF state agencies and through contracts when services or activities are provided through other non-government community organizations.

DHSS is responsible for the overall management, including fiscal control of these contracts and for ensuring that state and department procurement policies and procedures are adhered to. DHSS sets performance standards and makes contractor payments based on performance accomplishments.

DHSS also has a current memorandum of Understanding (MOU) with two non-TANF state agencies to provide services and activities under the grant. An MOU exists with the Department of Services for Children, Youth, and their Families (DSCYF) and the Department of Education (DOE) to improve the quality of child care. DSCYF is charged with establishing and enforcing the requirements and baseline standards for licensed child care providers in the state. In addition, DSCYF conducts criminal history record checks (federal and state) and child protection registry checks for license and license exempt providers for the protection of children. . The Department of Education administers training activities for providers, Professional Development, a plan to coordinate training, development and maintenance of the Early Learning Foundations and early childhood education to create career development opportunities.

The current MOU's between DHSS, DSCYF and DOE outline each Department's separate and joint responsibilities. The topics covered include program planning, financial procedures, training, licensing, and the investigations of complaints about child care providers.

The Secretary of DHSS is also an active participant of the Interagency Resource Management Committee (IRMC). The IRMC is a state created interagency council consisting of the Secretaries of the

Departments of Education; Services for Children Youth and Their Families; Health and Social Services; and the Budget director and Controller General. The IRMC is charged with fostering an interagency approach in coordinating the delivery of early care and education services in Delaware. The lead agency utilizes reports such as the 800, 801 and 696. Contractors are required to submit monthly, quarterly and or yearly reports.

The lead agency participates with an interagency fraud committee consisting of DOE, DSCYF and DHSS. This committee reviews provider fraud and preventative strategies. The lead agency meets regularly with the DHSS Audit and Recovery Management Services Unit (ARMS) to review fraudulent activities and prevention and recoupment strategies.

Internal control for subsidy funds include case reviews in the field for improper payments. Any improper payments issued to families will require the staff to complete an overpayment that is forwarded to ARMS. Any improper payments issued to providers are also collected via ARMS or by the recoupment process.

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

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

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**Describe:**

DHSS contracts with Children and Families First (CCF), the Child Care Resource and Referral Agency and non-governmental community organizations to increase the supply of appropriate, affordable child care for low income families, as well as a program to facilitate access to quality, affordable child care services by providing information and referral services. DHSS is responsible for the overall management, including fiscal control of these contracts, as well as ensuring the state and department procurement policies and procedures are adhered to. DHSS sets performance standards and makes contractor payments based on performance accomplishments. The contract is awarded on a continuing yearly basis for five years.

DHSS also has a Memorandum of Understanding (MOU) with two non-TANF state agencies to provide services and activities under the grant. An MOU exists with the Department of Services for Children, Youth and Their Families (DSCYF) and the Department of Education (DOE) to improve the quality of child care. DSCYF is charged with establishing and enforcing the requirements and baseline standards for licensed child care providers in the state. In addition, DSCYF conducts criminal history records

(federal and state) and child protection registry checks for licensed and licensed exempt providers for the protection of children. The Department of Education administers training activities for providers, a plan to coordinate training, development and maintenance for the Early Learning Foundations and early childhood education to career development opportunities. Additionally, DOE is responsible for updating and maintaining Delaware's agenda for improvement of early care and education for creating public-private partnerships through providing information to private sector entities.

The MOU's between DHSS, DSCYF and DOE outline each Department's separate and joint responsibilities. The topics covered include program planning, financial procedures, training, licensing, and the investigations of complaints about child care providers

In addition to the above, the Secretary of DHSS is also an active participant of the Interagency Resource Management committee (IRMC). The IRMC is a state created interagency council consisting of the Secretaries of the Departments of education; Services for children, Youth and Their Families, Health and Social Services; and the Budget Director and Controller General. The IRMC is charged with fostering an interagency approach in coordinating the delivery of early care and education services in Delaware. The committee's responsibilities include promoting interagency collaboration in the delivery of services to children with disabilities; providing administrative oversight for the Early Childhood Assistance Program; coordinating the implementation of the recommendations of the "Early Success" report and establishing an Office of Early Care and Education.

Contracts will be monitored by site visits to the vendor, requiring statistics and data as well as review of a check list that is unique to each vendor. Payments to vendors will not be made unless vendors are in compliance.

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

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Type of Activity	Identify Program Violations	Identify Administrative Error
Share/match data from other programs (e.g. TANF, Child and Adult Care Food Program (CACFP), Food and Nutrition Service (FNS), Medicaid))	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Share/match data from other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS))	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Run system reports that flag errors (include types)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Review of attendance or billing records	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audit provider records	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Conduct quality control or quality assurance reviews	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct on-site visits to providers or sub-recipients to review attendance or enrollment documents	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Conduct supervisory staff reviews	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct data mining to identify trends	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Train staff on policy and/or audits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other. Describe	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>

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

- 1.DHSS staff use a common eligibility system to determine eligibility. Information is shared with TANF, SNAP, and Medicaid. Program violators are reported to ARMS. In addition, child Care Subsidy shares information with Licensing and the CACFP.
- 2.DHSS staff use the shared database to help determine eligibility for TANF, SNAP, Child Care and Medicaid. The following information is used from the share/match directory: New Hires, for job matches, Social Security Administration, to verify Social Security numbers, Public Assistance Reporting Information System, to determine if clients/customer are eligible for other assistance programs.
- 3.DHSS uses the share/match system database to run reports for Quality Control cases.
- 4.Child Care Monitors review attendance reports with Provider manual records.
- 5.Completed by Child Care Monitors and Quality Control.
- 6.DHSS conducts Quality Control reviews to determine if cases are in compliance with the policy rules and regulations.
- 7.DHSS reviews attendance daily by scheduling monitoring visits to child care sites. DHSS uses the portal to compute daily attendance for billing purposes.
- 8.DHSS Child Care Administrators review forms received from the Monitors after provider visits to determine if sites are following DHSS and DCYF rules and regulations.
- 9.DHSS child care unit will request queries reports and speak with DSS Operations staff about any changes happening in the local offices.
- 10.DHSS Staff Development is the primary training unit all Staff. Staff Development and the Policy Unit communicate when there are policy changes. Staff Development has a portal which is the Learning Management System where DSS staff are trained by using real case situations. Staff Development also has open lab weekly where staff can ask DSS trainers to assist them with specified case issues.

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

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

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Strategy	UPV	IPV and/or Fraud	Administrative Error
Require recovery after a minimum dollar amount in improper payment. Identify the minimum dollar amount: \$ 1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Coordinate with and refer to other State/Territory agency (e.g. State/Territory collection agency, law enforcement). Describe: Audit and Recovery Management Services (ARMS)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Recover through repayment plans	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reduce payments in the subsequent months	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recover through State/Territory tax intercepts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Recover through other means. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Establish a unit to investigate and collect improper payments. Describe composition of unit:</p> <p>ARMS is charged with investigation of alleged acts of fraud by clients and or service providers in any public welfare programs.</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Other. Describe:</p> <p>Interagency Fraud Committee – This committee is composed of the Department of Services for Children Youth and their Families (licensing), Department of Education (food program), and Delaware Health and Social Services (POC). This committee meets on a quarterly basis to share information on fraud prevention and to align some of our policies.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>None</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

For client violations ARMS will recover funds. For provider violations the lead agency will recover funds if the provider is a viable business. If the provider has closed, then recovery is turned over to ARMS.

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

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None

Disqualify client.

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

Disqualify provider.

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

A provider who is found to have committed an intentional program violation or fraud will be notified of same after discovery. The provider's license or contract will be terminated any misspent funds will be recouped. Providers who are disqualified may request an Administrative Review with the Social Service Senior Administrator. If the provider's license is terminated the provider may request a Hearing which is heard by a contracted Hearing Officer at the Office of Child Care Licensing.

- Prosecute criminally
- Other.  
Describe.

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

N/A here

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<b>Activities identified in ACF-402</b>	<b>Cause/Type of Error (if known)</b>	<b>Actions Taken or Planned</b>	<b>Completion Date (Actual or planned) (if known)</b>
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<p>This cycle, QC used an Access database which printed reports mimic the ACF-400. The downside of using Access seemed to be the occasional loss of data which had to be data entered twice. The database was split up into months to make it easier for reviewers to work in separate databases simultaneously. The information pulled from this data base helped in identifying an under sampling of cases from one month, resulting in use of a replacement case. Using the Access database in future cycles would be preferred as it made it easy to transfer data between the two offices (not located together). It is planned for the FY14 cycle to start earlier with planning and training for reviewers doing the child care reviews and have more involvement from the local agency when an improper authorization is discovered.</p>	<p>The number of cases with improper authorization errors due to missing or insufficient documentation is 109. The three most common occurrences are: element 400 income, element 340 Qualifying Care and Element 100 Application Determination forms. Of the 60 cases with a primary error in element 400 the most common items missing were pay/income information and verification of shelter/utility costs. Shelter costs are declared for other programs as well as for Child Care. Families only need to provide a declarative statement of shelter and utility amounts if they are claiming excessive financial burden. In the error cases, this amount was not recorded by the agency or not given by the client. Of the 25 cases with primary element 340: Qualifying care documentation of need for services for services for this element was most often missing for caretakers (relative or non-relative). Of the 21 cases cited in element 100 of the most common items missing are the Application to cover the certification period and the required child Support referral to the Division of Child Support Enforcement. These cases may have had other information available for review, but because the application and/or child support form was missing the entire authorization was cited in error. The number of cases with improper authorization errors due to causes other than missing or insufficient documentation is 9. The two most common error elements are element 400 Income and element 340 Qualifying care documentation. The</p>	<p>The current actions the State is taking to ensure that eligibility workers be accountable for reducing improper authorizations and improper payments is through training and new worker, future online training through our Learning Management System for all workers, and emphasis on the types of documentation needed to determine Child Care eligibility. The State currently uses a POD system workflow for all programs. Under this system work is divided into functional teams within the local offices. This system provides multiple opportunities to identify improper authorizations and payments because different workers are looking at the case at intake, renewal, and for interim changes. Continuing training and making any necessary adjustments to the way the work is monitored would be the suggested corrective action between now and the next review cycle. Monitoring of the training outcomes will be accomplished with additional testing at the end of each LMS training component. In addition, Division of Social Services initiated a project to clear the backlog of information waiting to be scanned into the document Imaging System. Once the backlog is cleared procedures to keep the imaging current will be established. This will be most effective since the majority of the errors are due to missing information.</p>	<p>In January 2013 - The State Administrator approved funds to hire a temporary staff person to only review child care cases. This staff person is supervised by the QC Analyst, who will train the temporary staff process of reviewing child care case for errors. In March 2013 the Division of Social Services Training Staff provided online training through our Learning Management System for all workers, and emphasis on the types of documentation needed to determine Child Care eligibility. In June 2013 - The QC Analyst along with subsidy Administrator and the 2 Area Operations Chiefs meet monthly to review the current Child Care errors and make recommendations to fix the errors.</p>
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	<p>primary reason in element 340 is that the number of days authorized did not match the verifications in the record. For example wages stubs indicate that the client would get Part time care and were authorized for Full time care.</p>		
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### **1.4 Consultation in the Development of the CCDF Plan**

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

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

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

<b>Agency/Entity</b>	<b>Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan</b>
<input checked="" type="checkbox"/> <p><b>Representatives of general purpose local government (required)</b></p> <p>This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.</p>	<p>The Plan was presented to the Delaware Early Childhood Council where representative from counties and local agencies, and educational representatives were able to offer input.</p>
<p><b>For the remaining agencies, check and describe (optional) any which the Lead Agency has chosen to consult with in the development of its CCDF Plan.</b></p>	
<input type="checkbox"/> <p>State/Territory agency responsible for public education</p> <p>This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.</p>	

<input type="checkbox"/> State/Territory agency responsible for programs for children with special needs  This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs	
<input checked="" type="checkbox"/> State/Territory agency responsible for licensing (if separate from the Lead Agency)	The Office of Child Care Licensing under DCYF.
<input checked="" type="checkbox"/> State/Territory agency with the Head Start Collaboration grant	The Head Start Collaboration Director at DOE was consulted.
<input checked="" type="checkbox"/> Statewide Advisory Council authorized by the Head Start Act	Plan was discussed at the SAC and drafts were made available. Interested parties were invited to Public Hearings.
<input type="checkbox"/> Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services	
<input checked="" type="checkbox"/> State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)	CACFP is under DOE. DOE contributed to the development of the Plan.
<input type="checkbox"/> State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant	
<input type="checkbox"/> State/Territory agency responsible for public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health)	
<input checked="" type="checkbox"/> State/Territory agency responsible for child welfare	DCYF contributed to the development of the Plan.
<input checked="" type="checkbox"/> State/Territory liaison for military child care programs or other military child care representatives	The Military Child Care liaison contributed to comments to the Plan.

<input type="checkbox"/>	State/Territory agency responsible for employment services/workforce development	
<input checked="" type="checkbox"/>	State/Territory agency responsible for Temporary Assistance for Needy Families (TANF)	Same agency as the lead agency.
<input type="checkbox"/>	Indian Tribes/Tribal Organizations	N/A
<input checked="" type="checkbox"/>	N/A: No such entities exist within the boundaries of the State	
<input type="checkbox"/>	Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21	
<input type="checkbox"/>	Provider groups, associations or labor organizations	
<input type="checkbox"/>	Parent groups or organizations	
<input type="checkbox"/>	Local community organization, and institutions (child care resource and referral, Red Cross)	
<input type="checkbox"/>	Other	

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

Effective Date: 01-OCT-13

a) Date(s) of notice of public hearing: 04/07/2013

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

b) How was the public notified about the public hearing? News Journal, email blasts, notice on the Child Care Portal and information distributed at SAC.c) Date(s) of public hearing(s):

05/16/2013

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

d) Hearing site(s) Georgetown, DE, Dover, DE and New Castle, DE.

e) How was the content of the Plan made available to the public in advance of the public hearing(s)? Classified advertisement of public hearings, news Journal. The Child Care Portal, the list serve, licensing list serve, Announced at the Delaware Early Childhood Council and the Office of Early Learning.

f) How will the information provided by the public be taken into consideration in the provision of child care services under this Plan? The information will be reviewed and changes made (or not) based on analysis of information and program requirements.

**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.

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One Public Hearing was held in each county so the public does not have to travel far. Hearings were held in the evenings to accommodate work schedules. Information at the Hearings were in paper format and power point. In addition, copies of the CCDF Plan were made available on paper or disk.

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

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

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

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

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

<b>Agency/Entity (check all that apply)</b>	<b>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</b>	<b>Describe the goals or results you are expecting from the coordination</b>
<input checked="" type="checkbox"/> <p>Representatives of general purpose local government</p> <p>This may include, but is not limited to:                      representatives from counties and municipalities, local education representatives, or local public health agencies.</p>	<p>The lead agency works with Delaware Institute for Excellence in Early Childhood. (DIEEC) at the University of DE on Professional Development for providers and delivering quality assured training.</p>	<p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p> <p>Consistency in the quality assured trainings, ease in registering for trainings for providers, improved tracking of provider credentials. Improved data on professional development.</p>

<input checked="" type="checkbox"/> <p>State/Territory agency responsible for public education <b>(required)</b></p> <p>This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.</p>	<p>The lead agency collaborates with the Department of Education (DOE), Children and Families First (CFF) and Institutes of Higher Learning such as, University of Delaware (UD), Wilmington University, Delaware Technical and Community College and Springfield College on T.E.A.C.H. Early Childhood, Capacity grants, QRIS and Professional Development.</p>	<p>We are expecting support and collaboration. We look forward to the other agencies lending their expertise as subject matter experts on matters such as scholarships and professional development and building curriculum.</p>
<input checked="" type="checkbox"/> <p>Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services <b>(required)</b></p>	<p>The Delaware Early Childhood Council will be notified of the CCDF Plan.</p>	<p>Input from the Council will be considered.</p>

<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for public health <b>(required)</b></p> <p>This may include, but is not limited to, the agency responsible for immunizations and programs that promote children's emotional and mental health</p>	<p>Delaware Division of Public Health Delaware's Early Childhood Comprehensive System (ECCS) has developed an early childhood system benefitting all of Delaware's children, from birth through age five years, and their families. The ECCS project is focused on partnering with all Maternal and Child Health (MCH) state and local partners which target families with children who are at risk. ECCS ensures continued improvement in the health, safety and well-being so children may benefit from the services and care. It also addresses disparities that exist within traditionally underserved populations such as children with special health care needs, children with behavioral and mental health issues, and a growing Hispanic population. The project will use a multi-agency approach to bridge service and system gaps to improve outcomes for all Delaware's children.</p>	<p>As ECCS recognizes the varying needs across the three counties, ECCS is working to develop a systematic approach, working with its key early childhood partners. Both public health and the lead agency serve many of the same children; our goal is to provide a more seamless process to services.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for employment services / workforce development <b>(required)</b></p>	<p>Department of Education and Department of Children, Youth and their Families are responsible for the workforce development in the child care community. The lead agency will coordinate with those responsible for workforce development.</p>	<p>An improved workforce that has the education and skills needed to provide quality child care.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for providing Temporary Assistance for Needy Families (TANF) including local human service agencies <b>(required)</b></p>	<p>The lead agency is the same agency that provides TANF.</p>	<p>Consistency in policy.</p>

<input type="checkbox"/>	Indian Tribes/Tribal Organizations (required) <input checked="" type="checkbox"/> N/A: No such entities exist within the boundaries of the State		
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**For the remaining agencies, check and describe (optional) any with which the Lead Agency has chosen to coordinate early childhood and school-age service delivery**

<input checked="" type="checkbox"/>	State/Territory agency with the Head Start Collaboration grant	Head Start is located in DOE. Head Start is included in the planning for Professional Development and has a seat at the Early Child Care Council.	We share resources for staff and providers.
<input checked="" type="checkbox"/>	State/Territory agency responsible for Race to the Top - Early Learning Challenge (RTT-ELC) <input type="checkbox"/> N/A: State/Territory does not participate in RTT-ELC	The lead agency coordinates with The Office of Early Learning.	We consult with OEL to assist in implementing Early Learning Challenge Grant and to build a sustainable child care system.
<input checked="" type="checkbox"/>	State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)	The CACFP is in the DOE. CACFP, OCCL and the lead agency participate on the Program Integrity Committee for fraud prevention .	We share knowledge and strive for consistency among the agencies.

<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for programs for children with special needs</p> <p>This may include, but is not limited to:  State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs</p>		<p>The goal is to increase the number of child care providers working towards this inclusion. DSS also collaborates to focus capacity grants towards programs with children with disabilities. DHSS Part C Coordinator and DOE Part B/619 Preschool Coordinators are members of the child care capacity grant committee.</p> <p>Provide support for children with emotional and behavioral disturbances.</p>
<input type="checkbox"/>	<p>State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant</p>		
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for child welfare</p>	<p>DSCYF, Behavioral Health Prevention.</p>	<p>Continue to support the Behavioral Health Specialists who work with children and providers to develop a mental health system of care for young children with emotional and behavioral issues.</p>

<input checked="" type="checkbox"/>	State/Territory liaison for military child care programs or other military child care representatives	Delaware is one of 13 states participating in the DoD Military child Care Liaison Project. The lead agency has met with the Liaison assigned to DE to assist in identifying current state efforts, priorities, and quality initiatives that impact the ability of military families to access high quality of installation child care services in their communities. The lead agency will collaborate with the liaison to coordinate efforts in the planning and development of priorities and quality initiatives of mutual interest.	Increased awareness of child care needs of military families, alignment of plans, goals and priorities of mutual interest. Opportunities to strengthen the quality of child care in the community and the professional development system. Opportunities to improve licensing requirements and efficient and effective oversight. Access to affordable, high quality, child care for military families in their community.
<input checked="" type="checkbox"/>	Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21	Working with BUILD on QRIS initiative.	Together QRIS and DE Stars align the system for best practice and current research.
<input checked="" type="checkbox"/>	Local community organizations (child care resource and referral, Red Cross)	CFF serves as the states resource and referral agency.	Children and Families First assists families in finding quality, affordable and convenient child care. They will assist families with children that may need off hours or who may require special needs care. The goal is to increase the accessibility for quality child care.
<input checked="" type="checkbox"/>	Provider groups, associations or labor organizations	Wilmington Early Care and Education Council (WECEC) Northeast Providers Support Group Delaware Association of the Education of young children (DAEYC), Kent County Directors Assoc, Sussex County Directors Assoc.	The lead agency funds the Professional Development Center under WECEC. They in turn host the North East Providers Support Group. The Center provides resources and training opportunities to the providers in the city of Wilmington. DAEYC will continue to provide the early care and education community opportunities for professional development through T.E.A.C.H.
<input checked="" type="checkbox"/>	Parent groups or organizations	Family voices.	Promote family centered care for children and youth with special health care needs and or disabilities.
<input type="checkbox"/>	Other		

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

Yes. If yes,

a)

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

Delaware Early Childhood Council

b)

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

Birth to Eight

c)

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

Yes

No

d)

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

[http://www.doe.k12.de.us/infosuites/students\\_family/earlychildhood/decc.shtml](http://www.doe.k12.de.us/infosuites/students_family/earlychildhood/decc.shtml)

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 Delaware Early childhood Council was established by the Interagency Resource Management Committee (IRMC) serving the needs of children age birth to eight. The Council is comprised of representatives from the Child Care provider community, Parents, Head Start, Resource and Referral Agency, Child health, Advocacy Organizations, Public School, Higher Education, and the business community. The lead agency is represented by one voting member. Their role is to promote the

development of a comprehensive and coordinated early childhood system, birth to eight, which provides the highest quality services and environment for Delaware's children and their families

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))**

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Yes .

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

**United Way of Delaware** has been involved with increasing the public need for quality child care for many years. They fund child care programs directly, requiring them to be enrolled in Delaware Stars, coordinate an education committee which includes early childhood and the President/CEO chairs Delaware's Early Childhood Strategic Plan Goal 2 Committee High-Quality Early Childhood Programs and Professionals.

**Wilmington Early Care and Education Council** – (WECEC) is a local council by city government to improve the quality of child care. Since its inception, WECEC has been able to create private partnerships with many organizations to improve family engagement and professional development opportunities. For example: the Council supports the Professional Development Center where providers and parents can join and find activities for children as well as resources for both parents and providers. WECEC also holds activities for Providers Appreciation Day. The result is that these organizations are invested in the City of Wilmington where there is a large concentration of children in poverty.

**Delaware Early Childhood Council** – DECC is the State of Delaware's interagency council created to guide the implementation of Delaware's strategic agenda for the improvement of early care and education. Seats on the Council are held by 2 center based providers, 1 family home provider, 1 parent, 1 representative from Head Start, 1 representative from a Resource and Referral agency, 2 advocates for children's health and well-being, 1 representative from higher education, 1 representative from the

business community, 2 community members, 1 from DAEYC, 1 from General Assembly, the Director of Head Start Collaboration, 1 representative from DHSS, 1 from DSCYF, 1 from DOE, 1 Chairperson(chosen by governor), 1 Vice Chair(choose by Governor), 1 Ex Officio member, 1 Chair of the Family Support Coordinating council, 1 Director of Delaware Institute of Excellence in Early Childhood. The Council creates public-private partnerships through providing information to private sector entities on a regular basis. The result is that public will is generated around issues critical to improving the quality of child care. The council provides support and guidance to the child care community. They have provided support to the Integrated Data Project and they allow for information and resource sharing.

**Nemours Foundation** – Nemours Foundation is committed to improving social-emotional wellness and physical wellness in children. As a private foundation, Nemours is currently working to establish connections with a child care system and identifying its role. The anticipated result is that Nemours will aid in strengthening the child care system relative to its organization's areas of focus. Nemours Health and Prevention Services (NHPS) is a division (founded in January 2004) of the Nemours Foundation and expand the foundation's focus beyond children's health care delivery. The mission of NHPS is to engage communities and work with partners to find, develop, implement, and disseminate successful strategies to help children, families, and communities to live healthier lives. NHPS incorporates the idea that health promotion and disease prevention, in addition to medical care, are important tools in assuring the health of any population. Health promotion must extend beyond the clinical setting to focus on the whole child within his/her family and community. Investing in prevention will improve health, but requires a long-term commitment; the *impact* of health promotion and prevention takes years to realize. To that end, NHPS focuses on health determinants; not medical treatment for illness/disability. In support of this mission, NHPS will work with communities and a variety of agency partners to study the need for, design, and implement coordinated health promotion and disease prevention programs. NHPS activities are grounded in the belief that an infrastructure of lasting capacity must be built to address health promotion and disease prevention that compliments the existing capabilities of communities and agencies. NHPS will use internal staff capacity (infrastructure) to work with community agencies in four sectors; child care, primary care, schools, and neighborhoods. In the Child Care Sector, NHPS has implemented the following activities: *Early Childhood Physical Activity and Healthy Eating Curricula for Child Care Centers* – this project has adapted existing curricula and designed new developmentally appropriate teaching tools to teach pre-school children about both physical activity and nutrition. The materials include provider/teacher manuals; activities and equipment to use with the children (lesson plans), information for parents, and guidelines for implementation for child care center administrators. Curriculum development involved understanding the existing materials and how they can be adapted (e.g., planet health curriculum from Harvard), creating original materials with careful attention to child development principles, and drafting and beta testing versions in child care "model" settings. This work is carried out in conjunction with Children's Health Media (KidsHealth) and Sesame Workshop. This partnership has also involved local partners such as the University of Delaware to help design, test and bet the curriculum.

**Expanding Inclusive Early Intervention Opportunities** - (EIEIO) is a public/private collaborative that is collaboration among child care, early intervention, special education and head start to promote and ensure high quality inclusion for all children with disabilities and delays. The committee has developed materials, professional development, and alignment of meaningful learning experiences with Delaware's early learning standards.

**T.E.A.C.H.** – The T.E.A.C.H. Early childhood program is administered though the Delaware Association for the Education of Young Children. The committee consists of members from DOE, DSCYF, Higher Education, Child Care Providers, and the lead agency. It provides scholarship opportunities for providers who are working toward achieving their Child Development Associate Credential (CDA), Associate Degree or Bachelor's Degree. The committee collaborates with the higher education community as well as the providers using the service. The goals for TEACH are to market the program and opportunities to the child care community, coordinate opportunities to a minimum of 5 CDA, 51 AA and 11 BA scholars.

**Capacity Grants** – DSS funds a program for child care providers seeking either to expand or start up services through the capacity building contract with Children and Families First. The Capacity Building program has also supported programs in the state's QRIS pilot. The committee consists of a member

from each of the following: DOS, DSCYF (OCCL), DHSS (part C coordinator), POC, and a provider. The goal is to provide 40 competitive grants and 10 incentive grants to licensed child care providers to increase the supply of affordable child care.

No

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

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

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

Effective Date: 01-OCT-13

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

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

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

Child Care regulations for Centers revised in 2007 and for Family and Large (Group) Family care revised in 2009 all contained increased requirements for emergency planning. Training was offered and can be made available upon request. The Office of Child Care Licensing worked with the State Homeland Security office and various other state, local and private organizations in developing the regulations and training. Training sessions were provided free of cost made possible because of donation of personnel, materials and space. Basic information is available at [http://www.kids.delaware.gov/occl/occl\\_emergencyplanning.shtml](http://www.kids.delaware.gov/occl/occl_emergencyplanning.shtml)

### **1.6.2. Indicate which of the core elements identified in the Information Memorandum are or will be covered in the Lead Agency child care emergency**

**preparedness and response plan.** Check which elements, if any, the Lead Agency includes in the plan.

Effective Date: 01-OCT-13

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

PART 2

CCDF SUBSIDY PROGRAM ADMINISTRATION

**2.1 Administration of the Program**

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

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

Effective Date: 01-OCT-13

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

State/Territory

Local entity.

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

Other.

Describe:

Sliding fee scale is set by the:

State/Territory

Local entity.

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

Other.

Describe:

Payment rates are set by the:

State/Territory

Local entity.

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

Other.  
Describe:

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

Effective Date: 01-OCT-13

**Implementation of CCDF Services/Activities**

**Who determines eligibility?**

**Note:** If different for families receiving TANF benefits and families not receiving TANF benefits, please describe:

There is no difference between TANF families and non-TANF families.

**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:

Office of Child Care Licensing and Resource and Referral agency.

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

Describe:

CCDF and TANF agency are one in the same. Parents are directed to contact Children and Families First, the resource and referral agency, when seeking childcare. However, the lead agency, OCCL or OEL are also prepared to provide some assistance.

### 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)

Payments are made to the providers directly unless the child is in self-arranged care, then payment is made to the parent. All payments are made via direct deposit.

**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.

Effective Date: 01-OCT-13

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

- Public schools
- Internet

(provide website): <https://assist.dhss.delaware.gov/PGM/ASP/SC001.asp>

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

Describe:

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

Effective Date: 01-OCT-13

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

(provide website): <https://assist.dhss.delaware.gov/PGM/ASP/SC001.asp>

- By Email
- Through a State/Territory Agency
- Through an organization contracted by the State/Territory
- 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 in their communities.**

Effective Date: 01-OCT-13

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

For example, memorandums of understanding with resource and referral agencies to

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

The lead agency has a contract with the Resource and Referral agency to provide consumer education and to assist families with hard to place children and odd hour care needs. In addition, the Office of Child Care Licensing provides information to families looking for quality child care. The lead agency itself also assists families with finding quality, affordable and convenient child care that meets the needs of the family.

**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.**

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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 QRIS (known in DE as Stars) targets providers who serve low income children in order to allow for the greatest amount of Technical Assistance and resources to help provide the highest quality care to the most at risk children. In addition, Capacity Building Grant funds are only awarded to those providers who accept low income children. Tiered Reimburesment is available to those in Star level 3-5 and is based on the number of low income children that are served.

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

Effective Date: 01-OCT-13

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

Describe:

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

List the program names: TANF, SNAP, Medicaid

- 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:

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

Other.  
Describe:

Other.  
Describe:

None

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

Effective Date: 01-OCT-13

Provide CCDF assistance during periods of job search.  
Length of time: 3 months

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

Synchronize review date across programs  
List programs:

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

Describe:

12 months

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

Describe:

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

Describe:

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

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

Describe:

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

- Other.

Describe:

- None

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

- Application in other languages (application document, brochures, provider notices)
- Informational materials in non-English languages
- Training and technical assistance in non-English languages
- Website in non-English languages
- Lead Agency accepts applications at local community-based locations
- Bilingual caseworkers or translators available
- Outreach Worker
- Other.

Describe:

Pacific Interpreters is a service for individuals whose primary language is other than English, or the spoken word. We pay for the following interpreter services for our customers:

Application interviews

Redetermination/recertification interviews

Employment and training interviews

Child Care eligibility interviews

Fair hearings

Written translation services, including completing an application for our customers

Facilitating communication within DSS to assist customers in reporting lost/stolen benefits, arranging appointments, and linking customers with community resources

None

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

Forms are in Spanish. Pacific Interpretors will translate any language.

**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
- Collect information to evaluate on-going need, recruit, or train a culturally or linguistically diverse workforce
- Other.

None

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

Spanish and Vietnamese.

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

Effective Date: 01-OCT-13

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

The Lead Agency requires documentation of:	Describe how the Lead Agency documents and verifies applicant information:
<input checked="" type="checkbox"/> Applicant identity	Declarative as written on the application.
<input checked="" type="checkbox"/> Household composition	Declarative as written on the application
<input checked="" type="checkbox"/> Applicant's relationship to the child	Declarative as written on the application.
<input checked="" type="checkbox"/> Child's information for determining eligibility (e.g., identity, age, etc.)	Declarative as written on the application.
<input checked="" type="checkbox"/> Work, Job Training or Educational Program	Wage stubs, employer letter, training or school schedule.
<input checked="" type="checkbox"/> Income	Wage stubs, letter from employer or TALX network.
<input checked="" type="checkbox"/> Other. Describe:	DFS referral form.

**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 30 days or less

Track and monitor the eligibility determination process

Other.

Describe

None

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

Effective Date: 01-OCT-13

Yes.

If yes, describe:

No.

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

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

Effective Date: 01-OCT-13

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

State/Territory TANF Agency Division of Social Services

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

- "appropriate child care": Care that meets the health and safety standards as defined by State Licensing guidelines and that meets the age-appropriate needs of the child and the child care needs of the parents.
- "reasonable distance": Care that is located in proximity to either a parents place of employment or near the parents home (generally care that is within one hours travel time).
- "unsuitability of informal child care": Informal care that would not meet the physical or psychological needs of the child.
- "affordable child care arrangements": Care that would provide access to a full range of child care categories and types of providers and that would also meet the need of most children and their parents.

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?**

Effective Date: 01-OCT-13

*residing with -*

Living in the home of the parent or caretaker.

*in loco parentis -*

Adult acting in place of the parent.

### 2.3.2. Eligibility Criteria Based Upon Age

Effective Date: 01-OCT-13

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

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

Yes, and the upper age is up until 19th Birthday (may not equal or exceed age 19). Provide the Lead Agency definition of *physical or mental incapacity* -

A dysfunctional condition which disrupts the child's normal development patterns during which the child cannot function without special care and supervision. Such condition must be verified by either a doctor or other professional with the competence to do so.

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 (may not equal or exceed age 19).

No.

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

Effective Date: 01-OCT-13

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

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

Employment - Either part-time or full time work for which the parent/caretaker receives wages equal to minimum wage or an equivalent. It also includes periods of up to three months of continued child care

services when parents/caretakers lose one job and need to search for another, or when one job ends and another job has yet to start.

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

Yes.

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

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

*attending job training or educational program -*

Job Training-A program which either establishes or enhances a person's job skills. Such training either leads to employment or allows a person to maintain employment already obtained. Such training includes, but is not limited to: Food Benefit Employment & Training (FB E&T) contracted programs; WIA sponsored training programs, recognized school vocational programs, and on-the-job training programs.

- Educational Program - A program of instruction to achieve:
  - A basic literacy level of 8.9
  - Instruction in English as a second language
  - A GED, Adult Basic Education (ABE), or High School Diploma
  - Completion of approved special training or certificate courses or
- A post-secondary degree where the degree is part of an approved DSS Employment and Training program.
- The above definition excludes the pursuit of a graduate degree or second four-year college degree. A second associate's degree may be attained if it leads to a bachelor's degree. The completion of a second associate's degree can be authorized only if it has a significant chance of leading to employment.

No.

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

Effective Date: 01-OCT-13

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

Yes.

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

**Reminder** - Lead Agencies have the flexibility to define protective services beyond formal

child welfare or foster care cases. Lead Agencies may elect to include homeless children and other vulnerable populations in the definition of protective services.

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

*protective services*

The supervision/placement of a child by the Division of Family Services in order to monitor and prevent situations of abuse or neglect.

No.

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

Yes.

No.

### 2.3.5. Income Eligibility Criteria

Effective Date: 01-OCT-13

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

*income -*

Any type of money payment that is of gain or benefit to a family. Examples of income include wages, social security pensions, public assistance payments, child support, etc.

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

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

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

Monies received from the following sources are not counted:

per capita payments to or funds held in trust for any individual in satisfaction of a judgment of Indian Claims Commission or the Court of Claims;

payments made pursuant to the Alaska Native Claims Settlement Act to the extent such payments are exempt from taxation under ESM 21(a) of the Act;

money received from the sale of property such as stocks, bonds, a house or a car (unless the person was engaged in the business of selling such property, in which case the net proceeds are counted as income from self-employment);

withdrawal of bank deposits;

money borrowed or given as gifts;  
capital gains;

the value of USDA donated foods

the value of supplemental food assistance under the Child Nutrition Act of 1966 and the special food service program for children under the National School Lunch Act, as amended;

any payment received under the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970;

loans or grants such as scholarships obtained and used under conditions that preclude their use for current living costs;

any grant or loan to any undergraduate student for educational purposes made or insured under any program administered by the Commissioner of Education under the Higher Education Act;

home produce used for household consumption;

all of the earned income of a child under age 18 who is a student who is working but is not a full-time employee (such as high school students who are employed full-time during summer);

all payments derived from participation in projects under the Food Benefit Employment & Training (FB E&T) program or other job training programs;

all Vista income; and

all income derived as a Census taker.

Resources (such as cars, homes, savings accounts, life insurance, etc.) are not considered when determining financial eligibility or the parent fee.

None

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

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

Describe:

Caretakers and active cases with DFS

None

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

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

Family Size	(a) 100% of State Median Income (SMI)(\$/month)	(b) 85% of State Median Income (SMI)(\$/month) [Multiply (a) by 0.85]	IF APPLICABLE Income Level if lower than 85% SMI	
			(c) \$/month	(d) % of SMI [Divide (c) by (a), multiply by 100]
1	4,730.50	4,020.92	1,862.00	.39
2	5,119.66	4,351.71	2,522.00	.49
3	5,983.16	5,085.69	3,182.00	.53
4	6,952.00	5,909.20	3,842.00	.55
5	7,275.91	6,184.52	4,502.00	.61

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

Yes.

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

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

No.

Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b) 85% of State Median Income (SMI) (\$/month)[Multiply (a) by 0.85]	IF APPLICABLE Income Level if lower than 85% SMI	
			(c) \$/month	(d) % of SMI[Divide (c) by (a), multiply by 100]
1				
2				
3				
4				
5				

f) SMI Year 2011 and SMI Source <http://www.census.gov/hhes/www/income/data/statemedian/index.html>

g) These eligibility limits in column (c) became or will become effective on:  
10/1/12

### 2.3.6. Eligibility Re-determination

Effective Date: 01-OCT-13

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

Yes

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

6 months

24 months

Other.

Describe:

Length of eligibility varies by county or other jurisdiction.

Describe:

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

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

Head Start and/or Early Head Start Programs.

Re-determination period:

Pre-kindergarten programs.

Re-determination period:

TANF.

Re-determination period: 12 months

SNAP.

Re-determination period: 12 months

Medicaid.

Re-determination period: 12 months

SCHIP.

SCHIP.

Re-determination period:

Other.

Describe:

No.

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

During the SNAP Periodic Report which allows families to report changes.

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

Changes in the following areas will result in a redetermination of the case: loss of a job, new employment, increase or decrease in wages resulting in a change to income of \$75.00 or more, any change in education or training or other status.

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

Delaware has a 12 month redetermination period, a 90 day job search period that starts after a parent loses employment, there is a range of \$75.00 before a family must report a change of income, and families who are open in other social service programs only need to apply with a common application and have one eligibility worker to service all programs.

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

Yes.

If yes, describe:

Delaware uses a short form for redeterminations so families can submit their information on line.

No.

### 2.3.7. Waiting Lists

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

Effective Date: 01-OCT-13

Lead Agency currently does not have a waiting list and:

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

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

Lead Agency has an active waiting list for:

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

Describe those families:

Waiting lists are a county/local decision.

Describe:

Other.

Describe:

### **2.3.8. Appeal Process for Eligibility Determinations**

Effective Date: 01-OCT-13

Describe the process for families to appeal eligibility determinations:

Applicants and recipients can appeal a decision by DSS by requesting Fair Hearing. See DSSM 5000. A notice is issued to the applicant/recipient on every action taken on a case. The last page of the notice is a form that can be used to request a Fair Hearing. If the applicant/recipient does not agree with the action taken on their case, they can complete the form and send it to DSS. A Fair Hearing will be scheduled. At the Fair Hearing, the applicant/recipient can testify as to why they disagree with the action taken. An impartial Hearing Officer will render a decision in writing.

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

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

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

Yes.

Effective Date: 10/1/2012

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

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

Effective Date: 01-OCT-13

State Median Income,

Year:

Federal Poverty Level,

Year: 2012

Income source and year varies by geographic region.

Describe income source and year:

Other.

Describe income source and year:

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

Effective Date: 01-OCT-13

Fee as dollar amount and

Fee is per child with the same fee for each child

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

Fee is per child up to a maximum per family

No additional fee charged after certain number of children

Fee is per family

Fee as percent of income and

- Fee is per child with the same percentage applied for each child
- Fee is per child and discounted percentage applied for two or more children
- No additional percentage applied charged after certain number of children
- Fee per family
- Contribution schedule varies by geographic area.

Describe:

Other.

Describe:

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

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

Effective Date: 01-OCT-13

Yes,  
and describe those additional factors:

When paying the fee creates an excessive financial burden, shelter and utility expenses are considered when calculating the fee.

Excessive financial burden is defined as a situation where the family's disposable income prior to the deductions or after the deductions, result in the family having income below 40% of the federal poverty level. Deductions are limited to:

1. Rent, mortgage, lot rent;
2. Any mandatory expenses required by the landlord or mortgage holder (e.g.; homeowners insurance, property taxes, school taxes);
3. Actual current utility expenses (e.g.; electric, gas, trash, water and sewer). Late fees and past due amounts are not included.
4. Telephone expenses are capped at the same rate as the FB standard deduction for telephone bills;
5. Un-reimbursed medical costs (Before considering these medical costs as deduction, families not already receiving Medicaid or on the Delaware Healthy Children Program (DHCP) must first apply for either Medicaid or the DHCP. The DHCP premiums are included in the un-reimbursed medical costs not covered by Medicaid or the DHCP will be considered as a deduction to determine the family's income for excessive financial burden.)

No.

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

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

Effective Date: 01-OCT-13

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

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

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

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 child care parent fee for the following families: DFS referrals and families that are assessed with income that falls below 40% of the FPL.

## **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*.

<b>How will the Lead Agency prioritize CCDF services for:</b>	<b>Eligibility Priority (Check only one)</b>	<b>Is there a time limit on the eligibility priority or guarantee?</b>	<b>Other Priority Rules</b>
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Children with special needs

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

- Priority over other CCDF-eligible families
- Same priority as other CCDF-eligible families
- Guaranteed subsidy eligibility
- Other.

Describe:

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:

A child less than 19 years of age whose physical, emotional, or developmental needs require special care. Both the need and care must be verified by a doctor or other professional with the authority to do so. Because there is currently no wait list all families are served equally. However, if there were a wait list the priority would be:

TANF recipients who are Workfare mandatory and not working (Category 11); TANF recipients who are working (Category 12); Individuals receiving FS who are mandatory E&T participants (Category 21); Families in Category 31 with the following need for service: teen parents who attend high school or ABE or GED programs, special needs parent/caretaker or child, and homeless families as defined in Section 11003.7.2; and Families who meet the 40% of FPL criteria in Section 11004.7. Protective children as referred by DFS up to the number agreed upon between DSS and DFS.

<p>Children in families with very low incomes</p> <p><b>Provide the Lead Agency definition of Children in Families with Very Low Incomes:</b></p> <p>Children living in families whose income is less than 200% of FPL.</p>	<p><input type="checkbox"/> Priority over other CCDF-eligible families</p> <p><input checked="" type="checkbox"/> Same priority as other CCDF-eligible families</p> <p><input type="checkbox"/> Guaranteed subsidy eligibility</p> <p><input type="checkbox"/> Other.</p> <p>Describe:</p>	<p><input type="checkbox"/> Yes.</p> <p>The time limit is:</p> <p><input type="text"/></p> <p><input checked="" type="checkbox"/> No</p>	<p><input checked="" type="checkbox"/> Different eligibility thresholds.</p> <p>Describe:</p> <p>Co pays are waived for families whose net income is at or below 40% of FPL.</p> <p><input type="checkbox"/> Waiving co-payments for families with incomes at or below the Federal Poverty Level</p> <p><input type="checkbox"/> Other.</p> <p>Describe:</p> <p><input type="text"/></p>
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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.

Effective Date: 01-OCT-13

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

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

Effective Date: 01-OCT-13

## Term(s) - Definition(s)

Describe:

### 11002.9 Definitions And Explanation Of Terms

The following words and terms, when used in the context of these policies will, unless clearly indicated otherwise, have the following meanings.

#### Authorization

Form 618d or 626 is the parents/caretakers authority to receive subsidized child care services and is the provider's authority to provide subsidized child care services to eligible parents/caretakers. The authorization informs providers how much care a parent is authorized to receive, what DSS will pay the provider, and what parents/caretakers must pay as part of their fee.

#### Caregiver/Provider

The person(s), other than the parent/caretaker, whom DSS approves to provide child care services or the approved place where care is provided.

#### Caretaker

The adult responsible for the primary support and guardianship of the child. As used here, this adult is someone other than the child's parent who acts in place of the parent. If a caretaker is unrelated to the child and has not been awarded custody by Family Court or guardianship, the caretaker is referred to the Division of Family Services to make a determination to either approve the non-relative placement or remove the child.

#### CCDBG

Child Care and Development Block Grant. 45 CFR Parts 98 and 99 created by the Omnibus Budget Reconciliation Act of 1990 to provide federal funds without state match to:

Provide child care to low income families

Enhance the quality and increase the supply of child care

Provide parents the ability to choose their provider

Increase the availability of early childhood programs and before and after school services. Under the Division's DCIS II Child Care Sub system, CCDBG is part of Categories 31 and 41

#### CFR

Code of Federal Regulations. These are the rules the Federal Government writes to implement federal legislation. Once written and approved, they have the force of law.

#### CCMIS

Child Care Management Information System, the name used to describe the Division's payment system for child care.

#### Child

A person under the age of 13, or children 13 through 18 years of age if they are physically or mentally incapable of caring for themselves or [are] in need of protective services.

#### Child Care Category

The DCIS II Child Care Sub system code for the child care funding source. Case Managers choose category codes based on the parents/caretaker's technical eligibility for service. The codes are:

11 - Participants receiving TANF and not working, but participating in TANF E&T

12 - Participants receiving TANF and working

21 - Participants receiving Food Stamps Benefits who are mandatory or voluntary participants in E&T and not receiving TANF

31 - SSBG, CCDBG, and State funds: Income eligible participants. Participants who receive FS and are not E&T mandatory or voluntary

41 - A participant who is a qualified alien or U.S. citizen is coded as a category 41 when his or her eligibility allows a non U.S. citizen or non-qualified alien to receive child care services. (Example: One child is a citizen and one is not a citizen child is a 41) [One child is a citizen and one is not. The citizen child is a 41.]

51 - A participant is coded category 51 when s/he is not a U.S. citizen or legal alien but receives Child Care services due to a family member in category 41

Child Care Centers

A place where licensed or license-exempt child care is provided on a regular basis for periods of less than 24 hours a day to 12 or more children, who are unattended by a parent or guardian.

Child Care Certificate

A form issued to a parent/caretaker which allows a parent/caretaker to choose a child care provider who does not have a contract with DSS. A certificate is not an authorization for child care, but [a parent who wishes] [parents who wish] to select a non-contracted provider of their choice cannot get care unless the provider completes one.

Child Care Parent Fee

The amount the parent/caretaker must pay toward the cost of child care. The fee is based on the income of the parent(s) and children, or the child if the child lives with a caretaker, family size and a percentage of the cost of care based on type of care requested.

Child Care Services

Those activities that assist eligible families in the arrangement of child care for their children.

Child Care Type

Refers to the setting or place where child care is provided. The four types of care are:

Center based (under DCIS II Child Care Sub system Site #17 or 18)

Large Family Home (under DCIS II Child Care Sub system Site #16)

Family Home (under DCIS II Child Care Sub system Site #15)

In-Home (under DCIS II Child Care Sub system Site #19)

Children From Low Income Families

Children in families whose income is less than 200% of the Federal Poverty Limit (FPL).

DCIS II

Delaware Client Information System, the automated client eligibility system for the Department of Health and Social Services.

### Educational Program

Educational Program - A program of instruction to achieve:

A basic literacy level of 8.9[;]

Instruction in English as a second language[;]

A GED, Adult Basic Education (ABE), or High School Diploma[;]

Completion of approved special training or certificate courses[or]

A post-secondary degree where the degree is part of an approved DSS Employment and Training program.

The above definition excludes the pursuit of a graduate degree or second four-year college degree. A second associate's degree may be attained if it leads to a bachelor's degree. The completion of a second associate's degree can be authorized only if it has a significant chance of leading to employment.

### Employment

Employment - Either part-time or full time work for which the parent/caretaker receives wages equal to minimum wage or an equivalent. It also includes periods of up to three months of continued child care services when parents/caretakers lose one job and need to search for another, or when one job ends and another job has yet to start.

### Family Child Care Home

A private residence other than the child's residence, where licensed care is provided for one to six children who are not related to the caregiver.

### Family Size

The total number of persons whose needs and income are considered together. This will always include the parent(s) (natural, legal, adoptive, step, and unmarried partners with a child in common) and all their dependent children under 18 living in the home.

### Food Benefit Employment and Training

The program by which certain unemployed mandatory and/or voluntary Food Benefit recipients participate in activities to gain skills or receive training to obtain regular, paid employment. Persons can receive child care if they need care to participate. This is referred to as Food Benefit Employment & Training. Under the Division's DCIS II Child Care Sub system, this is Category 21.

### Income

Any type of money payment that is of gain or benefit to a family. Examples of income include wages, social security pensions, public assistance payments, child support, etc.

### Income Eligible

A family is financially eligible to receive child care services based on the family's gross income. It also refers to child care programs under Category 31.

### Income Limit

The maximum amount of gross income a family can receive to remain financially eligible for child care services. Current income limit is 200 percent of the federal poverty level.

### In-Home Care

Care provided for a child in the child's own home by either a relative or non-relative, other than the parent/caretaker, where such care is exempt from licensing requirements. Care is limited to the child(ren) residing in the household. It also refers to situations where care is provided by a relative in the relative's own home. This care is also exempt from licensing requirements and is also limited to the children of one household.

#### Job Training/Training

A program which either establishes or enhances a person's job skills. Such training either leads to employment or allows a person to maintain employment already obtained. Such training includes, but is not limited to: Food Benefit Employment & Training (FB E&T) contracted programs; WIA sponsored training programs, recognized school vocational programs, and on-the-job training programs.

#### Large Family Child Care Home

A licensed child care service provided for part of a twenty-four (24) hour day, offered by any person or entity including but not limited to an owner, association, agency or organization that advertises or holds himself, herself or itself out as conducting such a service. This person or entity has in custody or control seven (7) to a maximum of twelve (12) children preschool-age or older who live at and/or are present at the Large Family Child Care Home. In addition to the children preschool-age or younger, this person or entity may also have custody or control of one (1) to a maximum of two (2) school-age children who do not live at the Large Family Child Care Home but are present only for before and after school, and/or during school holidays, and/or during the summer. All of these children are provided care, education, protection, supervision or guidance in a private home or non-residential setting. This does not include a child care service provided exclusively to relatives as defined by these rules.

#### Legal Care

Care which is either licensed or exempt from licensing requirements.

#### Parent

The child's natural mother, natural legal father, adoptive mother or father, or step-parent.

#### Parental Choice

The right of parents/caretakers to choose from a broad range of child care providers, the type and location of child care.

#### Physical or Mental Incapacity

A [dysfunctional] condition which disrupts the child's normal development patterns during which the child cannot function without special care and supervision. Such condition must be verified by either a doctor or other professional with the competence to do so.

#### Protective Services

The supervision/placement of a child by the Division of Family Services in order to monitor and prevent situations of abuse or neglect.

#### Purchase of Care Plus (POC+)

Care option that allows providers to charge most DSS clients the difference between the DSS reimbursement rate up to the provider's private fee for service. The provider receives DSS rate, the DSS determined child care parent fee, if applicable, and any additional provider-determined co-pay.

#### Reimbursement Rates

The maximum dollar amount the State will pay for child care services.

#### Relative

Grandparents, aunts, uncles, brothers, sisters, cousins, and any other relative as defined by TANF policy, as they are related to the child.

### Residing With

Living in the home of the parent or caretaker.

### Seamless Services

To the extent permitted by applicable laws, a family is able to retain the same provider regardless of the source of funding, and providers are able to provide services to children regardless of the basis for the family's eligibility for assistance or the source of payment.

### Self-Arranged Care

Child care which either parents or caretakers arrange on their own between themselves and providers. In this instance, the parents/caretakers choose to use a child care certificate, but the provider does not accept the State reimbursement rate for child care services. DSS limits payment for self-arranged care to its regular provider rates. Parents/caretakers, in addition to any parent fee they pay, must also pay the difference between DSS' reimbursement rates and the providers' charge.

### Self-Initiated

Clients who enter an education or training program on their own. The education or training program must be comparable to a Food Benefit Employment & Training (FB E&T) - TANF education or training component. Self-initiated clients must receive child care services if there is a child care need.

### Special Needs Child

A child under 19 years of age whose physical, emotional, or developmental needs require special care. Both the need and care must be verified by a doctor or other professional with the authority to do so.

### Special Needs Parent/Caretaker

An adult, who because of a special need, is unable on his/her own to care for children. The need must be verified by a doctor or other professional with the authority to do so.

### SSBG

Social Services Block Grant. Under the DCIS II Child Care Sub system, this is Category 31 child care.

### TANF

Temporary Assistance for Needy Families, a program established by Title IV-A of the Social Security Act and authorized by Title 31 of the Delaware Code to provide benefits to needy children who are deprived of parental support and care. While on TANF, families are eligible for child care only as long as they are working or participating in a TANF Employment and Training activity (Categories 11 and 12).

### TANF Child Care

The name of the child care program for TANF recipients who work or who are participating in a TANF Employment and Training program. Under the DCIS II Child Care Sub system, this is Category 11 and 12.

### Technical Eligibility

Parents/caretakers meet requirements, other than financial, to receive child care services based on need and category.

### Verification

Written or oral documentation, demonstrating either need for service or sources of income.

### Work Force Investment Act (WIA)

Federal Legislation that consolidates Employment and Training programs and funding streams. This legislation embodies the One Stop Employment and Training Service system under DOL.

**11003 Eligibility Requirements**  
**45 CFR 98.20**

PRWORA 401 and 402

This policy applies to applicants for and recipients of child care assistance.

Parents/Caretakers Must Meet Certain Criteria

To be technically eligible parents/caretakers must have a need that requires them to be out of the home or reasonably unavailable to provide supervision (e.g., a medical condition, needing rest because of working a third shift, etc.).

Parents/Caretakers must be Delaware residents

Parents/Caretakers need services to meet one of the following:

Accept or keep a job

Participate in a DSS Employment and Training program

Participate in the Transitional Work Program

Participate in job search

Have a break in education/training

Prevent child abuse or neglect as referred by DFS

Provide care for the child(ren) when the parents/caretakers have a special need

Children Must Meet Certain Criteria

Children may be eligible if they:

Live in the home and are under the age of 13

Live in the home and are age 13 to 18 and are physically or mentally incapable of caring for themselves

Are active with and referred by the Division of Family Services

Non-Citizens May Qualify for Child Care

Non-citizens may qualify if:

At least one U.S. citizen or legal alien lives in the household

Both parents/caretakers meet technical and financial eligibility criteria.

The following aliens qualify for a period of five years from the date of:

obtaining status as a refugee or

obtaining status as an asylee or

their deportation is being withheld

They are aliens admitted as permanent residents who have worked 40 qualifying quarters

They, their spouses or unmarried dependent children are honorably discharged veterans or on active military duty.

#### **11003.4 Cooperating with Child Support** **45 CFR 98.20**

All applicants and recipients must be referred to the Division of Child Support Enforcement (DCSE) as a condition of eligibility for child care services.

Do not delay approval of child care services (if otherwise eligible) while waiting for a response from DCSE. The Division of Social Services will presume cooperation until notified otherwise by DCSE.

Failure of a parent/caretaker to cooperate with and provide information to the DCSE will result in the case being sanctioned. This means the child care case will close until the applicant or recipient has complied with all DCSE requirements.

#### **11003.6 Determining Income Eligibility** **45 CFR 98.20**

This policy applies to applicants for and recipients of child care assistance.

Gross Income Is Capped

Gross monthly income must be equal to or less than 200% of the Federal Poverty Limit for the family size.

Income Requirement

The income requirement applies to all income eligible child care programs.

Exception: Families referred by and active with the Division of Family Services do not have to meet the income limit.

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

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

## 2.6.1. Child Care Certificates

Effective Date: 01-OCT-13

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

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

Describe:

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

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

Website: <http://www.dhss.delaware.gov/dhss/dss/childca.html>

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

Describe:

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

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

Describe:

Paid absent days

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

Effective Date: 01-OCT-13

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

Yes.

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

No. If no, skip to 2.6.3

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

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

Describe:

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

Specify:

Other.

Describe:

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

Yes.

No,

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

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

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

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

Effective Date: 01-OCT-13

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

Describe:

1. Parent/caretakers have the right to choose the type of provider and the type of care for their children (see Section 11004.4 for discussion of certificates and parental choice).
2. Parent/caretakers have the right to have unlimited access to their children and the child care provider during normal working hours and whenever the children are in the provider's care. Licensed providers must allow parental access as part of their licensing standards. Complaints against licensed providers who fail to provide parental access should be addressed to the Office of Child Care Licensing, Department of Children, Youth, and Their Families. Exempt providers must agree to allow parental access as part of the certificate process. Those providers who do not certify to allow access can be denied authorization to provide service.
3. Parent/caretakers have the right to request a list of substantiated parental complaints on any licensed or license-exempt provider. Maintain a record of complaints, particularly substantiated complaints, and provide this information to parent/caretakers upon request. The DSS Contracts Administrator's Office is the central repository for complaints about providers. Parents may also search the OCCL website for non-compliance .
4. Parent/caretakers have the right to appeal any denial and/or termination of child care services.

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

Effective Date: 01-OCT-13

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

Describe:

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

Effective Date: 01-OCT-13

The office of Child Care Licensing maintains a list of complaints. Complaints are made available to the public.

The OCCL child care search function on the OCCL website indicates the dates of all substantiated standards complaints for a three year period. It is important to note that the Office of Child Care Licensing's website "SEARCH" provides only limited information on Licensed Providers. More extensive information is available to the public through a "FILE REVIEW". At a file review the public has the opportunity to review the Provider's history of compliance with DELACARE Rules, obtain specifics about "substantiated" complaints against a Provider and see if at any previous time a Provider was placed on a "Warning of Probation", "Probation", or had a license suspended, revoked or denied in Delaware. The Office of Child Care Licensing maintains a compliance file on each licensed facility. Each file includes copies of compliance reviews, applications for licensure, and reports of any complaints filed against the facility. These files are available for public review under the Parents Right to Know Act. If you wish to review a file, you should contact one of the Licensing Offices to schedule a time to review the file. You may contact the Office either by letter or telephone. You will be asked to put your request in writing prior to actually reviewing the file. Should you wish to have copies of documents in the record, there is a per page charge for the copying.

## 2.7. Payment Rates for Child Care Services

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

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

Effective Date: 01-OCT-13

Yes. Effective Date: 10/1/11

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

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

Effective Date: 01-OCT-13

Policy on length of time for making payments.  
Describe length of time:

Track and monitor the payment process

Other.

Describe:

None

### 2.7.3. Market Rate Survey

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

Effective Date: 01-OCT-13

a) Provide the month and year when the local Market Rate Survey(s) was completed (§98.43(b)(2)): 06/2013

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

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

#### GENERAL FINDINGS OF THE 2013 STUDY

- The participation rates for the study reflects the providers willingness to help with the rate survey: 97% of center and school-age providers, and 75% of family child care providers.
- The daily market prices for full time care at the 75th percentile range from \$24 to \$50.09; part-day school-age prices range from \$13 to \$20.
- At the 75th percentile, the daily market prices for full-time family child care range from \$24 to \$33.
- At the 75th percentile, the daily market prices for full-time center care range from \$28 to \$50.09.
- Prices in center care are higher than prices in FCC for all the market segment.
- Full-time prices are highest for infant care and lowest for preschool-age care. (Only part-day school-age prices were reported.)
- At the 75th percentiles, prices in New Castle County are notably higher than prices in Sussex County and Kent County.
- The 75th percentile FCC state-wide price for odd-hour care is \$10/hour.
- In all, 31% of the providers interviewed reported having a a child or children enrolled with special-needs. The vast majority of these providers reported that there were no additional costs to their program to serve these children.
- A majority of the providers interviewed (62%) had some or many children enrolled that were subsidized by Purchase of Care or Purchase of Care Plus.
- At the 75th percentile, the 2013 overall average increase in price since the 2011 study was 3% (averaging the change in all 24 cells).

#### SYNOPSIS OF RESULTS

- Prices are generally higher for center care, for younger children, and in New Castle County. Prices are generally lower for family child care, for older children, and in Sussex County and in Kent County.

#### Methodology

Telephone surveys were conducted to collect statistically credible information on prices charged by providers for private paying children. Researchers estimated the 75th percentiles of market prices.

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

Effective Date: 01-OCT-13

<b>2.7.4a - Highest Rate Area (Centers)</b>	<b>(a) Monthly Payment Rate at the 75th percentile from the most recent MRS</b>	<b>(b) Monthly Maximum Payment Rate Ceiling</b>	<b>(c) Percentile if lower than 75th percentile of most recent survey</b>
Full-Time Licensed Center Infants (11 months)	\$1,084.44	\$707.52	65%
Full-Time Licensed Center Preschool (59 months)		\$573.72	62%
Full-Time Licensed Center School-Age (84 months)	\$433.00	\$549.91	127%

<b>2.7.4b - Lowest Rate Area (Centers)</b>	<b>(a) Monthly Payment Rate at the 75th percentile from the most recent MRS</b>	<b>(b) Monthly Maximum Payment Rate Ceiling</b>	<b>(c) Percentile if lower than 75th percentile of most recent survey</b>
Full-Time Licensed Center Infants (11 months)	\$779.40	\$503.36	64%
Full-Time Licensed Center Preschool (59 months)	\$606.20	\$390.78	64%
Full-Time Licensed Center School-Age (84 months)	\$303.10	\$433.00	142%

<b>2.7.4c - Highest Rate Area (FCC)</b>	<b>(a) Monthly Payment Rate at the 75th percentile from the most recent MRS</b>	<b>(b) Monthly Maximum Payment Rate Ceiling</b>	<b>(c) Percentile if lower than 75th percentile of most recent survey</b>
Full-Time Licensed FCC Infants (11 months)	\$714.45	\$497.95	69%
Full-Time Licensed FCC Preschool (59 months)	\$654.47	\$447.93	68%

Full-Time Licensed FCC School-Age (84 months)	\$324.75	\$433.00	133%
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<b>2.7.4d - Lowest Rate Area (FCC)</b>	<b>(a) Monthly Payment Rate at the 75th percentile from the most recent MRS</b>	<b>(b) Monthly Maximum Payment Rate Ceiling</b>	<b>(c) Percentile if lower than 75th percentile of most recent survey</b>
Full-Time Licensed FCC Infants (11 months)	\$633.26	\$376.71	59%
Full-Time Licensed FCC Preschool (59 months)	\$519.60	\$348.56	67%
Full-Time Licensed FCC School-Age (84 months)	\$281.45	\$348.56	123%

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

Effective Date: 01-OCT-13

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

Rates are equal to licensed centers.

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

All family homes are licensed.

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

All group family care is licensed.

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

The in home care rate is equal to the family care rate.

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

indicate if the rates were set based on the MRS or another process.

Effective Date: 01-OCT-13

Differential rate for nontraditional hours.

Describe:

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

Describe:

Additional 5% above the state rate.

Differential rate for infants and toddlers.

Describe:

Differential rate for school-age programs.

Describe:

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

Describe:

Star 3 providers receive 80% of Market Rate, Star 4 at 90% and Star 5 at 100%.

Other differential rate.

Describe:

None.

**Reminder** - CCDF regulations require the Lead Agency to certify that the payment rates for the provision of child care services are sufficient to ensure equal access for eligible families to child care services comparable to those provided to families not eligible to receive CCDF assistance. In the next three questions, Lead Agencies are asked to describe how their payment policies reflect the affordable copayments for families provision of equal access (i.e., minimizing additional fees to parents), how payment practices are implemented consistent with the general child care market to be fair to providers (see Information Memorandum on Continuity of Care for examples <http://www.acf.hhs.gov/programs/occ/resource/im2011-06> ), and the summary of facts

describing how payment rates are adequate to ensure equal access to the full range of providers.

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

Effective Date: 01-OCT-13

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

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

Describe:

Providers may also charge for field trip fees, late pick up fee and returned check fee in addition to POC+ fees.

Policies vary across region, counties and or geographic areas.

Describe:

Other.

Describe:

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

Effective Date: 01-OCT-13

a) Number of absent days allowed. Describe

11004.9 Authorizing Child Care Service

All child care services must be authorized before parents/caretakers can receive subsidized child care. Parents/caretakers can choose any provider who is either licensed, licensed exempt or self arranged. No parent/caretaker can receive POC funds to provide child care services to their own children in a home or any other child care facility where the parent/caretaker provides direct care to that child. These children may be able to get child care [assistance if their children are placed in another child care setting].

Authorizations always start after service has been approved. The exact date is selected by the parent/caretaker. An authorization ends on the last day of the month of the authorization period. At no

time can the authorization period exceed the review date. Child care may be authorized only for the days and hours that parents/caretakers need care. The types of care that can be authorized are part time (P), full day (X), day and a half (T) and double time (D) which is two days. All licensed and licensed exempt child care providers can receive up to five (5) absent days, depending on the number of days the child is authorized to attend. Children in self arranged care and children authorized for seven (7) days do not receive absent days.

b) Paying based on enrollment. Describe

N/A

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

N/A

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

All providers are direct deposit. Providers may submit attendance on the Portal.

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

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

Effective Date: 01-OCT-13

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

Parents have the right to choose the type of provider and the type of care for their children. When families come into the office to apply for services they are informed of the various options. Parents also receive a copy of the booklet titled "Your Guide to Choosing Quality Childcare". DSS has a data base site search system that staff use to assist parents looking for particular types of care. In addition, DOE has a web site with a site map to assist parents.

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

Rates are adequate based on the fact that there is no lack of providers willing to accept the POC rates. In addition, providers can access Stars payments.

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

Co-pays are affordable because they are willing to accept them. There are opportunities for families to have their co-pays reduced if they are unaffordable.

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

The rates are set by the Delaware legislature based on the Market Rate Study.

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

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

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

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**Goal #1:**

Strengthen oversight for the license- exempt providers serving low-income children through Purchase of Care.

**Goal #2:**

Improve verification of health and safety compliance for licensed exempt providers through training requirements and counseling of families requesting exempt care.

**Goal #3:**

Improve continuity of care.

**Goal #4:**

Explore a pilot program for program contracting for Star 5 providers.

**Goal #5:**

Improve customer service and commitment to quality for eligibility staff, providers who interact with families through use of our Resource and Referral Service.

## PART 3

### Health and Safety and Quality Improvement Activities

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

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

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

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

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

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

The relationship between licensing requirements and health and safety requirements varies by State/Territory depending on how comprehensive the licensing system is. In some States and Territories, licensing may apply to the majority of CCDF-eligible providers and the licensing standards cover the three CCDF health and safety

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

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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:

Department of Services for Children Youth and their Families.

b) Provide a brief overview of the relationship between the licensing requirements and CCDF health and safety requirements in your State/Territory.

CCDF Health and Safety requirements mirror the licensing requirements.

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

	Center-Based Child Care	Group Home Child Care <input type="checkbox"/>	Family Child Care	In-Home Care <input checked="" type="checkbox"/>
		N/A. Check if your State/Territory does not have group home child care.		N/A. Check if in-home care is not subject to licensing in your State/Territory.
Yes, for all providers in this category	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yes, for some providers in this category	Describe Exempt from licensing. School operated centers, summer camps, or state operated centers.	Describe All are subject to licensing.	Describe All are subject to licensing unless caring for a Relative's Children.	Describe All are exempt.

No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	Describe N/A	Describe N/A	Describe N/A	Describe N/A

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

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

<p>Center-Based Child Care</p>	<p>Center-based child care providers are defined as a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless care in excess of 24 hours is due to the nature of the parent(s)' work.</p>	<p>Describe which types of center-based settings are subject to licensing in your State/Territory</p> <p>Agency or organization which: has custody of control of 13 children or more, is compensation for their services, advertises or hold himself, herself or itself out as conduction child care.</p>	<p>Describe which types of center-based settings are exempt from licensing in your State/Territory.</p> <p>This Code shall not apply to any institutions, agency, association or organization under state ownership and control. Also excluded are camps permitted by the Division of Public Health, care provided on an ad hoc, sporadic and isolated basis to meet and emergency or special need, "open door" programs where there is no compensation , no agreement between the parent for the program to assume responsibility for the care of the child, summer schools or classes for religious instruction conducted by religious institutions for periods not to exceed 4 weeks, and programs where care is provided for brief periods while parents are on the premises and accessible to assume control and care for children at any time.</p>
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<p>Group Home Child Care</p> <p>N/A. Check if your State/Territory does not have group home child care.</p> <p><input type="checkbox"/></p>	<p>Group home child care provider is defined as two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work.</p>	<p>Describe which types of group homes settings are subject to licensing</p> <p>Any person, association, agency or organization which: has custody of control of 7 to a maximum of 12 children or more, is compensation for their services, advertises or hold himself, herself or itself out as conduction child care. This does not include child care service provided exclusively to relatives. Relatives are defined as "a person having any of the following relationships b blood, marriage, or adoptions between the Licensee, Substitute, household member and the child in child care; parent, grandparents, great-grandparents, brother, sister, aunt, uncle, stepbrother, and stepsister. A cousin for the purpose of this definition shall not be considered a relative.</p>	<p>Describe which types of group homes are exempt from licensing:</p> <p>All subject to licensing.</p>
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Family Child Care	<p>Family child care provider is defined as one individual who provides child care services for fewer than 24 hours per day per child, as the sole caregiver, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)'s work.</p> <p><b>Reminder</b> - Do not respond if family child care home providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.</p>	<p>Describe which types of family child care home providers are subject to licensing</p> <p>All family care is subject to licensing.</p>	<p>Describe which types of family child care home providers are exempt from licensing:</p> <p>All are subject to licensing unless caring for a Relative's children.</p>
In-Home Care	<p>In-home child care provider is defined as an individual who provides child care services in the child's own home.</p> <p><b>Reminder</b> - Do not respond if in-home child care providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.</p>	<p><input checked="" type="checkbox"/> N/A. Check if in-home care is not subject to licensing in your State/Territory.</p> <p>Describe which in-home providers are subject to licensing</p>	<p>Describe which types of in-home child care providers are exempt from licensing</p> <p>All are exempt.</p>

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

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

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

For each indicator, check all requirements for licensing that apply, if any.				
Indicator	Center-Based Child Care	Group Home Child Care	Family Child Care	In-Home Care
		<input type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.		<input checked="" type="checkbox"/> N/A if the State/Territory does not license in-home care (i.e., care in the child's own home)

<p>Do the licensing requirements include <b>child:staff ratios and group sizes</b>?</p> <p>If yes, provide the ratio for age specified.</p>	<input checked="" type="checkbox"/> Yes, Child:staff ratio requirement:	<input checked="" type="checkbox"/> Yes, Child:staff ratio requirement:	<input checked="" type="checkbox"/> Yes, Child: staff ratio requirement.	<input type="checkbox"/> Yes, Child: staff ratio requirement.
	Infant ratio (11 months): 4:1	Infant ratio (11 months): Depends on ages of children and qualifications of staff.	List ratio requirement by age group: Depends on ages of children and qualifications of staff.	List ratio requirement by age group:
	Toddler ratio (35 months): 1-2 yr. old = 6:1 / 2-3 yr. old = 8:1	Toddler ratio (35 months): Depends on ages of children and qualifications of staff.	<input type="checkbox"/> No ratio requirements.	<input type="checkbox"/> No ratio requirements.
	Preschool ratio (59 months): 3-4 yr. old = 10:1 / 4-5 yr. old = 12:1	Preschool ratio (59 months): Depends on ages of children and qualifications of staff.	<input checked="" type="checkbox"/> Yes, Group size requirement.	<input type="checkbox"/> Yes, Group size requirement.
	<input type="checkbox"/> No ratio requirements.	Preschool ratio (59 months): Depends on ages of children and qualifications of staff.	List ratio requirement by age group: Maximum 6 children.	<input type="checkbox"/> No group size requirements.
	<input checked="" type="checkbox"/> Yes,	<input type="checkbox"/> No ratio requirements.	<input type="checkbox"/> No group size requirements.	
	Group size requirement Infant group size (11 months): 8	<input checked="" type="checkbox"/> Yes,		
	Toddler group size (35 months): 1-2 yr. old = 12/ 2-3 yr. old = 16	Group size requirement Infant group size (11 months): Depends on ages of children and qualifications of staff.		
	Preschool group size (59 months): 3-4 yr. old = 20 / 4-5 yr. old = 24	Toddler group size (35 months): Depends on ages of children and qualifications of staff.		
	<input type="checkbox"/> No group size requirements.	Toddler group size (35 months): Depends on ages of children and qualifications of staff.		

		<p>Preschool group size (59 months): Depends on ages of children and qualifications of staff.</p>		
		<p><input type="checkbox"/> No group size requirements.</p>		

Do the licensing requirements identify specific experience and educational credentials for child care directors?	<input checked="" type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED	<input checked="" type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED
	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)
	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential
	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree
	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree
	<input type="checkbox"/> No credential required for licensing	<input type="checkbox"/> No credential required for licensing	<input checked="" type="checkbox"/> No credential required for licensing	<input type="checkbox"/> No credential required for licensing
	<input checked="" type="checkbox"/> Other:	<input checked="" type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:

There are several options by which to qualify for this position. AA, AS, BA, BS post regulatory changes of 2007. 2007 regulations did grandfather persons who were qualified as Program Director under prior regulations as long as they remained at the same Center and had 3 college credits, or 45 clock hours in administrations, and met the qualification of Early Childhood teacher and had an Early Childhood Curriculum Coordinator that meets the qualifications of that position with at least an AS/AS degree.

No credentials but the Large Family Child Care Provider is the highest position in a LFCCH. There are several options by which to qualify for this position including: TECE I & II (DE training option), CDA, DE DOL Early Childhood Apprenticeship Program, has diploma from a vocational/technical high school 3 year program in EC approved by DE DOE, 9 college credits- 3 each in child development, positive behavior management & early childhood education, 1 year early childhood diploma program from a 2 year college, AA/AS with 6 credits in child development or early childhood education or qualified in DE AS Early Childhood Teacher under Licensing regulations.

Do the licensing requirements identify specific educational credentials for child care teachers?	<input checked="" type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED
	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)
	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential
	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree
	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree
	<input type="checkbox"/> No credential required for licensing	<input type="checkbox"/> No credential required for licensing	<input checked="" type="checkbox"/> No credential required for licensing	<input type="checkbox"/> No credential required for licensing
	<input checked="" type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:
	multiple options available that will satisfy qualifications.	; no such position in LFCCH; equivalent position is Large Family Child Care Assistant. There are 2 sets of qualifications; one for persons with experience and one without experience		N/A

Do the licensing requirements specify that directors and caregivers must attain a specific number of training hours per year?	<input type="checkbox"/>	At least 30 training hours required in first year	<input type="checkbox"/>	At least 30 training hours required in first year	<input type="checkbox"/>	At least 30 training hours required in first year
	<input type="checkbox"/>	At least 24 training hours per year after first year	<input type="checkbox"/>	At least 24 training hours per year after first year	<input type="checkbox"/>	At least 24 training hours per year after first year
	<input type="checkbox"/>	No training requirement	<input type="checkbox"/>	No training requirement	<input type="checkbox"/>	No training requirement
	<input checked="" type="checkbox"/>	Other:	<input checked="" type="checkbox"/>	Other:	<input checked="" type="checkbox"/>	Other:
		18 hours		15 hours		12 hours

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

Yes.  
Describe:

Under a Governor's Executive Order all departments within the Executive Branch were directed to review regulations which had not been revised within the past three years. This Order was issued June 2012. The purpose of the Order was focused on regulatory reform "to reduce impediments to economic growth and improve the efficiency of state government". A working draft was submitted in December, 2012 and remains under review. It is expected that a final draft will be posted for public comment in Fall 2013.

No.

### 3.1.2 Enforcement of Licensing Requirements

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

services comply with the applicable health and safety requirements. (658E(c)(2)(G), §98.41(d))

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

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

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

CCDF Categories of Care	Frequency of Routine Announced Visits	Frequency of Routine Unannounced Visits
<input checked="" type="checkbox"/> Center-Based Child Care	<input checked="" type="checkbox"/> Once a Year	<input type="checkbox"/> Once a Year
	<input type="checkbox"/> More than Once a Year	<input type="checkbox"/> More than Once a Year
	<input type="checkbox"/> Once Every Two Years	<input type="checkbox"/> Once Every Two Years
	<input type="checkbox"/> Other.	<input checked="" type="checkbox"/> Other.
	Describe:	Describe: Minimum of 3 visits during initial year of licensure began May 2013

<input checked="" type="checkbox"/> Group Home Child Care  <input type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:	<input checked="" type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: Additional complaint visits are all unannounced.
<input checked="" type="checkbox"/> Family Child Care Home	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:	<input checked="" type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: Additional complaint visits are all unannounced.
<input type="checkbox"/> In-Home Child Care  <input checked="" type="checkbox"/> N/A. Check if In-Home Child Care is not subject to licensing in your State/Territory (skip to 3.1.2b)	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:

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.

<b>Licensing Procedures</b>	<b>Describe</b> which procedures are used by the State/Territory for enforcement of the licensing requirements.
<p>The State/Territory requires providers to attend or participate in training relating to opening a child care facility prior to issuing a license.</p>	<p><input checked="" type="checkbox"/> Yes.</p> <p>Describe: An information session and orientation session are required through childcare licensing.</p> <p><input type="checkbox"/> No.</p> <p><input type="checkbox"/> Other.</p> <p>Describe:</p>
<p>The State/Territory has procedures in place for licensing staff to inspect centers and family child care homes prior to issuing a license.</p>	<p><input checked="" type="checkbox"/> An on-site inspection is conducted.</p> <p><input type="checkbox"/> Programs self-certify.</p> <p>Describe:</p> <p><input type="checkbox"/> No procedures in place.</p> <p><input type="checkbox"/> Other.</p> <p>Describe:</p>

<p>Licensing staff has procedures in place to address violations found in an inspection.</p>	<p><input type="checkbox"/></p> <p>Providers are required to submit plans to correct violations cited during inspections.</p> <hr/> <p><input type="checkbox"/></p> <p>Licensing staff approve the plans of correction submitted by providers.</p> <hr/> <p><input checked="" type="checkbox"/></p> <p>Licensing staff verify correction of violation.</p> <hr/> <p><input checked="" type="checkbox"/></p> <p>Licensing staff provide technical assistance regarding how to comply with a regulation.</p> <hr/> <p><input type="checkbox"/></p> <p>No procedures in place.</p> <hr/> <p><input checked="" type="checkbox"/></p> <p>Other.</p> <hr/> <p>Describe: Corrective Action Plan developed at time of citation and signed off by Licensing Specialist and Licensee representative.</p>
<p>Licensing staff has procedures in place to issue a negative sanction to a noncompliant facility.</p>	<p><input checked="" type="checkbox"/></p> <p>Provisional or probationary license</p> <hr/> <p><input checked="" type="checkbox"/></p> <p>License revocation or non-renewal</p> <hr/> <p><input type="checkbox"/></p> <p>Injunctions through court</p> <hr/> <p><input checked="" type="checkbox"/></p> <p>Emergency or immediate closure not through court action</p> <hr/> <p><input type="checkbox"/></p> <p>Fines for regulatory violations</p> <hr/> <p><input type="checkbox"/></p> <p>No procedures in place.</p> <hr/> <p><input type="checkbox"/></p> <p>Other.</p> <hr/> <p>Describe:</p>

<p>The State/Territory has procedures in place to respond to illegally operating child care facilities.</p>	<input checked="" type="checkbox"/> Cease and desist action <input type="checkbox"/> Injunction <input type="checkbox"/> Emergency or immediate closure not through court action <input type="checkbox"/> Fines <input type="checkbox"/> No procedures in place. <input type="checkbox"/> Other. Describe:
<p>The State/Territory has procedures in place for providers to appeal licensing enforcement actions.</p>	<input checked="" type="checkbox"/> Yes. Describe: There are procedures to appeal citations of non-compliances, decisions on qualifications, enforcement actions including suspension, warning of probation, probations, denial of a license and revocation of a license. <input type="checkbox"/> No. <input type="checkbox"/> Other. Describe:

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

- Yes.If "Yes" please use refer to the chart below to identify who is required to have background checks, what types of checks, and with what frequency  
 No.

CCDF Categories of Care	Types of Background Check	Frequency	Who is Subject to Background Checks?
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<input checked="" type="checkbox"/> <b>Center-Based Child Care</b>	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Director
		<input type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Teaching staff
		<input checked="" type="checkbox"/> Other.	<input type="checkbox"/> Non-teaching staff
		Describe: Change in employer or type of care.	<input checked="" type="checkbox"/> Volunteers
			<input checked="" type="checkbox"/> Other.
			Anyone who has regular access to children in a child care.
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Director
	<input checked="" type="checkbox"/> Check if State/Territory background check includes fingerprints	<input type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Teaching staff
		<input checked="" type="checkbox"/> Other.	<input checked="" type="checkbox"/> Non-teaching staff
		Describe: Change in employer or type of care.	<input checked="" type="checkbox"/> Volunteers
			<input checked="" type="checkbox"/> Other.
			Anyone who has regular access to children.
<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Director	
	<input type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Teaching staff	
	<input checked="" type="checkbox"/> Other.	<input type="checkbox"/> Non-teaching staff	
	Describe: Change in employer or type of care.	<input checked="" type="checkbox"/> Volunteers	
		<input checked="" type="checkbox"/> Other.	
		Anyone who has regular access to children in a child care.	
<input checked="" type="checkbox"/> Sex Offender Registry	<input checked="" type="checkbox"/> Initial Entrance into the System		

		<input checked="" type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Director
		<input type="checkbox"/> Other.	<input checked="" type="checkbox"/> Teaching staff
		Describe:	<input type="checkbox"/> Non-teaching staff
		N/A	<input checked="" type="checkbox"/> Volunteers
			<input checked="" type="checkbox"/> Other.
			Anyone with access to the children.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Group Child Care Homes</b>	<b>Child Abuse Registry</b>	Initial Entrance into the System	Provider
<input type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		Checks Conducted Annually	Non-provider residents of the home.
		<input type="checkbox"/>	N/A
		Other.	
		Describe:	
	<input checked="" type="checkbox"/>	N/A	
	<input checked="" type="checkbox"/>	Initial Entrance into the System	<input checked="" type="checkbox"/>
	<b>State/Territory Criminal Background</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		Checks Conducted Annually	Non-provider residents of the home.
		<input checked="" type="checkbox"/>	N/A
		Other.	
		Describe:	
		Change in employer or type of care.	
		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/> <b>Family Child Care Homes</b>	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Provider
		<input checked="" type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Other.	N/A
		Describe: N/A	
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Provider
		<input checked="" type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Non-provider residents of the home.
	<input checked="" type="checkbox"/> Check if the State/Territory background check includes fingerprints	<input checked="" type="checkbox"/> Other.	N/A
		Describe: <u>Household members if care conducted in residence</u>	<input checked="" type="checkbox"/> Provider
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Checks Conducted Annually	N/A
		<input checked="" type="checkbox"/> Other.	<input checked="" type="checkbox"/> Provider
		Describe: Describe If someone discontinues as member of household but then returns.	<input checked="" type="checkbox"/> Non-provider residents of the home.
<input checked="" type="checkbox"/> Sex Offender Registry	<input checked="" type="checkbox"/> Initial Entrance into the System	N/A	
	<input type="checkbox"/> Checks Conducted Annually		

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

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

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

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

Cost of the Federal background check is not known. The cost of the State check is \$16.50. The child abuse registry check cost is \$22.50. These figures do not reflect the true costs of the check process. Once the information is received by the State's Criminal History Unit that Unit staff processes the reports and makes a determination in accordance with Departmental protocol as to the suitability of a person to work in child care. Those costs are not reflected here for the Federal and State criminal history check.

d-2) Who pays for background checks:

State

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

Any activity involving violence against a person, child abuse or neglect, possession, sale or distribution of illegal drugs, sexual misconduct, gross irresponsibility or disregard for the safety of others, serious violations of accepted standards of honesty or ethical behavior.

Note: The Delaware Department of Services for Children, Youth and Their Families, Office of Child Care Licensing, may, at it's own discretion, make exceptions to the above standards, when it is documented that the health and safety of children would not be endangered.

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

Any child care person who is denied, recommended for termination, terminated from employment, volunteers as a result of an adverse judgment made on the basis of a criminal history record check shall be entitled to an administrative review. A person is notified in writing of the decision and their right to an administrative review. The final decision is made by the Division of Family Services Director or designee.

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

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?

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Yes.

Describe:

All citations of non-compliance for a three year period are viewable on the Office of Child Care Licensing website. Each citation included the specific rule violated and a brief description as to how the rule was violated. The date of the citation and correction status are also posted for each citation. This site also shows the number of substantiated "standards complaints" for the past three years. The latest addition to the site is the QRIS rating. When this was added in 2013 a "preferential" program feature was also added to the search. When a search is conducted programs will be shown in descending order of their QRIS rating, i.e. five stars first and non-participating programs last.

More detailed information is available through a "file review". During a file review the entire record minus the confidential portions is made available. A licensing Specialist stays with the record to protect the contents and answer questions. Abuse and Neglect reports can be made available by contacting the Departments Institutional Abuse Supervisor, with confidential information appropriately redacted.

No

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

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

by the licensing requirements. (658E(c)(2)(F), §98.41)



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

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

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

<input checked="" type="checkbox"/> Hand-washing policy for providers and children	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Diapering policy and procedures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Providers to submit a self-certification or complete health and safety checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Describe: In Home providers attend 47 hours of training on Health and Safety and receive periodic monitoring visits from DHSS.				

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))

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

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

<input checked="" type="checkbox"/> Other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe: In Home providers attend 47 hours of training on Health and Safety and receive periodic monitoring visits from DHSS.				

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

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
Child Care Centers	First Aid	First aid training is required for preservice and on going for staff in child care centers.	First aid training is required for preservice and on going for staff in child care centers.
	CPR	CRP is required for preservice and ongoing.	CRP is required for preservice and ongoing.
	Medication Administration Policies and Practices	Medication Administration is required for Preservice only.	N/A
	Poison Prevention and Safety	Yes, center staff given orientation in training.	N/A
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	N/A	N/A
	Shaken Baby Syndrome and abusive head trauma prevention	N/A	N/A

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

<b>Group Home Child Care</b>	First Aid	First Aid is required for preservice and ongoing.	First Aid is required for preservice and ongoing.
	CPR	CRP is required for preservice and ongoing.	CRP is required for preservice and ongoing.
	Medication Administration Policies and Practices	Medication Administration is for Preservice only.	not required
	Poison Prevention and Safety	Yes	not required
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	Yes	not required
	Shaken Baby Syndrome and abusive head trauma prevention	not required	not required
	Age appropriate nutrition, feeding, including support for breastfeeding	Yes	not required
	Physical Activities	Yes	not required
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	Yes	not required
	Recognition and mandatory reporting of suspected child abuse and neglect	Yes	not required
	Emergency preparedness and planning response procedures	Yes	not required
	Management of common childhood illnesses, including food intolerances and allergies	Yes	not required
	Transportation and child passenger safety (if applicable)	Yes	not required

	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	Yes	not required
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	Yes	not required
	Supervision of children	Yes	not required
	Behavior management	Yes	not required
	Other	N/A	N/A
	Describe: N/A		
<b>Family Child Care Providers</b>	First Aid	First aid is required for preservice and ongoing.	First aid is required for preservice and ongoing.
	CPR	CPR is required for preservice and ongoing.	CPR is required for preservice and ongoing.
	Medication Administration Policies and Practices	Yes	N/A
	Poison Prevention and Safety	Yes	N/A
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	Yes	N/A
	Shaken Baby Syndrome and abusive head trauma prevention	N/A	N/A
	Age appropriate nutrition, feeding, including support for breastfeeding	Yes	N/A
	Physical Activities	N/A	N/A

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

	Medication Administration Policies and Practices	N/A	N/A
	Poison Prevention and Safety	N/A	N/A
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	N/A	N/A
	Shaken Baby Syndrome and abusive head trauma prevention	N/A	N/A
	Age appropriate nutrition, feeding, including support for breastfeeding	N/A	N/A
	Physical Activities	N/A	N/A
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	Yes	N/A
	Recognition and mandatory reporting of suspected child abuse and neglect	N/A	N/A
	Emergency preparedness and planning response procedures	N/A	N/A
	Management of common childhood illnesses, including food intolerances and allergies	Yes	N/A
	Transportation and child passenger safety (if applicable)	N/A	N/A
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	N/A	N/A

	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	Yes	N/A
	Supervision of children	N/A	N/A
	Behavior management	Yes	N/A
	Other Describe: N/A	N/A	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:

Does the home or grounds present any obvious hazards, is home clean, safe and in good repair, are immunization records on file, have all adults in the home been reported?

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

[http://www.kids.delaware.gov/occl/occl\\_resources.shtml#occlregs](http://www.kids.delaware.gov/occl/occl_resources.shtml#occlregs).

**3.1.4 Effective enforcement of the CCDF health and safety requirements.** For providers who care for children receiving CCDF assistance and who are NOT subject to the enforcement procedures described in 3.1.2 for licensed providers, please describe how the Lead Agency enforces the CCDF health and safety enforcement requirements. Child Care Monitors use a short check list for Health and Safety requirements.

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

The Child Care Monitors make announced and unannounced visits.

b) Describe whether the Lead Agency uses background checks

Background checks are done on everyone who works with the children or lives in the home.

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

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

Describe:

No

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

Providers will need to complete a corrective action plan and are revisited.

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

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

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Yes.

Describe

A licensee develop written goals for children's development and education. Goals shall include areas of physical, social, emotional, language/literacy and cognitive development and be appropriate to the ages and developmental levels of the children. Adaptations and accommodations shall be made in activities, adult-child interactions teaching strategies and materials or equipment when needed to support the positive development of all children including those with disabilities. A licensee shall have an organized system for documenting the progress of individual children or preschool-age and younger in relation to appropriate developmental and educational goals. This documentation shall be done annually and used to identify possible concerns, and activities and experiences that may benefit the children.

No

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

Yes.

Describe

Through the Early Learning Challenge grant that expires 12/2015. Through this developmental screenings will be done for Star level 2 and above.

No

Other.  
Describe

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

Yes.  
Describe

Information available on Licensing website, email announcements. The Division of Prevention and Behavioral Health Services provides Child Care Mental Health Consultants to assist child care providers in understanding developmentally appropriate behaviors, instruction in prevention strategies and interventions for behavioral problems. They further offer referral specialized treatment services.

No  
 Other.  
Describe

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

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

Ages and Stages.

No  
 Other.  
Describe

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

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

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

Number of licensed programs.

Describe (optional):

Office of Child Care Licensing maintains database.

Numbers of programs operating that are legally exempt from licensing.

Describe (optional):

This includes only those programs which have specifically sought a written exemption.

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

Describe (optional):

Office of Child Care Licensing maintains database.

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

Describe (optional):

Licensees are required to report to the Office of Child Care Licensing a report on any child who incurred and injury while in child care that required outpatient or inpatient medical services.

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

Describe (optional):

Collected by OCCL.

Number of monitoring visits received by programs.

Describe (optional):

Visit data is maintained by the Office of Child Care Licensing.

Caseload of licensing staff.

Describe (optional):

Data is maintained by the Office of Child Care Licensing.

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

Describe (optional):

Collected by OCCL.

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?

A uniform Compliance Review specific to the type of licensed care is completed for each review.

Licensing regulations and policies, procedures and guidance and technical assistance bulletins set and clarify the performance measures. A Compliance Review encompasses a review of all regulations.

**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. Specific data reports are produced on a no less than monthly basis. These include individual caseload reports by Licensing Specialist, number of visits made and attempted by type of care and announced vs. unannounced, number and specific program issued suspension, warning of probation, probation, revocation, denial of license, number and type of compliant, complaint status. Additional reports are periodically requested to identify trends, anomalies. Some of these reports are to monitor trends in violations noted in standards complaints and non-compliances.

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

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

What are the Lead Agency's goals for the licensing and health and safety system in the coming

biennium? What progress does the State/Territory expect to make on core areas (e.g. licensing standards, monitoring visits or other effective enforcement, improved technical assistance, or fewer serious non-compliances?)

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

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**Goal #1:**

Intensify on-site technical assistance during first year of licensure to set foundation for compliance and quality.

**Goal #2:**

Improve case review and case conference process to ensure that case actions are aligned with licensee performance

**Goal #3:**

Expand coordination by State Agencies to reduce fraud through the Integrity Committee.

**Goal #4:**

Increase the use of technology in monitoring visits.

**Goal #5:**

Improve the licensing process through simplification of the regulations, improved enforcement practices, expanded subject matter training on health and safety, and updating the indicator manual. Continue to align licensing and the QRIS as mutually supportive, complementary but non-duplicative supports .

**NEW!**

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



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

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

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

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

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

If yes, insert web addresses, where possible:

[http://www.doe.k12.de.us/infosuites/students\\_family/earlychildhood/elg.shtml](http://www.doe.k12.de.us/infosuites/students_family/earlychildhood/elg.shtml)

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

Department of Education

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

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

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

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

Effective Date: 01-OCT-13

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

Practitioners in Early Head Start	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in public Pre-K program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in elementary schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. List: N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Effective Date: 01-OCT-13

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

None.

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

Effective Date: 01-OCT-13

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

None.

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

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

Effective Date: 01-OCT-13

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:

The Delaware Child Care Licensing rule #385 requires licensed facilities to "have an organized system for documenting the progress of individual children preschool-age and young in relation to appropriate developmental and educational goal

s. This documentation shall be done annually....."

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

Yes.

Describe:

The Delaware Child Care Licensing rule #385 further states: ".....documentation shall be done annually and used to identify possible concerns, and activities and experiences that may benefit the child."

No

Other.

Describe:

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

Yes.

Describe:

The Delaware Child Care Licensing rule #386 states: "A licensee shall ensure that information gathered to document a child's progress is kept in the child's file and shared with the parents(s)/guardian(s) at a conference.

No

Other.

Describe:

No

Other.

Describe:

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

Yes.

Describe:

The domains covered are dependent upon the tool used. Generally the tools in use cover physical development, social/emotional skills, language and literacy, and cognition. The kindergarten entry assessment covers physical development, social/emotional, language, literacy, cognitive, mathematics and English language acquisition

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

Yes.

Describe:

The domains covered are dependent upon the tool used. Generally the tools in use cover physical development, social/emotional skills, language and literacy, and cognition. The kindergarten entry assessment covers physical development, social/emotional, language, literacy, cognitive, mathematics and English language acquisition.

No

Other.

Describe:

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

All children.

Describe:

When tools are used in a child care site, it is recommended that all children be assessed. For the kindergarten entry assessment the state is phasing in the assessment. In 2012, 100 teachers were trained to assess incoming children. In 2013, an additional 200 teachers will be trained to assess incoming children in September 2013. The total will represent approximately 2/3 of teachers and approximately 1/2 of total student population. Full implementation of the incoming kindergarten children is expected by Fall of 2015.

Samples of children.

Describe:

Other.

Describe:

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

Yes.

Describe:

One of the outcomes of the kindergarten entry measurement process is to inform professional development content for the practitioners serving the birth to kindergarten entry population.

No

Other.

Describe:

No

Other.

Describe:

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

Yes.

Describe:

No

Not applicable. State does not have an SLDS.

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

Effective Date: 01-OCT-13

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

Number/percentage of child care providers trained on ELG's for preschool aged children.  
Describe (optional):

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

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

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

Other.  
Describe:

None.

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

At the current time there are no performance measures in place related to dissemination and implementation.

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

Utilizing Race To The Top Early Learning Challenge grant funds, the state will initiate a QRIS validation study beginning in mid-2013 through 2015. One component of the study will include gathering child development data on subsamples of children in child care settings participating in the state's QRIS. In addition, the state will be examining the results of the kindergarten entry data as an evaluation of the overall impact of use of the guidelines for those children attending child care prior to kindergarten.

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

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

Effective Date: 01-OCT-13

#### **Goal #1:**

Include important child development domains from the Delaware early learning guidelines in the early elementary grade standards.

#### **Goal #2:**

Strengthen secondary and post-secondary partnership to better align and implement a progression of learning based on the early learning foundations and workforce competencies.

#### **Goal #3:**

Provide support to educators of infants, toddlers, preschoolers and kindergarten teachers to know and successfully implement developmentally appropriate formative child assessment to help them improve instructional quality and practice, monitor children's progress against the relevant state standards, and improve communication with families.

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

Effective Date: 01-OCT-13

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

DO DOE, DCYF, OEL, DHSS, Higher Ed, and the provider community.

### 3.3.1 Element 1 - Program Standards

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

Effective Date: 01-OCT-13

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

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

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

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

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

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

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

Describe:

- Not linked.

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

- Programs that meet State/Territory pre-k standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between pre-k and the quality improvement system)
- Programs that meet Federal Head Start Performance Standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between Head Start and the quality improvement system)
- Programs that meet national accreditation standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or an alternative pathway to meeting the standards)

- Other.

Describe:

- None.

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

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

Effective Date: 01-OCT-13

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

None. **skip to 3.3.3.**

Types and Purposes of Support	Information or Written Materials	Training	On-Site Consultation
<input type="checkbox"/> Attaining and maintaining licensing compliance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Attaining and maintaining quality improvement standards beyond licensing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Attaining and maintaining accreditation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Providing targeted technical assistance in specialized content areas:			
Health and safety	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Infant/toddler care	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
School-age care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching dual language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental health	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Business management practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Describe: <div style="border: 1px solid black; height: 15px; width: 100%;"></div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

- Program improvement plans
- Technical assistance on the use of program assessment tools
- Other.

Describe:

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

- Yes.

Describe:

Technical assistants are assigned to each program in Delaware Stars (QRIS) to assist program in moving forward and achieving higher levels of quality. TAs typically visit programs twice a month. Some programs serving high needs children and some family child care programs are provided a more intensive service of technical assistance through a cohort model with funding from the ELC-RTTT.

- No

- Other.

Describe:

### 3.3.3 Element 3 - Financial Incentives and Supports

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

Effective Date: 01-OCT-13

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

- None. **skip to 3.3.4.**

Types of Financial Incentives and Supports for Programs	Child Care Centers	Child Care Homes	License-Exempt Providers

<input checked="" type="checkbox"/> Grants to programs to meet or maintain licensing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Grants to programs to meet QRIS or similar quality level	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> One-time awards or bonuses on completion of quality standard attainment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Tiered reimbursement tied to quality for children receiving subsidy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> On-going, periodic grants or stipends tied to improving / maintaining quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tax credits tied to meeting program quality standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe:			
Licensed exempt center-based providers such as public and charter school programs may access grants to assist in meeting licensing requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3.3.4 - Element 4 - Quality Assurance and Monitoring

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

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

None. **skip to 3.3.5.**

Types of Program Quality Assessment Tools	Child Care Centers	Child Care Homes	License-Exempt Providers
<input checked="" type="checkbox"/> Environment Rating Scales (e.g., ECERS, ITERS, SACERS, FDCRS) Describe, including frequency of assessments. <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">             All 4 tools are used in DE Stars and with all types of programs. Programs request and assessment when they are ready to move forward in QRIS and at a minimum every 3 years.           </div>	<input checked="" type="checkbox"/> Infant/Toddler <input checked="" type="checkbox"/> Preschool <input checked="" type="checkbox"/> School-Age	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Classroom Assessment Scoring System (CLASS)  Describe, including frequency of assessments. <div style="border: 1px solid black; height: 15px; margin-top: 5px;"></div>	<input type="checkbox"/>	N/A	<input type="checkbox"/>
<input type="checkbox"/> Program Administration Scale (PAS) for child care centers or Business Administration Scale (BAS) for family child care homes  Describe, including frequency of assessments. <div style="border: 1px solid black; height: 15px; margin-top: 5px;"></div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Customized instrument, including submission of written documentation, developed for State/Territory quality improvement system. This may include instruments developed for quality improvements in 21st Century Learning Center programs  Describe, including frequency of assessments. <div style="border: 1px solid black; height: 15px; margin-top: 5px;"></div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other.  Describe: <div style="border: 1px solid black; height: 15px; margin-top: 5px;"></div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

None.

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

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

Effective Date: 01-OCT-13

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

Yes. If yes, how is it used?

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

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

Searchable database on the web

Voluntarily, visibly posted in programs

Mandatory to post visibly in programs



Used in marketing and public awareness campaigns



Other.

Describe:

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

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



Print



Radio



Television



Web



Telephone



Social Marketing



Other.

Describe:



None.

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

Materials are available in Spanish.

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

Effective Date: 01-OCT-13

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

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



Participation is voluntary for:

all providers operating State/Territory-wide with the exception of in home providers.



Participation is mandatory for:

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

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

State/Territory is in the development phase

State/Territory has no plans for development



Other.

Describe:



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



Child care centers



Group child care homes



Family child care homes



In-home child care



License exempt providers



Early Head Start programs



Head Start programs



Pre-kindergarten programs



School-age programs



Other.

Describe:

Public and Charter Schools.

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

Effective Date: 01-OCT-13

**please describe:**

Relative Care Givers must have background checks and fingerprints for themselves and anyone in the home over the age of 18 years. They must attend 47 hours of training. Delaware is looking at improving the Health and Safety checks.

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

Effective Date: 01-OCT-13

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



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

Describe(optional)

N/A



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

Describe(optional)

N/A



Program scores on program assessment instruments.

List instruments:

N/A

Describe(optional)

N/A



Classroom scores on program assessment instruments.

List instruments:

N/A

Describe(optional)

N/A



Qualifications for teachers or caregivers within each program.

Describe(optional)

N/A



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

Describe(optional)

The lead agency collects this info.



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



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

Describe(optional)

N/A



Other.

Describe:

N/A



None.

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

Through the Challenge Grant, we are conducting an evaluation of the QRIS and that the RAND Corporation has been contracted to complete this consistent with the requirements of the QRIS for evaluation.

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.

Evaluation may include efforts related to monitoring implementation of initiative, validation of standards or assessment tools or looking at outcomes in programs or system and may be ongoing or conducted periodically. The goals for the QRIS have been established by the Office of Early Learning for RTTT-ELC. These include expanding the number of participating programs to 100% of center-based programs, 49% of family child care programs for a total of 942 programs participating; increasing the number of programs in higher quality (Star) levels with 182 in Star 3, 198 in Star 4 and 200 in Star 5 by the end of 2015.

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

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

Effective Date: 01-OCT-13

#### **Goal #1:**

Align support and improvement strategies for the QRIS to best match the standards being used in the QRIS and to assure supports in gap areas that providers are not routinely pursuing. Focusing on programs serving the highest need children.

#### **Goal #2:**

Continue to align licensing and the QRIS as mutually supportive, complementary but non-duplicative.

#### **Goal #3:**

Develop and make better use of data to inform a robust, successful responsive QRIS that contributes to children's success, including the tracking of technical assistance strategies and supports.

#### **Goal #4:**

Deepen the implementation of cross-sector participation in the QRIS (ie public and charter schools, Part B, Head Start, ECAP).

**Goal #5:**

Deepen community knowledge of and commitment to high quality early learning programming through Delaware Stars.

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

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

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

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

Effective Date: 01-OCT-13

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

DDOE has primary oversight and contracts with UD Institute for Excellence and the DAEYC to implement a variety of professional and workforce development activities. In addition, Early Childhood Mental Health provides training to providers.

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

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

Effective Date: 01-OCT-13

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

Yes

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

Other.

Describe:

If yes, insert web addresses, where possible: [www.diecc.udel.edu/professionals/competencies#](http://www.diecc.udel.edu/professionals/competencies#)

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:

Promoting Social Emotional Development.

None.

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

To define the content of training required to meet licensing requirements

To define the content of training required for program quality improvement standards (as reported in section 3.3)

To define the content of training required for the career lattice or credential

To correspond to the early learning guidelines

To define curriculum and degree requirements at institutions of higher education

Other.

Describe:

None.

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

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

Describe:

None.

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

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

Describe:

These are embedded in the competencies document.

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

Describe:

Administrators in centers (including educational coordinators, directors).

Describe:

The business and management competencies necessary for the program administrator are separately listed in the general staff competencies document.

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

Describe:

Delaware Institute for Excellence (DIEEC) as the state professional development services provider has developed these competencies separately from the general competencies for staff document.

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:

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.

Effective Date: 01-OCT-13

 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:

Delaware has a Career Lattice.

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

Insert web addresses, where possible:

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:

All positions working directly with children in early care have set qualification requirements set by licensing. Teachers and Curriculum Coordinators are eligible to move up the career lattice with credentials.

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

Describe:

Providers in family child care homes have an entry level position on the career lattice can choose to mirror the career path of center based positions.

Administrators in centers (including educational coordinators, directors).

Describe:

Administrators have set qualifications requirements per licensing and are eligible to move up the career lattice with additional degrees or credentials.

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

Describe:

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

Describe:

Other.

Describe:

None.

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

Infants and toddlers

Preschoolers

School-age children

Dual language learners

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

Other.

Describe:

The Lattice recognizes attainment of specialized credentials but does not scaffold steps by the credential content.

None.

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

Voluntary guide and planning resource

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

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

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

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

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

Other.

Describe:

None.

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

Yes.

If yes, describe:

The Department of Education reviews all applicants for the Delaware Practitioners in Early Childhood registry database to determine qualification for licensing and for career lattice. This database is then linked to the Delaware Stars QRIS database.

No.

### 3.4.3 Workforce Element 3 - Professional Development Capacity

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

Effective Date: 01-OCT-13

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

Yes.

If yes, describe:

Delaware has one statewide Associate's degree program in early childhood with a campus in each county. There are two state institutions and one private institution of higher education offering Bachelor's degrees in early childhood/education. There is a private higher education institution offering a related degree in human services with an emphasis in school-age care.

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:

Delaware offers a variety of early childhood and school-age training statewide through the Institute for Excellence in Early Childhood at the University of Delaware. Some of the training is developed and delivered by the Institute (DIEEC) and some is coordinated by DIEEC as a collaborative effort with other organizations and agencies.

No.

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

Standards set by the institution

Standards set by the State/Territory higher education board

Standards set by program accreditors

Standards set by State/Territory departments of education

Standards set by national teacher preparation accrediting agencies

Other.

Describe:

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:

DIEEC operates the quality assured training services for the state under contract to Department of Education. Training must have learning objectives aligned to state ELGs and CKCs.

Trainer approval process.

Describe:

DIEEC operates the quality assured trainer process for the state under contract to Department of Education. Trainers must complete specific training for trainers covering adult learning theory, relationship-based professional development and reflective practice techniques.

Training and/or technical assistance evaluations.

Describe:

DIEEC conducts ongoing provider/participant evaluation of professional development content and delivery. Many of the trainers used by DIEEC are contract or regular employees and have formal supervision and evaluation. Since DIEEC operates the QRIS, they also employ many technical assistants and require introductory relationship-based and reflective practice training and conduct ongoing supervision and evaluation.

Other.

Describe:

None.

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

Yes.

If yes, describe:

Delaware has had in place for some years articulation agreements between the 2 year institution and each of the 4 year institutions which are updated periodically. Delaware also has tech prep agreements between the comprehensive high school programs and the vocational high school programs and the 2 year associate's programs.

No.

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

Yes.

If yes, describe:

No.

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

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

Effective Date: 01-OCT-13

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

Yes. If yes, for which sectors?

Child care

Head Start/Early Head Start

Pre-Kindergarten

Public schools

Early intervention/special education

Other.

Describe:

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:

Delaware Institute for Excellence in Early Childhood at the University of Delaware offers an extensive website with calendar of professional development and online registration. The online registration function calculates requests for training and will notify administrators of the Institute that additional trainings need to be offered based on waiting list volume. They also offer a quarterly printed publication,

Provider Pursuits, delivered to all licensed programs and email blasts to provider lists.

No.

Insert web addresses, where possible:

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

Scholarships.

Describe:

T.E.A.C.H. Early Childhood Delaware offers scholarships for Associate and Bachelor degrees, CDA application and for credit bearing coursework that leads to an Administration Credential.

Free training and education.

Describe:

CORE-Compensation, Retention and Education (compensation and retention grants for educational and career lattice attainment)

Ages and Stages Child Development Screening (training is available to programs)

Teaching Strategies GOLD child assessment (training is available to selected programs)

Reimbursement for training and education expenses.

Describe:

Grants.

Describe:

Grants to programs for QRIS may be used for professional development and education linked to quality improvement goals and standards.

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:

Department of Education contracts with DAEYC to deliver career advisement services. These services are targeted to staff of programs participating in Delaware Stars QRIS but also extend to career promotion to high school students and response to phone/email inquiries regarding employment qualifications.

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:

Delaware has intensive technical assistance TA's are assigned to each participating program in QRIS and offer both specialized and general technical assistance in some content areas such as health and safety. Delaware also has an intensive mental health consultation service for early childhood.

No.

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

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

Effective Date: 01-OCT-13

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

Yes.

If yes, describe:

No.

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

Yes.

If yes, describe:

Delaware has a compensation initiative through the RTTT-ELC grant which is just in the start-up phase.

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:

Through Early Learning Challenge grant.

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)).

Effective Date: 01-OCT-13

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):

This data was recently collected and reported (Workforce Study) and will be updated every two years.

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

Describe (optional):

The Delaware Workforce Study provides this data and will be updated every two years.

Records of individual teachers or caregivers and their qualifications.

Describe (optional):

This data is collected in DPEC which records all application for qualifications to meet licensing employment requirements.

Retention rates.

Describe (optional):

Records of individual professional development specialists and their qualifications.

Describe (optional):

DIEEC collects this data as part of the quality assured professional development system.

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

Describe (optional):

Number of scholarships awarded .

Describe (optional):

T.E.A.C.H. maintains a database of scholarships and recipients.

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

Describe (optional):

DAEYC will collect this data as a part of the contract for the RTTT-ELC grant compensation initiative.

Number of credentials and degrees conferred annually.

Describe (optional):

Department of Education awards the specialized credentials and collects data on this.

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

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

Other.  
Describe:

None.

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

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

Yes.

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

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

Required by licensing.

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

Required by licensing.

Administrators in centers (including educational coordinators, directors).  
Describe:

Required by licensing.

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

Only for QRIS.

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

Required by licensing.

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?

Delaware has performance measures in RTTT-ELC grant for the number of specialized credentials attained by the workforce.

d) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to its workforce and professional development systems? Evaluation can include efforts related

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

The workforce initiatives for compensation and credentials from the RTTT-ELC grant will be evaluated. The Workforce Study will be updated in 2014 to look at changes from 2012.

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

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

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

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

Effective Date: 01-OCT-13

#### **Goal #1:**

Revise the current competencies for trainers and technical assistants, and identify opportunities to support the trainers and TAs on these competencies through professional development.

#### **Goal #2:**

Include important child development domains from the Delaware early learning guidelines in the early elementary grade standards.

#### **Goal #3:**

Provide support to educators of infants, toddlers, preschoolers and Kindergarten teachers to know and successfully implement developmentally appropriate formative child assessments to help them improve instructional quality and practice, monitor children's progress against the relevant state standards, and improve communication with families.

**Goal #4:**

Support the workforce through the implementation of the new Compensation, Retention, and Education (CORE) award initiative.

**Goal #5:**

Expand the use of the new credentials for the early childhood workforce.